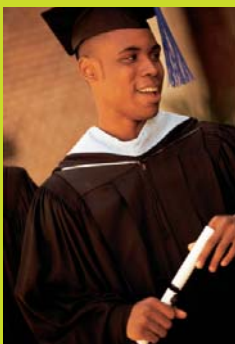


Compton Community College District



Comprehensive Assessment First Six-Month Progress Report

January 2008

FCMAT
FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services

**Compton Community
College District
Comprehensive
Assessment**

First Six-Month Progress Report

January 2008

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Introduction

On June 30, 2006, Assembly Bill 318 provided a state loan of \$30 million to the Compton Community College District (Compton CCD) and required the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a comprehensive assessment of the district in five operational areas and to develop a recovery plan for the district. FCMAT is required to file written status reports at regular intervals on the district's progress in implementing the recovery plan.

This report, the *Compton Community College District Comprehensive Review, First Six-Month Progress Report, January 2008*, provides the first follow-up assessment conducted by FCMAT of the district's progress in implementing the recommendations made in the initial Comprehensive Review of April 2007. FCMAT will conduct these assessment reviews every six months in January and July.

The Accrediting Commission for Community and Junior Colleges (ACCJC) also found that Compton Community College did not meet accreditation standards, and formally withdrew accreditation from the college in August 2006. The district has provided uninterrupted educational services for the students by partnering with the El Camino Community College District (El Camino CCD). Under this partnership, instructional services are provided on the Compton campus by the El Camino Community College Compton Educational Center (Compton Center).

A Memorandum of Understanding (MOU) dated August 21, 2006 outlines the agreement between the Compton CCD and the El Camino CCD. The Compton Center operates under the direct management of El Camino College through a Provost who reports to the Superintendent/President of El Camino College for all operational aspects of the Compton Center including its instructional programs, student services, business services and other programs and services. The Provost also reports to the Special Trustee for the Compton CCD, as Chief Executive Officer with responsibility for the budget, including the payroll, and for the employees of the Compton CCD and the Compton Center.

What has occurred in the Compton CCD is unprecedented and extremely complex. Compton College is the first California public community college to lose its accreditation, have a Special Trustee assigned to administer the college district, have the authority of its elected governing board suspended by legislation, and receive a multimillion-dollar state loan to continue operations. The transition of instructional procedures and systems in the last year has caused confusion over reporting relationships, lines of communication, and the appropriate names and references for that part of the college now operating under the auspices of the El Camino CCD as the El Camino College Compton Center and that part still operating as the Compton CCD.

As the Compton CCD must address both the operational deficiencies that led to the loss of local governance and the instructional deficiencies that led to the loss of its accreditation, FCMAT's work with the Compton CCD and the Compton Center is intended to assist the district in improving both its basic operations for an eventual return to local governance, and in taking the necessary steps to regain its accreditation. FCMAT has developed a set of legal and professional standards to provide a standards-based assessment process for these reviews and aligned these standards with the standards of the ACCJC. This standards-based process and a rubric to rate the standards is explained further in the next few pages.

Use of FCMAT Professional and Legal Standards

Since 1998 the Fiscal Crisis and Management Assistance Team (FCMAT) has been engaged in assisting California K-12 school districts under state administration to return to local governance. FCMAT developed a standards-based assessment tool as part of this work, and has adapted it for use in assessing and monitoring the Compton CCD. FCMAT professional and legal standards are being used together with the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC), as Compton CCD must not only strive to return to fiscal solvency and local governance but must also seek to re-establish its academic accreditation.

For each ACCJC standard, appropriate FCMAT standards from the operational areas of Community Relations and Governance, Academic Achievement, Personnel Management, Financial Management and Facilities Management have been used to measure progress on the ACCJC Standards. The ACCJC will conduct its own review to determine when accreditation will be restored to the Compton Community College District. However, it is hoped that by addressing the recommendations made in this report, the Compton CCD will be assisted in readying itself for the ACCJC accreditation review in the future.

Each professional and legal standard has been provided a score, on a scale of 1 to 10, as to the Compton CCD's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress in subsequent six-month reporting periods.

The following represents a definition of terms and scaled scores. The single purpose of the scaled score is to establish the baseline of information by which the district's future gains and achievements in each of the standards can be measured over time.

Not Implemented (Scaled Score of 0)

There is no significant evidence that the standard is implemented.

Partially Implemented (Scaled Score of 1 through 7)

A partially implemented standard lacks completeness, and it is met in a limited degree. The degree of completeness varies as defined:

1. Some design or research regarding the standard is in place that supports preliminary development. (Scaled Score of 1)
2. Implementation of the standard is well into the development stage. Appropriate staff is engaged and there is a plan for implementation. (Scaled Score of 2)
3. A plan to address the standard is fully developed, and the standard is in the beginning phase of implementation. (Scaled Score of 3)
4. Staff is engaged in the implementation of most elements of the standard. (Scaled Score of 4)
5. Staff is engaged in the implementation of the standard. All standard elements are developed and are in the implementation phase. (Scaled Score of 5)
6. Elements of the standard are implemented, monitored and becoming systematic. (Scaled Score of 6)
7. All elements of the standard are fully implemented, are being monitored, and appropriate adjustments are taking place. (Scaled Score of 7)

Fully Implemented (Scaled Score of 8-10)

A fully implemented standard is complete relative to the following criteria.

8. All elements of the standard are fully and substantially implemented and are sustainable. (Scaled Score of 8)
9. All elements of the standard are fully and substantially implemented and have been sustained for a full school year. (Scaled Score of 9)
10. All elements of the standard are fully implemented, are being sustained with high quality, are being refined, and have a process for ongoing evaluation. (Scaled Score of 10)

Study Team

To prepare for conducting the comprehensive review of the Compton Community College District in response to AB 318, FCMAT issued a Request for Applications inviting various California educational agencies to assist in the review. FCMAT received proposals from several qualified agencies and selected the following agencies as its partners in this work: California School Boards Association, California Curriculum Management Systems, Inc., School Services of California, Inc., and Ewing Consulting Services. FCMAT elected to conduct the financial management portion of the review.

The FCMAT team and partners included the following agencies and individuals.

Administration and Report Writing – Fiscal Crisis and Management Assistance Team

- Roberta Mayor, Ed.D., Chief Management Analyst
- Laura Haywood, Public Information Specialist

Financial Management – Fiscal Crisis and Management Assistance Team

- Anthony Bridges, Deputy Executive Officer
- Deborah Deal, Fiscal Intervention Specialist

Academic Achievement – California Curriculum Management Systems (CCMS), Inc.

- James Scott, Ph.D., Educational Consultant and President of AAFTON Research and Media, Inc.
- William Piland, Ph.D., Emeritus Professor of Postsecondary Education, San Diego State University
- Penny Gray, Ph.D., Educational Consultant and Director for CCMS
- Olive McArdle Kulas, Ed.D., Educational Consultant and Director for CCMS
- William Streshly, Ph.D., Lead Auditor and Emeritus Professor of Educational Leadership, San Diego State University

Personnel Management – Ewing Consulting Services

- William Ewing, President
- Victor Collins, Acting Vice Chancellor, Kern Community College District

Facilities Management – School Services of California, Inc.

- Ron Bennett, President and CEO
- Maureen Evans, Associate Vice President
- Lewis Wiley, Director, Management Consulting Services

Community Relations and Governance – California School Boards Association

- Scott P. Plotkin, Executive Director
- Martin Gonzalez, Assistant Executive Director, Governance & Policy Services
- Ben Bartos, Research Consultant
- Diane Greene, Senior Consultant/Writer
- Holly Jacobson, Assistant Executive Director, Policy Analysis and Continuing Education

Executive Summary

Summary of Progress

At this first progress review, there has been little improvement in the operations of the Compton Community College District and the El Camino Community College Compton Educational Center. Ratings for many of the individual standards reviewed did not increase, and the average ratings of the standards within each ACCJC standard have improved minimally.

