



Accreditation Candidacy Application & Self Evaluation Report

El Camino College

Compton Community Educational Center

1111 East Artesia Boulevard, Compton, California 90221

Accrediting Commission for Community Junior Colleges

Western Association of Schools and Colleges

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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." [\[LINK\]](#)

The mission statement describes the institution's educational purposes, which are centered on student learning and student success. The mission statement describes the institution's intended student population through mention of "people's lives" and "our diverse communities". In addition, the mission statement broadly defines the types of degrees and certificates offered through "comprehensive educational programs and services". Finally, the mission statement demonstrates the institution's commitment to student learning and student achievement.

The mission statement informs institutional planning by serving as a guideline for decision-making with respect to any educational programs and services that potentially impact student success [\[link to AP1200 & AP3250, Making Decisions, and ECC Planning Model\]](#).

Courses offered in the distance education (DE) format are intended for students who are otherwise unable to more effectively participate in face-to-face classroom interactions [\[link to DE Handbook\]](#). These DE students typically do not differ significantly from students studying via the traditional learning mode, although particular resources and capabilities are required for DE courses [\[link to the DE Access Guidelines and DE Video Orientation; CCCCO DE Guidelines\]](#).

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.

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:

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. IRP analyzes and distributes this data to facilitate institutional processes (e.g., program reviews) and to also promote open, direct communication via publicly available reports such as the Annual Factbook [\[link\]](#) and factsheets [\[IE Outcomes link\]](#) pertaining to the Chancellor's Office Student Success Scorecard.

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 [\[IRP Student Achievement Page\]](#). 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 [\[example minutes links\]](#). Student achievement outcomes, as reported in the Annual Factbook and various other reports from IRP [\[IRP Report Page\]](#), are a primary source of evaluating the accomplishment of the mission, but more qualitative data such as student and employee opinions of the campus climate [\[CCSSE Survey links\]](#) are used as well.

The 2013 Planning Summit initiated by El Camino College established a working group to determine specific quantifiable objectives related to each strategic initiative [\[Summit Report link\]](#). Direct measurements via annual reviews of progress were made possible as of the 2014 academic year [\[Senate Packet 2014 link\]](#). 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 [\[Enrollment Management proposal/plan\]](#). Data use and analysis is integrated throughout the planning cycle [\[LINK\]](#). For a list of data used in assessment, see Standard I.B.4.

Aside from integrating data directly into institutional planning processes, reference to the mission and strategic initiatives is taken into consideration at all levels of 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 [\[Request Form link\]](#), 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 the accomplishment of its mission and how this relates to meeting students' educational 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. Data is also integrated into the development of proposals for institutional improvement, and research requests from stakeholders are required to relate to strategic initiatives.

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:

Compton Center's academic programs and services are aligned with the mission of providing comprehensive education to a diverse community. Any institutional planning, decision-making, or resource allocation is 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 [AP 3250].

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 [link to Plan Builder Checklist]. Collegial consultation ensures institutional decision-making is consistent with the educational mission of the college [link to AP2510, 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 [Compton Planning Model]. 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 [future links]. The mission is also integral to 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 [Making Decisions link].

The institution has not specifically consulted with key constituents regarding how congruent DE is with the mission. While the mission does not include statements directly related to a commitment to DE, the equal opportunity for students to receive education at a distance is implied in the provision of "comprehensive education" to our diverse community. DE courses are required to adhere to the institutional mission and strategic initiatives [Curriculum or Course Development Guide, Syllabus Guidelines].

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. Several policies ensure that the mission and related strategic initiatives guide institutional goals and decision-making processes.

Action Plan:

Compton Center will consult with key constituencies to determine how congruent DE is with its mission and whether the mission should include any statements indicating its commitment to DE.

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:

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 [[ECC Mission Statement](#)][[webpage links containing the mission, sample syllabi or syllabi checklist](#)]. Governing boards and planning committees review and update the mission statement as necessary via regularly scheduled or special meetings. The governing board approved the current mission statement on December 15th, 2014 [[BP 1200](#)].

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.

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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 [[links to BP/AP 2510, Making Decisions, Educational Master Plan, other Planning Models, 2015 Summit Outcomes Report, Student & Faculty Engagement surveys, CCC Minutes, other example meeting minutes from relevant committees](#)]. Dialogue ranges from broad communication from campus-wide surveys [[CCSSE & CCFSSSE](#)], board policies [[AP 3250](#)], and handbooks [[SLO/PLO Assessment Handbook, Curriculum Handbook](#)], to departmental and program-level discussions [[Assessment Student Learning Diagram, PLO Statements Report, SAO Assessments Plan](#)].

Compton Center is continuously engaged in dialogue regarding the various aspects of institutional effectiveness and student learning and achievement. 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 [EVIDENCE][[SLOs by Division, SLO Alignment Grid, SAO Page](#)]. 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 [[CCSSE/CCFSSE Surveys, Planning Summit Outcomes Report, relevant board or committee minutes](#)].

The Distance Education Advisory Committee (DEAC), as well as appropriate faculty in respective academic departments, is 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 [[DEAC Homepage](#)].

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 remains continuous and that communication is able to occur through various levels.

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 [[SLOs by division page](#)] [[SAO page](#)].

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 [[SLO timeline and PLO reports](#)]. 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 [[TracDat sample reports](#), [Program Review page](#)] [[Institutional Planning policy](#)]. Although Compton Center uses disaggregated data for ILOs, its SLO, PLO and SAO analysis, it does use disaggregated data in other areas of assessment, such as student achievement [[IR Student Achievement page](#)].

We need narrative and evidence to address the following: “What improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation?” We need to make a general statement here and then expand into specific examples below in I.B.4

The Center is currently in its second year of using the TracDat system for assessments and recommendations, so the implementation of recommendations is underway but there has not been a chance to evaluate or assess the suggested improvements.

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 [[BP 4020](#)] [[BP 4025](#)] [[AP 4020](#)] [[CCC handbook](#)]. 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 [[Course Approval Handbook](#)] [[CCC review timeline](#)] [[Curricunet](#)]. 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 [[AP 4050](#)].

The administrative procedure [\[AP 4105\]](#) 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 [\[DE guidelines\]](#) [\[Library Distance Learning Faculty Resources\]](#) [\[example program review with DE discussion\]](#).

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.

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:

The Compton Center establishes mission-appropriate institution-set standards for student achievement and continuously assesses and publishes information related to these in our ongoing process to improve the institution [\[IRP Student and Achievement data sets, Academic Senate Minutes\]](#) [\[SSSP plan\]](#). Evidence of this can be seen in the Academic Senate Meeting Minutes and the Methodology for ACCJC Institutional-Set Standards that Compton Center follows [\[Academic Senate minutes\]](#) [\[Methodology for Institution-Set Standards\]](#). 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 [\[Plan Builder\]](#). 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”) [\[2015 Planning Summit Outcomes Report\]](#) [\[Making Decisions at ECC\]](#). 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) [\[SLO assessments by division/?\]](#).

The Curriculum Committee determines the goals and objectives for all classes, and the accreditation annual report data is directly used in determining appropriate and evidence-based institutional-set standards [\[Methodology for Institution-Set Standards\]](#). 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 [\[SSSP plan\]](#) [\[Plan Builder\]](#). The method for this remediation is evidenced through BP2320 “Special and Emergency Meetings” [\[BP 2320\]](#).

Self-Evaluation:

Compton Center meets the standard. The Center is has established and measured institutional-set standards regarding student achievement outcomes as evidenced by data reported in the Institutional Effectiveness Outcomes. Compton Center uses a variety of measurements, assessments and reports to ensure that it is meeting these standards and has a robust system in place to remedy any programs that are not meeting standards.

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 [[SLO, SAO, PLO, ILO links](#)]. Direct assessments of student performance (i.e., student achievement outcomes) are also implemented at various stages of institutional planning processes [[IRP Student Achievements link](#)]. Additionally, El Camino College and Compton Center board policies directly emphasize structural support for student learning and achievement [[BP/AP 2510 link](#)], as do our planning models [[Compton/ECC Planning Models](#)] and guides for decision-making [[Making Decisions at ECC](#)].

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 [[SLO and PR links](#)]. 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 [[SLO page](#)] [[PR examples](#)]. Academic and student service programs are also required to analyze and report student achievement data in their respective program reviews [[Student Service Program Review guide](#)] and use this information to guide recommendations for improvement. Additionally, the assessments regarding student achievement primarily serve as the data indicators incorporated into various institutional plans [[Enrollment Management Proposal and SEP](#)].

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 [[Demographic Profiles](#)], in addition to regional data about the local community [[District Profiles](#)]. The various student achievement reports provided by IRP are presented with data disaggregated according to demographic characteristics of the students [[IRP Student Achievement page](#)] in order to help examine any potential differences among subpopulations of students that may need to be addressed 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 as well as 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 in future reports. Compton Center 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.

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 [PR page]. Data used for program reviews are disaggregated according to specific program types and delivery methods [link to success/retention Online pages]. The program review process incorporates cyclical, systematic, ongoing evaluations of institutional programs and services. Budgeting of resources depends on recommendations from program reviews and area plans [link to PR page w/ integration explanation]. Planning is integrated into institutional processes via standing and steering committees that serve advisory or decision-making roles according to input from various stakeholders [links to org chart and/or planning model]. 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 [link or screenshot].

The program review process at Compton Center serves as a cyclical, systematic, and ongoing evaluation of programs and services. The process is cyclical and ongoing according to the program review schedule available from the website [link to PR Schedule for ECC and/or Compton when available]. The data used in a given program 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 [MyECC link]. SLO, PLO, and SAO assessment data is also used in the program review and evaluation processes [SLO page]. Academic programs are required to generally 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 [link to PR Guidelines].

The information from program reviews is discussed and acted upon within specific programs and departments [[link to relevant minutes](#)], and the broader impacts on institutional effectiveness and educational quality are topics for larger committees [[link to Academic Senate, Institutional Effectiveness, PBC minutes](#)].

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 [[link to org chart and planning model](#)].

Compton Center currently uses similar processes for planning, approving, and evaluating DE courses and those offered via traditional instruction methods [[DE Guidelines and Policy](#)]. 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 appropriately assess the attainment of program goals and objectives. These program reviews are further integrated into the institutional planning process via standing committees that incorporate this information and advise the committees responsible for institutional decision-making with regards to planning, budget, and resource allocation.

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 virtually all 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 [[example link to Time to Completion report](#)]. When performance gaps are identified, strategies to reduce these gaps are created and written into the upcoming versions of any relevant institutional plans [[example link to SEP](#)].

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 [[link to Institution-Set Standards and methodology](#)]. The institution measures the success of these targeted outcomes by comparing the quantified student data to the previously-established expectations and goals [[IE Outcomes infographic](#)]. Institutional performance is satisfactory in that progress is on-target with several goals such as...while some goals such as...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) are primarily implemented to reduce gaps seen between subpopulations of students and to provide additional aid to particular students who would benefit from such assistance [[SEP and SSSP plan links](#)]. 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 [[link to screenshot](#)].

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 is in the process of developing methods to disaggregate student learning outcomes in a similar manner to improve our ability to mitigate performance gaps.

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 [[Program Review](#)] [[SAOs](#)] [[SLOs](#)] [[AP 3250 - Institutional Planning](#)].

El Camino College holds an annual planning summit for all stakeholders to discuss the effectiveness of the evaluation cycle [[2015 Planning Summit Outcomes Report](#)]. Compton Center also hosts Strategic Planning Summits for its stakeholders to establish an institutional planning model and determine how planning processes are designed to effectively foster improvement. The effectiveness of these planning processes is measured via surveys such as the [[2015 Consultation Survey](#)] evaluating stakeholder perspectives and understanding of decision-making and planning processes.

Various committees assess the effectiveness of their area within evaluation, integrated planning, resource allocation, and re-evaluation. The Program Review Committee... The SPC... The Assessment of Learning Committee...The DE Committee...

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 [[Online Success & Retention Rates](#)]. For example, students are sent surveys regarding the satisfaction of DE courses after completing them, and the results are compiled and analyzed [[Fall 2012 DE Student Satisfaction Survey](#)]. Academic program reviews are required to include an analysis of the effectiveness of DE courses in comparison to on campus instruction [[Academic Program Review Guide](#)]. The Office of Institutional Research & Planning also reports student outcomes disaggregated according to instruction method when possible [[Distance Education Course Analysis](#)].

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.

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 [[Summit Evidence](#)][[board minutes](#)].

Examples of assessment and evaluation activities include Compton Center's program review process [[link to PR page](#)]. The results of these program reviews are broadly communicated via the website [[Completed PRs page](#)] and through procedures such as Academic Senate meetings [[link to Senate minutes](#)]. Data regarding evaluations of the effectiveness of programs and services are communicated through various internal channels (e.g., the MyECC PR tool [[screenshot or MyECC link](#)]). 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 [[SLO website](#)].

The Institutional Effectiveness Committee procedurally examines programs and services' assessment results [[link to Program Review rubric and/or minutes](#)], and this information is passed on to the Planning and Budget Committee [[Evidence: IE and PBC minutes](#)]. The Institutional Effectiveness Committee and Strategic Planning Committee serve as advisors to the Planning and Budget Committee [[link to org chart](#)], so institutional decision-making is necessarily based on a shared understanding of these assessment and evaluation results [[Evidence: IEC, SPC, and PBC minutes](#)].

Likewise, stakeholders provide direct evaluative input during events such as Compton Center's Strategic Planning summit [[link](#)], the joint planning summit hosted by El Camino College [[link to summit and Making Decisions document](#)], and surveys or evaluations distributed in response to the summits held [[link to Consultation Survey and Planning Summit Outcomes report](#)]. Compton Center also provides opportunities for informal evaluation as well as communication of various institutional assessments via public participation in board meetings [[link to BP 2350/2345 and appropriate board minutes](#)].

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.

Standard I.A.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 [[links to Ed. and/or Comp. Master plans, BP 3250, Making Decisions](#)]. 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 [[link to Planning Model](#)]. 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 [[link to Program Review guidelines](#)].

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 [[link to planning model and org chart](#)]. 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 at the most particular levels.

This process is further detailed on the Academic Affairs Program Review page [[link to PR page](#)], 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 Presidents of the given areas integrate 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 [[Completed PRs page](#)], student surveys [[CCSSE link](#)], 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 [[SLO page and/or example assessments](#)]. In a broader sense, departmental data (e.g., Student Services intake data), personnel evaluations [[link](#)], 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 justify 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 smaller Area and Unit plans and program reviews [[link to Area/Unit/Program plans and associated sample PRs](#)].

Compton Center collects assessment data for DE similarly to data collected for traditional instruction methods. All academic programs and services collect and assess learning outcomes through departmental meetings, regardless of instructional method [[SLO alignment timeline/grid](#)].

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 effectively 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.

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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 [[Mission Page](#)], the printed College Catalog [[2015-2016 College Catalog \(page 7\)](#)] and the semesterly Class Schedules. Poster versions of the Mission statement are posted in various areas around campus, as provided from the Public Relations Department.
- Student Learning Outcomes (SLOs) for every course provided through the Compton Center, are provided on every class syllabus that students receive on the first day of class for both in-person and distance education courses. All SLOs and PLOs are posted online through El Camino College [[SLO Timelines and Alignment Grids](#)].
- Regarding the Compton Center's accreditation status, all status updates are available online [[Compton Accreditation Page](#)] [[BP 3200 - Accreditation](#)] along with annual updates printed in the College Catalog [[College Catalog \(page 300\)](#)].
- All educational programs are outlined online [[Majors Page](#)], in the College Catalog (page 51) and along with 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 [[Student Services Index Page](#)].
- 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 as well as the data provided to external agencies such as the California Community College Chancellor's Office.

The Compton Center ensures the integrity of publications through regular reviews of its 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 [[PR Communication Guide](#)]. 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 [\[ECC DE Site\]](#) [\[Compton DE Site\]](#). General information regarding the definition and approval process is indicated in the relevant administrative procedure [\[AP 4105\]](#), and DE-related data is available through the Institutional Research & Planning (IRP) website [\[Online Success Rate Page\]](#) [\[ECC Online Course Analysis\]](#) [\[Compton Online Course Analysis\]](#).

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 [\[Program Review Page\]](#). Currently, no measure is in place to evaluate the institution’s representation of its DE programs, but IRP is developing a proposal for an evaluation [\[Distance Education Research Proposal\]](#). Likewise, this Distance Education Research Design proposal is intended to provide an evaluation of students’ perspectives of our DE representation, 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.

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 [\[2015-2016 Catalog\]](#).

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 within is accurate in terms of programs, locations, and policies. This information is published through the Public Relations and Marketing Department of El Camino College [[Public Relations](#)] [[Admissions catalog PDF](#)].

Compton Center addresses issues of academic freedom, financial aid, and learning resources for DE courses similarly to those of traditional instruction methods [[BP 3040 Academic Freedom, AP 4105 Distance Ed](#)]. 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 [[Course Catalog](#)], and students are instructed to contact the Distance Education Office or visit the Distance Education website for more information [[ECC and Compton DE pages](#)]. Instructors are given guidelines for regular effective contact per Title 5 requirements and as indicated through administrative procedure [[Title 5 and AP 4105](#)].

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.

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 (in the case of student learning) [\[link\]](#) and program reviews [\[link\]](#) as well as research reports (in the case of student achievement) [\[link\]](#). Compton Center collects assessment data related to student learning outcomes [\[link\]](#), program learning outcomes [\[link\]](#), institutional learning outcomes [\[link\]](#), and service area outcomes [\[link\]](#) as they pertain to the respective academic programs and student services offered. Additionally, student achievement data is assessed through program reviews [\[link\]](#) and research reports [\[link\]](#).

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 [\[link\]](#). Additionally, all external and relevant internal reports are available through the Office of Institutional Research & Planning's website [\[link\]](#). Other internal reports are available at the request of IRP or the Office of Institutional Research.

Self-Evaluation:

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.

Standard I.C.4

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

Descriptive Summary:

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 or on the individual websites for each academic program [\[2015-2016 Catalog\]](#) [\[Academics homepage\]](#). Information about programs is verified during catalog development and regular review of website information by the appropriate academic department prior to being made available [\[Admissions page\]](#). Degrees and certificates are clearly described in the introduction of each academic program [\[Academics homepage\]](#). 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, student learning outcomes are currently listed on the homepage of various academic programs and the SLO webpages [\[Course Outline of Record or Syllabi Guidelines, appropriate program pages, and SLO homepage\]](#). The College also verifies that faculty adhere to stated course objectives and learning outcomes through the faculty evaluation process [\[Faculty Evaluation\]](#).

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 [[SLO Assessment reports](#)]. Likewise, academic program reviews allow for the assessment and analysis of learning outcomes in individual sections or courses [[Program Review guide](#)].

Students enrolled in DE courses receive program information through the course catalog or the webpage of their given academic program [[Course Catalog](#)] [[Admissions page](#)]. 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 [[Course Outline of Record](#)] [[IRP online-course success and retention page](#)].

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.

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 [[2015 Planning Summit Outcomes Report](#)] [[Making Decisions at ECC](#)]. Primarily, the governing board (Board of Trustees) oversees and identifies any problems regarding these policies, procedures, and publications [[Compton BP 2200](#)] [[ECC BP 2200](#)] [[BP 2510](#)] [[AP 2510](#)], and any such problems are communicated through the administration as well as in the publicly available meeting minutes of the governing board meetings [[Compton Board Page](#)] [[ECC Board Agendas](#)] [[ECC Board Minutes](#)].

Self-Evaluation:

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

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 [[Compton Fees Page](#)] [[ECC Fees Page](#)] [[Course Catalog: Page 20](#)]. 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, estimates of costs for books and supplies, room and board costs, transportation costs, and any additional costs of 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 instructional costs; estimated personal expenses and transportation costs; room and board costs; and estimated grant aid [[Net Price Calculator Link](#)]. Most 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 [[Examples of GE disclosures](#)].

Compton Center publishes information on the estimated total cost of education via gainful employment disclosures for certificates offered by each academic program [[Certificates \(GE Disclosure page\)](#)], but information for associate degree and transfer outcomes is not currently provided, partially due to the fact the cost of specific pathways to completion may be variable.

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.

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 [[link](#)], the 2015-2016 college catalog [[link](#)], the student handbook [[link](#)], and the faculty bargaining unit contract [[link](#)]. Additionally, board policies related to free speech and prohibition of harassment are in place

[\[Free Speech and Prohibition of Harassment BP links\]](#). DE students are able to access institution policies on academic freedom and responsibility through the catalog and website. In the event there is inappropriate communication from an instructor, procedures are in place via AP 5530 [\[link\]](#) 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.

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 and academic honesty, as well as consequences for academic dishonesty [\[link to Curriculum Handbook and Page 34 of Catalog, and possibly English Handbook\]](#). The institution's board-approved policies on student academic honesty and student behavior are publicly available through the governing board [\[BP/AP5500 and AP5520 + Student behavior BP/AP\]](#). 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) [\[link to syllabi guidelines and Syllabus Project \(cec-syllabi\)\]](#).

Compton Center implements prevention strategies to promote student verification prior to their access of DE courses [\[AP 4105 and Policy on DE\]](#). Guidelines for student authentication are provided, and training and professional development regarding DE systems are made available to the faculty [\[link to Student Handbook and Authentication Guidelines\]](#).

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.

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 as well as clauses in the faculty contract regarding evaluation [[link to College Curriculum handbook, Faculty Evaluation template](#)].

Specifically, academic freedom is addressed in Board Policy 4030 [[link](#)], the 2015-2016 college catalog [[link](#)], and the faculty bargaining unit contract [[link](#)]. In the event there is inappropriate communication from an instructor, procedures are in place via AP 5530 [[link](#)] 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.

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 the nondiscrimination [[AP 3410](#)], academic freedom [[BP 4030](#)], and the prohibition of harassment [[BP 3430](#)] [[AP 3430](#)] [[AR 3431](#)], 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 [[BP 5500](#)] and Administrative Policies [[AP 5500](#)], 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.

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.

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 [\[link\]](#). Documents such as the Eligibility Application [\[link\]](#), the ACCJC Letter Reaffirming Eligibility (including timelines and policies) [\[link\]](#), and general information regarding the Process to Accreditation [\[link\]](#) are all available from this page. This webpage additionally presents details of the partnership agreement between Compton Center and El Camino College [\[link\]](#), which also provides institutional documentation in compliance with accreditation and the Commission [\[BP 3200 - Accreditation\]](#) [\[AP 3200 - Accreditation\]](#).

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.

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 [\[AP 3200\]](#). 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 [\[Compton Accreditation page\]](#) [\[El Camino Accreditation page\]](#).

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 [\[BP 3200\]](#) and prevent external conflicts of interest [\[BP 2710\]](#) [\[BP 3400\]](#). The institution responds promptly and honestly to recommendations and citations [\[Compton Accreditation Correspondence\]](#) [\[ECC Accreditation Correspondence\]](#). 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 [National Center for Education Statistics](#).

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.

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:

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 [\[BP 1200 - ECC District Mission\]](#) [\[BP 1200 - Compton District Mission\]](#). For example, the institution's priorities are documented as strategic initiatives to be followed in order to fulfill the institutional mission [\[BP 1200 - ECC\]](#). 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.

DRAFT

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. The course and program offerings align with Compton Center's mission. 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, contract education, and community education (Link 1 & 2). All courses and programs are appropriate to higher education and culminate in defined student learning outcomes (Link 5). Students successfully completing courses, degrees, and certificates are prepared for employment, further academic studies, or transfer to baccalaureate programs (Link 3 & 4). Program review and planning processes ensure continued course and program alignment with the mission.

Programs are chosen and evaluated through processes and procedures specified by Compton Center. Discipline faculty members develop degrees and certificates according to the standards in Compton Center's Curriculum Handbook (CH) (Link 7). 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 (Link 7 & 10). 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 (Link 2, 3, 4, & 5).

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 (Link 4). 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 (Link 3).

Compton Center does not offer Correspondence Education programs. Distance Education programs are chosen and evaluated through processes and procedures specified by Compton Center (Link 6). 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 Compton Center, 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 (Link 9). Compton Center has developed clear transfer pathways for students that include extensive articulation of Compton Center curricula to CSU, UC, and private universities (Link 8).

Self-evaluation:

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 Program Development Process and continuing through Program Review Process when programs are periodically evaluated for effectiveness. These linked processes include, for example, the development and evaluation of Student Learning Outcomes (SLOs) for all courses, degrees, and certificates. The curriculum approval process requires that SLOs are developed and included in the approval process for all courses and programs. In addition, all curricular and program standards are consistent for all courses and programs of study, regardless of location or mode of delivery.

Link(s):

1. Mission statement and strategic plan
<http://www.elcamino.edu/administration/ir/docs/planning/DistrictMissionandStrategicPlan2015.pdf>
2. Catalog: <http://viewer.zmags.com/publication/6c055827#/6c055827/1> - pages 10-11

3. Graduation and degree attainment, certificates, transfer, distance education retention and success rates:
http://www.elcamino.edu/administratio/ir/docs/eccprofile/rp_facts_and_figures_2014_com.pdf
4. CTE employment:
<http://www.elcamino.edu/administration/ir/docs/acadperformance/CTEOS2015Compton.pdf>
5. SLO Page: <http://www.compton.edu/academics/slo/index.aspx>
6. Distance Ed: <http://www.elcamino.edu/library/distance-ed/>
7. Curriculum Handbook: <https://www.elcamino.edu/academics/ccc/handbook.asp>
8. Transfer agreements:
<http://www.compton.edu/studentsservices/supportservices/transfercenter/transferdefinitions/>
9. Program review: <http://www.compton.edu/academics/programreviews.aspx>
10. Senate Meeting minutes

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 revise all course outlines. Faculty members are also responsible for developing and submitting new course outlines (Link 2). Training on curriculum development is an ongoing part of their ongoing professional development. Curriculum development and revision provide faculty the opportunity to reflect and updating course objectives and methods of instruction (Link 3) and evaluation based on SLO assessment results and other related factors (Link 1)

(Link 1) <https://www.elcamino.edu/academics/slo/>

COR Sample:

(Link 2)

<http://www.compton.edu/campusinformation/accreditation/docs/SampleGenEdCourseOutlines.pdf>

(Link 3) <http://www.elcamino.edu/academics/ccc/handbook/PEOPLE.pdf>

Compton Center determines appropriate delivery modes through the course review process. All courses at 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. Credit units are granted based on achievement of the stated learning objectives in the COR. The CCC considers the same factors when determining alternate delivery modes (Link 4).

Link 4): Course Review Process: <https://www.elcamino.edu/academics/ccc/handbook.asp>

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 results include a section on analysis (Link 5). Faculty members provide detailed reflection on each assessment to demonstrate how they can improve teaching methodologies to improve student performance. Similarly, faculty members provide areas for improvement in program reviews that discuss professional development activities geared around improving student performances (Link 6).

(Link 5): Sample SLO Assessment- TracDat

https://www.elcamino.edu/academics/slo/docs/slo_assessments_bydivision/spring-summer_2015/huma/2015-1027_ENGL_SP-SU15_SLO-Assessment-Report.pdf

(Link 6): SLO Review and Course Review:

<https://www.elcamino.edu/academics/ccc/handbook.asp>

Criteria used in program review include relevancy, appropriateness, achievement of learning outcomes, currency, and planning for the future and the process is consistently followed for all college programs, regardless of the type of program (Link 7). 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 (Link 8). 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 (link 9). The College's CTE programs recently completed their first cycle of two-year program review CTE updates in 2014 (Link 10).

(Link 7): <https://www.elcamino.edu/academics/slo/>

(Link 8): https://www.elcamino.edu/administration/vpaa/program_review/index.asp

(Link 9): <http://www.asccc.org/sites/default/files/Curriculum-paper.pdf>

(Link 10):

<https://www.elcamino.edu/academics/ccc/handbook/Course%20Review%20Worksheet.pdf>

Program reviews utilize robust data sets including institutional research data, curriculum review, SLO and PLO assessments and information regarding conditions in the academic field or related industry (Link 11, 12). Program review is one way that Compton Center evaluates its programs and courses (Link 13). 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. Additionally, SLO and PLO assessment data are used to measure program improvement.

(Link 11): <https://www.elcamino.edu/academics/slo/>

(Link 12): <http://www.compton.edu/academics/slo/assessmentreports.aspx>

(Link 13): https://www.elcamino.edu/administration/vpaa/program_review/index.asp
<https://www.elcamino.edu/academics/cc/handbook/Course%20Review%20Worksheet.pdf>
<http://www.elcamino.edu/administration/ir/acadperformance.asp>

A program's relevancy is determined through environmental scans and the program review process. In addition, program relevancy is evaluated in several other 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 the all programs (Link 14, 15).

(Link 14)

<https://www.elcamino.edu/academics/academicsenate/Senate%20Packet%209%202%2014.pdf>

(Link 15): https://www.elcamino.edu/administration/vpaa/program_review/index.asp

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 (Link 16, 17). 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.

(Link 16): https://www.elcamino.edu/administration/vpaa/program_review/index.asp

(Link 17):

<https://www.elcamino.edu/academics/cc/handbook/Course%20Review%20Worksheet.pdf>

Competency levels and measurable students learning outcomes are determined for distance education in the same manner as traditional programs by faculty during curriculum development (Link 18). Faculty to 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 (Link 19).

(Link 18): <https://www.elcamino.edu/academics/cc/handbook.asp>

(Link 19): <http://www.compton.edu/academics/slo/assessmentreports.aspx>

Faculty members play a role in the process of curriculum development for distance education. Advisory committees and faculty involvement are essential in the development of new courses and certificates (Link 20). 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 fashion as traditional courses (Link 21). When SLO assessments are conducted, distance education faculty complete the same analysis and discussions of assessment data, teaching methodologies and student performances (Link 22).

(Link 20): <https://www.elcamino.edu/academics/ccc/handbook.asp>

(Link 21): <https://www.elcamino.edu/academics/ccc/handbook.asp>

Link 22): <http://www.compton.edu/academics/slo/assessmentreports.aspx>

Compton Center has in place policies that dictate satisfactory progress in distance education courses and programs. SLO and PLO assessments and program reviews are mechanisms that are in place to evaluate the rigor of all courses and program, including DE/CE courses/programs (Link 23). 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 (Link 24).

(Link 23): <http://www.compton.edu/academics/slo/assessmentreports.aspx>

(Link 24): <https://www.elcamino.edu/academics/ccc/handbook.asp>

DE evaluation results are also used in institutional planning. These results are used by all academic deans to 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 (Link 25). 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 (Link 26).

(Link 25): <https://www.elcamino.edu/academics/ccc/handbook.asp>

(Link 26): <http://www.elcamino.edu/Library/Distance-Ed/>

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.

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.

Descriptive Summary:

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, and with representation from Deans and Associate Deans, Institutional Research and Planning, Student Services, Academic Affairs, and Academic Senate. (Link #10 page 2-2)

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. (Link #3).

In the classroom, SLOs are an integral part of every syllabus. 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. (Link #10 page 1-7). Each course has a course outline of record (COR) that includes SLOs (link #8). Faculty members are required to inform students of course SLOs in their syllabi which must follow the course outline of record (link #7 and #8).

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 (Link #3). 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, as well as influence program review analysis and recommendations and annual planning steps (link #5).

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): (Link #1)

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 Compton College. 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 (Link #6).

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 (links #2, #5, and #9). As detailed elsewhere, the assessment results for learning outcomes are used in program review.

Compton Center faculty members play an essential role in the assessment, program review, and planning processes. The ALC is comprised of a faculty representative from each of the divisions on campus. There are designated roles that fall upon faculty as well: (Link #10)

1. The campus has an SLO Coordinator who is a full-time faculty who chairs the ALC and facilitator meetings, working closely with the Academic Affairs office.
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. (Link #4).
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 (Link #10 page 2-3).

Self-Evaluation:

Compton College meets this standard. All instructional programs have established and recorded PLOs and SLOs for existing courses, programs, certificates, and degrees using established institutional procedures (Link #6). All courses have course outlines of record that include SLOs and faculty are required to inform students of course SLOs in their syllabi (Link #7). Faculty members assess SLOs and PLOs and enter assessment reports into TracDat (Link #2).

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 (Link #10).

Link(s):

1. <http://www.elcamino.edu/academics/slo/corecomps.asp>
2. <http://www.compton.edu/academics/slo/assessmentreports.aspx>
3. http://www.elcamino.edu/administration/ir/docs/planning/PlanningModel2013_Final.pdf
4. <http://www.compton.edu/academics/slo/contactpage.aspx>
5. <http://www.elcamino.edu/academics/slo/assessment-process-overview.asp>
6. <http://www.compton.edu/academics/slo/timelines-align-grids.aspx>
7. <http://www.elcamino.edu/academics/slo/slostudents.asp>
8. http://www.curricunet.com/elcamino/search/course/course_search_result.cfm
9. <http://www.elcamino.edu/academics/slo/docs/ECCAssessmentStudentLearningDiagram.pdf>
10. http://www.elcamino.edu/academics/slo/docs/SLOandPLOAssessmentHandbook_2016-02-01.pdf

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 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 (Link 1).

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. Compton Center has three divisions and various discipline groups that regularly conduct their course and program reviews. Faculty members evaluate and chart the direction for their courses and programs every four and two years, respectively. 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 (Link 2).

Pre-requisite consideration for new classes and its appropriate sequence for all collegiate and pre-collegiate are initiated by faculty who are experts in their field. Compton Center faculty members serve as ECC Curriculum Committee members (Link 4). 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 as long as it follows 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 the El Camino College (Link 3).

Course review, which includes SLOs assessments and program review, are 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 review process (Link 5 and 6). Student Learning Outcomes are assessed on cycle 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 (Link 7).