This first year of transition under the partnership between the Compton CCD and the El Camino CCD has been difficult. Confusion remains over the roles and responsibilities of the governing entities and administrators, as they apply to the Compton CCD and the El Camino Community College Compton Educational Center (Compton Center). Reporting relationships have not been clearly communicated, and faculty, staff and students have been directed to different offices and administrators for answers that have not been satisfactorily provided. A campus-wide culture that values customer service needs to be developed, with clear expectations for staff responsiveness and accountability that will help to win students back to the campus.

Leadership stability is needed to strengthen the Compton CCD's efforts toward recovery. In the past four years, the district has had three interim college administrators and four Special Trustees. Nearly all current administrators are serving on an interim basis. Recruiting and hiring has begun for several permanent administrative positions. While many dedicated individuals serve as staff and administrators, the lack of continuity in leadership hinders progress.

A new Special Trustee was appointed in July 2007. The Special Trustee operates in place of the governing board and personnel commission and serves little or no administrative role in the operations of the Compton CCD or Compton Center. However, a more active leadership role may be required of the Special Trustee position in these early stages of transition, to build the necessary systems and processes the college requires to make significant improvement. The Provost/CEO of the Compton CCD and the Compton Center reports to the Superintendent/President of the El Camino CCD, but appears to be perceived as a vice-president of El Camino College rather than as the administrative leader of the Compton CCD and the Compton Center. The Compton CCD requires active leadership from both the Special Trustee and the Provost/CEO to assist Compton in developing the internal capacity to eventually govern itself.

The permanent Provost must initiate planning, implement improvements, and balance the unique situation of reporting to both the President of El Camino College and to the Special Trustee of Compton. The Provost also should ensure that, where appropriate, the El Camino College Board of Trustees is engaged in issues of policy affecting students at the Compton Center.

The El Camino CCD, which operates its own programs quite successfully, has attempted to provide the necessary improvements to the Compton Center, but the changes imposed have been perceived to be autocratic with little collaborative involvement of the Compton administration, faculty, staff or students.

For example, a conversion to a new financial management system, DataTel, which is used successfully by El Camino CCD, was mandated for the Compton CCD business office. The Compton CCD uses PeopleSoft, a system also used by the Los Angeles County Office of Education. Although the conversion has been successfully made, the financial status of the district remains unclear. The

PeopleSoft system is utilized for Form 311 reporting since the payroll transactions post immediately into PeopleSoft and are timelier for financial reporting. The payroll data upload into the DataTel system lags behind the PeopleSoft upload by 30 days due to the mechanics involved in the retrieval and upload of the financial data. No staff at either Compton or El Camino CCDs could validate the district's current financial condition.

As another example, El Camino CCD moved multiple members of the Compton CCD staff, particularly from the business and personnel departments, to the El Camino campus for training on operational systems and processes in use at the El Camino campus. Initially envisioned as a temporary training opportunity, the work relocation for Compton staff members has stretched into 12 months for some staff and 18 months for others. The benefits of working from the El Camino campus have diminished. Administrators of the Compton site have lost daily operational communication and contact with key business office staff members. All Compton staff members should be returned to the Compton campus where their services are critically needed. El Camino administrators can still provide oversight and training to Compton staff to increase staff capacity.

The Compton CCD also faces several major challenges with facilities issues. The buildings are old and in critical need of repair and the campus infrastructure appears to be failing. It was reported that there is inadequate electrical power to the site, and the deteriorating water mains and sewer systems must be replaced. The Compton CCD also is unable to accept and occupy a newly constructed learning resource center because of problems with the building. The Compton CCD also was without leadership in facilities planning and maintenance and operations for several months. Two directors have been newly hired for these areas, but they were hired by and appear to report to El Camino Community College instead of the Compton CCD, which remains responsible for the campus and facilities, and their safety and security. The lines of responsibility and supervision concerning who should be hiring administrative staff for the Compton CCD and supervising them are not clear. The facilities and M&O directors were hired with special funds provided by the Chancellor's office to El Camino for the support of the Compton Center. However, the hiring of administrators to supervise Compton CCD employees might more appropriately be the role of the Special Trustee and/or the Provost, with collaborative input from El Camino administration. The operational areas of campus police services and technology services are also being managed by personnel hired and supervised by the El Camino Community College administration.

The confusion over roles and responsibilities also permeates the operational areas of community relations and governance, and academic achievement. Communications at the Compton Center continue to be regarded as ineffective and infrequent, and the Compton Center must improve the dissemination of information, using multiple means of communications. Interviewees indicated concerns about the lack of two-way internal communications and reported an absence of accurate, trustworthy information. Rumors continue to be a pervasive part of informal communication. The instability of district leadership has contributed to this perception, as changes in administrative personnel and job roles have created a vacuum of information. Numerous items of misinformation and gossip were shared with the review team, and appear to be accepted as fact because of the lack of frequent and ongoing communication from the Compton CCD administrators.

Little progress has been made advancing long-range planning for the Compton Center. Administrators explained that the focus for the past year has been "crisis management" and "keeping the doors open for students." The center also does not have a coherent, comprehensive planning process.

Instead, an array of organizations and committees has overlapping planning responsibilities, and no documented process exists to link them to produce a coherent plan.

The academic program for the Compton Center has been restructured, utilizing the curriculum from El Camino Community College, and course schedules have been realigned to mirror the time schedules used on the El Camino campus. However, the Compton Center academic program needs much systemic improvement. The course syllabi used by the faculty are not well aligned with the course outlines of record. These outlines are insufficient to guide instruction, and are inadequately linked to assessment of student learning outcomes. Neither the course outlines of record nor the course syllabi contain enough specific information about assessment to provide guidance in planning instruction so that students may demonstrate progress in meeting the student learning outcomes. Classroom activities were limited in instructional variety. Students were observed in large-group passive activities in nearly half of the classes.

Although the lack of significant improvement is disappointing, it is by no means surprising. The recovery process requires much time, as operational systems and procedures need to be completely rebuilt or redeveloped. The partnership between the Compton CCD and the El Camino CCD is still strong, and the entities are feeling their way through a unique and complex circumstance. Some of the changes implemented at the Compton Center have been appropriate and appear to be progressing successfully; other changes less so. Implementing unilateral changes may not be the best methodology for the partnership. The partners should revisit the MOU and determine whether more management functions than intended by the MOU and AB 318, particularly in the business and facilities areas, have crossed over to El Camino's management. Greater effort should be made to clarify the roles of the entities and the administrators responsible for the operations of the Compton District and the Compton Center.

FCMAT has every expectation that the Compton Community College District, with the assistance of its partner, the El Camino Community College District, will make the progress necessary to return to local governance and to re-establish its accreditation.

Return to Local Governance

Assembly Bill 318 amended Education Code Section 71093 to allow the Board of Governors to authorize the chancellor to suspend the authority of the Compton Community College District Board of Trustees to exercise any powers or responsibilities or take any official actions with respect to the district's management. Suspension may be authorized for a period up to five years from the effective date of AB 318 of the 2005-06 regular session, plus a period lasting until the chancellor, the Fiscal Crisis and Management Assistance Team, the Director of Finance, and the Secretary for Education concur with the Special Trustee that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment and recovery plan.