The approval process for distance education course delivery was streamlined by including DE faculty on all Division Curriculum Committees and by eliminating the requirement for approval by the Distance Education Advisory Committee. The decision to offer any course in DE mode goes through the same rigorous process of all classes through the Curriculum Committee. The committee is comprised of voting representatives from different areas including faculty, academic deans, and vice president of academic affairs. These members review curriculum as established in the Curriculum Handbook for El Camino College the California Community Colleges Program and Course Approval Handbook, Title 5 of the California Code of

Regulations, and District policies. The process begins with course review that allows for faculty experts in each discipline to be part of the process to establish courses as DE (Link 8).

The institution offers categories of courses in DE mode. Currently the institution offers both pre-collegiate level and collegiate level courses. Pre-collegiate Math courses are offered online in hybrid format. No other pre-collegiate level courses are offered in DE format. All other DE courses are collegiate level and include: Academic Strategies, Administration of Justice, Anthropology, Art, Business, Child Development, Computer Information Systems, Contemporary Health, Economics, English, Human Development, History, Humanities, Music, Philosophy, Political Science, Psychology, and Sociology (Link 9).

Self- Evaluation:

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.

Link 1: <http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf>

Link 2: <https://www.elcamino.edu/academics/ccc/handbook.asp>

Link 3: <https://www.elcamino.edu/academics/ccc/handbook.asp>

Link 4: <https://www.elcamino.edu/academics/ccc/handbook/PEOPLE.pdf>

Link 5: <https://www.elcamino.edu/academics/ccc/handbook.asp>

Link 6:

<https://www.elcamino.edu/academics/ccc/handbook/Course%20Review%20Worksheet.pdf>

Link 7: <https://www.elcamino.edu/academics/slo/>

Link 8: <https://www.elcamino.edu/academics/ccc/handbook.asp>

Link 9: http://dev.compton.edu/academics/distance-ed/Course_FacultyInfo.aspx

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 2015-2016 specifies the general education and unit requirements

necessary to qualify for degrees, certificates, transfers and other enhanced educational programs (L-1, L-2, L-3, L-4).

Requirements for the Associate of Arts and the Associate of Science degrees are detailed in the 2015-2016 college catalog. All associate degrees require at least 60 units, of which a minimum of 12 units must be in a specific discipline, 18 units of general education, a 2.0 cumulative GPA, and at least a “C” grade in specific areas (Link 13). The general education and graduation requirements for the degrees are stated in the 2015-2015 college catalog and Board Policy 4100.1 (Link 14). 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.

Compton Center addresses the quality of instruction 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 (Link 5, 6). Faculty from Compton Center participate at the 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. Dialogue of faculty on revising or developing courses begin 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. 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 advances to the CCC, CSU, and the UC system (Link 7, 8).

Degree and certificate programs at Compton Center conform to California Education Code/Title 5 regulations for appropriate breadth, depth, rigor, sequencing and time to completion (Link 9). The curriculum development process ensures rigor and appropriate sequencing of courses. The procedure for initiating new or revised course outlines involves a structure, documented process, outlined in the El Camino College Curriculum Handbook and the Curriculum Review Timeline (Link 5, 8). The emphasis of this curriculum review is on appropriate sequencing of courses to ensure that students can matriculate through the Compton Center with an appropriate time to completion. All courses require consultation with and approval from department faculty, the Division Dean, the chair of the College Curriculum Committee (CCC) at El Camino College (Link 10). The CCC comprised of faculty representatives from every division and chaired by a faculty member, ensures appropriate breadth, depth, rigor, and adherence to college and federal regulations for course outlines in its review and approval process. The Course Outline of Record for each course is available on CurricUNET, which is searchable by any faculty member or administrator (Link 11).

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. In accordance with Title 5, Sections 55002(a) and 55060 Compton Center Board Policies 4100.1 and 4235 states the graduation requirements for degree and certificates (Link 3). Students who graduate from El Camino Compton Center with an AA or AS degree and/or transfer to a four-year university must complete the minimum criteria: 60 units with a 2.0 grade point average. The 60 units of courses shall be from three areas: general education, major preparation and elective course (Link 4).

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 (Link 15, 16). Distance education faculty resources include training, instructional media and online communication tools, and resources supporting effective online instruction (Link 17).

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 (Link 12). 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.

Self-Evaluation:

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 the policies and regulations established standards and meet the appropriate rigor, breadth of knowledge, sequence of courses, frequency of course offering, and stated outcomes common to institutions of higher education.

Link(s):

<http://viewer.zmags.com/publication/6c055827#/6c055827/58> - Link 4

<http://www.elcamino.edu/administration/board/boarddocs/4025%20Philosophy%20for%20Associate%20Degree%20and%20General%20Education.pdf> - Link 1

<http://www.elcamino.edu/administration/board/boarddocs/4228%20Independent%20Study.pdf> - Link 2

<http://www.elcamino.edu/administration/board/boarddocs/AP%204100%20Graduation%20Requirements%20for%20Degrees%20and%20Certificates.pdf> - Link 3

<http://www.elcamino.edu/academics/ccc/handbook/Appendix%20B--Curriculum%20Review-Development.pdf> -Link 6

<http://www.elcamino.edu/academics/ccc/handbook.asp> - Link 5

<http://www.elcamino.edu/academics/ccc/handbook/PEOPLE.pdf> - Link 7

<http://www.elcamino.edu/academics/slo/>

<http://www.curricunet.com/elcamino/documents/Fall%202015%20CCC%20Timeline.pdf> - Link 8

http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/PCAH_Final_July2012.pdf - Link 9

<http://www.curricunet.com/elcamino/index.cfm> - Link 11

<http://www.elcamino.edu/academics/ccc/handbook/Course%20Review%20Worksheet.pdf> - Link 10

<http://www.elcamino.edu/distanced/facultyresources/deac.asp> - Link 12

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. Certificates, degrees, courses, prerequisites, articulation status, and other related requirements are reviewed and revised each year and published in the published Compton Center's catalog. The catalog published all GE and certificate requirements and is updated when articulation changes occur. The certificates or degree requires students through either a particular field and or general education pattern designed to encourage the development of broad knowledge in core subjects and acquisition of sufficient depth in a specific field of knowledge.

Link(s): Catalog links: <http://viewer.zmags.com/publication/6c055827#/6c055827/60> - degree requirements - page 60-65

<http://www.elcamino.edu/academics/ccc/s5reviewtimeline.asp>

<http://www.elcamino.edu/academics/ccc/handbook/PEOPLE.pdf>

<http://www.elcamino.edu/academics/slo/>

http://www.elcamino.edu/administration/vpaa/program_review/committee-and-materials.asp

The institution successfully achieves 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. 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.

Link(s): http://www.elcamino.edu/administration/vpaa/program_review/process-and-materials.asp

The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time. Academic programs follow a 4-year review cycle and CTE programs follow a 2-year review cycle. Completion data in each department is used to generate changes in scheduling of classes to ensure that students have access to necessary classes to complete their program requirements within a reasonable time frame which is generally 2 years for a 60-unit degree.

Link(s): http://www.elcamino.edu/administration/vpaa/program_review/process-and-materials.asp

Self- Evaluation:

The institute meets the standard. Compton Center uses the Program Review process 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.

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:

There are several innovative methods employed that foster student success. Learning communities promote collegiality where students develop learning groups where they get to know each other and the instructor. Technology is used because students show great comfort

and enthusiasm when it is incorporated in learning. Supplemental Instruction (SI) allows improved student engagement due to personal connection through tutoring (1).

For equity of students success, the institution effectively uses delivery modes, teaching and learning methods with support services to meet the needs of diverse students. 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 (2,3,4). The institution clearly understands diverse needs and learning styles of all students.

Each course has a course outline of record which describes methods of assessment as well as appropriate delivery modes of course contents. The methods of evaluation should be varied and authentic, to be used as a tool to measure student learning for example work outside of class, critical thinking tasks and different teaching methods. Student learning outcomes and Staff Development courses can be used to help instructors determine the more effective teaching style that fosters student success (5, 6).

Appropriate teaching methods are selected based on successfully reaching target performance for SLO's. If success is not obtained, teaching methods are revisited and adjusted. Teaching methods are selected from the Curriculum Handbook and at the instructor's discretion. Student Learning Outcomes are used to during the semester to determine student success. Student success with SLOs is discussed with instructors within a department discussing student success and appropriate teaching methodologies (7).

Compton Center uses results from SLOs to measure the effectiveness of teaching methods as well as student learning. The methodologies that are only somewhat effective are constantly evaluated and improved to increase student success. SLOs have been invaluable in focusing teaching methodologies and have produced better student success (8).

Self-direction along with instructor contribution and interaction has been examined in the area of DE. Student courses are offered in anticipation of skills necessary for successful completion of DE courses. The college does monitor DE statistical data. 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 (9, 10, 11). In distance education courses, regular and substantive interaction between the instructor and student is expected.

Compton Center uses assessment of outcomes for student learning, program learning as well institutional learning outcomes to be made consistently cognizant of effectiveness of teaching methods. This is true for in person as well as DE courses. The college is cognizant of the varied needs of DE students. Courses are offered to students where they can hone their skills in to order

to be successful in this type of course. Completion of any of these courses should improve student success. Statistical analyses are made examining the success of student in DE courses (12,13).

The College has created a format for best practices resulting in effective student learning. DE courses offer multiple ways to assess student learning. This is important to allow students to excel in their learning style (14). A list of best practices has been created for use in order to create an optimal learning experience for students in distance education courses. Utilizing these best practices in a distance education course should result in student success in DE courses. 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 (15).

1. <http://www.elcamino.edu/academics/basicskills/docs/ListeningtoStudents.pdf>
2. https://www.elcamino.edu/academics/behavioralsocial/syllabi/fall2015/Brochet_Hdev_8.pdf
3. <http://www.elcamino.edu/academics/cc/handbook/Course%20Review%20Worksheet.pdf>
4. <http://www.elcamino.edu/academics/cc/handbook/Course%20Review%20Worksheet.pdf><http://www.elcamino.edu/academics/cc/handbook/Course%20Review%20Worksheet.pdf>
5. https://www.elcamino.edu/.../tfs/.../TFS-FSC_QuickTip_Series3.ppt
6. <http://www.elcamino.edu/academics/cc/handbook/Course%20Review%20Worksheet.pdf><http://www.elcamino.edu/academics/cc/handbook/Course%20Review%20Worksheet.pdf>
7. <http://www.elcamino.edu/academics/cc/handbook.asp>
8. <http://www.elcamino.edu/academics/slo/docs/SLOFocusOnResults.doc>
9. <http://www.elcamino.edu/academics/humanities/academicstrat/>
10. <http://www.elcamino.edu/library/distance-ed/facultyresources/files/RegularEffectiveContactGuidelines.pdf>
11. <http://www.elcamino.edu/library/distance-ed/facultyresources/files/RegularEffectiveContactGuidelines.pdf>
12. <http://www.elcamino.edu/academics/humanities/academicstrat/>
13. <http://www.elcamino.edu/administration/vpaa/Distance%20Education-rev.pdf>
14. http://www.elcamino.edu/academics/behavioralsocial/syllabi/fall2014/Keskinel_Econ_1.pdf
15. <http://www.elcamino.edu/administration/vpaa/Distance%20Education-rev.pdf>

Self-Evaluation:

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, in support of equity in success for all students. Teaching methods and student learning is evaluated using Student Learning Outcomes.

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. 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. Currently CEC reading faculty members are working closely with ECC reading faculty and Institutional Research to review the validation process of these exams.

Link(s):

<https://www.elcamino.edu/academics/humanities/Reading%20Meeting%20Minutes%20Oct%2023%202014.pdf>

The institution ensures the use of unbiased, valid measures of student learning. Faculty members at the college participates in Reading meetings at the El Camino College campus as well as having 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. Determinations are made through faculty consultation and discussion by experts as to changes that need to be made to the exams and SLO statements to ensure that the program has 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 the department wide implementation.

<https://www.elcamino.edu/academics/humanities/Reading%20Meeting%20Minutes%20Oct%2023%202014.pdf>

<http://www.elcamino.edu/academics/humanities/Reading%20Advisory%20Committee%20Meeting%20minutes%202011%205.pdf>

<http://www.elcamino.edu/academics/humanities/Reading%20Advisory%20Committee%20Meeting%20minutes%202%204%202016.pdf>

Self- Evaluation:

The institution meets the standard. The English Department ensures that it validates its department wide reading exam by active participate with the El Camino College campus Reading Meeting and Reading Advisory Committee to determine the validity and bias of exams. Faculty also ensures that they are participating in the development of the intersection of the department wide exams to course SLO to ensure that they are being properly measured with the exams. This participation results in the rewording of SLO statements for clarity and changes to department wide exams that creates more accurate measures.

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 that reflect generally accepted norms or equivalencies in higher education. Student learning outcomes is a measure used to assess student learning but it is not the basis for awarding credit for courses. Compton Center has established learning outcomes with meaningful assessments to ensure that student meet the outcomes that are directly linked to courses leading to successful completing of programs, certificates and degrees. Credit for individual classes, degrees, and certificates are therefore awarded based upon successful student performance in all college courses, thus achieving the stated learning outcomes of Compton Center.

<http://www.compton.edu/campusinformation/accreditation/docs/SampleGenEdCourseOutlines.pdf>

<https://www.elcamino.edu/academics/cc/handbook.asp>

Credits are awarded according to accepted norms in higher education. The catalog documents established criteria that determine credits awarded for student achievement. The credits are awarded according to the Carnegie unit standard. 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.

<https://www.elcamino.edu/academics/cc/handbook.asp>

The institution ensures that achievement of stated programmatic learning outcomes are 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. Student Learning Outcome (SLO) statements are now included on all course curricular documents. SLOs are included on all Course Outline of Record (COR) along with method of class instruction, assessment methods, course objectives, content, and grading standards. SLO statements, assessment instruments and timelines are revised accordingly to reflect generally accepted norms. All course syllabi include SLO statements, SLO assessment criteria, and course objectives that have been adopted by the Center. Division deans monitor the rigor of each syllabi 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.

<https://www.elcamino.edu/academics/ccc/handbook.asp>

<http://www.elcamino.edu/admissions/certificates.asp>

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 55002.5 of the California Code of Regulations, Title 5, Division 6 for clock to credit hour conversions in the award of credit.

<https://www.elcamino.edu/academics/ccc/handbook.asp>

The institution has policies for the award of academic credit for DE programs that are similar to traditional programs, include rationale for the decision, and are regularly reviewed. With the streamline process of DE course approval through the Curriculum Committee and 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 classroom setting courses. Successful completion of the courses is measured through assessments delineated in the COR and is at the discretion of the faculty teaching the course to determine which assessments best measure SLOs and course objectives. All SLOs and course objectives are met and measured through the determined measurable assignments found in the COR. Courses that are suitable for DE teaching are reviewed through the curriculum review process. The needs of program and students are determined through assessment and discussion of the program. This then ensures that courses are staying accurate to content and accessibility for DE learning.

<https://www.elcamino.edu/academics/ccc/handbook.asp>

Self-Evaluation:

The institute meets the standard. The awarding of course credits are directly calculated through the assessment of student learning outcomes, course objectives, as well as grading criteria found

in the Course Outline of Record. Compton Center college adheres to all federal and state standards for credit-to-clock hour calculation. 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 institute.

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 its students clearly stated transfer- of-credit policies in order to facilitate the mobility of students without penalty and certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses as well as develops articulation agreements as appropriate to its mission (Link 1). The Transfer Center at Compton Center has obtainable transfer-of-credit policies for students in order to facilitate the mobility of students without penalty. It serves as a liaison to the local high schools, Compton community and campus as an informational hub to promote transfer and to four-year colleges and universities. The Transfer Center's goals are to provide quality transfer services, programs, and activities that support student success. The overall mission of the office is to expand student access for transfer to four-year universities from Compton Center. General funding manages this program (Link 6).

The institution makes available to students policies on transfer of credit to fulfill degree requirements that certifies the expected learning outcomes (Link 1, 2). Transfer of credit policies are communicated to students through the Admissions and Records office. Counselors certify courses taken at another institute that may be used to fulfill degree or transfer requirements. In addition, students receive curriculum guide sheets that outline the CSU, UC and Private University transfer requirements. 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 main campus (Link 5).

Transfer credit is accepted to fulfill degree requirements, certifying expected outcomes for transfer courses by evaluator located at Compton Center. They review the course credit and to make sure the transferred courses are comparable to learning outcomes of the course. 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 (Links 5).

Although 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, there is no designated Articulation Officer at the Center at this time. It will be necessary to either designate a current employee to oversee this area or to hire additional CCCD personnel, particularly as Compton Center moves towards eligibility for accreditation. At Compton Center catalog and transfer/articulation websites are important resources for students regarding transfer policies. The College Catalog 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 (Link 7).

The institution develops, implements and evaluates articulation agreements by referring to course catalog (Links 7). 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 she conducts ASSIST workshops to enhance their understanding of articulation agreements. Once it is reviewed and approved by Curriculum Committee the Articulation Officer electronically submits it 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 yearly curriculum change document and electronically submits it to the college's counselors and evaluators as well as to the California Intersegmental Articulation Council (CIAC) listserv to gather any updated information for the catalog (Link 3).

The institution develops, implements and evaluates articulation agreement by DE programs. At Compton Center, the articulation and transfer information is maintained and communicated in the catalog, on the College's website, and specific Transfer Center workshops. The Articulation Officer regularly assesses the college's articulation agreement in the DE/CE programs to ensure its viability and relevancy (Links 9-11).

Self –Evaluation:

Compton Center meets the standard. Articulation and transfer information is maintained and communicated in the website and catalog. Admissions and Records certify all of the transfer of credit courses. The Articulation Officer at El Camino College, Compton Center's Transfer Center, and Compton Center counselor's direct students to resources available through Student Services programs. Compton Center maintains current articulation agreements for the purpose of ensuring transferability. Counselors certify that Compton Center courses are comparable to

the courses with which they articulate by reviewing the courses with student learning outcomes. The articulation and curriculum processes make sure that this alignment exists.

Action Plan:

Compton Center will determine whether to designate a current employee to oversee articulation or to hire additional CCCD personnel.

1. Link(s): <http://www.elcamino.edu/admissions/credit.asp>
2. Link: http://www.elcamino.edu/student services/co/transfer_services/tag.asp
3. Articulation Agreement: <http://www.elcamino.edu/academics/ccc/s2ArticulationOver.asp>
4. <http://www.compton.edu/student services/support services/transfercenter/transferdefinitions/>
5. Transfer Requirements: <http://www.elcamino.edu/student services/co/transferreq.asp>
6. Transfer Center Link:
<http://www.compton.edu/student services/support services/transfercenter/>
7. Catalog of Evaluator Link <http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf>
8. Transfer Guide:
http://www.elcamino.edu/student services/co/transfer_services/2015_2016%20Transfer%20Guide_v81415.pdf
9. <http://dev.compton.edu/academics/distance-ed/Documents/Handbook/DEHB-SP16-111915.pdf>
10. <http://www.elcamino.edu/library/distance-ed/whatisdistanceeducation.asp>
11. <http://www.compton.edu/academics/distance-ed/index.aspx>

Standard II.B.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.

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 courses to institutional learning outcomes. Student learning outcomes and program learning outcomes are communicated to students via course syllabi, division, college web pages and division catalogs. TracDat, a relational database, now integrates SLO statements and corresponding assessment reports with program review reports (1). SLO data 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. SLO assessments are ongoing. Results are used to improve

student learning and teaching practices, as well as to inform curricular and program changes (Link 2).

The institution uses several processes to ensure that it provides high quality programs. Student Learning outcomes assessment and program reviews are the primary processes in place. 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 all instructional programs. All courses and programs are reviewed through an established course review cycle. All program reviews are submitted to the Institutional Effectiveness Committee which has oversight and responsibility of examining each program review to ensure that questions raised by data are answered. All academic programs conduct program reviews every 4 years, CTE programs conduct their reviews every 2 years and the Nursing Program conducts annual reviews as established by state mandates (Link 3). All programs review are scheduled and coordinated by the Office of Academic Affairs and each program review follows an established five-part procedure (Link 4). Each academic program has established Student Learning outcomes, Program Level Outcomes, and these in turn contribute to Institutional Level Outcomes (Link 5). Data from these assessments are used in the all program reviews. Faculty within the program use institutional data, student and faculty evaluations, established trends, and results and reflections from SLO assessments to evaluate their program. 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. In addition to program reviews, Compton Center faculty are involved in departmental, divisional and college wide Curriculum Committee. All courses are programs are reviewed every six years.

The institution has an established evaluation model that relies on ongoing assessment of learning outcomes from all programs and program reviews to measure student learning outcomes. Compton Center follows the same planning process as El Camino College. The planning process integrates assessment, evaluation, and planning to promote effectiveness and student success. The strategic initiatives provide direction for achieving the planning process and the college mission. The planning components that guide the planning process are curriculum review, program review, outcomes assessment, and annual planning. These guide resource allocation and produce the ultimate outcomes of institutional effectiveness and greater student success (Link 6).

Master Plan: The College's Master Plan (CMP) is a detailed strategic plan for the future that is founded on the mission, directed by the strategic initiatives, and promotes ongoing evaluation and planning processes. The CMP is composed of integrated technology, facilities, and staffing plans that support an overarching educational plan for the College and Center.

Ongoing Evaluation: While the Master Plan is developed and enacted on a periodic basis, the College conducts ongoing evaluation of how well we are fulfilling that plan, improving on its strategic initiatives, and achieving the mission. Ongoing evaluation is the philosophy that underscores processes such as Curriculum Review, Program Review, Outcomes Assessment, and Annual Planning.

Curriculum Review: All courses, certificates and majors are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. Results from the reviews are incorporated into the discipline Program Review.

Program Review: Program review is a process that asks members of a discipline or department to critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes.

Outcomes Assessment: The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Service Area Outcomes (SAOs), Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment.

Annual Plans: Annual plans contain sets of goals and objectives for all programs and units. Goals in all plans are linked to strategic initiatives to ensure that our planning is focused on the College mission. Objectives are linked to program review recommendations or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

The institution includes Community and Personal Development as one of its institutional outcomes 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.

One of the ILOs that Compton Center assesses is Community and Personal Development. 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.” Assessments are conducted on a cyclical basis to measure if students fulfill the goal of the ILO (Link 7).

In Fall 2012, El Camino College's Institutional Learning Outcome V was assessed to determine if students exhibit 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 (Link 8).

The information competencies that the institution teaches all students are that 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." This ILO assessment was completed in Spring 2013 and several findings were reported. One of the recommendations from this assessment was to redefine the Information and Technology ILO statement to make the assessment clearer. A second recommendation was to provide faculty more training on how to teach this concept to students. Training could be provided through peer faculty brown bag discussions through Faculty/Staff Development Committees, Flex Day offerings, Division meetings, Academic Senate (Link 9).

Link(s): <http://www.elcamino.edu/academics/slo/corecompassess.asp>

Information Literacy is one of the Institutional Learning Outcomes assessment that has been created to assess the institution's goal to teach students this competency related to information literacy (Link 7). 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 (Link 2).

Self-Evaluation:

Compton Center meets this standard. 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.

- (1) <http://www.elcamino.edu/academics/slo/>
- (2) <http://www.elcamino.edu/academics/slo/corecomps.asp>
- (3) <http://www.elcamino.edu/academics/cc>
- (4) <https://ecc-portal.elcamino.edu/comptoncenter/academicaffairs/cec%20faculty%20resources/Program%20Reviews/Forms/AllItems.aspx>
- (5) <http://www.elcamino.edu/academics/slo/>
- (6) https://www.elcamino.edu/administration/ir/docs/planning/PlanningModel2013_Final.pdf
- (7) <http://www.elcamino.edu/academics/slo/corecomps.asp>
- (8) <http://www.elcamino.edu/academics/slo/AssessmentResultsILO5CommunityandCollaboration.pdf>
- (9) <http://www.elcamino.edu/academics/slo/docs/reports/Final%20Report%20Inflit%20October%202013%20-%20rev.pdf>

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.

The institution carefully includes components of general education that are consistent with the philosophy for both associate and baccalaureate degrees. Course offerings, categories, and programs offered by the school can be found in the College catalog (Link 1). According to the catalog, the courses and programs presented on the next pages meet standards approved by the Board of Governors of the California Community Colleges as stated in the California Administrative Code, Title 5, Section 55002. All courses are taught by qualified instructors in accordance with a set of instructional objectives common to all students.

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 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. Each program has an established Student and Program Level Outcomes that are aligned to the Institutional Level Outcomes (11). Once a course is approved, the Office of Academic reviews the course using the established timeline and procedure that has been set. 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 schools.

The institution evaluates all its courses and programs on a four-year cycle through cycles of curriculum review, student learning outcomes assessment and academic program review to determine if the outcomes results meet the institution's general education and transfer requirements. The quality of instructional programs is evaluated by the Institutional Effectiveness Committee which has oversight of the final report and the responsibility of examining each program review to make sure that questions raised by relevant program data are answered. All courses are reviewed through an established course review cycle. Each academic program conducts its review every 4 years, whereas the CTE programs conduct their reviews every 2 years and the Nursing Program conducts annual reviews as established by state mandates (12). All programs are scheduled and coordinated by the Office of Academic Affairs and each program review follows an established five-part procedure. Faculty within the program use institutional data, student and faculty evaluations, established trends, and results and reflections from SLO assessments to evaluate their program. The evaluation conducted through the review allows faculty to evaluate the quality of their program and what measures need to be in place to improve each program's course offerings and ultimately its program offerings.

Each academic program has established Student Learning outcomes, Program Level Outcomes, and these in turn contribute to Institutional Level Outcomes. All assessments follow an established timeline (13). Data from all SLO assessments are included used in program reviews. The processes in place, at the course and program levels, build on faculty collaboration and dialogue that fosters the establishment of measurable goals that are tied to program planning and budgeting. The decisions made at the department and division levels promotes in the assessment of quality and improvement of programs that is tied directly to program needs and funding Recommendations, based on evidence generated from SLO, PLO and ILO assessments, including program reviews and program plans, are then forwarded to the Planning and Budgeting Committee (PBC) at Compton Center.

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, Board Policy 4025. 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 to effectively communicate, both orally and in writing. These courses provide students mathematical skills, inquiry skills, and promote insights to gaining self-understanding and becoming aware of other cultures and times (14).

Link(s): <http://viewer.zmags.com/publication/6c055827#/6c055827/58>
<http://www.elcamino.edu/academics/evening-and-online-classes.asp>
<http://www.curricunet.com/elcamino/documents/2014-2015%20Courses%20Approved%20for%20Distance%20Education.pdf>

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 establish collegiate rigor and standard (p. 85) (16). All DE faculty are provided the same resources and training offered to face-to-face instructors so they are able to keep current with on-line teaching strategies (17).

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 (18). 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 (19).

Link(s): <http://www.elcamino.edu/academics/slo/timelines-align-grids.asp>
<http://www.elcamino.edu/academics/slo/assessmentreports.asp>

Self-Evaluation:

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.

(1) <http://viewer.zmags.com/publication/6c055827#/6c055827/60>

(2) <http://www.elcamino.edu/academics/slo/timelines-align-grids.asp>

http://www.elcamino.edu/administration/vpaa/program_review/index.asp

(3)

<http://www.curricunet.com/elcamino/documents/Spring%202013%20CCC%20Timeline%20%2012-4-2012.pdf>

(4) <http://www.elcamino.edu/academics/slo/timelines-align-grids.asp>

(5)

<https://www.elcamino.edu/administration/board/boarddocs/4025%20Philosophy%20for%20Associate%20Degree%20and%20General%20Education.pdf>

(6) <http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf>

(7) <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf>

(8) <http://www.elcamino.edu/administration/staffdev/>

(9) <http://www.elcamino.edu/academics/slo/timelines-align-grids.asp>

(10) <http://www.elcamino.edu/academics/slo/assessment-process-overview.asp>

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.

All degree programs are focused on at least 1 area of study that is based upon student learning outcomes and competencies to meet appropriate degree level of key theories and practices. Degree requirements are outlined in the 2015-2016 college catalog. The catalog outlines general education and major requirements. There are three general education patterns: Associate of Arts, Associate of Science, and Certificate of Achievement and Accomplishment Programs. 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. 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 is available in the 2015-16 catalog as well as

achievement and six state-approved Certificates of Accomplishment in specific core areas, many of which provide options from which the student can choose. 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. The catalog lists 41 Associate in Arts Degree programs and 36 Associate in Science Degrees, for a total of 77 AA/AS degrees. The 2015-16 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.

Link(s): <https://docs.google.com/document/d/1eClu2cSvYZP8VzldRnCS8lUSD6SYZvFk-shFF4XDJMg/edit>

Table 9 Page 12:

http://www.elcamino.edu/administration/ir/docs/research/degreescertificates_trends.pdf

Self-Evaluation:

The institution 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.

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:

All Career-technical graduates meet professional competencies and employment standards for external licensure and certification. Review and evaluation of external accrediting agencies of CTE programs ensure that 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.

Link(s): https://www.elcamino.edu/administration/vpaa/program_review/index.asp

The institution developed relationships with employers and external factors to verify and maintain currency. In addition to the job placement surveys, we have created a job survey of reach all of our CTE programs in order to track students who acquire jobs related to their field of study. This tracking mechanism provides us tools to improving student learning outcomes.

Link(s): Minutes to advisory board meetings (available shortly)

Competency levels and measurable learning outcomes are determined through the roles of faculty and advisory committees for CTE programs. All CTE programs also develop and use student learning outcomes (SLO) to measure preparedness for employment as well as assess SLOs to gauge overall student performance and the program's success.

Link(s): https://www.elcamino.edu/administration/vpaa/program_review/index.asp

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 representative to ensure accuracy and currency of the programs.

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 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. Compton Center provides courses that are components of El Camino programs. Accordingly, it has no ability or mechanism to eliminate or downsize an established El Camino 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.

Link(s): Page 58: Catalog rights Board Policy 4100.1

<http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf>

Self- Evaluation:

The institution 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. Before a program is changed it undergoes Program Review for evaluation of the program and

student needs to ensure that it is meeting requirements and students are able to successfully complete it in a timely manner. Before a program is eliminated it goes through the program discontinuance process to determine its status. Information such as enrollment, student retention and success are considered in determining the viability of the program.

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 Center regularly evaluates and improves the quality and currency of all instructional programs. All instructional programs are evaluated for quality and currency through SLO assessment (link 1), program review and curriculum review processes (link 2). 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.

The Curriculum Committee meets throughout the year to evaluate course quality and currency (link 3). During these meetings, revisions to existing courses, new courses and program proposals are discussed. An example of meeting minutes of the College Curriculum Committee can be found here (link 4). 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.

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 (Link 5). The Program Review schedule can be found here (link 6). SLOs are assessed each semester according to the schedule set by the SLO Alignment grid (link 7). For example, the SLO assessment schedule for Spring 2015 Art courses is below (link 8):

SPRING 2014-15	COURSE NAME	SLO TO BE ASSESSED	
ART 101	Art and Visual Culture in Modern Life	SLO #1: Analysis of Content	SLO #3: Communication
ART 102A	History of Western Art: Prehistoric to Gothic	SLO #1: Analysis of Content	SLO #3: Communication
ART 102B	History of Western Art: Proto-Renaissance to 19th Century	SLO #1: Analysis of Content	SLO #3: Communication
ART 102C	History of Western Art: 19th Century to Contemporary Times	SLO #1: Analysis of Content	SLO #3: Communication
ART 110	Drawing Fundamentals I	SLO #2: Critiquing a Drawing	
ART 130	Two-Dimensional Design I	SLO #2: Self-Critique	
ART 209	History of African Art	SLO #1: Analysis of Content	SLO #3: Communication
ART 222	Fundamentals of Painting I	SLO #2: Paint Manipulation	
ART 223	Fundamentals of Painting II	SLO #2: Environmental Elements	

The College follows the “Guiding Principles for Student Learning Outcomes Assessment Cycles” (link 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 lead to greater student success.

Administrators, faculty, and staff work together to support the periodic assessment of student learning outcomes in all of its courses, programs and services. A student learning outcome assessment cycle is a four-stage process in which we:

1. Identify a student learning outcome
2. Design and implement an assessment plan
3. Reflect on the results of the assessment and draw conclusions

4. Share the results and conclusions with the college community, invite review and comment, and recommend changes that may improve student learning

Criteria used in program review include relevancy, appropriateness, achievement of students learning outcomes, currency, and planning for the future, and the process is consistently followed for all college programs, regardless of the type of program (link 10). 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 (link 11), program review identifies changes to improve student learning and success in the program and its courses (link 12). 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 (link 3). Curriculum development is guided by *The Course Outline of Record: A Curriculum Reference Guide* (link 13). An example of a Course Outline of Record can be found here (link 14).

Topic Sentence: Data are available for program evaluation including curricular review and program review. Institutional Research provides a breakdown by course for each program (link 11). 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

The results of program evaluation are used in institutional planning with changes and improvements occurring as a result of the consideration of the program evaluations.

Link(s): https://www.elcamino.edu/administration/vpaa/program_review/index.asp

<http://www.curricunet.com/elcamino/documents/Fall%202015%20CCC%20Timeline.pdf>

Link(s): <http://www.compton.edu/academics/slo/ilo.aspx>

<http://www.compton.edu/academics/slo/assessmentreports.aspx>

The results of program evaluation 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. These recommendations are integrated as objectives in annual program plans. These recommendations are then considered for resource allocations and become part o of Compton Center's plan.

Link(s): Curriculum Handbook- Course Review and Program Review

<https://www.elcamino.edu/academics/ccc/handbook.asp>

Data are available for DE program evaluation and include curricular review. The results of the evaluation of programs in DE are used in institutional planning. These results are used by all academic deans to determine if course 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. 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.