The initial *Comprehensive Report, April 2007* assessed the Compton CCD using 335 professional and legal standards in five areas of district operations. The standards were aligned to the four standards of the Accrediting Commission of Community and Junior Colleges (ACCJC) to develop specific recommendations for operational improvements that would prepare the district to return to fiscal solvency and local governance and enhance its readiness to re-establish accreditation. Scaled scores were assigned for each standard to provide a baseline measure of the district's implementation of the standards as of fall 2006. Each standard was measured and a scaled score from zero (not met) to ten (fully met) was applied.

To focus the district's efforts on recovery, FCMAT selected a subset of these 335 standards in consultation with the appointed Special Trustee. The standards were selected as having the most probability, if addressed successfully, to assist the district with recovery. The 186 standards selected are identified in bold print in the Tables of Standards in later sections of this report. They were the focus of the recent visit and assessment, and will continue to be the focus of each six-month progress review. An average of the scores for the subset of standards in each of the ACCJC standards was determined and became the baseline of data against which the district's progress can be measured over time, during each six-month review and assessment.

The district is not required to reach a scaled score of 10 in each of the selected standards, but is expected to make steady progress that can be sustained. It is reasonable to expect that the district can reach an average rating of at least a six, with no individual standard scored less than a four, in the subset of standards identified under ACCJC standards I, II and IV, and ACCJC standard III-A, III-B, and III-C and D. ACCJC Standard III, which deals with how the district manages its resources, has been subdivided into three sections, to provide an average for the operational areas of human resource management, physical resource (facilities) management and financial resource management.

When the average score of the subset of standards within an ACCJC standard or standard subdivision reaches a level of six, and progress is considered to be substantial and sustainable, and no individual standard in the subset is below a four, FCMAT will recommend to the Chancellor of the Community College system that the criteria have been met and that this particular operational area could be considered for return to the local district governing board. It is conceivable that the governing board will regain local authority incrementally as the criteria are met in each of the ACCJC standard areas.

The full return of legal powers and responsibilities to the district board is based on the concurrence of the Chancellor, the Director of Finance and the Secretary for Education with the assessment of the Special Trustee and FCMAT that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment and the recovery plan, and that future compliance is probable and sustainable.

The Accrediting Commission of Community and Junior Colleges will conduct its own assessment of the district to determine the re-establishment of the district's accreditation.

Recovery Plan

The *Compton Community College District Comprehensive Review, April 2007* assessed the district using 335 professional and legal standards and provided an in-depth review and a baseline score for each standard. A subset of standards in each of the ACCJC standards areas was identified to assist the district in focusing its efforts to more successfully achieve recovery and a return to local governance. This subset of standards is the focus of this *First Six-Month Progress Report* and the ongoing six-month progress reviews to be conducted in the future. Although all professional and legal standards utilized in the comprehensive assessment process are important to any college district's success, this identified subset of standards will enable the Compton CCD to focus its efforts to more quickly return to local governance and re-establish its accreditation.

FCMAT, with the collaboration of the Special Trustee, identified the following subset of **186** standards in the four ACCJC standards areas that are to be reviewed during each six-month progress review.

- 27** of 37 standards in ACCJC Standard I-A and I-B, Mission and Effectiveness
- 16** of 28 standards in ACCJC Standard II-A, II-B and II-C, Student Learning
- 40** of 82 standards in ACCJC Standard III-A, Human Resources
- 41** of 71 standards in ACCJC Standard III-B, Physical Resources
- 41** of 88 standards in ACCJC Standard III-C Technology, and III-D Financial Resources
- 21** of 29 standards in ACCJC Standard IV-A and IV-B, Leadership and Governance

186 of the 335 total standards make up the subset of standards.

The subset of standards is identified in bold print in the Table of Standards displayed in each ACCJC standard section. Each six-month progress review will assess only the 186 identified subset of standards.

Later sections of this report provide greater detail on each of the standards in the identified subset of standards. For each standard, a description is provided of the district's progress in implementing the standard and a rating, on a scale of 1-10, is provided of the district's progress at this point in time.

Summary Table of Progress

An average of the identified subset of FCMAT standards within each ACCJC standard area was calculated to provide a summary of the district's progress in that area. The average ratings from the *Comprehensive Report, April 2007* of the identified subset of standards provided a baseline of data against which the district's progress can be measured during each six-month review.

| Standard | No. of Standards in Subset | Number of Standards less than 4 | | Average Rating | |
|---|----------------------------|---------------------------------|-----------|----------------|-------------|
| | | April 2007 | Jan. 2008 | April 2007 | Jan. 2008 |
| ACCJC Standard I-A, Mission, and I-B, Institutional Effectiveness | 27 | 26 | 26 | 1.52 | 1.96 |
| ACCJC Standard II-A Instructional Programs; II-B, Student Support Services, and II-C, Library and Learning Support Services | 16 | 14 | 12 | 1.75 | 2.44 |
| ACCJC Standard III-A, Human Resources | 40 | 36 | 28 | 1.35 | 2.83 |
| ACCJC Standard III-B, Physical Resources | 41 | 28 | 28 | 2.32 | 2.34 |
| ACCJC Standard III-C, Technology Resources, and III-D, Financial Resources | 41 | 35 | 32 | 1.78 | 2.39 |
| ACCJC Standard IV-A, Decision-Making Roles and Processes, and IV-B, Board and Administrative Organizations | 21 | 17 | 17 | 2.10 | 2.14 |

When the average rating of the subset of standards in an ACCJC standards area reaches a six, with no individual standard rated less than a four, FCMAT will recommend to the state chancellor to consider returning that operational area to local governance. Slight progress has been made in each area at this first reporting period.

Overview of Five Operational Areas of Management

Assembly Bill 318 required FCMAT to conduct a comprehensive assessment of the Compton Community College District and prepare a recovery plan addressing the five operational areas of financial management, academic achievement, personnel management, facilities management, and governance/community relations. FCMAT aligned the legal and professional standards used to assess these five operational areas with the four standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). Each of the identified subset of standards is presented in greater detail in later sections of this report. This section, however, provides a summary of the Compton Community College District's management of these five operational areas.

Financial Management

Overview

The Compton Center and the Compton CCD continue to evolve as an organization. The circumstances under which the Compton Center exists, in partnership with the El Camino CCD, are unprecedented and uncharted. It is therefore understandable that there is some confusion about lines of authority and responsibility, and uncertainty about reporting structures. However, there has been ample time since the implementation of AB 318 to provide clarity concerning roles, responsibilities, lines of authority and reporting structures. The continued lack of clarity about these functions has caused continued uncertainty and disorganization for the Compton District and Compton Center, particularly in the operational area of financial management.

The most difficult component of the partnership between El Camino and Compton community colleges is to clearly identify the distinction between the Compton CCD and the Compton Center. The budget, monitoring processes and budget oversight overlap and responsibilities do not appear to be clearly understood by either entity. After approximately 1.5 years, the intensity and motivation to make this distinction has not been demonstrated at the administrative levels. Because of the absence of specificity in AB 318 and in the agreed upon Memorandum of Understanding between the El Camino and Compton community college districts, fiscal functions such as budgeting, accounting practices and communications have become a hybrid model not seen elsewhere. According to the original draft MOU dated December 14, 2006, the Special Trustee should exercise, through the Provost, direct managerial responsibility for Compton CCD functions that do not exist primarily to support the Compton Center.