Link(s): <http://www.compton.edu/academics/slo/ilo.aspx>

<http://www.compton.edu/academics/slo/assessmentreports.aspx>

Link(s): <http://www.compton.edu/academics/slo/assessmentreports.aspx>

Link(s): <https://www.elcamino.edu/academics/cc/handbook.asp>

<http://www.compton.edu/academics/slo/ilo.aspx>.

Self-Evaluation:

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.

Link 1: <https://www.elcamino.edu/academics/slo/>

Link 2: <http://www.elcamino.edu/academics/cc/handbook/PEOPLE.pdf>

Link 3: <http://www.elcamino.edu/academics/cc/s5reviewtimeline.asp>

Link 4: http://www.elcamino.edu/cmte_minutes/minutes/106/1013201595524.pdf

Link 5 https://www.elcamino.edu/administration/vpaa/program_review/index.asp

Link 6

https://www.elcamino.edu/administration/vpaa/program_review/AcademicProgramReviewSchedule20152019.pdf

Link 7: <https://www.elcamino.edu/academics/slo/timelines-align-grids.asp>

Link 8: https://www.elcamino.edu/academics/slo/docs/slo_timelines_bydivision/fine/2014-0624_ART_4-YR_COURSE%20SLO%20ASSESSMENT%20TIMELINE.pdf

Link 9: <https://www.elcamino.edu/academics/slo/SLOassessmentprinciples.asp>

Link 10: https://www.elcamino.edu/administration/vpaa/program_review/index.asp

Link 11:

<http://www.elcamino.edu/administration/ir/docs/acadperformance/GradesByDivisionSU14CEC.pdf>

Link 12:

<https://www.elcamino.edu/administration/vpsca/ProgramReviewTemplateRevisedfor20152016AcademicYear%20.pdf>

Link 13 <http://www.asccc.org/sites/default/files/Curriculum-paper.pdf>

Link 14

<http://www.compton.edu/campusinformation/accreditation/docs/SampleGenEdCourseOutlines.pdf>

DRAFT

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.

Descriptive Summary:

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. 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.

The 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. It is currently located in a new facility on campus called the Library Student Success Building which opened in 2014. Compton Center offers a Student Success Center (SSC) which provides tutoring and other academic support services that fulfill this requirement.

<http://www.compton.edu/library/index.aspx>

<http://www.compton.edu/library/ssc/index.aspx>,

PDF brochure will be attached which highlights all of our services.

Information about student learning needs is provided by instructional faculty and staff through the Library Advisory Committee. This information is helpful in selecting library resources. Librarians attend Division meetings, and have access to different departments' SLOs and syllabi. CEC Library staff meets with the library staff on the Torrance campus and ideas about meeting students' needs are discussed. Instructors let librarians know what their students are working on before a class comes in for an orientation. With this information, librarians can prepare and select materials and be ready to direct students to the needed materials that are available for them.

ECC curriculum committee meetings

Minutes of Library Advisory Committee

SLO samples from other departments

Catalog/class schedules course descriptions. (After posting of minutes to the assigned portal)

Compton Center assesses the effectiveness of its own library and learning support services in terms of quantity, quality, depth and variety by striving to meet the ACRL standards, comparing learning outcome data with other libraries, and conducting surveys of our students. In a joint effort with library services, the Student Success Center generates a customer services survey each semester where students provide for us information related to our services. Therefore, the SSC assesses the effectiveness of the tutoring programs and academic support services.

There are measured student learning outcomes demonstrating students' skills acquired through the Introduction to Information Competency course, (Library1), which was offered in fall 2014. Library Orientations and one-on one Bibliographic Instruction are also provided to students. The librarians have also worked with several instructors to develop assignments for their disciplines involving the access of information through various Library resources. Orientations and workshops continue on a regular basis for classes being taught in several disciplines with these accompanying assignments. During 2011-2012 year, 43 orientations were presented to a total of approximately eleven hundred seventy seven students. These orientations provide students with an understanding of the library and its purpose, how the library staff can assist them, the services and resources available to them through the Library, and the techniques for accessing and evaluating information once found. Learning outcomes can be measured through the completed assignments from the class the Library has offered and from how the students retrieve information.

Surveys, 13/14, 15/16;

ACRL standards

SLOs comparisons with other libraries of similar size and composition

We will add PDF copy of the survey

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 depth and variety of the library collection reflect 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 has a Collection Development librarian who is constantly adding and updating materials in the collection. The collection houses a variety of materials comprising of print books of various levels, E-books, print periodicals, audio books, CDs and a variety of databases to cover the curriculum.

The library is open 61 hours/week during regular fall and spring semesters, and 40 hours/week during Summer and Winter sessions. This is posted on the Library's web page. (<http://www.compton.edu/library/index.aspx>). The library collection includes over 40,000 print books, and over 130,000 e-books accessible through our online catalog on and off campus. 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 ((<http://www.compton.edu/library/index.aspx>)

The library currently subscribes to 42 full-text online periodical and reference databases, and one hundred fifteen print periodicals to support the range of academic, vocational, and personal needs of CEC students. These databases offer thousands of peer reviewed and scholarly journals, popular resources, recreational reading, newspapers, and personal development materials. These databases are accessible online on campus as well as off campus via the Library's website. (<http://www.compton.edu/library/LibraryDatabases.aspx>

<http://opac.compton.edu/>;

<http://www.compton.edu/library/eBooks.aspx>;

<http://www.compton.edu/library/LibraryDatabases.aspx>;

All types of students and all instructional programs are equally supported by library services and accessibility. The collection has different levels of materials to meet the diverse needs of our students in various formats such as audio books, low level readers and CDs. It has an e-book collection comprising more than 130,000 titles and subscribes to 42 online research databases. All of these digital resources are accessible from anywhere on and off campus. There are 18 student-use computers solely for in- library research and six computers for searching the online catalog. Two of these stations are enabled with enhancements for students with disabilities. A networking printer is linked to the computers in the lab. There is a copy station equipped with printers for student use. Staffing consists of 2 daytime library assistants, and one afternoon/evening clerk, three full-time librarians and three part-time librarians who work the evening and weekend hours. 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 Saturday from 7:30 a.m. to 2:00 p. m. during regular semesters.

<http://opac.compton.edu/>

<http://www.compton.edu/library/eBooks.aspx>;

Orientation Form, Online tutorials, pathfinders, e-books, virtual tour, databases.

Comparable services are provided to DE 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 and pictures that support the curriculum and can be accessed on or off campus. Tutorial power point presentations on using the library, research, and a tour of the library are provided on the library website. Telephone/e-mail

reference service is available when the library is open, for all students to have access to a librarian. El Camino College Compton Center offers online tutoring through NetTutor which is a 24/7 online tutoring service free for students. All students have access to this service via Compton College's Learning management System (LMS) ETUDES (<https://myetudes.org/portal>).

Electronic access to library materials and learning support services are readily available to DE/CE students and students at off-site locations through Wi-Fi and on-site visits. Students who decide to access NetTutor can receive free tutoring anytime Monday-Sunday, on campus or off-site. Learning materials are available electronically through the Library's website. There are many links to all online learning materials including e-books and databases with journals, videos and pictures. Compton Center also offer e-mail reference and telephone services.

<http://opac.compton.edu/>;

<http://www.compton.edu/library/index.aspx>

<http://www.compton.edu/library/OnlinePathfinder.aspx>;

<http://www.compton.edu/library/vt.aspx>

<http://www.compton.edu/library/eBooks.aspx>;

<http://www.gutenberg.org/>

<http://www.compton.edu/library/Reserves.aspx>;

<http://www.compton.edu/library/eBooks.aspx>

<https://myetudes.org/portal>

Self-Evaluation:

Compton Center meets this standard. The library maintains a quality collection, with services, and resources to support Compton Center's diverse population of students, faculty, and staff. The depth and variety of the library collection reflect 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. Materials can be accessed on or off campus through the college's website.

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 institution relies on appropriate expertise of faculty, including librarians and other learning support services professional to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission. 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. Removal of outdated materials from the collection is as important as obtaining new materials, so input from various factions of the community is all-important. Librarians, with the help of other faculty are continuously involved in weeding the collection - that is, removing and disposing of those outdated materials that are no longer useful to students. Compton Center follows the same collection and weeding policies that are in place at the main campus

In this state of the arts library building, we have dedicated classrooms for library instruction and librarians who offer classes in Information Competency. Also, the library has the capacity to accommodate classes in which students have the ability to perform hands-on exercises. Moreover, the institution evaluates library and other learning support services to assure adequacy in meeting identified student needs. Evaluation of these services provides evidence that contributes to the achievement of the students learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Need advisory committee meeting announcements and minutes

<https://myetudes.org/portal>

[collection and weeding policy pdf](#)

Add ECC library web page link

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 announce to faculty of any software that the Center should 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

ECC curriculum committee meetings

Minutes of Library Advisory Committee

SLO samples from other departments

<http://www.compton.edu/library/ssc/untitled.aspx>

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

In the future PDF's related to our surveys will be attached on this page

ACRL standards for libraries

Feedback and requests from faculty

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 depth and variety of the library collection reflect 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 fill those areas where gaps are noted. 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.

<http://www.compton.edu/library/ssc/index.aspx>

Survey feedback,

ACRL standards,

Comparisons with other libraries----links to LA Southwest, Cerritos, West LA College, Long Beach City College-----

Information about the learning needs of DE 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 and 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. Professional librarians also provide input for the selection and acquisition of materials that are relevant to our DE/CE curriculum

Link(s):

[http://opac.compton.edu/;](http://opac.compton.edu/)

<http://web.b.ebscohost.com/ehost/search/basic?sid=bb61f263-915f-4f52-94f0-63e38ae837a3@sessionmgr120&vid=0&tid=2003EB;>

Alphabetical List of Databases

Library Advisory Committee

The library and other sectors of the Center make different equipment that support student learning available to students studying 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

*<http://opac.compton.edu/>;

*[http://web.b.ebscohost.com/ehost/search/basic?sid=bb61f263-915f-4f52-94f0-6](http://web.b.ebscohost.com/ehost/search/basic?sid=bb61f263-915f-4f52-94f0-63e38ae837a3@sessionmgr120&vid=0&tid=2003EB)

[3e38ae837a3@sessionmgr120&vid=0&tid=2003EB](http://web.b.ebscohost.com/ehost/search/basic?sid=bb61f263-915f-4f52-94f0-63e38ae837a3@sessionmgr120&vid=0&tid=2003EB); *Alphabetical List of Databases;

*<http://www.compton.edu/library/ssc/complab.aspx>

The library collection is made available to students with remote access to the institution through the Compton Center website (www.compton.edu) and MyECC student portal (www.compton.edu/myecc/). Students can remotely access the library collection through their internet providers at any time of the day and for as long as they need to.

The library collect 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. 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 (<http://www.compton.edu/library/index.aspx>). 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 to especially to user satisfaction questions.

*[http://web.b.ebscohost.com/ehost/search/basic?sid=bb61f263-915f-4f52-94f0-6](http://web.b.ebscohost.com/ehost/search/basic?sid=bb61f263-915f-4f52-94f0-63e38ae837a3@sessionmgr120&vid=0&tid=2003EB)

[3e38ae837a3@sessionmgr120&vid=0&tid=2003EB](http://web.b.ebscohost.com/ehost/search/basic?sid=bb61f263-915f-4f52-94f0-63e38ae837a3@sessionmgr120&vid=0&tid=2003EB);

Alphabetical List of Databases;

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. Institutional Research regularly provides data segregated by division, department, discipline, course, and instructor every semester. 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.

*<https://elcamino.tracdat.com/tracdat>

*<http://www.elcamino.edu/administration/ir/acadperformance.asp>

Self-Evaluation:

Compton College meets this standard. The library provides educational services and resources that support the curriculum offered and provide avenues for accessing information for student learning and research. The library strives to maintain its mission of making every effort to provide both services and materials to its students and community as a means of enhancing student learning. The library collection is substantial and serves all students. The Library regularly evaluates its collection and services.

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 like student surveys and questionnaires to evaluate its library and other learning support services. 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 indeed has input from all sectors of the college, which includes managers who also provide great 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.

* Library usage survey; * Orientation Survey

*<http://www.compton.edu/library/ssc/untitled.aspx>

The evaluation of library and other learning support services include 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. It 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 use 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. 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 the 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.

* Library usage survey *<http://www.compton.edu/library/ssc/sifaculty.aspx>

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.

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 (Copies of agreement/contract pdf; * Collaboration on going with ECC Library). 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 the software companies such as PLATO and Rosetta Stone

[*http://www.compton.edu/library/ssc/complab.aspx](http://www.compton.edu/library/ssc/complab.aspx)

There are yearly agreements with vendors or their agents that are signed and paid annually for goods that we receive. For example, there is a yearly agreement with Community College League of California to purchase various software from them 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 as well as borrow books from either library.

* Copies of agreement/contract pdf.

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 softwares 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.

* Copies of agreement/contract pdf Voyager, Ex-Libris, 3-M, CCCLC, OCLC, EBSCO

Self-Evaluation:

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 College regularly evaluates these services to ensure their effectiveness. The Student Success Center has agreements with the software companies such as PLATO and Rosetta Stone.

Action Plan:

Add items to the user satisfaction survey to cover the reciprocal contract with CSUDH. This contract has been in place since 2003 but no usage or satisfaction monitoring has ever been conducted.

DRAFT

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, regardless of location or means of delivery, including distance education support student learning and enhance accomplishment of the mission of the Compton Center. Evaluation takes place through Curriculum Review, Program Review, outcomes assessment, and annual planning throughout the institution, all of which drive and are responsive to each other. All processes are evaluated continuously, with evaluation results discussed and used to improve the college (II.C.1.).

Compton Center provides systematic and regular program evaluations to identify the needs and effectiveness of its student services programs through Program Review every four years to evaluate the quality of student support services and demonstrates that these services including distance education supports student learning and enhance accomplishment of the mission(II.C.2)

Evaluation, self-studies of student support services and services for distance education students are conducted using survey data. Survey data is collected to evaluate the usage of technology, knowledge of campus policies, effectiveness of distance education courses, campus climate, student opinions, and faculty/staff opinions. This process takes place annually and is discussed in campus meetings, forums, department meetings, and published annually on the internet to ensure the accomplishment of the mission of the institution (II.C.3).

The four year cycle of program reviews takes place for Student Support Services programs which includes Admissions and Records, Assessment/Testing, Athletics, Counseling, California Work Opportunity and Responsibility to Kids Act (CalWORKs), Extended Opportunity Program and Services (EOP&S)/ Cooperative Agencies Resources for Education (CARE), Financial Aid, First Year Experience, Outreach and School Relations, Foster & Kinship Care, Special Resources Center and Transfer and Career Center. Programs that also require assessment and external review in order to receive ongoing funding are Student Success (Matriculation), Student Equity Services, EOP&S/CARE, Special Resources Center, CalWORKs, Foster & Kinship Care, Child Development Center and the federal funded Upward Bound programs. These programs are also evaluated by state and federal regulations (II.C.2).

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Strategic Plan, Educational Master Plan, and other plans adopted by the College. The PBC develops and follows an annual planning and budgeting calendar, and makes recommendations to the Superintendent/President on all planning and budgeting issues (II.C.4).

Recommendations from the program review are linked in TracDat (yearly cycle) for prioritization by the Dean of Student Services which is included in the Comprehensive Master Plan (Educational Master Plan, Technology Master Plan, Facilities Master Plan, and Staffing Plan which is a five year cycle) which drives the allocation of funds (II.C.2)

The Compton Center maintains an Institutional Research Office that assist programs and projects in the development of surveys and other means 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).

Self Evaluation:

The college meets this standard. The description of the institutions process of regularly evaluation of the quality of student support services and the demonstration that these services, regardless of locations or means of delivery demonstrates the extensiveness of meeting the needs of the Compton Center students. These services rely upon metrics data, SAOs, program review, and student surveys as tools to improve and enhance the service to students.

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.

Descriptive Summary:

The Compton Center identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The Compton Center ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The program review process and the SLO/SAO process are used to research and identify the learning needs of our students. These efforts are supported through the Institutional Research (IR) department (II.C.4). IR works with student services programs to assess and identify the learning support needs of the student population and where students come from. IR compiles research data used by student services programs to improve student success including

program participation, retention, and persistence and completion rates. The data includes where enrolled students come from high schools, cities, states and countries. Information is collected and published by IR in the annual Fact Book, found on the web. The Fact Book is a reference source containing trend data about students, student outcomes and instructional programs and services which includes distance education (II.C.5).

The Community College Survey of Student Engagement (CCSSE) was used at the Compton Center to obtain information about effective educational practice at the Center and to assist the institution in using that information to promote improvements in student learning and persistence. Other surveys and Program Reviews are utilized to identify the learning support needs of the college population (II.C.6).

The Vice President of the Compton Center and the Dean of Student Services established an Enrollment Management Committee (EMC) to improve student success on and off campus. The EMC establishes yearly enrollment management indicators to evaluate the matriculation process. The Compton Center is an open access campus that uses the matriculation process to place students in the proper classes, including online classes. Enrollment management indicators are used to evaluate the effectiveness of Compton Center's Enrollment Management Plan (II.C.7).

Distance Education at El Camino College Compton Center offers students a convenient way to take classes. A variety of online courses are available. Our online courses are fully accredited and offer the same high quality of instruction and rigor as traditional classes. The registration process, course content, course credit, and cost per unit are the same as equivalent courses held on campus. Anyone eligible to take courses on campus may enroll in Distance Education courses. Many of our online courses require an orientation meeting on campus for the first meeting. Students should contact the instructor or click on the links below for specific course orientation information. Students should check your college email accounts in MyECC for registration appointment date and time. You will no longer get this information in the mail! (II.C.8)

Self Evaluation:

The Compton Center meets this standard. The description of the students services described above demonstrates the extensiveness of the offerings available to meet the needs of the Compton Center students. The Compton Center maintains an Institutional Research person on campus that assist programs and projects in the development of surveys and other means to ascertain reliable and relevant data on the impact and effectiveness of programs and projects offered at the Center.

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.

Descriptive Summary:

The Compton Center assures equitable access to all of its students by providing appropriated comprehensive and reliable services to students regardless of service location or delivery method. The Compton Center provides open access to various programs consistent with the Center's mission to offer quality, comprehensive educational programs and services. The Compton Center recruits and admits a population of students from broad ethnic, racial, and socioeconomic backgrounds. The annual Compton Fact Book details the student population served by the Compton Center's many education programs and services (II.C. 4).

Enrollment in courses and programs is open to all students who have been admitted and meet the established prerequisites and eligibility criteria, as stated in Board Policy 5052 (II.C.9)

The Compton Center ascertains the abilities of incoming students using multiple measures via the Student Success Support Program (matriculation process) to properly place students into courses that meet a wide variety of career, personal, and educational goals. Students work with the Office of Outreach, Testing and Assessment and Counseling to determine the appropriate courses and programs leading to success (II.C.14).

The Compton Center uses metrics data, program reviews and service area outcomes (SAOs), formally student learning outcomes (SLOs) to evaluate the quality of student support services to ensure admitted students from our diverse community are able to benefit from our student service programs. Compton Center offers comprehensive student service programs that ensure student success and support student learning amongst a diverse group of students who are enrolled in our educational programs. Compton Center's student services programs undergo program reviews every four years and collect metrics data annually to evaluate program effectiveness. The Compton Center's student services programs work to provide student access to higher education, promote student success, and assist students with attaining their educational goals (II.C.2).

Several services are provided in an online or electronic format to provide distance education students access at the Compton Center. These online services include, but are not limited to Frequently Asked Question, clearing prerequisites via fax requests, online counseling appointments and transcript orders, and Skype counseling at Compton Center. Students have online tools such as degree audit to use individually to track their academic progress. Additionally, web tutor is available exclusively for online students. The Distance Education department further provides support to students enrolled in Distance Education courses to navigate and request support. Additional online services include admissions and financial aid

application, library resources, social media, MyECC (student portal), online registration, email, and job placement (II.C.8).

The Student Success and Support Program (SSSP) Plan details how services will be provided to targeted students to increase student access, academic direction and success, and goal completion. Progress in these areas is targeted by way of support services that include, but are not limited to, orientation, assessment and course placement, and educational planning. The SSSP Plan details policies, procedures, professional development, activities, and services planned in support of student success, along with associated budgets. It is linked to Program Review, and is coordinated with the Student Equity Plan and other planning processes (II.C.11). Compton Center's Institutional Effectiveness Committee review and provide recommendations about each of the District's Program Reviews in order to strengthen and support programs and program analysis. The Committee is also responsible for reviewing the Compton Center Educational Master Plan, Facilities Master Plan, Staffing Plan, and Technology Master Plan, to ensure these plans and all Program Reviews are consistent, aligned, and are current. The Committee will monitor the status of these documents and review the responses to FCMAT recommendations (II.C.4).

Compton Center's Enrollment Management Committee (EMC) serves as the focal point for ensuring that students have access to programs to facilitate the mission of El Camino College. The EMC works to ensure the Compton Center's admission policies and practices are effective and linked to program outcomes (II.C.7).

Self Evaluation:

The Compton Center meets this standard. The descriptions listed above demonstrate how the institution assures equitable access to all of its students regardless of services and assure the quality of its student support services and effectively demonstrate how these services regardless of location are delivered to students.

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:

The Compton Center provides co-curricular programs and athletics programs that are suited to the Center's mission and contribute to the social and cultural dimensions of the educational experience of its students. Student engagement and development occurs both in and out of the

classroom. Student Development and specific clubs host events throughout the year to expand the consciousness of students, opportunities to take action or just develop one's personal philosophy. Numerous instructors embed service learning into their courses which supports the development of civic responsibility via community service while integrating and deepening the experience with curriculum content with practical application and reflection. Additionally departments collaborate on various events or opportunities such as student productions, and publications (II.C.11).

Student services programs foster student engagement and intellectual and personal development outside of the classroom or as co-curricular events. Students have employment and volunteer opportunities. These include jobs such as tutoring, note-taking, and peer advising. Furthermore, students can find employment or volunteer opportunities in various programs including EOPS/CARE, MESA, Supplemental Instruction, SRC, Learning Resources, and Outreach and School Relations. Cohort and cooperative learning opportunities are embedded in programs such as FYE (II.C.11).

The Student Life Office at the Compton Center encourages students to get involved in campus life through leadership, activities, clubs, and services. Student government co-sponsors events such as the Health & Safety Fair in conjunction with the nursing department (II.C.12).

Students have the opportunity to enhance their leadership skills through participation in student government and clubs. Students expand their education beyond the classroom through co-curricular programs offered through student government and student life programs. These include the Associated Student Body (ASB) and a variety of clubs. Through involvement in these programs, students develop skills such as communication, organization, and social responsibility (II.C.12).

At the Compton Center, the student council is comprised of 11 officers elected each year by the student population. The Student Council is concerned with the total student body and acts as a point of communication between the academic divisions and students. The student Handbook is distributed from the Student Life Office to all students enrolled (II.C.11).

The Director of Student Development is assisted by a professional staff which works with the membership to sponsor such activities as workshops, lectures, and social events and intercollegiate athletics.

The Compton Center elects a Student Trustee each spring to represent the students for one year on the Board of Trustees of the Compton Community College District. The representative participates fully with the Board except in matters of personnel or pending litigation. The Associated Student Body sponsors activities including homecoming, and faculty forums. There are a variety of clubs available for students to join including honors, Alpha Gamma Sigma and special interest organizations (II.C.12).

Faculty members, academic departments and student clubs often collaborate to host co-curricular events or opportunities, such as book give-away, black history month activities and Cinco de Mayo. The Compton Center hosts 12 intercollegiate sports for women and men The Athletics Department has a strong commitment to sportsmanship, education, and preparation. Over 300 student athletes at the Compton Center annually compete and excel in the classroom, on the court, and on the field as they prepare for transfer to a four-year institution. The Athletics Department host annual banquets to recognize the achievement of the students and coaches. In fall 2013, the ASB at ECC Compton Center hosted it's annual "Welcome Back to School BBQ, Concert, Club Rush & Campus Resource Fair," which involved over 2,000 student participants and where over 1500 free meals were served to students. The "Tau Chapter" of Alpha Gamma Sigma was reestablished at the Compton Center in 2011 after a twelve-year hiatus. It is now one of twelve active campus clubs at the Compton Center (II.C.13).

The Inter-club Council (composed of two representatives of each active campus club) was re-activated in 2013 after a seven year hiatus. In May 2012, student leaders and representatives across instructional and student service programs collaborated to plan and host a symposium to increase awareness of mental health, stigma, and social inclusion. In addition, the "Center Hour" held during 1:00 p.m.- 2:00 p.m. on Tuesday and Thursday in the regular terms is reserved for student activities such as club meetings, guest-speakers, playing live or recorded music, and other intellectual, civic- minded, and collective activities. The Center's Institutional Learning Outcomes (ILOs) reflect the Commission's standard for student development scholastically, personally and with an understanding of societal commitment and responsibility (II.C.14).

Assessments of these competencies support the Center's efforts to analyze its effectiveness and potential ways to improve in these areas. Assessment also occurs at the student service program level. For example, Student Development assesses students in the areas of leadership development and personal responsibility. This SAO identifies development in the students' ability to articulate personal leadership style or philosophy through their involvement in student government. It also measures their ability to contribute to the achievement of an organizational/community goal as well as assess the students' ability to understand and participate in relevant governance systems and understand their ability to affect change on campus. Self-Evaluation (II.C.2) (II.C. 15)

Self Evaluation:

Compton Center meets this standard. Compton Center provides co-curricular programs as described. Assessments of co-curricular programs and athletics programs are conducted to analyze effectiveness and potential ways to improve these areas. The SAO's identifies measures and assesses student's abilities and participation relevant to governance systems and the student's ability to affect change.

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:

The Compton Center meets this standard. The Compton Center provides counseling and academic advising programs to support student development and success. Counseling services are offered through several programs to support student development and success. Counselors participate in extensive training both internally and externally to meet the needs of students. Forty hours of professional development annually, monthly meetings and/or in services of counselors from all departments, collaboration with instructional faculty in various areas to remain current in the field and be responsive to student's needs and demands.

The Counseling department is evaluated in varied ways and levels – point of service surveys, student satisfaction surveys, program review, SOA, and categorical program review. The Counseling Department and other support programs such as First Year Experience, Community Relations, Student Life, Transfer Center, Career Center, Child Development Center, California Work Opportunity and Responsibility to Kids Act (Cal WORKs), Extended Opportunity Program and Services, Financial Aid, Foster & Kinship Care and Special Resources Center report to the Dean of Student Services. The data that is collected provides information for program improvement (II.C.16).

The Institutional Learning Outcomes (core competencies) of the Compton Center are a common thread that runs throughout the services provided through individual, group counseling and transfer/career/vocational counseling, enhancement workshops, educational planning, Human Development instructions and student orientation. Counselors provide online educational plans which allow student access using their MyECC web portal to view their plans and to communicate with faculty and student services personnel (II.C.4)

Self Evaluation:

Compton Center meets this standard. Compton Center has comprehensive counseling programs to support student development and success for on campus and online classes. Counseling services are evaluated in varied ways and levels- point of service surveys, student satisfaction surveys, departmental and overall program review and SAOs, etc. Counseling services are designed and implemented based on student demands and evaluation results. Counselors also participate in ongoing professional development opportunities offered on and off campus.

Furthermore, new counselors, adjunct and full-time, participate in an extensive training process with existing personnel.

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. The Compton Center provides “quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community” as stated in the Mission Statement (II.C.14).

The Statement of Values, along with the Strategic Initiatives informs the courses and services offered at the Compton Center. The Planning Model evidences how the mission statement influences all levels of planning at the 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 (II.C.4).

Admission is open to anyone 18 years of age or older, not prohibited by law, and qualifies for admission to the Compton Center. If under the age of 18, students qualify if they have 1) graduated from high school or 2) passed the California High School Proficiency Examination. The course catalog (2015-16) describes information listed on page 14 on registration procedures, entitled Student Success Support Program. All students are required to register online using the campus website. When the students apply online, each one is provided with an identification number; which is retrieved from his/her MyECC email account. The identification number provides the student authorization to register for courses (II.C.14).

All student fees, and other financial obligations and transactions, can be addressed at El Camino College Compton Center Bursar Office (II.C.14). Information on fee obligations can be found on the campus website (II.C. 14).

The ECC course catalog provides information on financial aid procedures and the use of government funds listed on pages 24-25. ECC Compton Center offers a variety of financial programs to assist students with educational expenses. Information regarding financial aid can be found on the Compton website (II.C.14) (II.C.11).

The student's income determines the eligibility for fee waivers and other educational grants. Other programs adhering to the financial aid procedures include EOP&S/CARE, Special Resource Center, CalWORKs, Transfer Center VTEA/WIT or any other program (II.C.14). The Compton Center offers a wide variety of Associate of Arts (AA) and Associate of Science (AS) degrees and certificates. The course catalog describes the courses and graduation requirements for students to complete on page 63-67. Preparation for Transfer CSU/UC requirements is described in the ECC Catalog (on pages 70-74 or campus website) (II.C. 14).

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.

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 using the ACCUPLACER (Reading, ESL, English and Arithmetic) for new students who have not attended college and CELSA assessment for ESL students. These tests are administered by the center's trained Assessment/Testing Center personnel (II.C. 18).

Validation studies are conducted by the Office of Institutional Research for all English and Math placement test. The Office of Institutional Research and Planning collected data for the English and Mathematics placement tests validation studies. The studies were completed in early 2014. 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 rate the extent 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.4).

ACCUPLACER Reading Comprehension, Sentence Skills, and Arithmetic tests are used for the AbilityTo-Benefit (ATB) testing requirement for students who did not graduate from high school and want to qualify for federal financial aid. The Combined English Language Skills Assessment (CELSA) Test is used for non- native speakers of English. Assessment Technology, Incorporated (ATI) and Test of Essential Academic Skills (TEAS) tests are required as part of the application

to be admitted into the Nursing Program. The Nursing Program also utilizes a number of other ATI nursing tests given online to currently enrolled nursing students. The Admissions and Records Office uses CCC Apply, an open online admissions application used by many colleges within the system (II.C.4).

Self Evaluation:

The Compton Center meets this standard. The Compton Center engages in authentic assessment to evaluate the effectiveness of its placement and assessment instruments.

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. Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files. The Compton Center student's 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). This network has been tested and found to be next to impossible to penetrate. Access to student files can only be requested through the ITS department and must have personnel authorization with good cause by the Director of Admission and Records at El Camino College. The ITS director at the Compton Center site works closely with the El Camino College ITS personnel to ensure and maintain the security and confidentiality of student records (II.C.4).

To ensure that no information will be permanently lost, the server has its files 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, only transcripts can be generated, as the data is not alive given the current state of the district.

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.

Actionable Plan:

The Compton Center will develop a plan to digitize records currently stored as had copies.

C1.

1. <http://www.compton.edu/studentservices/admissionandrecords/Documents/Student%20Services%20SAOs.pdf> - ?
2. <http://www.compton.edu/studentservices/ProgramReview.aspx>
3. <http://www.compton.edu/studentservices/admissionandrecords/Documents/Student%20Services%20SAOs.pdf> -
4. <http://www.elcamino.edu/administration/ir/>

C2.

5. <http://www.elcamino.edu/administration/ir/docs/eccprofile/COM%20Annual%20Factbook2014.pdf> - ?
6. http://www.elcamino.edu/administration/ir/docs/surveys/SurveyResults_2008_COM2.pdf
7. <http://www.compton.edu/campusinformation/accreditation/docs/2012-13EnrollmentManagementPlan.pdf> - ?
8. <http://www.compton.edu/academics/distance-ed/>

C3.

9. <http://www.elcamino.edu/administration/board/boarddocs/5052%20Open%20Enrollment.pdf>?
10. http://www.compton.edu/studentservices/Documents/march09/Student_Support_Services_Program_Review.pdf - ?

C4.

11. (<http://www.compton.edu/studentservices/Documents/CEC-Handbook-2015-2016.pdf>)
12. (<http://dev.compton.edu/studentservices/studentlife>)
13. <http://www.compton.edu/athletics>)
14. (<http://www.compton.edu/catalog2015-16/pdf>)
15. (<http://www.compton.edu/studentservices/sao.aspx>)

C5.

16. <http://www.compton.edu/studentservices/supportservices/counseling/>
17. <http://www.compton.edu/academics/slo/> -

C6.

- (14) <http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf> - pg. 7 -
<http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf> - pg. 14 -
<http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf> - pg. 311 -
<http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf>
<http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf>

C7.

18 <http://www.compton.edu/studentservices/supportservices/assessmentcenter/index.aspx>.

(4). <http://www.elcamino.edu/administration/ir/>

(4) <http://www.elcamino.edu/administration/ir/>

C8.

(4) <http://www.elcamino.edu/administration/ir/>

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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 III.A – 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:

Comprehensive hiring criteria are in place to screen and select qualified administrators, faculty, and classified staff. Compton Center establishes hiring criteria by referring to the 2014 Minimum Qualifications for Faculty and Administrators in California Community Colleges and the 2015 Board-approved policies and procedures for faculty in the collective bargaining agreement.

The CEO creates regulations for the recruitment and selection of employees with emphasis on equal opportunity, minimum qualifications, and the merit system. Regulations and procedures for hiring represented employees are implemented in accordance with applicable collective bargaining language.

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. 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, Vice Presidents, the CCCD Special Trustee, and Provost/CEO.

A.http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/#/0

B. http://district.compton.edu/board_of_trustees/doc/BP_7120_Recruitment%20and%20S%20election%20090815.pdf

C. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf>

(See page 8, Section 2.3.)

D. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf>

(See pages 55-56, section 10.3.III.A)

Faculty involvement in the hiring of new faculty is vital to the growth of Compton Center. Three tenured faculty members serve on faculty hiring committees with the division dean and other certificated personnel. The *Compton Community College District Employee's Policy and Procedures Handbook* clearly outlines these procedures on the District's Human Resources homepage.

To ensure that faculty members selected for interview have knowledge of their subject matter, 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. The method that Compton uses to evaluate "effective teaching" in its hiring process is to ask candidates to complete a 15-20 minute teaching demonstration on a topic relevant to the position the candidate will undertake once hired. The hiring committee, which must include three tenured faculty members, evaluate such demonstrations to ensure effectiveness. Committee members establish the evaluation criteria prior to the interview process.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See pages 56-57, 10.3.III.B.)

To advertise 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. 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. 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.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See pages 48-49, Section 10.2.D.)

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 132-133, Section 10.3.III.C.)

Compton Center has established policies to ensure that well-qualified personnel are selected to meet institutional needs. Job announcements delineate all job requirements, so applicants are aware of such requirements. Human Resources and the appropriate manager review the job description and duties to ensure the classification meets the needs of the position.

All applicants are required to complete a job application and submit a CV 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.

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. Human Resources uses iGreentree software to assist with the coordination of the tracing and selection process. In addition to hiring committees using the software to screen applicants for possible interview, iGreentree compiles statistical data and generates compliance-related reports.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See pages 49-51, Sections 10.2.E-G; and pages 59-6, 10.3.D-F.)

B. http://district.compton.edu/board_of_trustees/doc/AR_7125_VerificationEligibilityEmployment.pdf

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. The following statement appears on all faculty and administrative job announcements: “*Transcripts issued outside the United States of America require a course-by-course analysis with an equivalency statement from a certified transcript evaluation service verifying the degree equivalency to that of an accredited institution within the USA*”. Human Resources authenticates candidate transcripts from non-U.S. institutions with an equivalency statement from a certified transcript evaluation service prior to hiring. Candidates and new hires with foreign degrees are required to provide equivalency transcripts from established transcript evaluation companies. Compton Center recognizes degrees from non-U.S. institutions only if equivalence has been established.

A. <http://www.compton.edu/campusinformation/accreditation/docs/ForeignTranscriptEvaluation.pdf> (See pages 4-6.)

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, CCCD Vice Presidents, the CCCD Special Trustee, and the Provost/CEO. 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 President prior to making a recommendation to the Superintendent/President

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.

A. <http://www.compton.edu/academics/programreviews.aspx>

B. <http://www.compton.edu/academics/slo/ilo.aspx>

C. <http://www.compton.edu/studentservices/admissionandrecords/Documents/Student%20Services%20SAOs.pdf>

D. http://district.compton.edu/board_of_trustees/doc/BP_7120_Recruitment%20and%20Selection%20090815.pdf

Hiring committee chairpersons and the Equal Employment Opportunity Representative apply multiple safeguards to ensure that Compton Center consistently applies hiring procedures. Compton Center maintains consistent and fair hiring procedures through the participation of an Equal 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.

Human Resources uses iGreentree software to assist with the coordination of the tracing and selection process. In addition to hiring committees using the software to screen applicants for possible interview, iGreentree compiles statistical data and generates compliance-related reports.

During the hiring process, the Dean of Human Resources 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 Dean of Human Resources is also present during interviews to avoid nepotism or special treatment of individual candidates. Measures 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 District Website.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 52, Section 10.2.H and page 62, Section 10.3.III.G)

Compton Center does not advertise specifically for distance education instructors since less than ten percent of total courses are online; as such, there is insufficient demand for such specialization to be feasible. Although distance education 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 distance education. In addition, there is a robust training process in place through the partnership with El Camino College for faculty interested in teaching online. Currently, less than ten percent of total course offerings are offered exclusively online at Compton Center, and such classes are well served by existing distance education faculty.

A. <http://www.compton.edu/studentservices/admissionandrecords/ClassSchedule.aspx>

All faculty who teach DE courses must undergo extensive training through Staff Development and/or show evidence of experience teaching online, but instructors are not specifically hired to teach distance education, as less than ten percent of total course offerings are exclusively online and such courses are well served by existing faculty. To identify faculty expertise in DE instruction, Human Resources verifies certifications from accredited institutions or organizations to ensure that such expertise meets or exceeds the requirements for online educators at Compton Center. During the first term of instruction, distance education faculty undergo a rigorous evaluation process including a teaching observation in addition to presentation of a course shell with syllabus, assignments, and module lectures to be evaluated by a committee.

A. <http://dev.compton.edu/academics/distance-ed/Documents/Info/ONLIREQ.pdf>

B. <http://www.compton.edu/academics/distance-ed/Documents/Info/Policy.pdf>

C. <http://www.elcamino.edu/library/distance-ed/facultyresources/ClassroomVisitationProtocol.pdf>

Hiring committees at Compton Center are comprised of faculty and administrators familiar with DE processes and course offerings. Hiring committees are established with three full-time, tenured faculty members selected to serve on these committees along with the division dean; this includes distance education-certified instructors. Compton Community College District *Employee's Policy and Procedures Handbook* outlines these requirements on the District's Human Resources homepage.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See pages 56-57, 10.3.III.B.)

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 [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 score during the previous inspection, meaning that these criteria for the standard are met.

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.

Descriptive Summary:

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 faculty members selected for hire have knowledge of their subject matter, hiring committees require candidates to submit a writing sample and answer rigorous questions drafted by faculty committee members prior to the interview. In addition, faculty candidates demonstrate their knowledge and skills by completing a 15-20 minute teaching demonstration on a topic relevant to the specific position. The hiring committee which includes three tenured faculty members, evaluates these demonstrations to ensure effectiveness. Committee members establish the evaluation criteria prior to the interview process. All new faculty hires undergo an annual comprehensive evaluation processes for the first four years of service to demonstrate consistent knowledge and skills.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf>

(See pages 60-61, Section 10.3.III.E-F.)

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf>

(See page 21, Article X, Section 10.2. and page 29, Article X, Section 10.6.)

To ensure that the faculty members selected for hire are effective teachers, such faculty are scheduled for annual comprehensive evaluation for a period of four consecutive years, including the first semester of employment. The Compton Community College District Board of Trustees approved the evaluation procedure for faculty, including those teaching online courses, on May 2, 2007. Faculty evaluations schedules adhere to the CCCFE Certificated agreement and are completed as scheduled. Each new full-time faculty member is evaluated the first semester they are hired, and once per year each year thereafter. Human Resources provides managers with a list of faculty and administrators to be evaluated each year and the type of evaluation the employee should receive.

To ensure that evaluations lead to improvement of job performance, an evaluation committee for each faculty member to be evaluated is formed, with a chair to act as lead. Human Recourses informs all faculty members of the evaluation forms and procedures in the faculty contract and employee handbook. Before the evaluation process begins, the faculty member meets with their committee to establish a schedule for class visits. Faculty members then submit a comprehensive portfolio that identifies the following parts:

- 1) A teaching philosophy or pedagogy.
- 2) Self-evaluation summary that includes action plans to demonstrate that the faculty member is actively seeking specific new ways to meet SLOs and increase student success.
- 3) Short-term goals for professional development.
- 4) Course syllabi and sample assignments.
- 5) Samples of instructor feedback on student work.
- 6) Current institutional committee assignments.

Evaluation committees review faculty member portfolios, offering feedback about successes and areas needing improvement. 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.

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.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 21, Section 5.1.)

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 18-23 and 26-38, Article X, Sections 10.1, 10.2, 10.5, and 10.6; page 74, Appendix B.)

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. All faculty who teach distance education courses undergo extensive training through Staff Development and/or show concrete evidence of experience teaching online. To identify faculty expertise in online instruction, Human Resources verifies certifications from accredited institutions or organizations. Faculty who teach such courses express interest to their respective department chair or dean and are required to undergo training through Staff Development. Candidates for distance education teaching must take an introductory course through Etudes, followed by a rigorous eight-week Online Training Course offered by El Camino College and other campuses. A teaching demonstration and presentation of a course shell with syllabus, assignments, and module lectures are evaluated by a committee.

A. <http://www.compton.edu/academics/distance-ed/Documents/Info/Policy.pdf>

B. <http://www.compton.edu/academics/distance-ed/Documents/Info/ONLIREQ.pdf>

C. <http://www.elcamino.edu/library/distance-ed/facultyresources/ClassroomVisitationProtocol.pdf>

D. https://www.elcamino.edu/administration/vpaa/accreditation/El_Camino_ExtEvalTeamRpt_01_09_2015.pdf (Page 11, #6)

E. <http://www.elcamino.edu/library/distance-ed/principles/ECCPrinciplesWorksheet2012.pdf>

F. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 67-68, Article XXIV.)

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. Candidates for distance education teaching must take an introductory course through Etudes, followed by a rigorous eight-week Online Training Course offered by El Camino College and other campuses. A teaching demonstration and presentation of a course shell with syllabus, assignments, and module lectures are evaluated by a committee. To identify prior faculty expertise in online instruction, proper certifications from accredited institutions or organizations are verified by Human Resources. Faculty who teach such courses express interest to their respective department chair or dean and are required to undergo training through Staff Development.

A. <http://www.compton.edu/academics/distance-ed/Documents/Info/Policy.pdf>

B. <http://www.compton.edu/academics/distance-ed/Documents/Info/ONLIREQ.pdf>

C. http://www.elcamino.edu/library/distance-ed/facultyresources/files/ECC_OCR_Checklist.pdf

D. <http://www.elcamino.edu/library/distance-ed/facultyresources/PolicyonDistanceEducation.pdf>

E. <http://www.elcamino.edu/library/distance-ed/facultyresources/ClassroomVisitationProtocol.pdf>

F. https://www.elcamino.edu/administration/vpaa/accreditation/El_Camino_ExtEvalTeamRpt_01_09_2015.pdf (Page 11, #6)

Compton Center faculty who teach distance education courses are subject to the same rigorous evaluation process as all instructors selected for hire; such faculty are scheduled for annual comprehensive evaluation for a period of four consecutive years, including the first semester of employment. The Compton Community College District Board of Trustees approved the evaluation procedure for faculty, including those teaching online courses, on May 2, 2007. Faculty evaluations schedules adhere to the CCCFE Certificated agreement and are completed as scheduled. New full-time faculty members are evaluated the first semester they are hired, and once per year each year thereafter until they earn tenure. All courses are evaluated at this time, including distance education classes, where there is an emphasis on meeting ADA accessibility requirements, maintaining regular student contact, and promoting academic honesty.

To ensure quality distance education instruction that adheres to WASC 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.

Such 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:

1. To ensure that the course is appropriately available to students in the course management system.
2. 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).
3. In response to a request from the instructor in the course. (For example, questionable student conduct, technical problems, course development review and recommendations.)
4. 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.

In the case of a formal evaluation, to ensure that such recommendations lead to improvement of job performance, faculty members then submit a comprehensive portfolio that identifies the following parts:

- 1) A teaching philosophy or pedagogy.
- 2) Self-evaluation summary that includes action plans to demonstrate that the faculty member is actively seeking specific new ways to meet SLOs and increase student success.
- 3) Short-term goals for professional development.
- 4) Course syllabi and sample assignments.
- 5) Samples of instructor feedback on student work.
- 6) Current institutional committee assignments.

Evaluation committees review faculty member portfolios, offering feedback about successes and areas needing improvement. Evaluation committee members visit each class to observe the faculty member during lecture and to distribute student evaluations (or complete these tasks online in the case of distance education faculty). Once these observations are complete, the faculty member meets once more with their evaluation committee to receive feedback. After the evaluation committee completes their assessment, they pass all materials to the respective division dean, who schedules a final meeting with the faculty member. Any “needs improvement” notations require immediate action, including an additional evaluation the following semester to ensure that the faculty member has made satisfactory progress.

Such procedures are 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.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 21, Section 5.1.)

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 18-23 and 26-38, Article X, Sections 10.1, 10.2, 10.5, and 10.6; pages 67-68, Article XXIV, and page 74, Appendix B.)

C. <http://www.elcamino.edu/library/distance-ed/facultyresources/ClassroomVisitationProtocol.pdf>

D. https://www.elcamino.edu/administration/vpaa/accreditation/El_Camino_ExtEvalTeamRpt_01_09_2015.pdf (Page 11, #6)

E. <http://www.elcamino.edu/library/distance-ed/principles/ECCPrinciplesWorksheet2012.pdf>

F. http://www.elcamino.edu/library/distance-ed/facultyresources/files/ECC_OCR_Checklist.pdf

Self-Evaluation:

Compton Center meets this standard. Compton Center deems these evaluation procedures fair and comprehensive while accurately assessing the personnel in the performance of their duties. The 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 based on standard good practices for online courses as established by WASC. Human Resources retains all evaluations and tracks the number of completed evaluations performed.

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.

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.

Descriptive Summary:

Compton Center has established policies to ensure that well-qualified personnel are selected to meet institutional needs. Job announcements delineate all job requirements, so applicants are aware of such requirements. Human Resources and the appropriate manager review the job description and duties to ensure the classification meets the needs of the position.

All applicants are required to complete a job application and submit a CV 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.

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. Human Resources uses iGreentree software to assist with the coordination of the tracing and selection process. In addition to hiring committees using the software to screen applicants for possible interview, iGreentree compiles statistical data and generates compliance-related reports.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See pages 49-51, Sections 10.2.E-G; and pages 59-6, 10.3.D-F.)

B. http://district.compton.edu/board_of_trustees/doc/AR_7125_VerificationEligibilityEmployment.pdf

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. The following statement appears on all faculty and administrative job announcements: “*Transcripts issued outside the United States of America require a course-by-course analysis with an equivalency statement from a certified transcript evaluation service verifying the degree equivalency to that of an accredited institution within the USA*”. Human Resources authenticates candidate transcripts from non-U.S. institutions with an equivalency statement from a certified transcript evaluation service prior to hiring. Candidates and new hires with foreign degrees are required to provide equivalency transcripts from established transcript evaluation companies. Compton Center recognizes degrees from non-U.S. institutions only if equivalence has been established.

A. <http://www.compton.edu/campusinformation/accreditation/docs/ForeignTranscriptEvaluation.pdf> (See pages 4-6.)

Staff members are evaluated at regular intervals to ensure that hiring processes are generating successful employees; new hires are evaluated annually for the first one-to-four years of service. The Compton Community College District Board of Trustees approved the evaluation procedure for faculty on May 2, 2007. Faculty evaluations schedules adhere to the CCCFE Certificated agreement and are completed as scheduled. New full-time faculty members are evaluated the first semester they are hired, and once per year each year thereafter until they earn tenure.

Human Resources provides managers with a list of faculty and administrators to be evaluated each year and the type of evaluation the employee should receive.

To ensure that evaluations lead to improvement of job performance, each faculty member has an evaluation committee with the division chair to act as lead. Human Resources informs all faculty of the evaluation forms and procedures the faculty contract and employee handbook. Before the evaluation process begins, the faculty member meets with their committee to establish a schedule for class visits. Faculty members then submit a comprehensive portfolio that identifies the following parts:

- 1) A teaching philosophy or pedagogy.
- 2) Self-evaluation summary that includes action plans to demonstrate that the faculty member is actively seeking specific new ways to meet SLOs and increase student success.
- 3) Short-term goals for professional development.
- 4) Course syllabi and sample assignments.
- 5) Samples of instructor feedback on student work.
- 6) Current institutional committee assignments.

Evaluation committees review faculty member portfolios, offering feedback about successes and areas needing improvement. 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.

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 to ensure that the faculty member makes satisfactory progress.

Compton Center evaluates classified employees in accordance with Rule 60.600 of the Rules and Regulations of the Classified Service:

All regular classified employees shall be evaluated by their immediate supervisors at least once in accordance with the following schedule:

- Probationary employees: at the end of the third and fifth month of the probationary period of service.
- Permanent employees: at least once each year no later than May 1st, and at any time more than 60 working days later, if the employees leave the control of that supervisor.

Evaluations of administrators and supervisors are performed annually for the first two years of service, and subsequently once every three years or on an as-needed basis. The evaluation

process also includes a self-evaluation, peer/faculty/staff opinionnaires, immediate supervisor's evaluation and a conference.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 21, Section 5.1.)

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 18-23 and 26-38, Article X, Sections 10.1, 10.2, 10.5, and 10.6; pages 67-68, Article XXIV, and page 74, Appendix B.)

C. <http://district.compton.edu/administration/human-resources/docs/classifiedcba2014.pdf> (See page 25, Article X.)

D. <http://www.compton.edu/adminandoperations/humanresources/docs/AdministratorsEvaluationProcedureAndForms.pdf>

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. To identify faculty expertise in DE instruction, Human Resources verifies certifications from accredited institutions or organizations to ensure that such expertise meets or exceeds the requirements for online educators at Compton Center. During the first term of instruction, distance education faculty undergo a rigorous evaluation process including a teaching observation in addition to presentation of a course shell with syllabus, assignments, and module lectures to be evaluated by a committee.

Faculty members who teach such courses express interest to their respective department chair or dean and undergo extensive training through Staff Development.

A. <http://www.compton.edu/academics/distance-ed/Documents/Info/Policy.pdf>

B. <http://www.compton.edu/academics/distance-ed/Documents/Info/ONLIREQ.pdf>

C. <http://www.elcamino.edu/library/distance-ed/facultyresources/PolicyonDistanceEducation.pdf>

D. <http://www.elcamino.edu/library/distance-ed/facultyresources/ClassroomVisitationProtocol.pdf>

E. https://www.elcamino.edu/administration/vpaa/accreditation/El_Camino_ExtEvalTeamRpt_01_09_2015.pdf (Page 11, #6)

F. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 67-68, Article XXIV.)

Self-Evaluation:

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. Evaluation criteria measure the effectiveness of newly hired classified personnel in performing job duties, providing the opportunity for continued improvement.

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.

Descriptive Summary:

Personnel evaluations at Compton Center are designed to ensure institutional effectiveness and improvement.

Faculty evaluation committees review faculty member portfolios, specifically offering feedback about successes and 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.

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.

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.

Classified employees are evaluated in accordance with Rule 60.600 of the Rules and Regulations of the Classified Service:

Compton Center evaluates newly hired administrators and supervisors annually for the first two years of service. Subsequent evaluations occur once every three years or on an as-needed basis. The evaluation process also includes a self-evaluation, peer/faculty/staff opinionnaires, immediate supervisor’s evaluation and a conference.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See section 5.1)

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See Article X and Appendix B.)

C. <http://www.compton.edu/academics/slo/assessmentreports.aspx>

D. <http://district.compton.edu/administration/human-resources/docs/classifiedcba2014.pdf> (Page 25)

Compton Center administers personnel evaluations at consistent intervals for the main purpose of ensuring 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.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 21, Section 5.1.)

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See Article X and Appendix B.)

C. <http://www.compton.edu/academics/slo/assessmentreports.aspx>

D. <http://www.compton.edu/academics/slo/ilo.aspx>

E. <http://www.compton.edu/student-services/admissionandrecords/Documents/Student%20Services%20SAOs.pdf>

Evaluation criteria at Compton Center measure the effectiveness of personnel in the performance of their duties through a process called a "Comprehensive Evaluation." Faculty evaluation committees review faculty member portfolios, specifically offering feedback about successes and 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.

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 to ensure that the faculty member makes satisfactory progress.

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.

Classified employees are evaluated in accordance with Rule 60.600 of the Rules and Regulations of the Classified Service.

Compton Center evaluates newly hired administrators and supervisors annually for the first two years of service. Subsequent evaluations occur once every three years or on an as-needed basis. The evaluation process also includes a self-evaluation, peer/faculty/staff opinionnaires, immediate supervisor's evaluation and a conference.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 21, Section 5.1)

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 18-23 and 26-38, Article X, Sections 10.1, 10.2, 10.5, and 10.6; pages 67-68, Article XXIV, and page 74, Appendix B.)

C. <http://www.compton.edu/academics/slo/assessmentreports.aspx>

D. <http://district.compton.edu/administration/human-resources/docs/classifiedcba2014.pdf> (Page 25)

Distance education evaluation criteria specifically measure effectiveness through the use of rigorous evaluation procedures, with particular emphasis on SLO assessment and curriculum requirements. As a result of continuous SLO assessment and regular evaluation, online 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.

To ensure quality distance education instruction that adheres to WASC 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.

Such 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:

1. To ensure that the course is appropriately available to students in the course management system.
2. 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).
3. In response to a request from the instructor in the course. (For example, questionable student conduct, technical problems, course development review and recommendations.)

4. 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.

In the case of a formal evaluation, to ensure that such recommendations lead to improvement of job performance, faculty members then submit a comprehensive portfolio that identifies the following parts:

- 1) A teaching philosophy or pedagogy.
- 2) Self-evaluation summary that includes action plans to demonstrate that the faculty member is actively seeking specific new ways to meet SLOs and increase student success.
- 3) Short-term goals for professional development.
- 4) Course syllabi and sample assignments.
- 5) Samples of instructor feedback on student work.
- 6) Current institutional committee assignments.

Evaluation committees review faculty member portfolios, offering feedback about successes and areas needing improvement. Evaluation committee members visit each class to observe the faculty member during lecture and to distribute student evaluations (or complete these tasks online in the case of distance education faculty). Once these observations are complete, the faculty member meets once more with their evaluation committee to receive feedback. After the evaluation committee completes their assessment, they pass all materials to the respective division dean, who schedules a final meeting with the faculty member. Any “needs improvement” notations require immediate action, including an additional evaluation the following semester to ensure that the faculty member makes satisfactory progress.

Compton Center has created these 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.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 21, Section 5.1.)

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 18-23 and 26-38, Article X, Sections 10.1, 10.2, 10.5, and 10.6; pages 67-68, Article XXIV, and page 74, Appendix B.)

C. <http://www.elcamino.edu/library/distance-ed/facultyresources/ClassroomVisitationProtocol.pdf>

D. https://www.elcamino.edu/administration/vpaa/accreditation/El_Camino_ExtEvalTeamRpt_01_09_2015.pdf (Page 11, #6)

E. <http://www.elcamino.edu/library/distance-ed/principles/ECCPrinciplesWorksheet2012.pdf>

F. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 67-68, Article XXIV.)

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. As a result of continuous SLO assessment and regular evaluation, online 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.

To ensure quality distance education instruction that adheres to WASC 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.

Such 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:

1. To ensure that the course is appropriately available to students in the course management system.
2. 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).
3. In response to a request from the instructor in the course. (For example, questionable student conduct, technical problems, course development review and recommendations.)
4. 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.

In the case of a formal evaluation, to ensure that such recommendations lead to improvement of job performance, faculty members then submit a comprehensive portfolio that identifies the following parts:

1. A teaching philosophy or pedagogy.
2. Self-evaluation summary that includes action plans to demonstrate that the faculty member is actively seeking specific new ways to meet SLOs and increase student success.

3. Short-term goals for professional development.
4. Course syllabi and sample assignments.
5. Samples of instructor feedback on student work.
6. Current institutional committee assignments.

Evaluation committees review faculty member portfolios, offering feedback about successes and areas needing improvement. Evaluation committee members visit each class to observe the faculty member during lecture and to distribute student evaluations (or complete these tasks online in the case of distance education faculty). Once these observations are complete, the faculty member meets once more with their evaluation committee to receive feedback. After the evaluation committee completes their assessment, they pass all materials to the respective division dean, who schedules a final meeting with the faculty member. Any “needs improvement” notations require immediate action, including an additional evaluation the following semester to ensure that satisfactory progress is made and possible additional training.

Compton Center has created these 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.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 21, Section 5.1.)

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 18-23 and 26-38, Article X, Sections 10.1, 10.2, 10.5, and 10.6; pages 67-68, Article XXIV, and page 74, Appendix B.)

C. <http://www.elcamino.edu/library/distance-ed/facultyresources/ClassroomVisitationProtocol.pdf>

D. https://www.elcamino.edu/administration/vpaa/accreditation/El_Camino_ExtEvalTeamRpt_01_09_2015.pdf (Page 11, #6)

E. <http://www.elcamino.edu/library/distance-ed/principles/ECCPrinciplesWorksheet2012.pdf>

F. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 67-68, Article XXIV.)

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.

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:

Collectively and individually, all Compton Center faculty and instructional deans continually review student learning outcomes, not only as part of the evaluation process, but in monthly department meetings and annual formal assessments. The roles of faculty, tutors, and others in producing student learning outcomes (SLOs) are significant and on-going. Faculty and tutors take direction about SLOs from SLO Facilitators and the SLO Coordinator. The SLO Coordinator from Compton Center works closely with the SLO Coordinators at El Camino College. Faculty and tutor roles in producing SLOs stem from SLO assessment procedures and the need to then revise or add additional statements. Faculty are required to include SLOs on course syllabi and participate in SLO assessments during the semester.

Faculty, as individuals and as committees, continuously engage in academic discourse aimed at how students are learning in their courses and in college programs overall. During a semester where SLO assessment is to occur, faculty will meet and collectively determine what assessment tool will be implemented and the necessary rubrics to use during assessment. Once the assessment tool has been administered, the faculty will submit blind copies of student work for assessment. Depending on the assessment outcome, faculty reflects upon and discusses new ways to effectively improve learning. 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.

As a result of continuous SLO assessment and regular evaluation, faculty makes necessary changes in their 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.

In an effort to evaluate effectiveness in producing SLOs, SLO Facilitator and Coordinator positions have been created to organize SLOs assessed and those to be assessed in upcoming semesters. Facilitators meet with faculty to distribute assessment materials and collect completed assessments, who then in turn report to the campus Coordinator who then reports via TracDat and collaborates with El Camino College. This method has yielded meaningful and useful results, with nearly 100% SLO compliance.

Distance education courses are assessed with the same rigor as face-to-face instructional formats, with particular emphasis on ADA compliance and access.

In accordance with their faculty contracts and evaluations, Compton faculty members make significant use of the SLO assessment results to improve SLOs. Faculty members maintain accurate grade and attendance sheets, design classroom lectures and discussions, create day-to-day assignments and activities, as well as collect anecdotal evidence of student improvements all targeted around SLO improvement. Faculty department meetings often include time to discuss best practices to further improve SLOs. Through faculty and professional development, flex day meetings also include breakout sessions about improving or incorporating different teaching skills. Compton faculty members also work closely with El Camino faculty members during division meetings to review SLO data.

Professional development is highly supportive of faculty in the development of new technologies and theories regarding SLO assessment and improvement through a series of monthly workshops as well as a FIPP program that are both geared towards both face-to-face and DE/CE instructional models. 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.

A. <http://www.compton.edu/academics/slo/assessmentreports.aspx>

B. <http://www.compton.edu/academics/slo/timelines-align-grids.aspx>

C. <http://www.compton.edu/academics/slo/ilo.aspx>

D. <http://www.elcamino.edu/administration/staffdev/fipp/index.asp>

E. <http://www.elcamino.edu/administration/staffdev/documents/2013/TechBlastAugust2013.pdf>

F. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 18-23 and 26-38, Article X, Sections 10.1, 10.2, 10.5, and 10.6; pages 67-68, Article XXIV, and page 74, Appendix B.)

Faculty, as individuals and as committees, continuously engage in academic discourse aimed at how students are learning in their 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, and instructors continually discuss ways to assist students. 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 department meetings, committees, conferences, and small groups.

For example, during a semester where SLO assessment is to occur, faculty will meet and collectively determine what the 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 reflects on the action plans of the prior year's findings.

Additionally, faculty department meetings always include time to discuss best practices to further improve faculty performance. Through faculty and professional development, flex day meetings also include breakout sessions about improving or incorporating different teaching skills.

In terms of concrete plans for improvement, for the 2014-15 school year, the Basic Skills Initiative provided funding for Learning Teams for English 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.

Plans for 2015-2016 include investigating methods for increasing student equity, particularly among male and African American student populations.

- A. <http://www.compton.edu/academics/slo/assessmentreports.aspx>
- B. <http://www.compton.edu/academics/slo/timelines-align-grids.aspx>
- C. <http://www.curricunet.com/elcamino/>
- D. <http://www.compton.edu/studentervices/graduationinitiative/englishlearningteams/>

All faculty make regular improvements to teaching methodologies to improve student learning; such adjustments are based on student learning outcome assessments, retention data, professional development, and evaluations, as well as other sources. As a result of continuous SLO assessment and regular evaluation, faculty make necessary changes in their 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. 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.

- A. <http://www.compton.edu/academics/slo/assessmentreports.aspx>
- B. <http://www.curricunet.com/elcamino/>
- C. <http://www.compton.edu/academics/programreviews.aspx>
- D. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 18-23 and 26-38, Article X, Sections 10.1, 10.2, 10.5, and 10.6; pages 67-68, Article XXIV, and page 74, Appendix B.)

Distance education faculty, as individuals and as committees, continuously engage in academic discourse aimed at how students are learning in their courses and in college programs overall. Compton Center faculty frequently discuss student engagement and improvement of outcomes, including such outcomes in distance education courses. 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 department meetings, committees, conferences, smaller groups, and even work-related social occasions.

For example, during a semester where SLO assessment is to occur, faculty will meet and collectively determine what the 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 reflects on the action plans of the prior year's findings.

Additionally, faculty department meetings always include time to discuss best practices to further improve faculty performance, including performance in online courses. Through faculty and professional development, flex day meetings also include breakout sessions about improving or incorporating different teaching skills.

Increasing retention of online students is a crucial area of concern. Many students lack basic computer skills and such deficiencies continue to hamper their chances of success.

A. <http://www.compton.edu/academics/slo/assessmentreports.aspx>

B. <http://www.compton.edu/academics/slo/timelines-align-grids.aspx>

C. <http://www.elcamino.edu/library/distance-ed/facultyresources/ClassroomVisitationProtocol.pdf>

D. <http://www.elcamino.edu/library/distance-ed/principles/ECCPrinciplesWorksheet2012.pdf>

E. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 18-23 and 26-38, Article X, Sections 10.1, 10.2, 10.5, and 10.6; pages 67-68, Article XXIV, and page 74, Appendix B.)

F. <http://www.compton.edu/academics/distance-ed/facultyresources.aspx>

Distance education faculty make regular improvements to teaching methodologies to improve student learning; such adjustments are based on student learning outcome assessments, retention data, professional development, and evaluations, as well as other sources. As a result of continuous SLO assessment and regular evaluation, distance education faculty make necessary changes in their 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. 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.

A. <http://www.compton.edu/academics/slo/assessmentreports.aspx>

B. <http://www.elcamino.edu/library/distance-ed/principles/ECCPrinciplesWorksheet2012.pdf>

C. <http://www.elcamino.edu/library/distance-ed/facultyresources/ClassroomVisitationProtocol.pdf>

D. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See pages 18-23 and 26-38, Article X, Sections 10.1, 10.2, 10.5, and 10.6; pages 67-68, Article XXIV, and page 74, Appendix B.)

E. <http://www.compton.edu/academics/distance-ed/facultyresources.aspx>

Self Evaluation:

The college 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. All distance education courses require a Principles of Good Practice Form, and updates are made to ensure that online courses are assessed accurately and meet state standards.

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 based on the number of FTES. Since 2006, Compton Center has strived to maintain an adequate number of staff to support the mission of El Camino College. Compton Center employs 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, and the majority of administrative positions have been filled. 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

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.

- A. <http://www.compton.edu/academics/programreviews.aspx>
- B. http://district.compton.edu/board_of_trustees/doc/AR_7122_FacultyRecruitmentSelection.pdf
- C. http://district.compton.edu/board_of_trustees/doc/BP_7120_Recruitment%20and%20Selection%20090815.pdf
- D. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See pages 55-56, section 10.3.III.A)
- E. <http://www.compton.edu/academics/slo/ilo.aspx>

CCCD and Compton Center determine appropriate staffing level for each distance education program and service based on the number of FTES. Since 2006, the Center has strived to maintain an adequate number of staff to support the mission of El Camino College, including distance education faculty. Less than ten percent of total course offerings are offered exclusively online at Compton Center, and this ratio has been stable for the past several years. Compton Center has adopted the 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.

- A. <http://www.compton.edu/academics/programreviews.aspx>
- B. http://district.compton.edu/board_of_trustees/doc/AR_7122_FacultyRecruitmentSelection.pdf
- C. http://district.compton.edu/board_of_trustees/doc/BP_7120_Recruitment%20and%20Selection%20090815.pdf
- D. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (Section 10.3, IIIA)
- E. <http://www.compton.edu/academics/slo/ilo.aspx>
- F. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See pages 55-56, section 10.3.III.A)
- G. https://www.elcamino.edu/administration/vpaa/accreditation/El_Camino_ExtEvalTeamRpt_01_09_2015.pdf (Page 11, #6)

Organization of administrative and support staffing for distance education at Compton Center is based on the number of FTES. El Camino College supports Compton Center in administrative functions for distance education. Compton Center has adopted the standards for distance education instruction established by the Distance Education Office at El Camino College, which are based on WASC protocols, and for which El Camino College received special commendation from the ACCJC in 2014.

- A. <http://www.compton.edu/academics/programreviews.aspx>

- B. http://district.compton.edu/board_of_trustees/doc/AR_7122_FacultyRecruitmentSelection.pdf
- C. http://district.compton.edu/board_of_trustees/doc/BP_7120_Recruitment%20and%20Selection%20090815.pdf
- D. <http://www.compton.edu/academics/slo/ilo.aspx>
- E. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See pages 55-56, section 10.3.III.A)
- F. https://www.elcamino.edu/administration/vpaa/accreditation/El_Camino_ExtEvalTeamRpt_01_09_2015.pdf (Page 11, #6)

Distance education programs and services are well supported at Compton Center through its partnership with El Camino College; the effectiveness of such programs and services are routinely evaluated in a number of ways, including SLO, ILO, and PLO assessments, student surveys, and formal program review. Organization of administrative and support staffing for distance education is based on the number of FTES. Existing support is exceptional for Compton Center's currently modest needs; such support includes the extensive distance education infrastructure at El Camino College, for which El Camino College received special commendation from the ACCJC in 2014. Compton Center evaluates distance education courses at the program and institution level every three years, and student learning outcomes at least every two years; in many disciplines, SLOs are evaluated annually.

- A. <http://www.elcamino.edu/library/distance-ed/contactus.asp>
- B. <http://dev.compton.edu/academics/distance-ed/Documents/Info/DEOrg.pdf>
- C. <http://dev.compton.edu/academics/distance-ed/facultyresources.aspx>
- D. <http://www.compton.edu/academics/slo/ilo.aspx>
- E. <http://www.compton.edu/academics/programreviews.aspx>
- F. https://www.elcamino.edu/administration/vpaa/accreditation/El_Camino_ExtEvalTeamRpt_01_09_2015.pdf (Page 11, #6)

Self Evaluation:

The college 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 at routine intervals. In partnership with El Camino College, Compton Center has a robust distance education infrastructure.

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.

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. 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. Adjuncts are invited and encouraged to attend faculty department meetings, where all division faculty discuss best practices to further improve faculty performance.

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.

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.

A. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See page 26, Article 10.5; page 59, Article 18.5, and page 64, Article 18.8.)

B. <http://www.elcamino.edu/administration/staffdev/flex.asp>

C. <http://www.elcamino.edu/administration/staffdev/professionaldev.asp>

D. <http://www.compton.edu/adminandoperations/humanresources/distinguished.aspx>

Self Evaluation:

Compton Center meets this standard. Institutional policies and culture provide for the meaningful integration, evaluation, and professional development of part-time faculty and encourage their participation college wide.

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.

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. Since 2006, Compton Center has strived to maintain an adequate number of staff to support the mission of El Camino College. Compton Center employs 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, and the majority of administrative positions have been filled. 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

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 new faculty members. The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Superintendent/President.

A. http://district.compton.edu/board_of_trustees/doc/BP_3250_InstitutionalPlanning.pdf

B. <http://www.compton.edu/academics/slo/ilo.aspx>

C. <http://www.compton.edu/student-services/ProgramReview.aspx>

Self Evaluation:

Compton Center meets this standard.

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.

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. El Camino College Compton Center decides hiring criteria by referring to both the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (2010) and by 2007 Board-approved policies and procedures for administrators.

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

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.

A. http://district.compton.edu/board_of_trustees/doc/BP_3250_InstitutionalPlanning.pdf

B. <http://www.compton.edu/academics/slo/ilo.aspx>

C. http://district.compton.edu/board_of_trustees/doc/BP_7250_Administrators.pdf

D. <http://district.compton.edu/administration/human-resources/CBAFaculty1013.pdf> (See page 9, Section 5.3b.)

E. http://californiacommunitycolleges.cccco.edu/Portals/0/FlipBooks/2014_MQHandbook/#/0

Self Evaluation:

Compton Center meets this standard.

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.

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. Human Resources has updated and revised more than 90% of all personnel management board policies and administrative regulations. The Dean of Human Resources is responsible for ensuring that all policies and procedures are equitable and consistently administered. The Center takes continuous measures that model the Community College League of California at regularly-scheduled intervals. The Center has updated the Employee's Policies and Procedures Handbook to align with current BPs, ARs, and CBAs. To ensure that these measures are being met, update dates are made available on the Handbook cover.

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 recent changes in policy, regulation, or CBA rule. Staff and employees are made aware of these changes via email, mail, and/or announcements at meetings.

A. http://district.compton.edu/board_of_trustees/doc/AP_3301A_Public%20Records.pdf

B. <http://district.compton.edu/administration/human-resources/index.asp>

Compton Center has established written policies and procedures in partnership with El Camino College to ensure fair hiring practices and equitable treatment of personnel. 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. This memo, handbook, and legal posting requirement compliance demonstrate Compton Center's commitment to providing a safe professional and educational environment for faculty, staff, and students.

To ensure fairness in employment procedures, the following policies are in place:

1. 7100 – Commitment to Diversity
2. 7120 – Recruitment and Selection
3. 7310 – Nepotism
4. 4119 – Equivalency of Minimum Qualifications
5. 7100 – Non-Discrimination/Commitment to Diversity

During the hiring process, the Dean of Human Resources 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 Dean of Human Resources is also present during interviews to avoid nepotism or special treatment of individual candidates. Measures 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 CCCD website.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See Section 8.1)

B. http://district.compton.edu/board_of_trustees/BP_2520_AcademicSenate%20051915.pdf

C. http://district.compton.edu/board_of_trustees/doc/BP_7100_CommitmentDiversity.pdf

D. http://district.compton.edu/board_of_trustees/doc/BP_7120_Recruitment%20and%20Selection%20090815.pdf

E. http://district.compton.edu/board_of_trustees/doc/BP_7140_CollectiveBargaining.pdf

F. http://district.compton.edu/board_of_trustees/doc/BP_7310_NepotismEmployment.pdf

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. Human Resources has updated and revised more than 90% of all personnel management board policies and administrative regulations. The Dean of Human Resources is responsible for ensuring that all policies and procedures are equitable and consistently administered. The Center takes continuous measures that model the Community College League of California at regularly-scheduled intervals. The Center has updated the Employee's Policies and Procedures Handbook to align

with current BPs, ARs, and CBAs. To ensure that these measures are being met, update dates are made available on the Handbook cover.

As evidenced in the November 2012 FCMAT Comprehensive Assessment, the 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 recent changes in policy, regulation, or CBA rule. Staff and employees are then made aware of these changes via email, mail, and/or announcements at meetings.

A. http://district.compton.edu/board_of_trustees/doc/AP_3301A_Public%20Records.pdf

B. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf>

C. <http://district.compton.edu/administration/human-resources/index.asp>

Compton Center has established written policies and procedures in partnership with El Camino College to ensure fair hiring practices and equitable treatment of personnel. 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 defining terms that might be otherwise confusing. This demonstrates the Center’s commitment to providing a safe professional and educational environment for faculty, staff, and students.

To ensure fairness in employment procedures, the following policies are in place:

1. 7100 – Commitment to Diversity
2. 7120 – Recruitment and Selection
3. 7310 – Nepotism
4. 4119 – Equivalency of Minimum Qualifications
5. 7100 – Non-Discrimination/Commitment to Diversity

During the hiring process, the Dean of Human Resources 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 Dean of Human Resources is also present during interviews to avoid nepotism or special treatment of individual candidates. Measures 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 CCCD website.

A. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf>

B. http://district.compton.edu/board_of_trustees/BP_2520_AcademicSenate%20051915.pdf

C. http://district.compton.edu/board_of_trustees/doc/BP_7140_CollectiveBargaining.pdf

D. http://district.compton.edu/board_of_trustees/doc/BP_7210_AcademicEmployees.pdf

E. http://district.compton.edu/board_of_trustees/doc/BP_7230_ClassifiedEmployees.pdf

F. http://district.compton.edu/board_of_trustees/doc/BP_7100_CommitmentDiversity.pdf

G. http://district.compton.edu/board_of_trustees/doc/BP_7120_Recruitment%20and%20Selection%20090815.pdf

H. http://district.compton.edu/board_of_trustees/doc/BP_7140_CollectiveBargaining.pdf

I. http://district.compton.edu/board_of_trustees/doc/BP_7310_NepotismEmployment.pdf

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.

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.

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. Compton Center is a highly diverse campus. In fall of 2014, the student body was 34.6% African American, 53.7% Latino, and 4.7% Asian, among others. In addition to cultural and ethnic diversity, Compton Center also addresses the needs of those from various socio-economic demographics and from diverse background experiences; more than 70 percent of Compton Center students receive financial aid, and the majority are eligible for Pell Grants and/or the BOG Waiver. 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. In addition to meeting employment needs, the Center offers many programs for students on campus including:

- First Year Experience
- Accelerated Courses (Math and English)
- Brother-to-Brother (to assist male students in transferring and graduating)
- CARE
- EOP&S
- Financial Aid

- Counseling
- Student Life
- ASB
- *Voices of Compton* Literary Journal
- Guest Lectures: Visiting Authors, Celebration of Hispanic Heritage Month, African-American History Month, and many others
- Transfer Center/Career Service
- Child Development Center/State-Subsidized Child Care for Students
- Upward Bound/Math Science
- Special Resource Center
- Veteran Services

The Dean of Student Services plays a vital role in the oversight of many of these programs. Faculty and staff are encouraged to attend school functions to promote a campus culture of unity and to provide support to students. In addition, workshops and trainings are available throughout the year for faculty and staff to address the needs of a diverse student population.

In terms of staff, Compton Center has implemented and sustained recruitment, selection and hiring procedures that implement board policies and administrative regulation and that ensure EEO compliance. These processes are well documents in the written application and hiring procedures. Compton Center makes this information available through the use of compliance posters and the college website. Additionally, support of these practices and the district commitment is found throughout the District. Application forms list the Equal Employment policy, EEO compliance officer, and direct contact information. Human Recourses provides information with employment applications that outlines the application procedures, application information and hiring procedures. Compliance posters stating the “Equal Employment Opportunity is the Law” are posted in departments throughout the campus. This communicates the District’s commitment to employment equity and diversity consistent with its mission.

Compton Center is committed to the fair and ethical treatment of faculty, staff, and students. Dr. Keith Curry, Compton Center Provost, issued a memo addressed to all students and employees regarding an “Update of District Policies Prohibiting Discrimination and Title IX Coordinator Contact Information.” This memo identifies who faculty, staff, and students can contact regarding discrimination at the Center as well as whom to contact at El Camino College. Following the contact information is a listing of Compton Center’s policies on harassment and discrimination.

In an effort to fully educate faculty, staff, and students, the memo and handbook details the process for filing grievances, and highlights and defines terms that might be otherwise confusing. This memo, handbook, and legal posting requirement compliance demonstrates Compton

Center's commitment to providing a safe professional and educational environment for faculty, staff, and students.

A. http://district.compton.edu/board_of_trustees/doc/BP_7100_CommitmentDiversity.pdf

B. <http://district.compton.edu/administration/human-resources/docs/NonDisc.pdf>

C. <http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf> (Pages 320-324)

D. <http://district.compton.edu/administration/human-resources/docs/discrim2015.pdf>

E. <http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfileComptonFall%202014.pdf>

F. <http://www.compton.edu/student-services>

Several policies are in place to determine the kinds of support necessary to meet the needs of personnel. Compton Center identifies the kinds of support needed for its personnel 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 gathered is analyzed by Institutional Research and Planning and recommendations are made to the respective departments. Additionally, survey data helps provide insight into the design of programs and services offered to the range of diverse personnel on campus.

A. <http://district.compton.edu/administration/human-resources/CBAFaculty1013.pdf> (Article 8)

B. <http://www.compton.edu/campusinformation/accreditation/docs/InstitutionalEffectivenessOutcomesCOM2015-20FINAL.pdf>

C. <http://www.elcamino.edu/administration/ir/>

Compton Center, in partnership with El Camino College, offers a wide array of services to support staff and faculty. Such services include an Employee Assistance Program (EAP) providing wide variety of individual support to employees.

A. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See page 65, Article 18.10)

B. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 31, Article 9.3.5)

Compton Center regularly assesses programs, practices, and services to ensure these meet the needs of staff and faculty. Compton Center evaluates support programs for its personnel through formal program review, Institutional Learning Outcomes, and assessment of Student Learning Outcomes, in addition to employee satisfaction surveys, and performance evaluations.

A. <http://www.compton.edu/campusinformation/accreditation/docs/InstitutionalEffectivenessOutcomesCOM2015-20FINAL.pdf>

B. <http://www.elcamino.edu/administration/ir/>

Compton Center regularly assesses its record in employment equity and diversity consistent with its mission. Compton Center has implemented and sustained recruitment, selection, and hiring

procedures that incorporate board policies and administrative regulations to ensure EEO compliance. These processes are well documented in application and hiring procedures. This information is made available through the use of compliance posters and the District website. Additionally, the support of these practices and the district commitment is found throughout the District.

Application forms list the Equal Employment policy, EEO compliance officer, and direct contact information. Human Resources provides detailed information with employment applications to outline application procedures, application information, and hiring procedures. Compliance posters stating the “Equal Employment Opportunity is the Law” are posted in departments throughout the campus. This communicates the District’s commitment to employment equity and diversity consistent with its mission.

Human Resources uses iGreentree software to assist with the coordination of the tracing and selection process. In addition to hiring committees using the software to screen applicants for possible interview, iGreentree compiles statistical data and generates compliance-related reports.

The District’s adoption of policies and regulations, maintenance of a human resources applicant tracking system, and implementation of selection and hiring procedures all evidence the commitment to diversity and equal opportunity in employment.

A. http://district.compton.edu/board_of_trustees/doc/BP_7100_CommitmentDiversity.pdf

B. <http://district.compton.edu/administration/human-resources/docs/NonDisc.pdf>

C. <http://district.compton.edu/administration/human-resources/docs/discrim2015.pdf>

D. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf>

F. http://district.compton.edu/board_of_trustees/doc/BP_7120_Recruitment%20and%20Selection%20090815.pdf

G. http://district.compton.edu/board_of_trustees/doc/BP_7310_NepotismEmployment.pdf

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.

In terms of 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. All bargaining agreements detail the process for filing grievances, highlighting and defining terms that might be otherwise confusing. Such documentation demonstrates the Center’s commitment to providing a safe professional and educational environment for faculty, staff, and students.

A. <http://www.elcamino.edu/admissions/docs/2015-2016-Catalog.pdf> (Pages 320-324)

B. <https://www.elcamino.edu/administration/board/boarddocs/5506%20El%20Camino%20College%20Student%20Rights%20and%20Responsibilities.pdf>

C. <http://www.elcamino.edu/studentservices/activities/codeofconduct.asp>

D. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf>

E. http://district.compton.edu/board_of_trustees/doc/BP_7140_CollectiveBargaining.pdf

F. http://district.compton.edu/board_of_trustees/doc/BP_7100_CommitmentDiversity.pdf

Self Evaluation:

The college meets this standard. The Center is fully compliant with the legal posting requirements of Title IX and the related complain procedures available to students and employees in an effort to maintain ethical diversity policies. These policies and procedures have been disseminated to students, faculty, and staff. The Center observes Board Policy 7100, Commitment to Diversity, and continues to provide opportunities for faculty and staff to connect with students.

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 supports the Vision Statement, Statement of Values and Mission Statement of El Camino College. The Compton Board of Trustees adopted a Code of Ethics/Standards of Practice on November 16, 2010. El Camino College has developed a Code of Ethics for all employees, and the District has adopted and implemented a supporting policy.

Currently, BP2715 “Code of Ethics and Standards of Practice” (updated November 13, 2012) is in place and observed by the Compton Board of Trustees. All deliberations and activities observe the following tenets:

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

Compton Center is fully compliant with the legal posting requirements of Title IX and the related complain procedures available to students and employees in an effort to maintain ethical diversity policies. Human Resources has disseminated policies and procedures to students, faculty, and staff. Compton Center observes Board Policy 7100, Commitment to Diversity, and continues to provide opportunities for faculty and staff to connect with students.

Human Resources is responsible for reviewing applications for completion and conducting a preliminary review of each applicant's possession of the applicable minimum qualifications as identified by the selection committee and job description. 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.

A. http://district.compton.edu/board_of_trustees/doc/BP_2715_CodeEthics_StandardsPractice.pdf

B. http://district.compton.edu/board_of_trustees/doc/BP_7360_DisciplineDismissal-AcademicEmployee.pdf

C. http://district.compton.edu/board_of_trustees/doc/BP_7370_DisciplineDismissal-ClassifiedEmployee.pdf

Compton College has a written code of professional ethics for all of its personnel, including administrators, faculty, and board members. Compton Center supports the Vision Statement, Statement of Values, and Mission Statement of El Camino College. The Compton Board of Trustees adopted a Code of Ethics/Standards of Practice on November 16, 2010. El Camino College has developed a Code of Ethics for all employees, and the District has adopted and implemented a supporting policy.

Compton Center Board Policy 2715 outlines a code of professional ethics for the Board. Board Policy 7360 outlines expectations for academic employees and Board Policy 7370 covers classified staff. Said policies were developed in accordance with California Education Codes 87669 and 87732.

A. http://district.compton.edu/board_of_trustees/doc/BP_2715_CodeEthics_StandardsPractice.pdf

B. http://district.compton.edu/board_of_trustees/doc/BP_7360_DisciplineDismissal-AcademicEmployee.pdf

C. http://district.compton.edu/board_of_trustees/doc/BP_7370_DisciplineDismissal-ClassifiedEmployee.pdf

D. <http://district.compton.edu/administration/human-resources/CBAFaculty1013.pdf> (Article 7.)

E. <http://district.compton.edu/administration/human-resources/docs/classifiedcba2014.pdf>

Self Evaluation:

The college meets this standard.

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 continually encouraged to attend a wide array of training programs, seminars, and conferences for training on relevant topics. 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.

Workshops are continually available to all faculty and staff, with a strong focus on teaching pedagogy/techniques and technology. 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, Flex Day trainings and more. Compton Center offers bonuses to classified staff to encourage continuing education.

A. <http://www.elcamino.edu/administration/staffdev/>

B. <http://www.elcamino.edu/administration/staffdev/professionaldev.asp>

C. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See page 20, Article X, Section 10.3.B4. and page 57, Article 16.4.)

D. <http://www.compton.edu/centernews/april-2012/>

E. <http://district.compton.edu/administration/human-resources/docs/classifiedcba2014.pdf> (Page 36)

The Professional Development Committee, Academic Senate, and 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. In addition, Flex Reporter, departmental and committee meetings, and survey opinionnaires help to ascertain evolving professional development needs.

Faculty, both individually and in committees, continuously engage in academic discourse aimed at how students are learning in their courses and in college programs overall, and such discourse is linked to Professional Development opportunities. For example, during a semester where SLO

assessment is to occur, faculty will meet and collectively determine what the 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 reflects on the action plans of the prior year's findings.

Faculty department meetings routinely include time to discuss best practices to further improve faculty performance, including performance in online courses. Through faculty and professional development, flex day meetings also include breakout sessions about improving or incorporating different teaching skills.

A. http://district.compton.edu/board_of_trustees/doc/BP_3250_InstitutionalPlanning.pdf

B. http://district.compton.edu/board_of_trustees/BP_2520_AcademicSenate%20051915.pdf

C. <http://www.compton.edu/academics/slo/ilo.aspx>

D. <http://www.compton.edu/student-services/admissionandrecords/Documents/Student%20Services%20SAOs.pdf>

E. <http://www.compton.edu/centernews/april-2012/>

F. <http://elcamino.flexreporter.com/app/resources.php>

The Professional Development Committee, Academic Senate, and administrators evaluate the efficacy of faculty and staff training opportunities through the same mechanism by which needs are identified, including evaluations, retention rates, and SLO assessment, as well as review of ILO, PLO, and SAO data help to identify additional 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.

In addition, departmental and committee meetings and survey opinionnaires help to determine staff development requirements.

A. http://district.compton.edu/board_of_trustees/doc/BP_3250_InstitutionalPlanning.pdf

B. <http://www.compton.edu/academics/slo/ilo.aspx>

C. <http://www.compton.edu/student-services/admissionandrecords/Documents/Student%20Services%20SAOs.pdf>

D. <http://www.compton.edu/centernews/april-2012/>

E. <http://elcamino.flexreporter.com/app/resources.php>

Compton Center 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).

A. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See page 20, Article X, Section 10.3.B4. and page 57, Article 16.4.)

B. <http://elcamino.flexreporter.com/app/resources.php>

Compton Center systematically evaluates professional development programs at the institutional and program levels, and uses the results of these evaluations as the basis for improvement; the value of such programs is based on ILO, PLO, SAO, and SLO data, in addition to retention rates and participant feedback. Compton Center offers staff appropriate opportunities for ongoing professional development based on changing institutional and student learning outcomes in addition to evolving pedagogical needs.

Compton Center 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).

A. <http://www.compton.edu/academics/slo/ilo.aspx>

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See page 20, Article X, Section 10.3.B4. and page 57, Article 16.4.)

C. <http://www.compton.edu/academics/slo/assessmentreports.aspx>

D. <http://elcamino.flexreporter.com/app/resources.php>

Training programs, seminars, and conferences in addition to brief “how to” video tutorials on CMS-specific topics, are made available to faculty and staff to offer information and training on relevant topics pursuant to Distance Education. 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.

A. <http://www.compton.edu/academics/distance-ed/facultyresources.aspx>

B. <http://www.elcamino.edu/library/distance-ed/facultyresources/professionaldevelopment.asp>

C. <http://www.elcamino.edu/administration/staffdev/>

D. <http://www.elcamino.edu/administration/staffdev/professionaldev.asp>

The Distance Education Office and Professional Development Committee work together to seek information about the needs of faculty and staff through meetings and occasional surveys in addition to evaluations, retention rates, and SLO assessment. In addition, review of ILO, PLO, and SAO data help to identify additional professional development needs for distance learning personnel. Compton Center distance education faculty are encouraged to take advantage of a wide array of seminars and courses through El Camino College, Etudes Summits, @One Webinars, in addition to video tutorials to assist in the navigation of course management system software.

Distance education faculty, as individuals and as committees, continuously engage in academic discourse aimed at how students are learning in their courses and in college programs overall. For example, during a semester where SLO assessment is to occur, faculty will meet and collectively determine what the 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 reflects on the action plans of the prior year's findings.

Additionally, faculty department meetings always include time to discuss best practices to further improve faculty performance, including performance in online courses. Through faculty and professional development, flex day meetings also include breakout sessions about improving or incorporating different teaching skills.

A. <http://www.compton.edu/academics/slo/ilo.aspx>

B. <http://district.compton.edu/administration/human-resources/docs/finalcba2013-3.pdf> (See page 18, Article X; page 57, Article 16.4; pages 67-68, Article XXIV; page 73, Appendix B.)

C. <http://www.compton.edu/academics/slo/assessmentreports.aspx>

D. <http://www.elcamino.edu/library/distance-ed/facultyresources/ClassroomVisitationProtocol.pdf>

Self Evaluation:

The college meets this standard.

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. 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.

Personnel files are complete and organized, as a personnel file checklist in place to ensure complete and accurate maintenance of personnel files. The Center HR staff routinely reviews personnel files for new employees to ensure a complete orientation and verify that the necessary and desired documentation was received.

A. http://district.compton.edu/board_of_trustees/doc/BP_7240_ConfidentialEmployees.pdf

B. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 23, Section 8.1.)

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. 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.

A. http://district.compton.edu/board_of_trustees/doc/BP_7240_ConfidentialEmployees.pdf

B. <http://district.compton.edu/administration/human-resources/docs/PolicyProcedure.pdf> (See page 23, Section 8.1.)

Standard III.B - Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

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:

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, and the new college campus was constructed at the present site. Classes began on the new campus in the fall of 1953. (2012 Facilities Master Plan, p. 54, <http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf>)

The partnership between the Compton Community College District and the El Camino Community College District began in 2006-2007. This marked the beginning of the El Camino College Compton Community Educational Center.

The Compton Center campus is located in the City of Compton on an 88-acre site. There are 29 buildings totaling 261,324 assignable square feet. The L-shaped campus is basically level with a gradual slope toward the southwest and is visible from nearby SR-91 freeway. The southwestern portion of the campus is leased to the Major League Baseball Urban Youth Academy. The campus is surrounded by residential communities to the west, north, and east sides, and Artesia Boulevard and SR-91 to the south.

The Facilities Planning & Operations Department (FPO) works to coordinate, schedule and perform facilities activities at the Center. A key responsibility of the FPO is to provide services that keep the District's facilities safe, clean and in good operating order. The FPO staff includes Trades, Grounds and Custodial to perform these services. The FPO staff is responsible for maintaining and repairing facilities systems and components, maintenance and cleaning of the campus grounds, and cleaning building interiors and exteriors.

The FPO department also manages the planning and construction process for new facilities and modifications to existing District facilities based upon the identified needs of Center programs and state space allowance guidelines. Over the next 10 years, the District will implement a campus reconstruction project broader in scope and more ambitious in design than at any time since the original construction in 1952

As documented in El Camino Community College District’s 2012-2017 Comprehensive Master Plan, the Compton Center’s capacity load ratios—the state’s standard for the square footage allowed for given level of Weekly Student Contact Hours (WSCH) are:

Capacity Load Ratios			
Space Type	2011	2015	2020
Lecture	93%	84%	75%
Lab	82%	77%	80%
Office	99%	142%	81%
Library	77%	70%	64%
Instructional Media	37%	101%	95%

Online education is the fastest growing segment in the Center’s schedule. The focus of the institution’s online program in the future will be to increase student success and retention rates. (12-17 Comprehensive Master Plan, p. 236,

<http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf>

) (2012 Facilities Master Plan Update, p. 4.2,

<http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf>

Compton Center maintains a safe and healthful environment for students, staff, and guests with ongoing safety procedure trainings and safety exercises. The Compton Center’s Emergency Evacuation Procedures outlines steps for safe building evacuations. Each building has a captain who has specialized emergency training.

In May 2008, an agreement was approved by El Camino Community College Board of Trustees and the Compton Community College District Special Trustee to merge the Compton Center Police department with El Camino Police department. The El Camino College police department to provide an array of safety services at the Compton Center. The department is open seven days a week, 24 hours a day, and 365 days a year. The police department is sanctioned under California Penal Code 830.32 and adheres to the professional standards established by the California Commission on Peace Officer Standards and Training.

The police department continues to consist 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.

(2012 Comprehensive Master Plan, pgs. 74-75,
<http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf>)

Self-Evaluation:

Compton Center meets the standard.

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.

All needs are assessed at the program, institutional and service level. Since this is an ongoing process, The Five Year Capital Construction Plan, The Educational Master Plan and The Facility 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. The planning process included a series of meetings with the Facilities Planning Committee, 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. This interactive planning process allowed for effective participation of numerous stakeholders and led to recommendations that will be supported by the entire campus community.

The committee worked to review the analysis of existing conditions, evaluated a series of development options, and made decisions that led to the development of the Master Plan recommendations. These recommendations present an overall picture of the future developed campus and include recommendations for renovation and replacement of facilities, and campus-wide site improvements.

Campus facilities are currently in compliance with state and local standards for safety. Buildings and classrooms currently meet the Americans with Disability Act (ADA) requirements to increase accessibility and remove barriers. By June 2015, a major infrastructure project funded by the State and Bond Measure CC funds will be completed and provide a foundation for the future of the campus. This will ultimately produce a state-of-the-art instructional facility, which includes replacing many original structures, such as the row buildings, which no longer meet current seismic safety standards. These will be removed in the Summer of 2016. (2012 Facilities Master Plan Update, p. 3.14, <http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf>) Long range plans are underway for a complete re-design of the Center's

campus buildings and facilities by the year 2020. This plan would not only meet the instructional needs but also provide the look and feel of a college attractive to students. Design and construction projects are in progress, including Phase 1 of the Campus-Wide Infrastructure Project. (2012 Facilities Master Plan, p.52, <http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf>)

Self-Evaluation:

Compton Center meets the standard.

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:

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). The resulting information is used to prioritize needs and develop funding strategies.

Five-Year Capital Construction Plan – The plan provides a complete summary of the capital improvement needs and construction projects for the Compton Community College District. The five-year construction plan actually spans a total of seven years including 2014, 2015 and 2016-2020. The plan is based on the comprehensive Facilities Master Plan. The projects outlined in the five-year construction plan are needed to update infrastructure, instructional methods and equipment, as well as to address safety and environmental requirements. The plan includes:

1. Master Plan, Energy Plan and Facility Plan Summary
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

Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) for each undertaking, as well as descriptions and space changes are affected by each proposal.

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.

The Compton Community College District 2012 Facilities Master Plan provides a thoughtful guide for the future, while appreciating the rich history of the past. It is a “living document” which will undoubtedly change. (Master Plan, 2012) 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, and the time value of money. Operating costs include energy consumption, maintenance, and repair costs. Adjustments are made using the time value of money, meaning money received today is more valuable than if received in the future. Conversely, an expense incurred in five years is less than the same expense incurred in three years.

The purpose of the 2012 Facilities Master Plan for Compton Community College District is to provide a guide for future campus development. This plan reflects the implementation of projects undertaken since the completion of the 2008 Facilities Master Plan and serves as a blueprint for future facilities improvement projects at the Compton Center.

1. Aged and non-functional facilities are eliminated from the Campus (in progress).
2. New facilities are constructed and designed to address programmatic needs (new Allied Health Building (completed 2015), Learning Center (completed 2014))
3. The Campus is “right-sized” to align with state standards.
4. Student Services functions are centralized at a newly developed front door to the Campus (in progress)
5. Aged Physical Education facilities are reconstructed on the southern edge of the campus, adjacent to the stadium and practice fields. (in progress). Currently temporary bungalows are being constructed to replace row buildings by Fall 2016. New offices and classrooms will be completed in 2018.
6. Entries, edges and drives are improved to create welcoming gateways to the Campus (Completed 2014).
7. A series of quads and outdoor spaces are developed to create a park-like setting (in process).
8. The atmosphere of the Campus is enhanced to encourage use by the surrounding community.
9. Access to parking is increased with improved surface lots and a new parking structure on the south side of the campus. Increased parking in on north side of campus. South-side parking (in process).
10. Key elements of the existing site are enhanced in order to preserve the integrity of the Campus (Flagpole drop-off, Rose Garden, Big ‘C’) (Completed)

Self-Evaluation:

Compton Center meets the standard.

REFERENCES for STANDARD IIIB

1. Compton Community College Report: Comprehensive Assessment Ninth Progress Report, August 2015. (FCMAT CSIS-California School Information Services).
2. California community Colleges Chancellors Office: Career Technical Educational Enhancement Report, 2015
3. 2016-2017 five Year Capital Outlay Plan, California Community Colleges Chancellors Office (2015)
4. Categorical Flexibility Report 2014-2015: California Community Colleges Chancellors Office
5. Compton Community College District Issues Survey (2014)
6. 2014-2018 Compton Community College District Five Year Construction Plan: 2014-15 First Funding Year.
7. 2012-2017 Comprehensive Master Plan, El Camino Community College.
8. Facilities Management Memorandum of Understanding (Compton Community College)
9. El Camino CCD Compton Space Inventory Report 2015-2016
10. Facilities Usage Rules
11. Space Inventory Handbook, California Community Colleges
12. Accreditation Eligibility Application for El Camino College, Compton Community Educational Center 5/6/2014
13. Compton Community College District 2012 Facilities Master Plan Update
14. Three year Report to the Community, 2011-2014
15. El Camino (Compton) Community College District, 2016-2020 Five Year Construction Plan (2016-2017 First Funding Year)
16. FPP- final Project Proposal Budget Year 2012-2013, community College Construction Act of 1980, Capital Outlay Budget Change Proposal
17. Survey ECC Compton AH Bldg. 11-23-15 (SEWUP Education Instruction Insurance)
18. Facilities Reservation Guidelines
19. Bond Measure C Update
20. Keenan Safe Colleges
21. DSA 2013 Building Code Update for Accessibility
22. TRAC-DAT

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, and teaching and learning, and support services.

The institution has appropriate and adequate technology services, professional support, facilities and hardware and software to support the institution's management and operation functions, academic programs, teaching, learning and support services. The institution assures that any technological support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

El Camino College and Compton Center identify the various types of technological needs of the institution in a number of ways. Overall, there is a process in order to identify and to bring up technological needs to the attention of the institution's administration. This begins at the department level. Departments undergo a program review, and in the process of this review, identify possible technological needs that the institution requires to fulfill the department's stated student learning outcomes and program learning outcomes. In the past, this information was submitted by PlanBuilder. We are transitioning away from PlanBuilder into TracDat, so this is a work in progress. After proposals are submitted, they are reviewed by standing institutional committees like the Budget and Planning Committee for funding.

Both the Academic Technology Committee of ECC Torrance and the Compton Educational Center Technology Committee composed of faculty, admin and staff has actively been involved in assessing the technological needs of the institution. In addition, the standing Technology Committees also periodically requests institutional research to send out technology related surveys to assess the needs and desires of various stakeholders like students, administrators and faculty. A recent survey identified WiFi as being a priority need, which has been recently installed in the Fall of 2015. It will conduct another survey in 2016.

The CEC Technology Committee has also been active in inserting itself in all discussions involving infrastructure and new buildings. Based on various feedback from faculty, staff and admin, the Technology Committee actively advocates for specific resources for new construction. Only through the advocacy of the Technology Committee has the institution installed Internet resources in new construction at the Compton Center.

The following links show the identification tools and requirements establishment.

ECC Academic Technology Committee

http://www.elcamino.edu/faculty/sdever/atc_home.htm

ECC Technical Services

<http://www.elcamino.edu/administration/techservices/>

CEC Educational Master Plan

<http://www.compton.edu/adminandoperations/provostceo/Documents/compton%20center%20ed%20plan%20-%20seventh%20draft.pdf>

ECC Accreditation Self Study

2014<http://www.elcamino.edu/administration/vpaa/accreditation/2014/4-Standard-3-Web.pdf>

Compton Center evaluates the effectiveness of its technology in meeting its range of needs. MIS monitors the network of the institution actively. This is automatically built into the various software being used for such areas as registration, grades, email and other technologies. Periodically, if there is a major issue with something like email, MIS pulls the issue offline and does the fix.

The Technology Committee periodically surveys the campus community in regards to their satisfaction with the technology being used and offered on the campus through targeted annual surveys for faculty, staff, and students.