El Camino Community College provided the FCMAT review team with copies of "The Guiding Principles," developed primarily to help clarify the organizational structure. The document contains principles numbered one, two and three that clearly outline the communication, authority, roles and responsibilities of each entity, but it is a five-year process that identifies the first year as "crisis management." While these Guiding Principles appear to provide the necessary steps to clarify the organizational structure and re-establish the Compton district's accreditation, no implementation has occurred to date.

Budget Development and Monitoring

The budget that was presented to the Special Trustee for consideration is based on the unaudited actuals from the close of the 2006-07 fiscal year. Based on the number of uncorrected audit findings from prior year audits, a number of audit adjustments may be made by the district's external auditor during the review of the 2006-07 fiscal year data. Any audit adjustments could negatively affect the

projected balances in all funds for the 2007-08 budget. This budget was built on a weak documentary foundation, which is a direct result of the district's past financial practices. The following is a brief analysis of the major fiscal considerations for the current year general fund budget.

The following summarizes the projected 2007-08 final general fund budget:

| Fund | General Unrestricted (01) | General Restricted (10) | General Line of Credit (01.2) |
|---------------------------|----------------------------------|--------------------------------|--------------------------------------|
| Beginning Balance | 60,877 | 1,641,158 | 3,408,486 |
| Total Income | 29,528,994 | 8,066,965 | 6,538,800 |
| Total Appropriations | 28,181,306 | 4,862,522 | 5,685,166 |
| Reserve for Contingencies | 1,408,565 | 3,204,442 | 4,262,120 |

The general fund is the college's primary operating fund. Combined with the general fund line of credit, the Compton District has been able to offset a negative beginning balance of \$5,155,169 from the 2006-07 fiscal year. The 2007-08 final budget projects the district to meet its 5% reserve requirement established by the Chancellor's Office.

While budget and financial information was disseminated between the two entities, communication remained unclear with regard to budgeting information beyond a summary or administrative level overview. In a normal budgeting format, the tentative and final budget includes projected enrollment FTES, revenues and expenditures for both unrestricted and restricted programs *along with detailed information by site/location, departments and educational programs*. This lack of detailed site/departments budgets has contributed to many of the past and current budget problems. The final budget for 2007-08 is based on funded FTES of 5,120, with actual FTES projected at 3,650. It appears that the budget has maintained staffing levels commensurate with the funded FTES and not the projected actual FTES, resulting in a missed opportunity to balance the budget without drawing on the line of credit. The district lacks the proper budget processes and time lines that are integral to the practices of comparable community colleges.

Technology Support

Last year, El Camino CCD required the Compton CCD to implement the DataTel financial system. Thus, financial data is being posted to both the DataTel and PeopleSoft financial systems. No written procedures exist to aggregate financial data for reporting. The PeopleSoft system is used to prepare the Form 311 reports for each quarter. The PeopleSoft system is utilized for Form 311 reporting since the payroll transactions post immediately into PeopleSoft and are timelier for financial reporting. The payroll data upload into the DataTel system lags behind the PeopleSoft upload by 30 days due to the mechanics involved in the retrieval and upload. No staff at either Compton or El Camino community college districts could validate the Compton District's current financial condition. All school districts and community colleges in Los Angeles County require an interface with PeopleSoft software maintained by the Los Angeles County Office of Education for fiscal oversight and reporting. Based on this information, it is difficult to understand the necessity for requiring the Compton CCD conversion to DataTel versus maintaining its own financial records on the PeopleSoft system.

Finance Administration

The Compton Center Associate Superintendent of Business position has been vacant since July 1, 2006. The Compton CCD is the funded entity and retains oversight and fiduciary responsibility for the Compton District's assets and current employees. The leadership vacancy in the business office and the lack of full-time, on-site supervision by the State Trustee have contributed to the organizational inefficiencies in the fiscal area. The El Camino CCD employed an outside consultant with funding provided by the Chancellor's Office and AB 318 to assist with the oversight of the Compton CCD business office. However, the function, role and responsibility for filling this position should have been that of the Compton CCD and not the El Camino CCD. The Compton CCD has recently selected and filled the position of Chief Business Officer, which is an appropriate function of the Compton District in that it retains fiduciary responsibility for the district's assets and employees. The business support services as currently arranged and structured are difficult to clearly understand and should be reviewed in accordance with the original MOU between the two partners.

Academic Achievement

From October 29 through October 31, 2007, an on-site assessment was conducted of the instructional programs to determine the progress made by the El Camino College Compton Educational Center to implement the Academic Achievement recommendations of the *Comprehensive Review* of April 2007.

A review team assessed and analyzed the extent to which the center's instructional operations have conformed to 27 FCMAT Academic Achievement Standards. These standards are aligned with the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Student Learning Programs and Services (ACCJC Standard II).

The primary goal of the Academic Achievement assessment is to improve student achievement through complete implementation of required programs and recommended strategies. A secondary goal is assisting the Compton Center to meet the ACCJC accreditation standards and regain its identity as Compton Community College with full ACCJC (WASC) accreditation.

The review team examined center documents and interviewed members of the administration, the faculty, students, and other key personnel directly involved with designing and delivering curriculum in the center. The team also visited a sample of classes over a two-day period to gain a contextual background for the data collected from the document reviews and personal interviews.

Status of Academic Achievement at the El Camino College Compton Center

The Compton Center is a functioning educational institution. The state of crisis observed on the campus following the loss of accreditation in 2006 was no longer predominant. A Memorandum of Understanding between El Camino Community College and Compton Community College was executed as a stop-gap measure to salvage the Compton College campus by establishing it as a center of El Camino Community College. Since then, the Superintendent/President of El Camino College and the Special Trustee for the Compton CCD have collaborated to adjust operations and make the awkward arrangements work.

More classes were in session during this visit, and many of the ones observed had more students. The schedule has been redesigned to eliminate the problems of under-enrollment and over-enrollment observed during the last visit, and classes are scheduled with a common change time so there are fewer overlapping class sections.

Still, the center is faced with major problems including the quality of classroom instruction, the scope and quality of the written curriculum, the adequacy and effectiveness of faculty professional development, and probably most important, the depth and breadth of institutional planning. Interviews with top administrators and faculty from both El Camino College and the Compton Center revealed an understanding of what needs to be accomplished as well as the enormity of the tasks ahead. Both the administrators and the faculty support the establishment of sound instructional program management based on the systematic use of data for program development in all aspects of the instructional operations at the Compton Center.

Planning Process

Little progress has been made advancing long-range planning for the Compton Center. A two-day planning summit in April 2007 generated a broad planning framework but few details. Center administrators said the focus for the past year has been “crisis management” and “keeping the doors open for students.” Some administrators expressed a need for more data on student performance, retention, and persistence as a basis for planning. Action has been initiated to hire research support to help collect and analyze planning data. The center’s committee structure has been defined and approved. This will help provide the organization necessary to support long-term planning.

Planning deficiencies also plague the categorical/compensatory programs. The plans for managing the categorical funds are inadequate to administer those funds effectively for the benefit of students. The failure to adopt comprehensive written procedures for management of these important programs has contributed to serious errors.

Most critical is that the center lacks a coherent, comprehensive planning process. Instead, an array of organizations and committees exists with overlapping planning responsibilities, some vague, some specific, depending upon the committee. No documented process links these planning bodies to produce a coherent plan.

Curriculum

The El Camino College board policies governing the curriculum at the Compton Center provide some elements of a sound operational framework for curriculum management; however, they are not adequate. They do not require student learning outcomes (SLOs) for all courses, the linking of professional development with curriculum delivery, the identification of assessment as a measure of mastery of SLOs, or the use of assessment data to strengthen curriculum and instruction. The course outlines of record are insufficient to guide instruction and are inadequately linked to assessment of SLOs. Neither the course outlines of record nor the course syllabi contain enough specific information about assessment to provide guidance in planning instruction so that students may demonstrate progress in meeting the SLOs.

Instructional materials in the Compton Center library are inadequate to foster high levels of student learning. The problems are exacerbated by the construction problems associated with the new library facility. Many of the materials are incomplete for a college collection. Furthermore, the library’s process to engage the faculty in acquiring materials is not proactive. A new library director is being recruited, and additional funds are being allocated. These actions may address the major problems facing the library and LRC. The Compton Center’s part-time bookstore is an improvement, but it does not meet the needs of a college campus.

Technology is a stated high priority at the Compton Center, but it is inconsistently applied to the teaching and learning processes. Progress is being made in technology management, but planning is inadequate due primarily to the suspension of the Technology Committee in 2006-07. Little progress has been made implementing the recommendations of the April 2007 *Comprehensive Review*, which focused on the development and adoption of a plan to integrate technology into the center’s curriculum and instruction. As a result, technological approaches in the teaching and learning process occurred consistently only in those few areas where technology was the primary learning tool. The review team counted approximately 157 computers in the lab sessions visited. A total of 12 students were observed using these computers during the visits.

Instructional Strategies

During the current classroom visits, as in the past visit, classroom activities were limited in instructional variety. Faculty were either lecturing (while sitting at their desk or standing at the front of the class) or at their desks performing other tasks in the large majority of the classes visited. Students were observed in large-group passive activities in nearly half of the classes.

Faculty used technology for instruction in a small percentage of the classes visited, either playing a video or conducting a PowerPoint presentation. Student use of technology other than in computer labs was observed in less than 10% of the classes visited.

During some classroom visits, faculty and/or students arrived for the class well after the scheduled start time. In some classes, instruction had not begun 15 minutes after the scheduled start time. Some faculty left the room during scheduled class time.

Learning outcomes in course outlines and syllabi were generally not challenging. The team reviewed 156 syllabi and found that most described the tasks students were to perform, but few described the context or conditions under which the tasks were to be performed or the standards the student were required to meet.

Databases to track English language learners to monitor compliance with state and federal regulations are not maintained. Systems are not in place to provide data necessary to monitor the effectiveness of curriculum and instruction in preparing English language learners for transition to basic skills, credit, and transfer courses, to monitor course enrollment data for English language learners, or to track student success rates in courses taken.

The program for English learners has been revised to include non-credit and credit ESL courses designed to support student attainment of progressive skills in acquiring a second language. The non-credit ESL courses are designed to prepare students to transition to credit ESL courses, and a credit ESL course sequence has been designed to prepare students to transition to credit English courses.

Assessment and Accountability

The ACCJC standards require the center to demonstrate its effectiveness and support student learning by developing student learning outcomes at the course, program, and degree levels. The standards further specify, "This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made."

The center faculty are collaborating with the El Camino main campus faculty to create an assessment system to meet the ACCJC's requirements. At this point, course syllabi used by the faculty are not well aligned with the course outlines of record. Only a small percentage of the syllabi across all divisions reviewed contained behavioral objectives aligned with the objectives of the course outline of record, and more than half of the syllabi reviewed contained course content written as topics rather than as measurable objectives. The syllabi revealed little evidence of the use of authentic assessment techniques for students to demonstrate their learning. Some courses used journals, portfolios, student presentations, and problem-based projects, but these authentic techniques were observed in a limited number of programs and were not widespread across most disciplines/programs.

There is no adopted board policy to guide administrators and faculty in the design and use of assessment to measure student learning and support program improvement. Assessment tools have not been developed to measure course objectives or SLOs. Data for program evaluation and improvement are not available from the El Camino Office of Institutional Research, and the Compton Center Office of Institutional Research is not in operation. State and federal programs are run by many different administrators, with no one designated to oversee accountability or coordinate communication.

Professional Development

The center has no long-term professional development planning process. Professional development related to faculty knowledge and skills has not been provided. The only professional development provided to the center so far in the academic year was held on two flex days in August 2007. The first of those two days was limited primarily to online course development. The second was held at the Compton Center and dealt with activities related to Academic Affairs.

Evaluation of faculty with constructive feedback does not occur regularly at the Compton Center, and the collective bargaining agreements relating to employee evaluations may not be effectively implemented.

Learning and Support Services

There is no comprehensive career guidance and information system at the center, and there no longer is a vocational counselor. Most counselors at the Compton Center, unless part of a categorical program, are general counselors, and no one is designated as a vocational or career counselor. The center lost some career/technical programs due to the decreased enrollment last year. Because of the turmoil caused by this retrenchment and because there no longer is a vocational counselor, there has been no formal collaboration between career/technical faculty and counseling to provide up-to-date information about careers for students. Some outdated materials have been culled from the Career Center collection and a limited amount of new materials housed in the center. Since the Title V program was not active last year, there has been no effort to use the grant to acquire new information for the Career Center.

The equipment in the labs associated with the Compton Center's Computer Information Sciences program is adequate. Computers are up-to-date and in acceptable condition. The Compton Center has increased the computer labs on campus, adding language and writing labs. Twenty labs with approximately 600 computers are available for student use. Students appear to make more use of the labs than in the 2006 visit, yet many labs only had a few students using the equipment both in the day and evening. The inability to move into the new library building has disturbed the allocation of new equipment.

Personnel Management

The management of Human Resources has made some significant strides since the last review. This has occurred in a very purposeful and systematic manner. Especially noteworthy were the following:

- Defining the role of the merit system in the organization.
- Improved documentation of policies and procedures.
- Settlement of the faculty union contract.
- Filling some key management vacancies with permanent employees.

The broad issues that still challenge this operational area are:

- Classified bargaining unit at impasse.
- Several unsuccessful recruitments of management personnel and key positions unfilled.
- Lack of permanency in the Human Resources Director position.

Organization and Planning

A legal opinion is in place that continues the merit system policies and practices, and sets aside the Personnel Commission. While the extent of the merit system rules has not really been tested recently given the lack of classified recruitments, the policies have continued and are expected to be fully recovered given the specific requirements of the legal opinion. The Special Trustee now serves as the Personnel Commission.

Regular meetings of the Human Resources staff are held, with appropriate agendas and minutes including accountabilities for actions. While these meetings should be more frequent, this is a major step in the right direction.

Collective Bargaining Units

There are two AFT bargaining units: one for academic personnel and one for classified personnel. Bargaining has been completed for the academic unit, but the classified unit is at impasse. These contracts are the foundation for ongoing matters such as performance evaluations and policies. The classified contract should be settled as soon as possible.

While the same AFT unions represent El Camino College employees, the contracts are separate and unique, complicating the implementation of personnel practices from one organization to the other.

Communications

The Human Resources Division provides very little reporting to management. Basic reports on topics such as recruitment, Workers' Compensation, staffing and training would better support management in decision-making. Staff cross-training has begun but needs to be more fully implemented.

Employee Recruitment/Selection/Orientation

Merit system policies and procedures are now in effect for classified recruitments. Other practices have been successfully integrated and aligned with El Camino's policies. The need remains for an applicant tracking system especially as open recruitments are now necessary due to resolution of re-employment lists. The development of procedures has corrected many deficiencies in this area, but these need to be fully and consistently implemented over time to ensure integration into the operations of the HR Division.

Operational Procedures

Office operations and the physical layout of the office have improved. A counter with a latched swinging door provides greater security, and the file room is now locked with proper staff surveillance. The division has made progress in developing revised operations manuals, but more work needs to be completed.