Any necessary issues related to technology can also be brought up to the attention of the institution from the Department level through committee meetings and Cabinet. Periodically the institution reevaluates vendors and technology needs. As requirements expand, the institution actively searches, evaluates and then utilizes those technological solutions. We have moved from a hodgepodge of solutions like Curricunet, and PlanBuilder towards TracDat. TracDat can deal with program review, student learning outcomes and program level outcomes. As there are more demands placed upon the institution to deal with new requirements, it actively re-evaluates the validity and the scalability of the technological tools being used at the time.

The following links demonstrated monitoring processes and results. MIS acts upon any data return that exceeds predetermined thresholds and subsequent automated triggers and alerts in real time.

ECC Academic Technology Committee

http://www.elcamino.edu/faculty/sdever/atc_home.htm

ECC Technical Services

<http://www.elcamino.edu/administration/techservices/>

CEC Educational Master Plan

<http://www.compton.edu/adminandoperations/provostceo/Documents/compton%20center%20ed%20plan%20-%20seventh%20draft.pdf>

ECC Accreditation Self Study

2014<http://www.elcamino.edu/administration/vpaa/accreditation/2014/4-Standard-3-Web.pdf>

Accreditation Self Study

2014<http://www.elcamino.edu/administration/vpaa/accreditation/2014/4-Standard-3-Web.pdf>

Compton Center makes decisions about technology services, facilities, hardware, and software. The Torrance Campus committees form the core decision making bodies in regards to technology services, hardware and software. The Compton Center standing committees make decisions related to its facilities. The technology related requests like laptops, printers, projectors, software installations and other related support services are prioritized, processed, approved by the department deans and entered into the PlanBuilder. These requests are fulfilled based on the funding availability and their relevance toward achieving the student success.

Both the Academic Technology Committee and CEC Technology Committee meets every month to assess the technology reports generated by PlanBuilder, IT service requests, department needs, inventory reports and hardware replacement schedules. Upon procuring the necessary hardware and software, they are installed by the IT staff. The usage different classrooms, labs, meeting rooms and other facilities are assessed by reviewing the usage logs, meeting requests and department records. The Facilities standing committee at El Camino College Compton Center meets periodically and reviews the issues related to existing infrastructure and assess the need for improvements and new facilities. El Camino College Academic Technology Committee Information about the past meetings can be obtained from the agendas and meeting minutes.

The Technology committee gets feedback from the faculties, students and staff on the types of resources they want to see in future, based on the data, the committee plans and budgets these in the five year technology master plan.

ECC Academic Technology Committee

http://www.elcamino.edu/faculty/sdever/atc_home.htm

ECC Technical Services

<http://www.elcamino.edu/administration/techservices/>

CEC Educational Master Plan

<http://www.compton.edu/adminandoperations/provostceo/Documents/compton%20center%20ed%20plan%20-%20seventh%20draft.pdf>

ECC Accreditation Self Study

2014<http://www.elcamino.edu/administration/vpaa/accreditation/2014/4-Standard-3-Web.pdf>

El Camino College Compton Center provides a variety of distance learning programs for students to accommodate their work schedules and family commitments. Technology is a vital element in providing a successful distance learning program. El Camino College Compton Center uses a third party platform called ETUDES for online, hybrid and face to face classes. The ETUDES platform provides online tutoring services for the students to request additional academic help. It also has online forum that educators can use to get their questions answered by others in the educator's community. Besides, the professional development committee at El

Camino College offers training for online teaching and recommend third party training services like @One, CCC Confer.

ETUDES offers secure platform for educators to share class lectures, presentations, home works and quizzes. It also has features to encourage online collaboration among their peers through discussion boards, chats and private messaging. Instructors use the online Dashboards to organize the information and gauge the student participation through Activity Meter.

The Academic Senate has created a Senate Task Force to gather information and make recommendations regarding the possibility of switching from Etudes to the Canvas Course Management System. The Distance Education Advisory Committee is participating in this discussion and developed a survey to solicit input from Faculty. A faculty forum is also in the planning stage to discuss Canvas & ETUDES and answer any questions.

ECC Staff Development

<http://www.elcamino.edu/administration/staffdev/index.asp>

Etudes

<http://etudes.org/index.html>

@one webinars

<http://onefortraining.org/seminars>

Canvas

<https://www.canvaslms.com/>

Core decisions in regards to the majority of technological resources occur on the Torrance Campus. Decisions in regards to distribution of resources at the Compton Educational Center are brought up to the CEC Budget and Planning Committee for recommendations to the Administration. The Compton Educational Center utilizes several collegial consultation groups to make decisions about its technology services in three interrelated processes. Academic divisions and administrative departments articulate their individual technology needs and currently sends those needs over to ECC, during the ECC program review cycles and annual planning updates, once ECC agrees and because we are integrated at this time the final decision rests with ECC. We are currently in the process of transitioning this responsibility to Compton. Information Technology Services assists and monitors these efforts.

Compton Educational Center utilizes several committees and administrative structures when making decisions about the use and distribution of its technology resources. The Technology and Academic Technology committees make decisions from the perspective of how the College is using technology to meet the institution's needs and goals. The academic and administrative divisions make decisions about technology during their program review processes. When COMPTON makes recommendations it goes over to ECC for consideration and if they AGREE the technology changes. Since our program reviews are integrated at this time - they have to be

in agreement prior to any changes taking place. We are currently in the process of transitioning this responsibility to Compton. Technology recommendations flow from program review into unit and program annual plan databases.

El Camino's ITS maintains data about how technology resources are being used and what issues need to be addressed. We are currently in the process of developing plans to shift this responsibility to Compton.. Compton's ITS provides direct support to the technology committee and the planning and budget committee in their efforts to make decisions about the use and distribution of technology resources.

El Camino College has integrated technology planning with institutional planning. Compton Educational Center has control over planning for it's location. Decisions pertaining to institutional technology resources are developed in a variety of ways. Administrative services units use various techniques and instruments to identify institutional needs such as technology surveys for students. Divisions engage in program review and annual planning updates. The institution's planning tool enables division planners to identify technology needs and tag them in a special area of the plan. Compton, since still integrated sends over those needs to ECC and ECC has the final decision on implementation. We are currently in the process of transitioning this responsibility to Compton.

Both ECC and CEC take a collaborative approach when making decisions about technology purchases. Divisions include new technology needs in their program reviews and annual planning updates. The units within the divisions have a collaborative discussion after which they establish the priorities for that division. We are currently in the process of increasing this responsibility to Compton.

ECC Academic Technology Committee

http://www.elcamino.edu/faculty/sdever/atc_home.htm

ECC Technical Services

<http://www.elcamino.edu/administration/techservices/>

CEC Educational Master Plan

<http://www.compton.edu/adminandoperations/provostceo/Documents/compton%20center%20ed%20plan%20-%20seventh%20draft.pdf>

<https://elcamino.tracdat.com/tracdat/>

Compton Center makes decisions about technology services, hardware, and software to ensure that the needs of faculty responsible for DE are met. The District-evaluated institutional criteria related to the technology need of the DE programs. The Center utilizes The Technology committee and academic structures when making decisions about the use and distribution of its technology resources. The technology committee make decisions regarding how the Center is

using technology to meet the needs and goals of the institution. From the academic structure the decisions are made during the program review and planning processes. The recommendations from the academic divisions go into the unit and annual program plans.

Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for distance education courses and programs is reliable and sustainable? (Federal Regulation).

The Center administers its academic and administrative technology infrastructure centrally through the Department of Information Technology Services, through the partnership with ECCCD. All offices and most laboratories and classrooms are connected to a campus-wide data infrastructure. All students, faculty, and staff have access to email services, the Internet, and the center's intranet portal.

The Center, through the partnership with ECCCD has utilized Datatel (now Ellucian) Colleague as its enterprise resource planning tool. In fall 2008, the Center launched a student portal and deployed Datatel's Web Advisor student services module.

The Center has deployed security measures and system redundancies to protect its technology infrastructure from failure and unauthorized intrusion. Critical data servers, such as the Email and web servers have redundant CPUs and power supplies. IT staff monitor's network performance and submits performance reports to the administration. High-volume storage area networks (SANs) protect critical data. High-speed data backup devices record nightly copies. The Center has contracted off-campus storage of weekly archival back-ups. The storage location is away from the earthquake fault lines which threaten the campus.

The Center has completed phase 1 of a MIS Renovation Project. As part of the project a new fiber backbone has been installed. As part of an Emergency Stabilization project the MIS server room underwent a complete renovation of the data center. Cost of the project was 3.4 million.

All of the 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. Virtual private network firewall databases control access from off campus. Students are virtually and physically isolated from the district's administrative systems. All vital network services are housed in servers that are redundant, auto-faulting detecting, self-correcting, and able to call out for help.

The Center has recently approved the implementation of updated data infrastructure and campus Wi-Fi infrastructure. As part of the project a security solution will be implanted that protects the

Center from external internet threats but also addresses security concerns within Center's data network.

[Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for distance education courses and programs is reliable and sustainable? (Federal Regulation)]

Self-Evaluation:

The Center meets this Standard. The nature of technology requires higher levels of technical skills and understanding regarding systems that in the past have operated in silos and are now integrated. The greatest challenge to the Center will be to provide funding for all of the necessary services of a college and the essential technology infrastructure to make all integrations possible. This includes requisite staffing and a campus culture that is fully versed in critical technology concepts.

<https://myecc.elcamino.edu/comptoncenter/standingcommittees/default.aspx>

<http://www.elcamino.edu/administration/techservices/>

<http://etudes.org/>

<http://www.compton.edu/academics/distance-ed/>

<http://www.compton.edu/academics/div2/CECTechPlan121312.pdf>

<http://www.compton.edu/adminandoperations/provostceo/Documents/compton%20center%20ed%20plan%20-%20seventh%20draft.pdf>

CEC Technology Plan

http://www.elcamino.edu/faculty/sdever/atc_home.htm

ECC Technical Services

<http://www.elcamino.edu/administration/techservices/>

CEC Educational Master Plan

<http://www.compton.edu/adminandoperations/provostceo/Documents/compton%20center%20ed%20plan%20-%20seventh%20draft.pdf>

ECC Accreditation Self Study

2014 <http://www.elcamino.edu/administration/vpaa/accreditation/2014/4-Standard-3-Web.pdf>

<http://www.compton.edu/adminandoperations/provostceo/Documents/compton%20center%20ed%20plan%20-%20seventh%20draft.pdf>

Action Plan:

Develop a long term contract plan in which Compton Center contracts transitions to a standalone infrastructure. As soon as the Technology Master Plan is finalized, recommendations in regards to technology resources and needs will be noted to the Budget and Planning Committee.

Standard III.B.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:

Continuous planning and decision-making processes are in place in regards to technology updates and technological infrastructure, quality and capacity are adequate for the institution.

The El Camino College Compton Educational Center's technology infrastructure will support the El Camino College Compton Educational Center's mission by providing access to the voice, video, and data network services including Internet access and the latest technologies that support teaching and learning.

Upgrades and new applications will be evaluated for functionality, system requirements, investment value, and feasibility of cross-platform operation. The expertise for selection resides with the department requesting the software.

Computer Support Services and other staff will continue to receive training to support installed applications.

The compatibility of assistive software programs and campus wide programs for students will be considered when new software, upgrades and maintenance are considered. The El Camino College Compton Educational Center will responsible in keeping the assistive programs upgraded to the level of compatibility when new software upgrade and maintenance is considered. If the current assistive software is not compatible with the campus wide software being purchased, upgraded or maintained, the compatible assistive software upgrade cost will be included in any purchasing, upgrading or maintenance.

Link(s): http://district.compton.edu/measure_cc_bond/index.asp

<http://district.compton.edu/administration/facilities.asp>

<http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf>

<http://www.compton.edu/adminandoperations/provostceo/Documents/compton%20center%20ed%20plan%20-%20seventh%20draft.pdf>

<https://myecc.elcamino.edu/comptoncenter/standingcommittees/default.aspx>

[https://elcamino.tracdat.com/tracdat/;](https://elcamino.tracdat.com/tracdat/)

<https://eccplan.elcamino.edu/compb/http://www.compton.edu/adminandoperations/provostceo/Documents/compton center ed plan - seventh draft.pdf>

To ensure a robust, current, sustainable, and secure technological infrastructure for reliability, the institution does make provisions. The Compton Center has deployed security measures and

system redundancies to protect its technology infrastructure from failure and unauthorized intrusion. Critical data servers, such as the Email and web servers have redundant CPUs and power supplies. IT staff monitor's network performance and submits performance reports to the administration. High-volume storage area networks (SANs) protect critical data. High-speed data backup devices record nightly copies. The Compton Center has contracted off-campus storage of weekly archival back-ups. The storage location is away from the earthquake fault lines which threaten the campus.

The technology infrastructure is a network of physical connections, hardware, and software that provide for the transmission and reception of voice, data, and video information and services. Planning for expansion of this infrastructure is critical to the El Camino College Compton Educational Center's academic and administrative business practice. An adequate and reliable technology infrastructure is essential to ensure that students and faculty have the best opportunities available for teaching and learning and that staff has the latest in technology to help streamline the administrative process.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of programs and services. Equipment and infrastructure are maintained adequately and securely.

Link(s):

<https://myecc.elcamino.edu/comptoncenter/standingcommittees/technology/default.aspx>

<https://palalto.firewalls.content.com>

<https://cec-filesvr/mis/wifi>

https://cec-filesvr/mis/server_room

Decision for technology needs are based upon program and service evaluations. Through the partnership with El Camino College, the Compton Center is able to provide, ongoing schedule of technology training classes for faculty, staff, and administrators.

The Compton Center, in collaboration with El Camino College, gathers information about the technology-training needs of its students from several sources. The Center is conducting the first of many evaluations/surveys to faculty, staff and students; these will be deployed in Spring 2013. Individual academic and administrative divisions identify technology needs during program review cycles.

Technology planning is integrated into both short-term and long-term planning by way of master planning, program review, and annual planning processes. In addition, the effectiveness of technology resources is evaluated by way of Information and Technology Services surveys, student and employee technology surveys, consultation committees, discussions and informal feedback.

Link(s): <https://elcamino.tracdat.com/tracdat/>; <https://eccplan.elcamino.edu/compb/>
<https://myecc.elcamino.edu/comptoncenter/standingcommittees/default.aspx>

Compton Center prioritizes needs when making decisions about technology purchases. Technology purchases are prioritized by a procedure. The Compton Center uses a process to prioritize needs about technology purchases:

The Technology Committee prepares an annual update of the technology plan that integrates with the educational master plans and the facilities master plan. Individual academic and administrative divisions identify technology needs during program review cycles.

Technology needs are identified and included in the Plan Builder. Administrators and Deans meet annually to rank the technology requests. The Vice President brings the top requests to consultative Council for discussion and ranking. Results are taken to the Planning and Budget Committee for discussion. Results submitted to The Compton Center's Provost and El Camino College's President for final decision.

At the Compton Center, the Technology Committee has been monitoring performance improvements at the Compton Center. Departments have engaged in program reviews, staff, and faculty surveys, and in Fall 2007 developed performance indicators for those service activities deemed to need improvement: IT performance indicators, (faculty, staff, management surveys), portal activity (login stats), student computer lab stats, help desk work order, and student chat room activity.

Technology planning is integrated into both short-term and long-term planning by way of master planning, program review, and annual planning processes. In addition, the effectiveness of technology resources is evaluated by way of Information and Technology Services surveys, student and employee technology surveys, consultation committees, discussions and informal feedback.

Link(s): <https://elcamino.tracdat.com/tracdat/>; <https://eccplan.elcamino.edu/compb/>
<https://myecc.elcamino.edu/comptoncenter/standingcommittees/default.aspx>

The Compton Center provides distance education and continuing education courses. In 2009 the Compton Center offered 64 different courses with 1077 sections. Students enrolled in distance education courses have access to online services, e-counseling, and library services. The Compton Center provides access to computer labs to those students who want to school work on campus.

At the onset of the partnership, El Camino College extended its academic, administrative, and student service to El Camino College Compton Educational Center. Consequently, the El Camino College Compton Educational Center's student services are available online to the students at both campuses. These services include application, registration, adding and dropping courses, fee payment, financial aid award letters and status, counseling, tutoring, grades and transcripts. Students can also use the portal to access the El Camino College Compton Educational Center's online public access catalog for books, periodicals, and digital serials. Students access these online services via a web-based intranet portal called MyECC. During the first month of spring semester 2009 the portal logged over 260,000 student users.

The portal was migrated to a new Datatel software solution that utilizes Microsoft Share Point technology. The cutover to the new portal did occur at the end of spring semester, 2009.

Consultation committees are in place to make decisions about technology services, facilities, hardware and software. The technology available supports curricular commitments for distance learning programs and courses. The distance education program is functioning at a level of sustainable continuous quality improvement.

Link(s): <https://myecc.elcamino.edu/comptoncenter/standingcommittees/default.aspx>

<http://www.elcamino.edu/administration/techservices/>

https://cec-filesvr/mis/faculty_laptops

ETUDES Information

Link(s): http://district.compton.edu/measure_cc_bond/index.asp

<http://district.compton.edu/administration/facilities.asp>

<http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf>

<http://www.compton.edu/adminandoperations/provostceo/Documents/compton%20center%20ed%20plan%20-%20seventh%20draft.pdf>

<https://myecc.elcamino.edu/comptoncenter/standingcommittees/default.aspx>

[https://elcamino.tracdat.com/tracdat/;](https://elcamino.tracdat.com/tracdat/)

[https://eccplan.elcamino.edu/compb/http://www.compton.edu/adminandoperations/provostceo/Documents/compton_center_ed_plan - seventh draft.pdd](https://eccplan.elcamino.edu/compb/http://www.compton.edu/adminandoperations/provostceo/Documents/compton_center_ed_plan_-_seventh_draft.pdd)

Compton Center has provisions to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE courses and programs.

There are provisions for reliability, disaster recovery, privacy and security provided by the institution or by contracts. The El Camino Compton Center's Information Technology Services (ITS) has utilized security programs to prevent the threat of security bypass or system failure.

They implemented a large capacity storage area network as well contracted an off campus

storage. The student and faculty network have been separated to prevent student access. El Camino Compton Center's networks are constantly monitored by its ITS staff and backed up. The ECC Compton Center and El Camino College have new data centers with state-of-the-art network switching, data storage, and application server equipment. There are no "single points of failure" in either location.

Link(s):

<https://cec-commvault.elcamino.edu>

<https://cec-filesvr/mis/wifi>

https://cec-filesvr/msi/server_room

Compton Center bases its technology decisions on the results of evaluation of program and service needs and that the evaluation includes the needs related to DE. Evidence to show the institution bases its decisions on an evaluating of program and service needs can be noted in the referenced links. El Camino College Compton Center is conducting surveys in order to meet satisfaction in regards to technology needs. The Compton Center Technology Committee has been closely watching performance improvements. A program review must be completed to enter the request into Plan Builder. When Plan Builder is completed, it is then evaluated by the Deans and Vice President of Academic Affairs for prioritization. The technological related documents are based upon achieving department level, program level, and institutional level student learning outcome goals.

Technology planning is integrated into both short-term and long-term planning by way of master planning, program review, and annual planning processes. In addition, the effectiveness of technology resources is evaluated by way of Information and Technology Services surveys, student and employee technology surveys, consultation committees, discussions and informal feedback.

Link(s): <http://www.cenic.org/about/index.html>

<http://www.cenic.org/about/associates/ccc.html>

<http://www.cenic.org/calren/region.html#la>

ETUDES Information

Portal logins from ECC

Self-Evaluation:

The College meets the standard. Technology planning is integrated into both short-term and long-term planning by way of master planning, program review, and annual planning processes. In addition, the effectiveness of technology resources is evaluated by way of Information and Technology Services surveys, student and employee technology surveys, consultation committees, discussions and informal feedback.

Action Plan:

Complete a five-year plan for integrating the El Camino College El Camino College Compton Educational Center ITS operations and separating upon the re-acquisition of accreditation. This Plan should have sections describing the staffing and organization of the Compton's ITS unit as well as steps leading to the separation of El Camino College Compton Educational Center's business practices and work flow from those of El Camino College.

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.

Technology resources are assured at all locations. Management, maintenance, and operations of the technological infrastructure and equipment are conducted accordingly. These include Student Services, wireless access, myECC, and ECC and CCCD ITS organization charts. The Center administers its academic and administrative technology infrastructure centrally through the Department of Information Technology Services, and the partnership with ECCCD. All offices and laboratories and classrooms are connected to a campus-wide data infrastructure. All students, faculty, and staff have access to email services, the Internet, and the center's intranet portal.

The Center allows secure single sign-on into these resource via a maintained Microsoft's Active Directory infrastructure. The Center, through the partnership with ECCCD has utilized Datatel (now Ellucian) Colleague as its enterprise resource planning tool. In Fall 2008, the Center launched a student portal and deployed Datatel's Web Advisor student services module. All of the 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. Virtual private network firewall databases control access from off campus. Students are virtually and physically isolated from the district's administrative systems.

All vital network services are housed in servers that are redundant, auto-faulting detecting, self-correcting, and able to call out for help. In the summer of 2015 the Center approved a Wireless Infrastructure Project. As part of the project the network security was replaced with next-generation firewalls. Additionally the aging data communications equipment was replaced throughout the campus. Finally a secure and robust Wi-Fi infrastructure was implemented using the most recent radio technology.

Link(s): <http://www.cenic.org/about/index.html>

<http://www.cenic.org/about/associates/cc.html>

<http://www.cenic.org/calren/region.html#la>)

<https://cec-commvault.elcamino.edu>

<https://cec-filesvr/mis/wifi>

<http://www.elcamino.edu/administration/techservices/>

<http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf>

Link(s):

https://10.100.3.10/nf/rrd_graph_all?default_client_count_chart_mode=Max&type=amp_client_count

<https://10.100.3.10/overview>

<https://10.100.5.222:8000/en-US/search/search>

<https://myecc.elcamino.edu> (stats)

ECCD and CCCD ITS Organizational Charts (portal)

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 (UPA) protect network equipment from power surges and brownouts, and are programmed to shut down the servers in a predetermined sequence. All data systems are professionally backed up and stored at a secure site that is located off the fault line. The Center also performs comprehensive disk-to-disk backups using a virtualized server environment.

Link(s):

<https://myecc.elcamino.edu/comptoncenter/standingcommittees/technology/default.aspx>

<https://paloaltofirewallscontent.com>

<https://cec-filesvr/mis/wifi>

<https://cec-filesvr/mis/serverroom>

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.

Instruction and support for faculty, staff, students, and administration is provided through a variety of technology training programs and ongoing technical support services. Students and district personnel have access to technology and technology trainings via posted schedules, electronic communications, and posted advertisements/notifications throughout campus. In addition, students can access information resources online through the “Ask Compton” link on the campus homepage.

Through these conduits, students and district personnel have access to distance education and other online resources, compilations of policies and procedures, relevant forms and other

resources, as well as a set of “Good Practice” guidelines. In a combined process, training needs are assessed at the Center by compiling data from student and personnel technical inquiries and directly from submitted needs assessments. Technical support staff collects data from ITS Helpdesk interactions with other staff, faculty, and administrators, as well as questions submitted by students to “Ask Compton.”

Staff and administration also have access to demographic information for district students that they can use to determine which levels of technology and trainings might be appropriate. The Center also utilizes data from incoming and outgoing students to help determine which technologies are currently available and accessible and which technologies need to be provided or improved upon, as well as determining the degree and timing of needed trainings and support.

Link(s): <http://www.elcamino.edu/administration/facstaff/facstaff.asp>

<http://www.elcamino.edu/administration/staffdev/>

<https://cec-filesvr/mis/New-Faculty-Computers-Project>

ECC helpdesk and chat room data

Student Questions submitted to “ask ECC”

<http://www.compton.edu/academics/distance-ed/facultyresources.aspx>

<http://www.elcamino.edu/administration/staffdev/archivedprograms.asp>

<http://www.elcamino.edu/administration/staffdev/>

Link(s):

https://www.elcamino.edu/administration/ir/docs/eccprofile/rp_facts_and_figures_2014.com.pdf

<https://www.elcamino.edu/administration/ir/docs/eccprofile/COMCommunityProfiles2015.pdf>

Through the partnership with ECC, the Center is able to provide a comprehensive, ongoing schedule of technology training classes for faculty, staff, and administrators. Instruction and support for faculty, staff, students, and administration is provided through a variety of technology training programs and ongoing technical support services. Students and district personnel have access to technology and technology trainings via posted schedules, electronic communications, and posted advertisements/notifications throughout campus. In addition, students can access information resources online through the “Ask Compton” link on the campus homepage. Through these conduits, students and district personnel have access to distance education and other online resources, compilations of policies and procedures, relevant forms and other resources, as well as a set of “Good Practice” guidelines.

ECC Staff Development also conducts an annual faculty-and-staff-needs assessment. Survey results provide direction for future training sessions. The Center, in collaboration with ECC, gathers information about the technology-training needs of its students from several sources. The Center conducted the first of many evaluations/surveys to faculty, staff and students in the

Spring semester of 2013. In a combined process, training needs are assessed at the Center by compiling data from student and personnel technical inquiries and directly from submitted needs assessments. Technical support staff collects data from ITS Helpdesk interactions with other staff, faculty, and administrators, as well as questions submitted by students to “Ask Compton.” Staff and administration also have access to demographic information for district students that they can use to determine which levels of technology and trainings might be appropriate. The Center also utilizes data from incoming and outgoing students to help determine which technologies are currently available and accessible and which technologies need to be provided or improved upon, as well as determining the degree and timing of needed trainings and support.

Technology training is provided to students, staff, faculty, and administration and evaluated for its effectiveness. Technology training schedules are posted and distributed at various campus locations and to multiple individuals on and off campus. Students have the ability to evaluate Center staff when they visit the Special Resource Computer Lab and staff, faculty, and administrators have access to Learning Resource Center data on the utilization of various technology programs. The staff also has the opportunity to directly evaluate trainings when they take part in department programs by filling out forms made available to them on site. They also have the opportunity to suggest future trainings as they identify needs while performing their duties and/or interacting with students.

The Center provides appropriate education and technical support for faculty, staff, students, and administrators, as they utilize the technology available to them through various programs, services, and institutional operations. However, there is room for improvement and expansion as the Center adds more technological resources across campus. The Center will have to research, budget, advertise, and enact new training programs as new technologies are made available to students, staff, faculty, and administrators.

Link(s): Learning Resources Center data/information
Student use of the Special Resource Center Computer lab
<http://www.elcamino.edu/administration/staffdev/>

Training for DE is assessed. The office of staff development at ECC simultaneously provides technology training support for all interested faculty and staff at both campuses. The staff development web site offers links to a number of sites including a calendar of events, committees, conferences, flex FAQs and forms, the innovation center, instructional technology, professional development links, programs and training, the staff directory, a library of training materials, and web resources.

Professional Development, at ECC, has continues training for faculty. New classes are opened depending on the demand. Professional Development and ETUDES work closely to ensure that the faculty are provided with course information such as registration, certificates, additional

courses that are highly recommended for teaching online courses. Professional Development and the DE office continue to provide information from other training websites such as @One, CCC Confer and basic MS office courses at ECC.

Training is provided for those in DE courses and programs. Training is not different from traditional teaching modes as they can easily be adapted. Training needs for DE/CE is assessed for students by taking an assessment questionnaire to determine their level of competency as it relates to taking an online course. The DE office personnel s available for students that need assistance via walk-in or by appointment. It also provides ETUDES information on the center's website. This information is available to staff that work closely with students on the website or requesting information from the DE office.

Link(s):

<http://www.compton.edu/academics/distance-ed/index.aspx>,

<http://www.elcamino.edu/library/distance-ed/>

<http://www.elcamino.edu/administration/staffdev/documents/2015/fall-2015-tech-training.pdf>

http://www.elcamino.edu/library/distanceed/Distance_Education_Center_Conference_Center.asp

<http://www.elcamino.edu/library/distanceed/facultyresources/guidelinesandprinciplea.asp>

http://www.elcamino.edu/library/distance-ed/facultyresources/files/ECC_OTC_Program.pdf

<http://www.elcamino.edu/library/distance-ed/>; <http://www.compton.edu/academics/distance-ed/>;

<http://etudes.org/>

Self-Evaluation:

The Center meets this Standard. The Center uses online training guides and help manuals for staff and students. The Center uses online surveys to determine training needs among faculty and staff as well. The Center also allows faculty, staff, and administrators to attend conferences and other offsite training as it relates to technology training. Numerous information technology improvements have and continue to occur as a result of professional development. Staff Development trainings for faculty and staff, is providing the Center a significant improvement in the documentation of process and outcomes, allowing all operating units of the Center to engage in sustainable, continuous processes of quality improvement.

Standard III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

There are policies and procedures to guide the appropriate use for technology. These policies are based on the needs of faculty through collective committees, where faculty participates in voicing the needs of the master plans of the institution.

There is a decision making process about the use and distribution of resources. The institution makes decisions related to the use and distribution of technology resources in the following manner. Deans and committee members participating in identifying necessary technological products make decisions. With TracDat or PlanBuilder, the institution plans for the implementation with trainings for faculty. The decisions and selection choices include all bodies and master plans, including the combination of the institutional master plans, facility master plans, technology master plans, and academic master plans.

Compton Center adheres to the established policies and regulations as passed by the board to ensure that the distribution and use of technology is appropriate for teaching and learning. The Deans and the technology committee participate in evaluation and discussion of the engagement and efficiency of the technology provided.

Compton Center has made provisions to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE courses and programs. There are provisions allocated for reliability of the infrastructure which include network and systems weekly status reports, new data centers, policies on logons and passwords, network typology (student/staff separation) and portal logons. Also utilized are new facility infrastructures, expanded SAN capacities, surveillance cameral networks, and data backup procedures. Distance programs also have ITS technical service web sites, etudes-NG data, ECC wireless hot spot maps, faculty laptops, ITS and etudes help desks for students and faculty, and LMTC student log on data.

Self-Evaluation:

Compton Center meets the standard. The Deans and the technology committee participate in evaluation and discussion of the engagement and efficiency of the technology provided. Governance committees also ensure the proper implementation of technological resources by continuous monitoring and support.

Links (s) : <http://district.compton.edu/fcmat.asp>

<http://district.compton.edu/administration/facilities.asp>

<http://www.elcamino.edu/administration/techservices/>

http://district.compton.edu/board_of_trustees/policies_and_procedures.asp

<http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf>

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.

Description Summary

The District does have adequate financial resources that are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The 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 is explained 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 District'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 Districts web page.

Compton Center has sufficient revenues to support educational improvement and innovation. Revenues are sufficient to fully support educational improvement and innovation. Our evidence consists of data from sources about past performance, as well as, future expectations management developed to support communication to our board, employees, community members and oversight agencies like the Chancellor's Office.

1. Audit Reports certify the results of the Districts' recent fiscal performance.
2. Our Fiscal Checklist and Fiscal Management Self Assessments demonstrate dedication to responsible management of resources.
3. The Five Year Management Plan assures that planning is sustainable for the long-term.

Compton Center's 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.

Comprehensive Reviews: 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 the 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.

External Audits: The District 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.

The District has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects District and Compton Center priorities.

Institutional resources are sufficient to ensure financial solvency. The District'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 District created a five-year fiscal year plan in 2012 and is updated annually. In August 2015, the District revised the five-year fiscal management [plan](#), which is matched to the District'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 District with information regarding the impact of new employee positions on the budget.

The District 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 District 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:

The District meets this standard.

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.

Description Summary:

The District mission and goals are the foundation for financial planning. 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.

The planning process is integrated with and supports all institutional planning. All adopted Board policies and Administrative Regulations are subject to a routine review and update. The District 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. Financial information is disseminated throughout all levels of the District and to all stakeholders. The financial information is presented to the boards of both districts, as well as to necessary agencies in accordance with prescribed budget calendars and outside agencies reporting requirements to ensure that the information is timely.

The District 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.

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.

Compton Center identifies goals for achievement in any given budget cycle. 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.

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.

[Response needed for this standard]

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.

Description Summary

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements. The District's annual budget which are in-line with the District'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.

The budget begins with the release of the governor's initial budget proposal which becomes available in January. Using this information, the District'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 begins with setting overarching priorities of the District/Center which linked 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 outlined in the budget development guidance [memo](#). The board [approves](#) the budget assumptions which are included in the [tentative](#) and [final](#) budget documents.

Individuals involved in institutional planning received accurate information for budget and planning purposes. 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 use 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 District'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.

The overarching priorities of the District/Center which linked 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.

The District has other sources of revenue that supplement state general apportionment. The District receives approximately \$6 million annually in grants and other revenues restricted for specific projects and purposes. The District continues to pursue the avenues for new financial resources. In November 2014, the District 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.

Self Evaluation:

The District meets this standard.

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.

Description Summary

Financial integrity and adequate internal control structure is the highest priority of fiscal administrators. 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. This Independent Auditor's Report did not identify any deficiencies in internal controls or instances of noncompliance. The District's [2014](#) and [2015](#) annual financial audit reports noted no deficiencies in internal controls or instances of noncompliance.

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.

[Policies](#) and [procedures](#) represent the control activities that are at the heart of internal controls. These policies are in a constant state of [revision and evaluation](#). 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.

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 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 District's internal controls and tests of compliance with certain laws and regulations.

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.

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 District 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 District's [web site](#).

The institution has 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 report can be used to demonstrate that the institutional plans are being followed and can provide information about the sustainability of the programs of the District.

In addition to preparing the District'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.

Self-Evaluation:

The District meets this standard.

Standard III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and used of financial resources to support student learning programs and services.

Description Summary

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 District does not overspend its adopted budget.