The division still lacks current job descriptions for staff, staffing formulas, and data on leave balances for all employees. These deficiencies must be addressed.

Staff Training

Job descriptions remain outdated, and an attempt to engage a consultant for a classification study was unsuccessful. There is no systematic program to identify employees' training needs. Some progress has been made in cooperation with the El Camino Community College staff regarding training programs, but a more concerted effort needs to be made to identify and meet the training needs of the Compton staff.

State and Federal Compliance

New policies and procedures provide for compliance with most federal and state laws and regulations. ADA compliance remains to be studied and should become part of the classification study. Likewise, attempts to study compliance with the Fair Labor Standards Act (exempt/non-exempt status) are on hold pending the classification study.

Use of Technology

Aside from the lack of an applicant tracking system, the center is making steady progress in the use of technology. Division staff utilize state-of-the-art desktop computers.

Evaluation/Due Process Assistance

Administrators and managers expressed skepticism regarding the recently negotiated faculty evaluation process. A six-year evaluation cycle for tenured faculty appears insufficient to ensure quality instructional programs. More work needs to be done to develop a workable set of forms and procedures for the new evaluation process.

Performance evaluation processes for all staff need to be developed and implemented. The classified employee evaluation process is not resolved because of the bargaining contract impasse. An automated system should be developed to alert the center staff when performance evaluations are due.

Employer/Employee Relations

Management training sessions on contract administration are still needed, especially for grievance, evaluation and leave provisions. There is now more clarity around the legal rights and responsibilities of the Commission (merit system), and ongoing contract negotiations should not infringe on these conditions.

Facilities Management

Administration and Staffing

Interviews and site visits were conducted by a facilities review team in November 2007 at the Compton CCD campus. Many personnel changes have occurred since the initial visit reported in the April 2007 *Comprehensive Review*. The Compton CCD Vice President position in charge of Facilities has been vacated. Two director positions have been created at El Camino Community College to work solely on facilities planning, maintenance, and operations at the Compton campus.

The two directors are employees of the El Camino Community College; however, they lead and direct the work of Compton CCD employees. The two directors report to the Provost at the El Camino Compton Center and to the Vice President of Administrative Services at El Camino Community College.

The position of Director of Facilities Management and Planning was filled in August 2007. The person hired for the position previously worked for an outside consulting firm used by Compton CCD. The second position, Director of Maintenance and Operations, was filled in September 2007. The person hired for the position has many years of public agency experience, most recently in a large urban school district in a neighboring area.

Planning and Construction

The primary concern with the planning and construction process at the time of the comprehensive review was the lack of staff with knowledge of the process and procedures. The two new directors mentioned above have indicated they will actively plan and manage future construction projects on the Compton campus.

There are no major construction projects on the Compton campus at this time. However, there are significant problems with the new Learning Resource Center (LRC), and the college has not yet taken occupancy of the building. The college is pursuing remedies internally and externally to be able to utilize the building.

The Compton CCD is planning to reconcile the bond expenditures with its financial documents beginning in December 2007. The staff states they will assign a fiscal person to work with the Program Management consultant to reconcile the accounts.

The Compton CCD is just beginning the process of long-range planning for the Compton campus facilities. The Director of Facilities Planning and Management worked with the Provost to send out proposals for the development of a facilities master plan.

Physical Plant

The physical plant has deteriorated since the team's last visit for the *Comprehensive Review*. Inadequate drainage and insufficient electricity pose significant safety concerns. It may be necessary to move faculty and students to other classrooms on campus to adequately assess the work that should be done in some buildings.

Although most of the campus is in relatively good shape physically, the lack of policies and procedures to direct operations may allow necessary tasks and responsibilities to go unattended. The Director of Maintenance and Operations is acutely aware of the lack of policies and procedures and plans to begin the long process of getting systems into place.

The Compton CCD needs to develop written processes for all phases of facilities, maintenance, and operations. Written procedures and documentation must be adopted and enforced to hold employees accountable for their performance and to provide adequate tracking of inventories, equipment, and maintenance tasks. Existing board policies are dated, and are often not supported by procedures or operating instructions.

Facilities, Maintenance, and Operations

Control of processes and scheduling must be improved. The work order system is manual. The college does not have a system to track work order status or determine the time, supplies, and equipment needed to complete a work order. The information provided by the current system does not show whether work orders are outstanding or completed. The work order system has not changed since the initial comprehensive review; however, the Director of Maintenance and Operations has proposed a new facilities organizational chart that includes a scheduler position. The position will assign and track all work orders using Excel spreadsheets.

The Director of Maintenance and Operations has started to improve communications with maintenance, grounds, and custodial staff by holding brief morning and afternoon meetings to ensure that tasks are assigned and that each person understands his/her responsibility for the day. The daily meetings are enforcing accountability for each and every staff member.

Policies and Procedures

The college needs improved communication, written processes and procedures, and updated board policies. El Camino Community College has hired two directors who are specifically responsible and accountable for facilities, maintenance, and operations management; however, the positions have been in place for approximately 90 days. Therefore, an assessment of facilities improvements will need to be conducted in a future review. The ratings for all standards, but one, Standard 3.13, have not changed due to the lack of progress during this follow-up review. The two lead positions in facilities planning and maintenance and operations are beginning to make changes and improvements.

Serious consideration must also be given to determining which agency, the Compton CCD or El Camino Community College, should supervise the work of these facilities positions. The capacity of the Compton campus staff to manage facilities planning and operations must be developed.

Governance and Community Relations

Overview

During the 2006-07 academic year, the El Camino Community College Compton Center (Compton Center) focused on addressing issues that were perceived to be in crisis. As a result, very little progress has been made toward addressing any of the standards. Only at the start of this academic year has the concept of planning begun to be discussed. While thoughtful and effective strategic planning is often time-consuming, the district must engage in planning and implementing those plans as soon as possible to begin making progress. The Compton Center must implement a comprehensive planning process that includes long-term strategies for communications, facilities, enrollment, and community engagement.

The Special Trustee of the district has changed since the initial comprehensive report was issued. Stability of leadership in the Special Trustee and district administrator positions is a key factor in making and sustaining progress. The Compton Center must make a concerted effort to develop the on-site organizational capacity to best meet the needs of students and the community.

Communications

Communications at the Compton Center continue to be regarded as ineffective and infrequent. Processes for internal and external communication must be developed, formalized, and made a routine part of the culture of the Compton Center. While the creation of a communication plan is a major undertaking, there should be no delay in developing strategies to improve communications. This could positively impact the morale of staff and students, as well as prevent issues from festering by addressing them directly and pre-emptively.

Specific examples of ways to improve communications include better and more timely information about the budget process and more publicity and targeted marketing of the Provost's all-campus forums to boost attendance. An example of a situation where better communications would have helped was the need to shut off the water on the campus. While the maintenance department made its best effort to notify the campus community about the water outage, the message could have been disseminated more effectively and efficiently through the use of a process for communicating emergency information.

Consideration should be given to hiring a permanent employee at the Compton Center to handle communication strategies. The marketing and communications plan developed by staff at El Camino College for the Compton Center is a good framework from which to work, but without staff to implement it, the ability of the Compton Center to successfully execute it is questionable. Responsibilities for the implementation of these plans are not clear. Input from both staff and students should be included in the development of the Compton Center comprehensive communications plan.

Improved communications also could benefit the Compton Center with the student concerns about student representation on hiring committees. The students feel their voices are not being heard. Greater communications with the administration, including routine meetings between the Provost and ASB leadership, could be one way to address this perception. The lack of regular communications is contributing to sagging morale and the perceived lack of transparency in administrative decision-making.

Information should be disseminated using multiple means of communications, including printed notices, formal meetings, and electronic forms of communications. While El Camino Community College and the Compton Center deserve some recognition for working to update and improve the Compton Center Web site, the implementation of the plan for the Web site should have been placed on an accelerated time line. The information continues to be inconsistent, incomplete and not intuitive to navigate. The Provost's newsletter does not appear to be routinely updated or distributed.

Interviewees indicated concerns about the lack of two-way internal communications. The instability of district leadership has contributed to this perception, as changes in personnel and job roles have created a vacuum of information. Interviewees indicated that insufficient accurate, trustworthy information is offered, and rumors continue to be a pervasive part of informal communication. While the Provost has begun to hold campus-wide forums, both students and employees voiced the opinion that the meetings were not well-publicized and did not provide a meaningful opportunity to offer input.

Community Relations

The Compton CCD continues to have difficulty reaching its population of potential students and the community at large. Improved community engagement could help to build student enrollment, but this appears to have been a low priority for the district. Outreach to the community at large and to students should be coordinated and targeted. It will take multiple approaches to effectively engage as many segments of the community as possible.

Students indicated they continue to feel unsupported. They questioned how to navigate the organizational structure of El Camino College and the Compton Center to find answers and obtain assistance. The perception of a lack of customer service is pervasive. Even students knowledgeable about the hierarchy of the Compton Center sometimes struggle to obtain resources.

The district must make a strategic effort to engage more students and community members. The Board of Advisors, a newly established citizens' board, met on October 25, 2007, and established roles and protocols for the group. This model of providing written expectations and goals for the members of the Board of Advisors demonstrates planning and forethought. These expectations and goals should be broadly shared with the campus community, to provide an example for how other committees and task forces could operate. The Compton Center must work to determine additional means for potential students and other members of the community to become involved in campus activities and ensure that such efforts align with district goals.

Community Collaboratives and Advisory Councils

The Compton CCD has not made sufficient effort to reach out to community groups, including non-profit programs and the faith-based community. The district's efforts at partnership programs are uncoordinated and inconsistent. Interviewees indicated that the focus on crisis issues continued to prevent resources from being directed to collaborative partnerships.

The center should develop and implement a coordinated strategy for building community collaborations and partnerships, and this strategy should align partnership-building to the district's key goals and identify roles and responsibilities of key staff members.

The Associated Student Body, Academic Senate/Faculty Council, Shared Governance Committee, and other task forces on issues such as the budget and enrollment continue to meet on campus. It

appears that the district's committee structure is not always utilized effectively. Observation of Shared Governance Committee meetings indicates that all participants may not understand their role and the charge of the committee. Training and mentoring of committee members might promote greater effectiveness of these meetings and better support the district's goals. The role of the citizens' Board of Advisors should also be clarified and explained.

Policy

No substantial change in the policy manual for the Compton CCD has occurred since the last report. The policy manual was last updated in 2003. Many of the policies are outdated and require revision. Additionally, the indexing system still needs to be reorganized for greater ease of use, as it relies heavily on the "miscellaneous" category. Policy has not been a priority for the district and the review, discussion, and adoption of policies appear only infrequently on meeting agendas.

The district is working with counsel to begin to systematically update policies, and also subscribes to external policy services from the Community College League of California that provides information about changes in law as well as sample policies and administrative regulations. However, the review and adoption of policy should be occurring at a more aggressive pace, and a plan for the regular review of policies and a practice for their effective implementation should be adopted. The Compton district must bring its policies in line with both the CCLC model policies and the policies of the El Camino College that affect students at the center. These differences in policies and in culture must be addressed more quickly.

The staff still does not have a tool to ensure their access to updated policies. Technology should be employed more effectively to provide access to the policy manual for all staff, students, and the community at large.

Since the last report, little clarity has been reached on how and when to apply policies of the Compton CCD instead of the El Camino CCD. This major issue should be a priority for resolution.

Board of Trustees

The district's Board of Trustees is comprised of five elected seats, but has no governing authority. Board members are elected by trustee area, with two seats representing the city of Compton (Trustee Area 1) and one seat each representing Willowbrook, Enterprise, and Carson (Trustee Area 2); Lynwood (Trustee Area 3); and Paramount (Trustee Area 4). Of the four seats that were open in November 2007, no one ran for the seats in Trustee Area 2 and Trustee Area 4. A member of the board from Trustee Area 1 was re-elected, and a new member of the board was elected to represent Trustee Area 3.

The continuity and stability of leadership, both among administrators and the position of Special Trustee, will be essential to making and sustaining progress for the district. Students and staff continue to struggle with the lack of clarity about the lines of authority and who is ultimately responsible for making decisions on various issues. The Compton Center must build its organizational capacity and hire qualified, motivated, permanent administrators so progress can begin to be made. In the past four years, the district has had three interim college administrators and four Special Trustees. Nearly all administrators are serving in an interim capacity. Recruiting and hiring has begun for several permanent administrative positions. While there are many dedicated staff members and administrators, the lack of continuity in leadership prevents progress from being made.

The permanent Provost must initiate planning, implement improvements, and understand how to balance the unique situation of reporting to both the President of El Camino College and the Special Trustee of Compton. In this role, the Provost should ensure that, where appropriate, the El Camino College Board of Trustees is engaged in issues of policy affecting students at the Compton Center. Currently, the Provost's reports to the El Camino College board tend to simply outline upcoming events, rather than engaging the board in discussion or action.

The Compton Community College District continues to struggle with financial issues. Recovery is especially important given the fact that research demonstrates that students who are no longer attending classes at the Compton Center have not enrolled at other area community colleges. Many students do not have access to automobiles and must rely upon public transportation to travel to campus. This critical audience of potential students must be identified, engaged and encouraged to re-enroll at the Compton Center.

Board Roles/Boardsmanship

The unprecedented lack of an official role for the board in the Compton CCD creates a challenge in assessing the progress of the district. The Chancellor has appointed a Special Trustee who holds public meetings and serves as the district's governing authority. Members of the board continue to struggle to identify ways to make their opinions heard and to demonstrate their capacity to perform the duties for which they were elected.

The Special Trustee should continue the recent practice of meeting regularly with the members of the board, and to help create an agenda of training opportunities for them. Training on effective governance will be essential in helping the board to understand the appropriate responsibilities of their role.

To build the long-term capacity to sustain progress in the district, the Special Trustee should implement a strategy to more effectively engage the board, faculty, staff, students and the community in the district's mission and goals. The Special Trustee should review and affirm the district's vision and goals to ensure that they accurately reflect the district's priorities and ensure that the goals are aligned to its work. It will be important for the district to evaluate its own progress toward achieving these goals.

The authority of the Board of Trustees is likely to remain vested in the Chancellor's Office and the Special Trustee for some time. This circumstance will continue to challenge the board to demonstrate that it acts in the best interests of the community and the district's students. Although some individual members of the board were consistently recognized as being very active in attending community and school functions, not all board members are perceived as actively engaging their constituency. The board and district administration must also work continually to invite community involvement on the campus.

Board Meetings

Meetings of the Board of Trustees are unique – the members of the board do not sit at the dais, and only the Special Trustee and Provost/CEO participate in the business of the meeting. Some of the elected members of the board attend the meeting and provide input during the public comment portion of the meeting, but have no official role in the agenda.

The meetings are generally consistent with legal requirements. Agendas are posted in accordance with law, and opportunities for public input are provided at meetings. Interviewees continued to note that complete agenda materials and background documents were often not available until the time of the meeting. Staff should include an analysis of the budgetary impact of each agenda item and the item's relationship to the district's goals. Agenda items should provide context as to how they will help the district reach its goals. The Special Trustee and Provost/CEO must identify the types of information, data and analysis that are required prior to meetings, and set the expectation for staff preparedness.