Funds are allocated as shown in the budget. When developing our annual budget, resources are allocated/roll forward from each department's prior-year budget. Communication memo is sent to all managers regarding the development of the budgets. Budgets must be in line with the Overarching Priorities set by the District/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 District 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 District/Center Planning Process Flowchart that will guide the development of the District/Center Tentative 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 District’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 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

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 District 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 web site. 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.

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 District 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 District's [web site](#).

Self-Evaluation

The District meets this standard.

Standard III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Description Summary

In years that the District has been found to have audit findings, a corrective action plan was 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.

A final annual audit is presented to the governing board at a regularly scheduled public meeting and posted on the District web site. The corrective action plan are reviewed by senior administration and, depending on the audit findings, procedures and policies were implemented to mitigate issues.

Compton Center provides information about budget, fiscal conditions, financial planning, and audit results throughout the college. The information is sufficient in content and timing to support institutional and financial planning and financial management. A communication memo is sent to all managers regarding the development of the budgets. Budgets must be in line with the Overarching Priorities set by the District/Center; linked clearly to program plans; and prioritized both short-term and long-range for funding improvements. Budget Assumptions are

prepared and presented to the Consultative Council, Planning and Budget Committee, and the Governing Board. Campus wide budget forums are held to present budget assumptions and the five-year fiscal management plan. The tentative and final adopted [budgets](#) are posted to the District's website for public access.

The budget assumptions reflect the provisions included in the Governor's budget proposal. Lastly the memo includes Financial and Budget Policies and the Compton Community College District/Center Planning Process Flowchart that will guide the development of the District/Center Tentative Budget.

The District responses to audit exceptions are comprehensive, timely, and communicated appropriately. In years that the District 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 to monitor process.

The District responses to audit exceptions are comprehensive, timely, and communicated appropriately. In years that the District 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 District 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 District 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 District's financial reporting, internal control system, and internal and external audit functions.

Self-Evaluation

The District meets this standard. The District's corrective action plan identifies the findings, recommendations, assigned staff charged to implement, and status updated on the progress to ensure each audit finding was being addressed in a timely manner. Annual audits are presented to the governing board at a regularly scheduled public meeting and posted on the District [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.

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.

Description Summary

The District'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.

FCMAT's latest comprehensive review report finds and recommends that the District 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.

Compton Center's special funds are audited by funding agencies regularly. The District's annual [audited financial statements](#) provide independent evidence that supports that financial integrity and transparency exists. For financial reporting purposes, the District 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 District'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 District including general funds, special revenue funds, capital outlay and bond funds, internal service funds and other proprietary funds, and fiduciary funds. Accordingly, the District'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 District 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 District's annual financial audit, the District also conducts annual financial and performance audits for [Measure CC](#) funds and internal audits on areas subject risk.

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 District's annual [audited financial statements](#) provide independent evidence that supports that financial integrity and transparency exists. The District's annual audit reported no adjustments noted for the last five fiscal years and the last two fiscal years, [2015](#) and [2014](#) noted no audit findings.

The District'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 District responses to audit exceptions are comprehensive, timely, and communicated appropriately. In years that the District 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 District 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 District 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 District's financial reporting, internal control system, and internal and external audit functions.

Self-Evaluation

The District meets this standard.

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.

Description Summary

Cash flow

The District 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. The District 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 2 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.

Risk Management

The District 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 District is self-insured for the first \$500,000 of each workers' compensation claim. The District also participated in the Protected Insurance Program for Schools and Community Colleges Joint Powers Authority to provide excess workers' compensation coverage.

District reserves have increased over the past several years. The implementation of two policy changes helped ensured reserve levels were maintained. First was 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 District to see the long-term effects of all decisions.

Second was the change 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.

Self-Evaluation

The District meets this standard. The District demonstrates its ability to maintain adequate reserves and continues to increase reserves levels to address future unforeseen needs. The District 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.

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.

Description Summary

In order to implement long-range planning at the Compton Community College District (the District), the District 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 (will be 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 District with information regarding the impact of new employee positions on the budget.

In the plan, the District 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 District the ability to authorize one-time funding costs that are align with the

District's overarching priorities that would create potential deficit spending scenarios which would be funded from reserves.

The District 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.

The District establishes policies, administrative regulations, procedures that govern 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 District 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 District 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.

The District establishes policies, administrative regulations, procedures that governs internal controls and compliance over federal programs. Annually the District 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.

To ensure that it assesses its use of financial resources systematically and effectively, Compton Center 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.

Compton Center uses results of the evaluation as the basis for improvement. In years that the District 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. Internal controls or lack of are reviewed and identified and any necessary policies and procedures are developed to prevent reoccurrences.

Self-Evaluation

The District meets this standard. The District 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 District has consistently received unmodified opinions in fiscal, compliance, and performance audits.

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.

Description Summary

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.

In relation to long-term fiscal planning and priorities, the District 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. The District 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, and other significant changes that impact the budget.

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 District prepares schedules for each of these obligations. These schedules are provided to auditors and used by the District to monitor overall debt 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 District 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 District has revised its funding schedule in 2014 and again in 2015.

In response to the increasing pension rates from STRS and PERS, the District 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 Planning and Budget Committee (PBC) for comment. On February 23, 2016, PBC heard presentations from two possible pension irrevocable trust programs.

The District has plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, building maintenance costs, etc. The District 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 items such as 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. The (OPEB) Plan and PERS/STRS funding schedule are examples of other fiscal planning.

When needed, the District obtains actuarial studies on other postemployment benefits and claims liabilities. Updated studies are generally obtained every two years and are used to determine the District’s short and long-term obligations.

Standard III.D.12

Standard III.D.13

Standard III.D.14

Standard III.D.15

Standard IIID - Financial Resources – Contractual Agreements

Standard III.D.16

[The 5 above standards need to be completed.]

DRAFT

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.

Compton Center's institutional leaders create and encourage innovation leading to institutional excellence. The Compton Center's staff, faculty, administrators and students participate in standing committees, and all stages of the planning process, working together to improve the institution's practices, programs and services. This goal is codified in our mission statement, and met through faculty and administrative participation in strategic planning workshops, consultative council meetings and the efforts of the academic senate.

Link to Mission Statement on District Page.

http://district.compton.edu/board_of_trustees/doc/BP_1200_DistrictMissionStatement.pdf

Link to District Academic Senate minutes – Minutes not updated since 2014. Follow up with

Nikki Williams - http://district.compton.edu/district_information/academic-senate.asp

Consultative Council, Enrollment Management Committee, Institutional Effectiveness Committee, Academic Senate agendas

The statements about institutional mission and goals reveal the Compton Center's commitment to student success and educational excellence. The Compton Center's mission statement, statement of values, and strategic initiatives, as outlined in the college catalog and website, clearly articulate expectations and standards. A commitment to student success and educational

excellence is demonstrated by students, faculty and staff participation in a variety of processes including; the program review process completed by each discipline, the strategic planning process which includes summits attended by all academic departments, offices on campus, and students.

[Link to Strategic Planning Workshops](#)

[Link to Consultative Council Minutes](#)

[Link to District Academic Senate minutes.](#)

Compton Center's goals and values are clearly articulated and understood by all and, by and large, could be listed by the Center's faculty and staff. The campus leadership encourages administrators, faculty, staff, and students to actively participate in the planning process, attend board meetings, and review proposals and informational items pertaining to the district to help formulate and articulate El Camino College goals and values through links to catalogues, department web pages, strategic planning summits, and program reviews.

Self Evaluation: Compton Center meets the standard.

[Links to Catalogues](#)

[Links to Dept Web Pages](#)

[Links to both ECC and CEC Strategic Planning Summits \(Peju and Irene\)](#)

[Links to Program Reviews \(Humphreys and Subramaniam\)](#)

Compton Center information about institutional performance is available to staff and students and is kept current, is easily accessible, and is regularly used in institutional dialog and decision-making sessions. Compton Center provides a wide range of current information pertaining to institutional performance that is readily available to staff and students through the Chancellor's Office website, and the Institutional Research website. These resources include links to the chancellor's office scorecard, links to student achievement and success rates, and the annual Fact Book. These resources are frequently cited in meetings to help inform and guide the decision-making process. Compton Center has made great strides in technology through the acquisition of new programs through SSSP and SEP initiatives, among other resources including Plan Net, etc.

[Links to Chancellor's Score Card](#)

[Links to Student Success – Institutional Research – Achievement and Success – ECC Webpage Annual Fact Book -](#)

www.elcamino.edu/administration/ir/docs/eccprofile/COMCommunityProfiles2015.pdf

Compton Center's processes for institutional evaluation and review, and planning for improvements, provides venues where the evaluations of the institution's performance are made available to all staff. During the Compton Center process of institutional evaluation and review as exemplified in the accreditation self-evaluation process, all constituents are actively recruited

to participate in the review process; including the associated student body, classified staff, union and academic senate faculty representatives, and administrative leadership, resulting in agendas, minutes and planning documents that are posted on the district website for campus-wide review. Additionally, the institution holds regular planning summits, conducts staff and student climate surveys, and reviews district board policies which are documented in the board minutes.

Link(s): Links to Student Climate Surveys

Links to IR pages ECC – Main Campus

Links to both Districts Board Policy Pages

https://district.compton.edu/board_of_trustees/policies_and_procedures.asp

<http://www.elcamino.edu/administration/board/policies/asp>

Compton Center's institutional planning efforts provide opportunity for participation. The campus leadership encourages and requires administrators, faculty, staff, and students to participate in standing committees, based on their interests and relevant experience. Other opportunities for participation include student governance and campus-wide informational forums where staff, faculty and administration can share ideas and build a better understanding of the institution's goals and objectives.

Links to Strategic Planning – Institutional Research – (Irene and Peju)

Links to Planning and Budget Committee

Links to Consultative Council (Keith)

Compton Center faculty, staff, and administration bring forward ideas for institutional improvement. The Compton Center's faculty, staff, and administration offers a variety of venues for bringing forward ideas about institutional improvement. Shared governance forms the foundation for Compton Center's institutional improvements and planning. It encourages participation by all sectors beginning with department plans reported through TracDat, subsequent committee review including the Planning and Budget and Institutional Effectiveness Committees, and final recommendations to the CEO and President by the Consultative Council made up of leadership from each campus-wide constituent group.

Links to Open Forum – emails and invitations (Keith)

Links to Board Minutes – Public Input and Comments

Links to Institutional Research – Survey Comments

Links to CEO Open Door Meetings – emails

Self-Evaluation:

Compton Center meets the standard.

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.

El Camino College and Compton Center staff, faculty, administrators and students participate in standing committees, and all stages of the planning process, working together to improve the institution's practices programs and services.

Compton Center has institutional policies and procedures that describe the roles for each group in governance, including planning and budget development, and implement their findings into decision-making and policy-making processes. Oversight through the Consultative Council, a joint involvement of the academic senate, staff and students are involved in collegial consultation in decision making. BP 3250 and AR 2411 defines policies and procedures authorizing administrator, faculty, and staff participation in decision-making processes. BP 2510 includes provisions for student participation as required in Title5, Section 51023.5.

<https://www.elcamino.edu/administration/ir/docs/planning/MakingDecisionsElCaminoCollege2015.pdf>

<http://www.elcamino.edu/administration/campus-committees/>

<https://www.elcamino.edu/administration/board/boarddocs/2510%20Participation%20in%20Local%20Decision%20Making.pdf>

<https://www.elcamino.edu/administration/board/boarddocs/AP%202510-%20Collegial%20Consultation.pdf>

http://www.district.compton.edu/board_of_trustees/policies_and_procedures.asp

http://www.district.compton.edu/board_of_trustees/doc/BP_3250_InstitutionalPlanning.pdf

http://district.compton.edu/board_of_trustees/doc/AR_2411_Board%20Policies%20Administrative%20Regulations%20and%20Procedures%20090914.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2510_ParticipationLocalDecisionMaking.pdf

Compton Community College District have recently discontinued old board policies and have established and approved new ones, regarding the decision-making process, including a new document designed to simplify and explain these processes titled: Making Decisions at El Camino College.

Lead by the Consultative Council, whose role it is to review proposals from the various campus committees and provide recommendations to the CEO and President, are two other key groups in the governance process: the Institutional Effectiveness Committee provides recommendations on the District's program reviews and four master plans (Educational, Facilities, Staffing and

Technology) and the Planning and Budget Committee serving as the steering committee for campus-wide planning and budgeting.

http://district.compton.edu/board_of_trustees/doc/BP_3250_InstitutionalPlanning.pdf

<http://www.elcamino.edu/administration/vpaa/accreditation/docs/oct2015followup/College-Council-7-21-14.pdf>

http://district.compton.edu/board_of_trustees/doc/BP_3250_InstitutionalPlanning.pdf

<http://www.compton.edu/campusinformation/committees-governance/boardoftrustees/Documents/minutes/minutes-07-20-2010.pdf>

<http://www.compton.edu/campusinformation/committees-governance/academicsenate/Documents/constitution.pdf>

<http://www.compton.edu/campusinformation/committees-governance/academicsenate/Documents/senateminutes/SENMIN-06-03-2010.pdf>

<http://www.compton.edu/campusinformation/committees-governance/academicsenate/Documents/senateminutes/SENMIN-05-20-2010.pdf>

Compton Center's policies and procedures are functioning effectively. There is evidence that demonstrates that these decision-making policies and procedures are functioning effectively, including the linked agendas and minutes from the campus-wide committees such as the Consultative Council, Institutional Effectiveness and Planning and Budget Committees as well as the Academic Senate, Faculty Council, and ad hoc committees and task forces formed by the President and CEO to enhance the effectiveness of the consultation process.

Link(s): Links to CEC Academic Senate and Board Meetings where Making Decisions document was discussed (Spring 2011 - 2012)

http://district.compton.edu/district_information/docs/academic-senate/minutes/SENMIN-05-05-2011.pdf

http://district.compton.edu/district_information/docs/academic-senate/minutes/SENMIN-05-05-2011.pdf

http://district.compton.edu/district_information/docs/academic-senate/minutes/SENMIN-05-19-2011.pdf

Links to ECC Academic Senate Minutes and Board minutes where Making Decisions document was discussed (Summer 2015)

Links – All Keith's material as discussed in the Friday meeting 1/22.

<http://www.compton.edu/campusinformation/committees-governance/boardoftrustees/Documents/minutes/minutes-07-20-2010.pdf>

<http://www.compton.edu/campusinformation/committees-governance/academicsenate/Documents/senateminutes/SENMIN-06-03-2010.pdf>

<https://www.elcamino.edu/administration/board/boarddocs/2510%20Participation%20in%20Local%20Decision%20Making.pdf>

Compton Center provides documents that describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.

The documents that describe the official responsibilities and authority of the faculty and of the academic administrators in curricular and other educational matters can be found in the administrative procedures (AP/BP4000's), faculty contracts, and the District Human Resources page.

Links to the Board Policies for both ECC and CEC

Links to District HR site – contracts and resources.

Links to Union website – contracts.

http://district.compton.edu/board_of_trustees/BP_2520_AcademicSenate%20051915.pdf

<http://www.compton.edu/campusinformation/committees-governance/academicsenate/Documents/constitution.pdf>

<http://www.compton.edu/campusinformation/committees-governance/academicsenate/Documents/FacultyCouncilByLaws.pdf>

<https://www.elcamino.edu/administration/board/boarddocs/2510%20Participation%20in%20Local%20Decision%20Making.pdf>

<http://www.compton.edu/campusinformation/committees-governance/boardoftrustees/Documents/minutes/minutes-07-20-2010.pdf>

Compton Center makes provisions for student involvement in the decision-making processes. The Associated Student Body is asked to provide one or two student representatives on each campus-wide committee in addition to other groups involved in the planning and decision-making process including the Board of Trustees, Academic Senate and Faculty Council.

Links to Compton District Academic Senate for Student Senator Reports

Link to Dean's Council minutes for Student Reports

Link to Institutional Committees Document – Student Rep representation

Links to Board Minutes – Student Trustee

Link to Board Policies – Student Trustee

<https://www.elcamino.edu/administration/board/boarddocs/AP%202510-%20Collegial%20Consultation.pdf>

http://district.compton.edu/board_of_trustees/BP_2520_AcademicSenate%20051915.pdf

http://district.compton.edu/board_of_trustees/doc/AR_2021_Student_Trustee%20061615.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2020_Student%20Trustee.pdf

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.

Through the Academic Senate, campus-wide committees, and division level and department meetings the El Camino and Compton Center administrators and faculty exercise communication, and participate in decision-making, with all of their district's constituencies. Compton Center's institutional policies and procedures describe the roles for each group in governance, including planning and budget development.

Lead by the Consultative Council, whose role it is to review proposals from the various campus committees and provide recommendations to the CEO and President, are two other key groups where administrators and faculty exercise a substantial voice in the governance process: the Academic Senate providing recommendations on the District's formulation of policy on academic and professional matters relating to the college and the Planning and Budget Committee serving as the steering committee for all campus-wide planning and budgeting.

PBC and Strategic Planning Committee minutes and agendas

http://district.compton.edu/board_of_trustees/BP_2520_AcademicSenate%20051915.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2510_ParticipationLocalDecisionMaking.pdf

<http://www.compton.edu/campusinformation/accreditation/docs/ComptonPBCMinutes081214.pdf>

<http://www.elcamino.edu/administration/president/pbc/index.asp>

http://www.elcamino.edu/administration/president/pbc/pbc_agenda%20minutes.asp

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.

Compton Center's faculty and academic administrators make recommendations curriculum and student learning programs and resources by using established policies and procedures through well-defined structures.

The College Curriculum Committee (CCC) page has been designed to assist faculty and staff developing and revising curriculum. The college uses [CurricUNET](#) for curriculum management and approval. Compton Center's institutional policies and procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.

Link(s): ECC Curriculum; documentation of SLO's and SAO's

<https://www.elcamino.edu/academics/academicsenate/docs/2011-ECC-Senate-Constitution.pdf>

<https://www.elcamino.edu/academics/academicsenate/docs/2010-ECC-CCC-Bylaws.pdf>

<http://www.curricunet.com/elcamino/>

Official responsibilities and authority of faculty and administrators in curricular and educational matters are defined in the faculty contract with the district. Compton Center does provide evidence that demonstrates that these policies and procedures are functioning effectively.

http://district.compton.edu/board_of_trustees/BP_2520_AcademicSenate%20051915.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2510_ParticipationLocalDecisionMaking.pdf

https://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106

http://district.compton.edu/district_information/academic-senate.asp

<http://www.compton.edu/campusinformation/accreditation/docs/ComptonCenterDistrictPlanningChart.pdf>

Compton Center has programs, degrees, and certificates available 50% or more via DE that have been reviewed through the ACCJC Substantive Change process. Program degrees and certificates for 50% DE/CE courses have been reviewed through ACCJC Substantive Change Process, and findings can be found in the Compton Center Report Card.

Link(s): [Compton Center Report Card\(?\)](#)

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.

Board Policy and Institutional governance ensures consideration of relevant perspectives that promote alignment of decision-making with expertise and responsibility. Compton Center's written policies on governance procedures specify appropriate roles for all staff and students and specify the academic roles of faculty in areas of student educational programs and services planning.

Link(s): [Documentation of plans for timely action on institutional policy; calendar for updating Master Plans; other institutional calendars](#)

http://district.compton.edu/board_of_trustees/doc/AR_2411_Board%20Policies%20Administrative%20Regulations%20and%20Procedures%20090914.pdf

http://district.compton.edu/board_of_trustees/BP_2520_AcademicSenate%20051915.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2510_ParticipationLocalDecisionMaking.pdf

https://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106

http://district.compton.edu/district_information/academic-senate.asp

<http://www.compton.edu/campusinformation/accreditation/docs/ComptonCenterDistrictPlanningChart.pdf>

http://www.elcamino.edu/administration/ir/docs/planning/MakingDecisions_ElCaminoCollege_06032013.pdf

http://district.compton.edu/board_of_trustees/doc/AR_2411_Board%20Policies%20Administrative%20Regulations%20and%20Procedures%20090914.pdfhttp://www.elcamino.edu/administration/ir/docs/planning/MakingDecisions_ElCaminoCollege_06032013.pdf

Policies on governance specify appropriate roles in educational programs and services planning for faculty, staff and students can be found in the board policies as found online, and is detailed in the Making Decisions document. Compton Center staff and students are well informed of their respective roles, participate as encouraged by these policies, do the various groups work in collaborative effort on behalf of institutional improvements, resulting in actual institutional improvement.

Link to Making Decisions document

http://www.elcamino.edu/administration/ir/docs/planning/MakingDecisions_ElCaminoCollege_06032013.pdf

http://district.compton.edu/board_of_trustees/doc/AR_2411_Board%20Policies%20Administrative%20Regulations%20and%20Procedures%20090914.pdf

https://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106

Link to Institutional Committees Membership Lists

Link to Strategic Planning Summit minutes and participant lists - Institutional Research

Staff works collaboratively as do faculty to improve the institution.

Links to Campus Forum documents

Links to Committee and Board minutes

Links to Consultative Council Goals

(These links demonstrate the existence of a communication system, but there is no evidence that the systems are effective) (Keith)

Compton Center staff know essential information about institutional efforts to achieve goals and improve learning.

Links to SLO, Program Review, Curriculum Planning, Accreditation, and Academic Senate.

Links to documents related to Facilities Master Plan and Educational Master Plan.

Standard IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Board Policies and examples of written communications; campus committee agendas and minutes

http://district.compton.edu/board_of_trustees/doc/AR_2411_Board%20Policies%20Administrative%20Regulations%20and%20Procedures%20090914.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2510_ParticipationLocalDecisionMaking.pdf

http://district.compton.edu/board_of_trustees/BP_2520_AcademicSenate%20051915.pdf

Decisions made at the Board level are widely disseminated via email. The Compton Center uses various processes to document and communicate the board decisions. The Compton district uses email and other online communications to communicate decisions.

Link(s): www.compton.edu, district.compton.edu, [facebook.com/ElCaminoCollegeComptonCenter](https://www.facebook.com/ElCaminoCollegeComptonCenter), twitter.com/Compton_Center, [instagram.com/Compton_Center](https://www.instagram.com/Compton_Center),

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.

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, and it widely communicates the results of these evaluations and uses them as the basis for improvement.

Link(s): [FCMAT documentation; CEO evaluation; Compton Human Resources policies, procedures and documents; President's Newsletters](#)

Evaluation of leadership roles, governance and decision-making policies and procedures are evaluated regularly and that evaluation provides the basis for improvements. Compton Center uses various processes to evaluate its governance and decision-making structures and the results are communicated within the campus community.

District.Compton.edu

http://district.compton.edu/board_of_trustees/doc/AR_2411_Board%20Policies%20Administrative%20Regulations%20and%20Procedures%20090914.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2410_Board%20Policies%20and%20Administrative%20Regulations%20090514.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2510_ParticipationLocalDecisionMaking.pdf

The Compton Center with AR 2410 and BP 2410 ensures that Board Policies and Administrative Regulation will be reviewed for currency every three years. Employees and Student Representatives shall have an opportunity to participate in the development of Board Policies and Administrative Regulations through the consultative process described in BP 2510 Participation in Local Decision Making. The written procedures that govern the evaluation process can be found in the board policies and administrative regulations.

http://district.compton.edu/board_of_trustees/doc/AR_2411_Board%20Policies%20Administrative%20Regulations%20and%20Procedures%20090914.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2410_Board%20Policies%20and%20Administrative%20Regulations%20090514.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2510_ParticipationLocalDecisionMaking.pdf

The Compton Center uses identified weaknesses to make needed improvements. Campus climate surveys.

<https://www.elcamino.edu/administration/ir/docs/survey/Student%20Campus%20Climate%20Survey%20Highlights%20CEC.pdf>

https://www.elcamino.edu/administration/ir/docs/survey/EmployeeClimate2013Report_COM_v2.pdf

FCMAT documentation,

http://district.compton.edu/district_information/docs/ComptonCCDEExtraAudit.pdf

CCCD Board policy 3250.

http://district.compton.edu/board_of_trustees/doc/BP_3250_InstitutionalPlanning.pdf

Academically, the institution works through Student Services, Student Success, and Academic Affairs to build programs to repair identified weaknesses, which at the Center, revolve around enrollment, student success, retention, and equity-related issues. With regard to other areas, such as Human Resources and Maintenance, the institution demonstrates no system for either identification of weaknesses nor any plan building for remedying them.

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.

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 effectively communicates institutional values, goals, and direction in a variety of ways including, but not limited to, holding weekly meetings with the Consultative Council, through quarterly reports to the Academic Senate/Faculty Council, and in frequent meetings with the community to best meet this requirement of his position. These values and goals are informed, and given direction, by the District's mission and strategic initiatives.

Board Policy 2430: [Delegation of Authority to Superintendent/President 12/17/12](#)

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

CEO Job Description-

Board Policy 2431: Superintendent/President Selection 4/13/15

<http://www.elcamino.edu/administration/board/boarddocs/2431%20Superintendent%20President%20Selection.pdf>

Presidential Search: Position Description

<http://www.elcamino.edu/presidential-search/description.asp>

Board Policy 1200: District Mission and Strategic Plan 2015-2020

<http://www.elcamino.edu/administration/board/boarddocs/1200%20District%20Mission%20and%20Strategic%20Plan%202015-2020.pdf>

The CEO familiarizes himself with all data and analysis of institutional performance through his communication with the CAO, CBO, and the IR staff. The CEO consistently demonstrates his knowledge of the institution, and functions of the district, when carrying out the day to day functions of his position. He makes it a practice to stay current on all data and analysis of institutional performance through his communication with the CAO, CBO, and the IR staff. This is reflected through his regular meetings with these personnel, the topics selected and placed on the monthly board meeting agendas, and projects resulting from collaborations with community based organizations.

1. [Academic Senate Minutes - looking for report cards and institutional data presentation](#)
2. [Board Minutes - Which ones? Ask Keith's office.](#)
3. [Consultative Council Agendas and Minutes - See Keith's emails \(forwarded to all\)](#)

[ACCJC Prompt: *The CEO communicates the importance of a culture of evidence and a focus on student learning.*] The CEO does not communicate the importance of a culture of evidence and a focus on student learning, however he expects it to be communicated to him. He provides no

evidence that his interest in student learning and success goes beyond rhetoric. It has been pointed out to the CEO that he needs to work demonstrating that he understands and values the importance of a culture of evidence and a focus on student learning. The CEO has indicated that he will have a plan to demonstrate that he communicating to his faculty staff and constituency that he values a culture of data-driven evidence with a focus on student learning, rather than non-learning areas such as athletics.

1. [Provost Newsletter - Ask Keith's office for links.](#)
2. [Academic Senate Minutes](#)
3. [Campus-wide Meetings - Emails?](#)
4. [Board Meeting Minutes - regarding SLOs and looking at data. Ask Keith's office to find the correct ones?](#)

The research office reports to the CEO directly through Consultative Council and has ready access to the CEO's office when necessary. There is evidence to show a direct line from the research office to the CEO's office, where the CEO is consistently being informed of any and all research data being gathered by the District.

There is evidence that demonstrates the direct line from the research office to the CEO's office, and that he is being constantly informed of any and all research data being gathered by the District.

1. [Strategic Planning Committee - Ask Ethel for agendas and minutes.](#)
2. [IR and CEO - emails demonstrating correspondence. Ask Keith's office.](#)
3. [Institutional Effectiveness Partnership Initiative - Ask Josh Meadors in IR.](#)
4. [Comprehensive Master Plan - email Keith and Josh - scan?](#)

[ACCJC Prompt: The CEO has mechanisms has in place to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes.] While there are mechanisms that the CEO has in place to link institutional research and budgeting, there is not direct mechanism that takes into account student learning research link to institutional planning. The CEO in conjunction with the Dean of Student Success, the CFO, and the Strategic Planning Committee are implementing methods and mechanisms that link IR and budgeting.

BP 1200: District Mission and Strategic Plan 2015-2020

<http://www.elcamino.edu/administration/board/boarddocs/1200%20District%20Mission%20and%20Strategic%20Plan%202015-2020.pdf>

_BP 3250: Institutional Planning

<http://www.elcamino.edu/administration/board/boarddocs/3250%20Institutional%20Planning.pdf>

_AP 3250: Institutional Planning

<http://www.elcamino.edu/administration/board/boarddocs/AP%203250%20Institutional%20Planning.pdf>

The CEO follows the component parts of the standard in the role of providing effective district leadership by meeting weekly with Consultative Council. The CEO follows and supports the component parts of sound leadership and governance by encouraging and facilitating the Compton Center's staff, faculty, administrators and student participation on standing committees, in all stages of the planning progress, to improve the institution's practices, programs and services. These goals are exemplified in the district's mission statement and is met through a number of activities including strategic planning workshops, consultative council meetings and the efforts of the academic senate.

1. [SPC chart](#)
2. [Decisions Making Document - link](#)
3. [SLO to Budget - ask Peju](#)

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.

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity through his various committee meetings throughout the semester. However, the CEO is inconsistent in his delegation of authority across the board with his deans and administrative officers. The CEO plans, oversees, and evaluates an effective administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. This organizational structure is published and can be found _____ and is reviewed regularly as part of the District's strategic planning process. Human Resources periodically conducts reclassification studies to update administrative personnel job descriptions and classifications as needed and performance evaluations include periodic comprehensive reviews soliciting feedback from direct reports and a variety of different departments and area personnel. The CEO conducts administrative meetings monthly at a number of levels.

Link(s): [Updated Organizational Charts; Campus committee structures and composition](#)

[_BP 3100: Organizational 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>

[Further Links per Keith's suggestions:](#)

1. BP - Compton District - Organizational Structure
2. HR - Ask Sasser for an updated organizational chart document
3. Links to Job Descriptions for all administrators, faculty, and staff - District Page - [HRhttp://www.elcamino.edu/administration/board/boarddocs/3101 Administrative Organization.pdf](http://www.elcamino.edu/administration/board/boarddocs/3101_Administrative_Organization.pdf)

Standard IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment.

The CEO has a plan to improve institutional teaching and learning environment through ambitious building plans that have been executed successfully thus far, including a brand new Allied Health building for the nursing program.. With the passing of Measure C, the CEO has outlined a funds-matching plan that will stretch the bond dollars to their maximum, thereby providing as many improvements to the teaching and learning environment as possible.

Board Agendas and Minutes

1. Facilities Master Plan - Academic Senate Minutes
2. Ed Program Review - Academic Senate Minutes

BP 4020: Program Curriculum and Course Development

<http://www.elcamino.edu/administration/board/boarddocs/4020%20Program%20Curriculum%20and%20Course%20Development.pdf>

The CEO establishes a collegial process that sets values, goals, and priorities through leadership of the Consultative Council and the Strategic Planning Committee.

Link(s): [Consultative Council and Strategic Planning Committee agendas and minutes](#)

The CEO is ensuring that the college sets institutional performance standards for student achievement 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.

1. [Compton/ECC Board Agendas and Minutes](#)
2. [Chancellor's Office Report Card;](#)
3. [Enrollment Management.](#)
4. [Student Success and Student Equity Committee's agendas and minutes](#)

BP 1200: District Mission and Strategic Plan 2015-2020

<http://www.elcamino.edu/administration/board/boarddocs/1200%20District%20Mission%20and%20Strategic%20Plan%202015-2020.pdf>

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.

Link(s): Institutional Research website; PBC agendas and minutes; Educational Master Plan; various focus groups over the years, i.e. reports, data, evidence, public relations articles

There is no evidence that the CEO is personally ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning. There is no evidence that the CEO involves himself on any level regarding the academic end of student achievement, nor is he ensuring that decisions and suggestions made by standing committees involved in institutional resource planning are being implemented. CEO is aware that he needs to demonstrate that he personally ensuring that educational planning is integrated with resource planning. This is why he is establishing the Strategic Planning Committee and creating a comprehensive master plan with an integrated planning calendar.

Link(s): Master Plans; PBC agendas and minutes both campuses

1. [Strategic Planning Committee - agendas and minutes - ask Peju](#)
2. [IR information - Ask Joshua Meadors.](#)

The CEO is not ensuring that the allocation of resources supports and improves learning and achievement. There is no evidence to demonstrate that the CEO has been engaged in this sort of accountability with regard to the linking of resources and learning in any way. Instead, he delegates these responsibilities to his VP of Academic Affairs.

Link(s): PBC agenda and minutes; one time funding allocations via Enrollment Management, Auxiliary Aids, others.

The CEO is establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution. The CEO has established these procedures by implementing evaluation surveys for each of the institutional committees.

Link(s): Strategic Planning Committee; Planning Summit agendas and minutes; PBC agendas and minutes

The CEO communicates institutional values, goals (institution-set standards) and direction through a variety of means. The CEO communicates institutional goals, standards, values, and direction through Consultative Council meetings, and to faculty, staff, and students-at-large through presentations to Academic Senate, Faculty Council, and holding all-campus meetings.

Links to Flex Day Agenda demonstrating the CEO presentations

Link to District Academic Senate – CEO State of the College Addresses (at the beginning of the semester)

Links to Board of Trustee minutes – CEO Report.

The CEO is familiar with data and analyses of institutional performance. The CEO maintains familiarization with data and analysis of institutional performance through various state and federal reporting that is mandatory of the college quarterly and annually

[Links to Flex Day Agenda demonstrating the CEO presentations](#)

[Link to District Academic Senate – CEO State of the College Addresses \(at the beginning of the semester\)](#)

[Links to Board of Trustee minutes – CEO Report.](#)

[Chamber of Commerce Meetings – \(Ask Keith\)](#)

[Trips to the State Capitol – Documentation \(Ask Keith\)](#)

[Rotary Club Presentations - ask Keith's office for links](#)

CEO communicates the importance of a culture of evidence and a focus on student learning in a number of ways. See standard IVB for further information.

[Links to SLO PLO –Instructional Effectiveness Committee – \(Ask Chelvi\)](#)

The CEO has in place several mechanisms to link institutional research, particularly research on student learning, to institutional planning processes, and resource allocation processes. This question was answered on question IVB -1, paragraph 4.

[Links to PBC minutes](#)

[Links to Program Review – Institutional Research](#)

[Links to SSSP and Student Equity Plans](#)

The CEO follows the component parts of this Standard in the role of providing effective district leadership as demonstrated in all of the previous evidence. The CEO follows the components as demonstrated in all evidence provided in this document.

[Link\(s\):](#)

[See all previous evidence.](#)

Self-Evaluation:

Compton Center meets the standard.

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.

The CEO takes the lead role by establishing the above committees and making available workshops on the new accreditation standards and how to respond to them effectively. The CEO does ensure 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.

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>

Link(s): Board agendas and policies; Student Handbook or College Catalog

The CEO ensures others on campus also understand accreditation by making available workshops on the new accreditation standards and how to respond to them effectively. The CEO ensures others on campus also understand accreditation by holding campus-wide workshops on the new accreditation standards and how to respond to them effectively. This includes recruitment for committee participation from all areas of campus. Additionally, the CEO takes the lead role by selecting and mentoring the accreditation leads, and co-chairs, working closely with them on the establishment of the accreditation committees for each standard. The education process on accreditation and meeting the standards is an on-going component of strategic planning at the Compton Center.

Link(s):

Links/PDF to Friday Accreditation Seminars

Links/PDF/Email to Campus-wide Meetings

Self-Evaluation:

Compton Center meets the standard.

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.

The CEO delegates statutes and regulations to the individual offices but there does not seem to be any mechanisms of assurance with regard to ensuring that institutional practices are consistent with institutional missions and policies. The CEO does however effectively control the budget and expenditures because of an innate fiscal conservative position.

Link(s): 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.

The CEO does work and communicate effectively with the communities served by the institution through frequent town hall meetings as well as visits to local community groups and organizations.

Link(s): 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.

The Compton Center 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. 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.

Link(s): Look at last Eligibility Requirements #7 write-up for Compton and ECC; El Camino Board duties and responsibilities; PBC calendar; Board agendas and minutes

<http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf>

<http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf>

<http://www.elcamino.edu/administration/board/>

<http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf>

<http://www.elcamino.edu/administration/board/boarddocs/2710%20Conflict%20of%20Interest.pdf>

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

<http://www.elcamino.edu/administration/board/boarddocs/2716%20Political%20Activity%20Board%20Members.pdf>

<http://www.elcamino.edu/administration/board/boarddocs/3400%20Statement%20of%20Economic%20Interest.pdf>

<http://www.compton.edu/campusinformation/accreditation/docs/BoardLetterNoInterest11.6.2014.pdf>

The Compton Center has a set of documents, which are reviewed regularly, which demonstrate the role of the governing board in academic quality, integrity, effectiveness of learning programs and financial stability.

The governing board holds ultimate responsibility for educational quality, legal matters and financial integrity. Board meeting agendas and minutes demonstrate that the board is mindful of this responsibility. Specific board policies also demonstrate the importance of these issues to the board, as well as codify the board's stances on these issues. The district website contains an index list of board policies, and can be easily accessed by students and members of the public. However, the board does not have a standardized practice for updating their policies.

The board has an easily accessible number of policies which address academic quality, integrity, effectiveness of learning programs and financial stability. The board formally recognizes the importance of its functions and regularly updates policies as needed.

Link(s): El Camino Board duties and responsibilities; Board agendas and minutes; Board presentations by Academic Divisions on Chancellor's Office Scorecard, SLO's etc.; CBO reports; cycle policies are reviewed and specific statements in support of...

<http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf>

<http://www.elcamino.edu/administration/board/meetingagendas.asp>

<http://www.elcamino.edu/administration/board/boarddocs/2710%20Conflict%20of%20Interest.pdf>

The Compton Center's board policies, mission statement and strategic planning documents all address the quality of programs on campus, the integrity of institutional action, and the effectiveness of student learning programs. Policies and other formal statements exist that describe the Board's expectations for quality, integrity, and improvement of student learning

programs and services. These documents are easily accessed through the El Camino College and Compton Center's websites. The Compton Center's mission statement, and strategic plans are stated in Board policy 1200, which also describes the college's vision, statement of philosophy, statement of values, guiding principles, and strategic initiatives.

The Compton Center has clearly posted statements which speak to the quality of programs, integrity of institutional actions, student learning programs and services, and other statements on the direction of the institution. These statements are found in the course catalog, and on the El Camino College and Compton District websites.

Link(s): Consultative Council Minutes; Board agendas and minutes; PBC agendas and minutes; ECC and Compton Center Strategic Planning/Summit agendas and minutes.

<http://www.elcamino.edu/administration/board/boarddocs/1200%20Vision%20Mission%20Statement.pdf>

<http://www.elcamino.edu/administration/board/boarddocs/4020%20Program%20Curriculum%20and%20Course%20Development.pdf>

<http://www.elcamino.edu/administration/board/policies.asp>

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.

The governing board at the Compton Center acts as a collective entity. Once they have reached a decision, all board members act in support of the decision.

BP 2715 states that board members must always act as a representative of the district as a whole. Board members are instructed not to misrepresent their individual opinions as those of the district or the board. Board members abide by majority decisions, and must always indicate when they are speaking as a private citizen, and not a member of the board.

Link(s): Board Meeting Minutes and Agendas

<http://www.elcamino.edu/administration/board/meetingagendas.asp>

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

The board demonstrates support for its own policies and decisions by making those decisions public and official.

Link(s): (Ask Chief Trevis and Claudia about ECC?)

<http://www.elcamino.edu/administration/board/boarddocs/2745%20Board%20of%20Trustees%20Self-Evaluation.pdf>

Self-Evaluation:

Compton Center meets the standard.

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.

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO. Board policy 2420 explains the joint process of selecting a CEO. BP 2450 clearly defines the process for evaluating a current CEO, as well as the timeline and criteria for evaluation. CEO's are evaluated with regards to their fulfillment of the position, as described by the duty statement, the attainment of goals and objectives developed in accordance with board policy 2430, administrative skill and professional knowledge and expertise. These policies list the specific criteria on which the CEO is evaluated, and provides evaluators structure from which to conduct their evaluations.

The Compton Center employs a number of board policies when selecting and evaluating CEOs. These processes are important to the success of the institution, and are explicitly codified by the governing board.

Link(s): Board Agenda and minutes; Board policies

<http://www.elcamino.edu/administration/board/meetingagendas.asp>

<http://www.elcamino.edu/administration/board/boarddocs/2431%20Superintendent%20President%20Selection.pdf>

<http://www.elcamino.edu/administration/board/boarddocs/2435%20Evaluation%20of%20Superintendent%20President.pdf>

The board processes for conducting a search, and selecting the chief administrator are documented.

According to administrative regulation 2421, the selection process must begin with the establishment of a search committee. Membership is specified. 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, conducting recruitment and evaluative visitations are all clearly stated in administrative regulation 2421.

The Compton Center has this clearly defined board policy, which is documented on the Compton District website.

Link(s): ID specific Board policies

The board has used these processes in its most recent chief administrator search. [Additional narrative needed here].

Link(s): Yes – cite recent evidence for both ECC and Compton

<http://www.elcamino.edu/administration/board/meetingagendas.asp>

The board effectively evaluates the chief administrator's performance on implementation of board policies and achievement of institutional goals.

This process is referenced by BP2450. 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 once annually, but has a variety of mechanisms for keeping close contact with the board during the year.

The Compton Center's CEO is evaluated on an annual basis. In addition, he reports to the board on a monthly basis and supplements that communication through his President's newsletter.

Link(s): Give examples of the instruments and criteria used

<http://www.elcamino.edu/administration/board/boarddocs/2435%20Evaluation%20of%20Superintendent%20President.pdf>

<http://www.elcamino.edu/administration/board/boarddocs/2430%20Evaluation%20of%20Superintendent%20President.pdf>

<http://www.elcamino.edu/administration/board/meetingagendas.asp>

<http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf>

<http://www.elcamino.edu/administration/board/boarddocs/2200 Board Duties and Responsibilities.pdf>

The board sets clear expectations for regular reporting of institutional performance by the chief administrator.

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. (This was already written, and I am not sure if this process applies to the CEO or only President. JM).

The Compton Center board regularly meets with the President, in order to stay informed regarding institutional performance.

Link(s): Job Description; regular Board agenda item and minutes; Board Policies

<http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf>

<http://www.elcamino.edu/administration/board/meetingagendas.asp>

<http://www.elcamino.edu/administration/board/meetingagendas.asp>

There is a written policy regarding the selection and evaluation of the chief administrator, and it has been followed.

AR 2421 provides detailed procedures for selecting the CEO. It describes the makeup of the hiring committee; specifies the agenda for the first meeting; recommends particular areas that committee members be trained in, before continuing service; provides recommendations for posting the job announcement and recruiting candidates; and specifies how the committee is to narrow the pool of applicants to a list of finalists. Board policy 2450, which was referenced above provides detailed criteria for evaluating the CEO.

The Compton Center has a detailed set of policies governing the selection and evaluation of the chief administrator.

Link(s):

<http://www.elcamino.edu/administration/president/archives/2013/presnews02062013.pdf>

<http://www.elcamino.edu/administration/board/meetingagendas.asp>

<http://www.elcamino.edu/administration/board/boarddocs/2430%20Evaluation%20of%20Superintendent%20President.pdf>

<http://www.elcamino.edu/administration/board/boarddocs/2435%20Evaluation%20of%20Superintendent%20President.pdf>

<http://www.elcamino.edu/administration/board/boarddocs/2435%20Evaluation%20of%20Superintendent%20President.pdf>

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.

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.

The governing board advocates for and defends the institution and protects it from undue influence or political pressure in a variety of ways: it board visits community schools, attends

town hall meetings, and regularly contacts local businesses, to advocate for the college. It has also designated “free speech” zones on campus in order to help free instructors from undue political pressure. The independence of the board is ensured by 2200 and 2710. Board members are not permitted to have any conflicts of interest, which may hinder their ability to advocate for, defend or monitor the institution. .

BP 2200 and BP 2710 ensure the board is an independent body, capable of evaluating the institution and advocating for it in the community.

Link(s): Look at the last Eligibility Requirements #7 write-up for Compton and ECC;(defer to Chief Trevis and Claudia?)

The governing board is broadly representative and lacks conflicts of interest. The governing board reflects public interest in the institution by representing different constituency groups within our designated service areas. BP 2710 requires that all board members file statements of economic interest to ensure that no conflicts arise. 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.

Link(s): Board Policy on selection/redistricting at both campuses

http://district.compton.edu/board_of_trustees/index.asp

Self Evaluation:

The Compton Center meets the standard, as its governing board is comprised of a diverse set of members, all with interests in the community.

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.

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. It has ultimate responsibility for educational quality, legal matters and financial integrity and stability.

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. The list of

board policies is publicly available through the Compton district website, and reflects the values of the district in assessment of our campus's quality, integrity, and improvement of student learning programs and services. Multiple board policies are in place to address the quality of student learning programs and services.

Link(s): Board Policy; look at submission for eligibility for Compton; Duties and Responsibilities/Governing Board

http://district.compton.edu/board_of_trustees/doc/BP_2430_DelegationAuthority-CEO.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2200_BoardDuties-Responsibilities.pdf

The board has a variety of policies which describe expectations for quality, integrity and improvement of student learning programs and services.

The board policies, institutional goals or other formal statements that exist that describe governing board expectations for quality, integrity, and improvement of student learning programs and services are: BP2200, BP2715, and BP2710. BP2200 serves as a reminder that all campus operations reflect the institutional mission of the Center, and are executed in an ethical manner. BP 2710 and 2715 address ethics, including conflicts of interest, and ensure that governing practices on campus meet the high standards set by the board.

Link(s):

http://district.compton.edu/board_of_trustees/doc/BP_2200_BoardDuties-Responsibilities.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2715_CodeEthics_StandardsPractice.pdf

http://district.compton.edu/board_of_trustees/doc/BP_2710_ConflictInterest.pdf

The governing board is aware of the institution-set standards and analysis of results for improvement of student achievement and learning.

The governing board stays aware of the institution-set standards and analysis or results for improvement of student achievement and learning through professional development training and workshops related to institution standards, on-going reports at board meetings by administrators and faculty consultative group representatives.

BP 1200 is a board policy which specifies the Center's vision, mission statement, a set of criteria from which to judge institutional effectiveness, and a set of strategic initiatives, which the board actively promotes, and evaluates. The CEO regularly reports progress to the governing board as part of the ongoing process of evaluation outlined in BP 1200. As a result, the governing board is aware of the institution-set standards and the analysis of results for the improvement of student achievement and learning. The board helps set goals and standards, which the CEO strives to meet. Regular communication with the CEO during meetings ensures that progress is monitored and evaluated.

Link(s):

Links to board minutes.

http://district.compton.edu/board_of_trustees/BP_2740_BoardEducation090815.pdf

Link(s): Scorecard results; SLO's; Board agendas and minutes; Annual Reports for the District

The governing board is independent and is beholden only to the community constituency that it serves. The governing board is independent from the Compton Center. Members are chosen from the community and according to BP 2110, board members may not be employees of the college. In accordance with BP 2710 board members may not have any financial conflicts of interest, with any contracts issued by the board.

Link(s):

http://district.compton.edu/board_of_trustees/doc/BP_2710_ConflictInterest.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.

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 5 members, and must be elected by qualified members of the district. Employees are deliberately excluded. BP 2020 further specifies that one student, attending the Compton Center, and living in the district, will be elected by the students to 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. These include: representing the public interest, assuring fiscal health and responsibility, monitoring institutional performance, advocating for the district, hiring and evaluating the CEO, establishing operating policies which set ethical and legal standards for college operation and delegating power to the CEO to manage the district.

The board's operating procedures are codified by BP 2100, 2110, 2210, 2300, 2310, 2320, 2360, 2370, 2410 and 2760 to name a few. BP 2100 and 2110 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 (the second Tuesday of November). BP 2110 limits the length of candidates' qualifying statements, and specifies the manner in which they are to be submitted. BP 2210 outlines the procedures for electing officers, while BP 2300 specifies the date, time and location of board meetings.

BP 2310 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 2370 requires the board to allow representatives from student and faculty groups to send representatives and to participate in meetings. BP 2410 describes the process by which board policies and administrative regulations can be proposed, adopted or amended. BP 2760 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.

Self Evaluation:

The board publishes their policies on the district website, making them accessible to the public. The Compton Center meets the standard.

Link(s):

http://district.compton.edu/board_of_trustees/policies_and_procedures.asp
http://district.compton.edu/board_of_trustees/doc/BP_2020_Student%20Trustee.pdf
http://district.compton.edu/board_of_trustees/doc/BP_2200_BoardDuties-Responsibilities.pdf
http://district.compton.edu/board_of_trustees/BP_2100_Board_Elections%20072115.pdf
http://district.compton.edu/board_of_trustees/doc/BP_2110_FilingQualificationStatementforTrusteeCandidate.pdf
http://district.compton.edu/board_of_trustees/BP_2210_Officers%20081815.pdf
http://district.compton.edu/board_of_trustees/doc/BP_2300_RegularMeetingsBoard.pdf
http://district.compton.edu/board_of_trustees/doc/BP_2310_ClosedSessions.pdf
http://district.compton.edu/board_of_trustees/doc/BP_2320_SpecialEmergencyMeetings.pdf
http://district.compton.edu/board_of_trustees/doc/BP_2360_Minutes.pdf
http://district.compton.edu/board_of_trustees/doc/BP_2370_RepresentativesBoardMeetings.pdf
http://district.compton.edu/board_of_trustees/doc/BP_2410_Board%20Policies%20and%20Administrative%20Regulations%20090514.pdf
http://district.compton.edu/board_of_trustees/doc/BP_2760_BoardPoliticalActivityResolutions.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.

The governing board acts in a manner consistent with its policies and bylaws, and regularly assesses said policies and bylaws for their effectiveness in fulfilling the college/district/system mission and regularly assists in revising them as necessary.

An examination of Board records via agendas show an overview of Board policies as they are amended or revised at both CCCD and ECC/CEC Board meetings , thus demonstrating actions that are consistent with policies and procedures

Link(s):

Compton College BP2200 Board Duties and Responsibilities

http://district.compton.edu/board_of_trustees/doc/BP_2200_BoardDuties-Responsibilities.pdf

CCCD BP 2410 Board Policies and Administrative Procedures

http://district.compton.edu/board_of_trustees/doc/BP_2410_Board%20Policies%20and%20Administrative%20Regulations%20090514.pdf

ECC AP 2410 Board Policies and Administrative Procedures

<http://www.elcamino.edu/administration/board/boarddocs/AP%202410%20Board%20Policies%20and%20Administrative%20Procedures.pdf>

Link(s):

CCCD BP 2360 Minutes

http://district.compton.edu/board_of_trustees/doc/BP_2360_Minutes.pdf

CCCD Board Agenda 26 January 2016

<http://www.boarddocs.com/ca/compton/Board.nsf/Public#>

ECC BOT meeting Minutes 16th November 2015

<http://www.elcamino.edu/administration/board/minutes/2015/11-16-15%20minutes.pdf>

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.

Links:

CCCD BP 2410 Board Policies and Administrative Procedures

http://district.compton.edu/board_of_trustees/doc/BP_2410_Board%20Policies%20and%20Administrative%20Regulations%20090514.pdf

ECC AP 2410 Board Policies and Administrative Procedures

<http://www.elcamino.edu/administration/board/boarddocs/AP%202410%20Board%20Policies%20and%20Administrative%20Procedures.pdf>

Self Evaluation:

The Compton Center meets the standard, demonstrating a consistent practice of evaluating policies and procedures on a regular basis.

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.

The governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality, to ensure the college is meeting its goals for student success.

The governing board regularly reviews multiple sources of material and data on student performance. 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. The 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

Links: 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>

Self-Evaluation:

The Compton Center meets the standard, receiving and evaluating regular reports and data on student performance.

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.

The governing board engages in ongoing training that addresses board development and issues of orientations, continuity of board membership, and staggered terms of office. Board Elections are staggered to ensure continuity and staggered terms of office.

Links:

CEC BP 2100 Board Elections.

http://district.compton.edu/board_of_trustees/BP_2100_Board_Elections%20072115.pdf

ECC BP 2100 Board Elections

<http://www.elcamino.edu/administration/board/boarddocs/2100%20Board%20Elections.pdf>

The governing board does conduct new member/trustee orientations as dictated by BP 2740. This Board policy was revised in 2015.

Links: CEC BP 2740 Board Education

http://district.compton.edu/board_of_trustees/BP_2740_Board%20Education%20090815.pdf

ECC BP 2740 Board Education

<http://www.elcamino.edu/administration/board/boarddocs/2740%20Board%20Education.pdf>

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 is provided on the district's website. Adjustments are made to the Trustee area if the federal census calls for it.

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

CEC BP 2100 Board Elections.

http://district.compton.edu/board_of_trustees/BP_2100_Board_Elections%20072115.pdf

ECC BP 2100 Board Elections

<http://www.elcamino.edu/administration/board/boarddocs/2100%20Board%20Elections.pdf>

Self Evaluation:

The Compton Center meets the Standard of having a formal, written method for providing continuous membership and staggered terms of office. However, at this time a map of the CEC Trustee area is not available, although there seems to be a placeholder on the CEC BOT page.

Action Plan:

Create a map of the CEC Trustee area and publish on CEC website.

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.

The governing board has a policy (BP 2750) which clearly establishes a process for board evaluation. This policy is used to regularly evaluate board practices and performances, including full participation in board training and, per policy discuss the results at a Board retreat. This

evaluation process is used to assess the Board's effectiveness in fulfilling its mission. The results are used to improve board performance, academic quality, and institutional effectiveness.

Links:

CEC Board PolicyBP2750 Board Self Evaluation

http://district.compton.edu/board_of_trustees/doc/BP_2750_BoardSelfEvaluation.pdf

The Board defines the self-evaluation process in BP 2750. The self-evaluation instrument incorporates criteria based on Board policies regarding Board operations, as well as criteria defining Board effectiveness as regards Board goals and objectives. The Compton Center meets the Standard of conducting a self-evaluation process. However, at this time the policies and process seems to differ between the ECC Board and CEC Board.

Links:

CEC Board PolicyBP2750 Board Self Evaluation

http://district.compton.edu/board_of_trustees/doc/BP_2750_BoardSelfEvaluation.pdf

ECC BP 2745 Board Self Evaluation

<http://www.elcamino.edu/administration/board/boarddocs/2745%20Board%20of%20Trustees%20Self-Evaluation.pdf>

ECC Board Minutes 16 November 2015

<http://www.elcamino.edu/administration/board/minutes/2015/11-16-15%20minutes.pdf>

CEC Board policy calls for regular, annual evaluation and the board does evaluate its own performance at an annual retreat (CEC) or via a survey discussed at November Board meetings (ECC). The CEO presents a summary of the evaluations at an annual retreat for Board discussion.

Links:

CEC Board PolicyBP2750 Board Self Evaluation

http://district.compton.edu/board_of_trustees/doc/BP_2750_BoardSelfEvaluation.pdf

ECC BP 2745 Board Self Evaluation

<http://www.elcamino.edu/administration/board/boarddocs/2745%20Board%20of%20Trustees%20Self-Evaluation.pdf>

ECC Board Minutes 16 November 2015

<http://www.elcamino.edu/administration/board/minutes/2015/11-16-15%20minutes.pdf>

Self-Evaluation:

Compton Center meets the standard. Compton Center will ensure that board self-evaluations are conducted and made public. Compton Center should work with relevant constituencies to resolve any ECC and CEC board self-evaluation discrepancies.

Action Plan:

[If sufficient evidence not found for public availability of board self-eval, make an Action Plan item]

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.

The Board has a stated process for dealing with unethical behaviors which can be implemented as necessary. The Board of Trustees is governed by policies and codes regulating behavior and interests. The process is implemented via an annual (March) ethics training via a presentation by the College's Title 1X officer.

Links:

CEC Board Policy 2715 Code of Ethics & Standards of Practice

http://district.compton.edu/board_of_trustees/doc/BP_2715_CodeEthics_StandardsPractice.pdf

ECC Board Policy 2715 Code of Ethics/Standards of Practice

<https://www.elcamino.edu/administration/board/boarddocs/2715%20-%20Code%20of%20Ethics%20Standards%20of%20Practice.pdf>

ECC Board Policy 2716 Political Activity – Board Members

<https://www.elcamino.edu/administration/board/boarddocs/2716%20Political%20Activity%20Board%20Members.pdf>

CEC Board Policy 2720 Communications Among Board Members

http://district.compton.edu/board_of_trustees/doc/BP_2720_CommunicationBoard.pdf

ECC Board Policy 2720 Communications Among Board Members

<https://www.elcamino.edu/administration/board/boarddocs/2720%20Communications%20among%20Board%20Members.pdf>

CEC Board Policy 2725 Board Member Compensation

http://district.compton.edu/board_of_trustees/doc/BP_2725_BoardMemberCompensation.pdf

ECC Board Policy 2725 Board Member Compensation

<https://www.elcamino.edu/administration/board/boarddocs/2725%20Board%20Member%20Compensation.pdf>

The Compton Community College District board of trustees consists of five members elected by qualified voters of the District. None of the district's employees may be elected. None are owners in the institution. Also, on the board, are a special trustee and a student trustee.

Additionally, the special trustee has an advisory committee.

Additionally, while in partnership with El Camino College, none of the ECC Board of Trustees are owners of the institution.

Links: CEC BP 2710 Conflict of Interest

http://district.compton.edu/board_of_trustees/doc/BP_2710_ConflictInterest.pdf

ECC Board Policy 2710 Conflict of Interest

<https://www.elcamino.edu/administration/board/boarddocs/2710%20Conflict%20of%20Interest.pdf>

Self Evaluation: The Compton Center meets the standard via adherence to board policies 2715, 2720, 2725 which regulate behavior and interests. Compton Center has a majority of the governing board members as non-owners of the institution.

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.

The Board of Trustees delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and accomplishes this obligation via adherence to Board Policy 2430. 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.

The Board of Trustees delegates administrative authority to the CEO as detailed in BP 2430.

BP 2430 and BP 2210 are reviewed on a regular cycle.

Links:

CEC Board Policy 2430 Delegation of Authority to Superintendent/President

http://district.compton.edu/board_of_trustees/doc/BP_2430_DelegationAuthority-CEO.pdf

Memorandum of Understanding Between the El Camino College District and the Compton Community College District

http://www.elcamino.edu/administration/publicrelations/docs/2006/Final_MOU_ECCBoard%20

Approved_8.21.06.pdf .

The governing board effectively focuses on policies. Board policy BP 2200 notes that the board is committed its responsibilities regarding establishing effective policies. The Board adopts policies necessary for the efficient running of the college, and reviews policies at regular intervals.

Links:

BP 2200 Board Duties & Responsibilities

http://district.compton.edu/board_of_trustees/doc/BP_2200_BoardDuties-Responsibilities.pdf

BP 2410 Board Policies...

http://district.compton.edu/board_of_trustees/doc/BP_2410_Board%20Policies%20and%20Administrative%20Regulations%20090514.pdf

Self Evaluation: The Compton Center meets the standard of having a board that effectively focuses on policies.

Mechanisms are in place to evaluate the chief administrator's performance on implementation of board policies and achievement of institutional goals. The board of trustees conducts an annual evaluation of the CEO per policy and per terms of the contract of employment of the CEO, as set out in BP/AP 2435.

Links:

BP/AP 2435 Evaluation of Superintendent/President

http://district.compton.edu/board_of_trustees/BP_2450_CEOEvaluation081815.pdf

The board sets clear expectations for regular reports on institutional performance from the CEO via calendared board agendas and cycles. The calendar of regular reports is noted in each Board agenda.

Links:

Example Compton Board Agenda pg 47

http://district.compton.edu/board_of_trustees/agendas/Compton%20District%20Board%20Agenda%207.15.2014.pdf

The board expects and relies on the CEO and input and participation from constituent groups like the Academic Senate, Institutional Research, staff, and student committees to gather sufficient information on institutional performance to ensure that it is fulfilling its responsibility in the areas of educational quality, legal matters, and financial integrity.

Representatives from these constituent groups make reports at Board meetings. The Board is invited to submit additional questions after the reports are given.

Links:

ECC Board Meeting Minutes and Agendas

ECC Board Minutes <http://www.elcamino.edu/administration/board/>

CEC Board Meeting Minutes and Agendas – it is recommended that this page be updated.

http://district.compton.edu/board_of_trustees/meetings.asp

Participation in Local Decision Making

http://district.compton.edu/board_of_trustees/doc/BP_2510_ParticipationLocalDecisionMaking.pdf
http://district.compton.edu/board_of_trustees/meetings.asp

Link(s): Must meet set standards: ACCJC and educational codes; looks for evidence in Board agendas/minutes

http://district.compton.edu/board_of_trustees/BP_2510_ParticipationLocalDecisionMaking.pdf

Self Evaluation: The Compton Center meets the standard of having the governing board delegate full responsibility and authority to the CEO to administer board policies.

Self Evaluation:

The Compton Center meets the standard of having mechanisms in place whereby to evaluate the Chief Administrator's performance and effectiveness, having the board set clear expectations for regular reports from the chief administrator, and board expectations of information on institutional performance.

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.

The ECC/CEC Board of Trustees is aware of the eligibility requirements, accreditation standards, Commission policies, accreditation processes, and the college's accredited status, via the materials posted on the publically accessible ECC/CEC Accreditation web page.

Links:

El Camino College Compton Educational Center Accreditation

<http://www.compton.edu/campusinformation/accreditation/>

Training is provided to the board about the accreditation process and Accreditation Standards. A webpage on the Accreditation process, standards, and progress is accessible to all. There is a special pdf titled: What is Accreditation? available to all to read. Regular reports relating to the Accreditation process and progress in meeting recommendations are made to the Board. It was

noted in an Accreditation update of October 2014, that The Compton Center was commended for the exceptional leadership and extra effort put forth by faculty, staff and administrators in addressing institutional challenges and student learning.

Links:

El Camino College Compton Educational Center Accreditation

<http://www.compton.edu/campusinformation/accreditation/>

Accreditation page <http://www.elcamino.edu/administration/vpaa/accreditation/accreditation.asp>

What is Accreditation?

<http://www.elcamino.edu/administration/vpaa/accreditation/docs/Accreditation-White-Paper-08-04-2010.pdf>

The Board participates appropriately in institutional self-evaluation and planning efforts. The Board regularly receives updates on campus activities and accreditation visits and the likes via VP reports and Senate reports at Board meetings. The Board also regularly reviews and approves updated policies and procedures. The Board signs-off, after review, on the College Master Plan.

Links:

2012-2017 Comprehensive Master Plan (ECC/CEC)

<http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf>

Board actions indicate a commitment to improvements planned as part of the institution self-evaluation and accreditation process. The Board is privy to all the accreditation information via reports to the Board and information on institutional goals and progress via Institutional Research publications and reports. The Board approves recommendations made by the Superintendent President on these issues, for instance in the matter of going out for Bond measures.

The Compton College Board of Trustees web page is currently in two parts. Partial agendas and minutes through August 2014 can be found

http://district.compton.edu/board_of_trustees/meetings.asp and more current information from August 2014 is housed at <http://www.boarddocs.com/ca/compton/Board.nsf/Public>

Links:

General ECC /CEC Accreditation page

<http://www.elcamino.edu/administration/vpaa/accreditation/accreditation.asp>

Compton Board Minutes http://district.compton.edu/board_of_trustees/meetings.asp

ECC Board Minutes/Agendas (post August 2014)

<http://www.boarddocs.com/ca/compton/Board.nsf/Public>

http://district.compton.edu/board_of_trustees/meetings.asp

ECC Board Minutes <http://www.elcamino.edu/administration/board/>

ECC/CEC Newsletter July 23rd2015

<https://www.elcamino.edu/administration/publicrelations/docs/2015/july/Keith-Curry-Provost-07-2015.pdf>

Board actions reflect a commitment to supporting and improving student learning outcomes as reflected in the standards and expectations for institutional improvement through discussion, deliberation and vote during board meetings.

Progress and goals in this area is reflected in the CEC Institutional Effectiveness Outcomes scorecard which is published and presented to the Board. Additionally the Board is committed to monitoring institutional performance and educational quality as stated in BP 2200, Board Duties and Responsibilities. SLO assessment also points out areas which could benefit from extra funding to shore up existing programs or introduce new initiatives. The Board approves funding to realize these projects.

Links:

CEC Institutional Effectiveness Outcomes scorecard

<https://www.elcamino.edu/administration/ir/docs/planning/InstitutionalEffectivenessOutcomesComptonInfographic.pdf>

Compton College BP 2200 Board Duties and Responsibilities

http://district.compton.edu/board_of_trustees/doc/BP_2200_BoardDuties-Responsibilities.pdf

The Board is informed of institutional reports due to the commission and of commission recommendations to the institution.

The Compton Center has an Accreditation Steering committee and other sub-committees that release reports and share upcoming deadlines with all participants and stakeholders in the accreditation process. The ECC Accreditation page has a section detailing the Compton Center work on accreditation, and all ACCJC Action letters.

Links:

General ECC /CEC Accreditation page

<http://www.elcamino.edu/administration/vpaa/accreditation/accreditation.asp>

Accreditation Eligibility Status Report

http://www.elcamino.edu/administration/vpaa/accreditation/doc/Accreditation%20Eligibility%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>

The Compton Board is knowledgeable about Accreditation Standards, including those that apply to the Board, through the documents and evidence gathered through the accreditation process.

Links:

Compton Community College Comprehensive Assessment 8th Progress Report October 2014.
<http://district.compton.edu/Compton%20CCD%208th%20Progress%20Report%20-%2010-7-14.pdf>

Accreditation Standards require that the board assess its own performance. The Board assesses its own performance using the prescribed accreditation standards in the self-evaluation process.

Links:

http://district.compton.edu/board_of_trustees/BP_2750_BoardSelfEvaluation.pdf

All Compton Board Policies

http://district.compton.edu/board_of_trustees/policies_and_procedures.asp

The governing Board has a development program that addresses the need to learn about Accreditation Standards and expectations. Currently the governing Board (as linked to ECC via the partnership) is not required to participate in a development program that addresses the need for training regarding accreditation standards and expectations, however the Board members are highly encouraged to do so via the “Excellence in Trusteeship Program”. Compton College District has another Board which currently acts in an advisory capacity and is working also to assume a decision making role in the future.

The Compton Center meets the Standard of having members undergo a governing board developmental program. Dr. Curry, as Provost- CEO of the Compton Center, and B. Perez, Vice President, CEC, are members of the ECC governing Board, which is currently partnering with the Compton College as it applies to regain full accreditation. Dr. Curry and Ms. Perez have participated in the program.

Links:

Letter to the Board pgs 10/11. https://www.elcamino.edu/administration/board/agendas/2015/11-16-15_board_letter.pdf

Accreditation for Eligibility Application 2014

<http://www.compton.edu/campusinformation/accreditation/docs/Accreditation-eligibility-Application-for-El-Camino-College-Compton-Community-Educational-Center-DRAFT-05-06-2014.pdf>

Compton Community College Comprehensive Assessment 8th Progress Report October 2014.

<http://district.compton.edu/Compton%20CCD%208th%20Progress%20Report%20-%2010-7-14.pdf>

Link to Board agendas/minutes BP2745;

Link to Board trainings BP2740;

Link to Board Conferences

Self Evaluation:

The board is fully informed of all matters pertaining to accreditation. The board participates in evaluation of board roles and function in the accreditation process

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