Board meetings continue to be focused almost entirely on recovery, budget, and issues of crisis management. As the district's operations stabilize, it will be important for board agendas to focus on issues directly tied to academic achievement and for staff to regularly provide substantive reports on academic achievement.

Historical Perspective

This section provides a historical perspective of the recent events affecting the Compton Community College District and will be included in each of the progress reports issued.

The Compton CCD is located in the city of Compton, Los Angeles County, California. Prior to the loss of its accreditation in August 2006, the college provided post-K-12 educational services to the residents of its service area encompassing 29 square miles.

FCMAT's Involvement in the Compton Community College District

The Chancellor of the community college system appointed a Special Trustee in spring 2004 as his designee to administer the college. On May 7, 2004, the Chancellor of the California Community Colleges requested the Los Angeles County Superintendent of Schools to assign the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a fiscal health analysis of the Compton CCD. In addition, the Chancellor asked that FCMAT conduct an extraordinary audit of specific matters pertaining to the management of the district's resources. Under the authority of California Education Code Section 1240, FCMAT was assigned to perform this fiscal health analysis and the extraordinary audit study.

On October 15, 2004, FCMAT issued its management review of the Compton CCD to the California Community Colleges. Subsequently, in spring 2005, FCMAT was requested to conduct a follow-up progress report for the district. FCMAT selected 45 of the original recommendations made in the October 2004 report as key elements for the district's recovery. These were targeted for further review in the follow-up progress report. The recommendations that were selected focused primarily, although not exclusively, on areas with some financial implication for the district's current and future year budgets. The assessment of the 45 selected recommendations was presented in a management letter to the Chancellor on June 9, 2005. These reports can be found on the FCMAT Web site at <http://www.fcmat.org>.

On June 30, 2006, Assembly Bill 318 was signed into law. AB 318 provided a state loan of \$30 million to the Compton CCD. The legislation also required FCMAT to conduct a comprehensive assessment of the district in five operational areas and to develop a recovery plan for the district to implement. FCMAT is required to file written status reports at regular intervals on the district's progress in implementing the recovery plan.

The Accrediting Commission for Community and Junior Colleges (ACCJC) also found that Compton Community College did not meet accreditation standards, and moved to formally withdraw accreditation from the college in August 2006. The district has worked to provide uninterrupted educational services for the students by partnering with another accredited community college, the El Camino Community College. Under this partnership, instructional services are provided on the Compton campus by the El Camino College Compton Community Educational Center (Compton Center).

A Memorandum of Understanding (MOU) dated August 21, 2006 outlines the agreement between the Compton CCD and the El Camino CCD. The MOU establishes the El Camino College Compton Center operated under the direct management of El Camino College through a Provost who reports to the Superintendent/President of El Camino College for all operational aspects of the Compton Center, including its instructional programs, student services, business services and other programs

and services. The Provost also reports to the Special Trustee for the Compton CCD, as Chief Executive Officer with respect to responsibilities for the budget, including the payroll, and for the employees of the Compton CCD and the El Camino College Compton Center, for which the Compton CCD retains responsibility.

FCMAT has implemented a standards-based assessment system in its work with K-12 school districts under state receivership. FCMAT has found that when standards are clearly defined, reachable, and communicated, there is a greater likelihood they will be measured and met. The FCMAT legal and professional standards were revised to make them applicable to the community college district level, and then aligned with the ACCJC standards for accreditation. This alignment of the standards was undertaken to assist the Compton CCD to address improvement efforts toward both the return to local governance and the re-establishment of accreditation.

For each ACCJC Standard, appropriate FCMAT standards from the operational areas of Community Relations and Governance, Academic Achievement, Personnel Management, Financial Management and Facilities Management were used to measure progress. The ACCJC will conduct its own review to determine when accreditation will be restored to the Compton CCD. It is hoped that by addressing the recommendations made in the FCMAT reports, the Compton CCD will be assisted in readying itself for the ACCJC accreditation review in the future.

The *Compton Community College District Comprehensive Review, April 2007*, issued by FCMAT, provided a comprehensive assessment of the district's operations, with recommendations for the district to address as a recovery plan. FCMAT will continue to monitor and review the district's progress in implementing the recommendations of the comprehensive report in six-month intervals, with the first six-month progress report issued in January 2008. FCMAT expects that the Compton Community College District will make the progress necessary to return to local governance and to reestablish its accreditation.

This *Comprehensive Assessment First Six-Month Progress Report*, issued by FCMAT in January 2008, reflects fieldwork and on-site visits conducted in late October and early November 2007.

History and Demographics

Compton Community College was established in 1927 as a component of the Compton Union High School District. Voters approved a measure to separate the college from the high school district in 1950 and a new 83-acre campus was completed in 1953 at the college's present site. The district's single campus is located in the city of Compton, incorporated in 1888, situated in southern Los Angeles County, southeast of downtown Los Angeles. In recent years, the college has completed construction of a vocational technology center and a mathematics and science building. A bond was passed in 2003, and work began on a new Learning Resource Center (LRC). The LRC was scheduled to open in August 2007. However, the district has not taken occupancy of the building due to problems noted with the facility.

The Compton CCD covers an area of about 29 square miles, encompassing the Compton, Lynwood, and Paramount unified school districts and portions of the Long Beach and Los Angeles unified school districts. In the 1960s, the composition of the student body changed from predominantly Caucasian to overwhelmingly African American. Demographic shifts continue to occur as the Hispanic population of the community increases.

According to recent data from the Chancellor's Office of the California Community Colleges, the demographics of the student population are approximately 49% African American, 45% Hispanic, 2% Asian, 1% Caucasian and less than 1% each for Filipino, Pacific Islander, American Indian, and other categories. Both Hispanics and Caucasians are underrepresented when compared to the percentage of the adult population residing within the district's boundaries. The 2000 Census shows that 58% of the adult population in the district is Hispanic and 23% of the population is white.

In terms of age of students who attended the college before its loss of accreditation, approximately 26% of the student population was age 19 or younger, 22% were 20 to 24 years old, 14% were 25 to 29 years old, 10% were 30 to 34 years old, 10% were 35 to 39 years old, 12% were 40 to 49 years old and 6% were age 50 or older. The gender breakdown of students at Compton was approximately 65% female and 35% male. A sizable portion of the students who attended the college demonstrated deficiencies in basic skills, and the transfer rates to four-year institutions in the University of California and California State University systems have historically been very low.

Board of Trustees

The Compton CCD has a five-member elected Board of Trustees, whose governing authority was suspended by the Chancellor under the authority granted by Assembly Bill 318. Board members are elected by trustee area, with two seats representing the city of Compton (Trustee Area 1) and one seat each representing Willowbrook-Enterprise and Carson (Trustee Area 2); Lynwood (Trustee Area 3); and Paramount (Trustee Area 4). Members serve four-year terms.

In the November 2005 election, the highest vote-getter for a seat on the Compton CCD board received 7,014 votes, or 61% of the votes cast for the two candidates in Trustee Area 1. In the November 2003 election, the highest vote-getter received 1,449 votes, or 54% of the total votes cast for the two candidates in Trustee Area 3. By comparison, in the November 2005 election for the 11-person race for four seats on the board of the Compton Unified School District, the candidate with the most votes won with 6,014 votes, representing almost 12% of the total votes cast.

State Intervention and Loss of Accreditation

In May 2004, the Chancellor's Office of the California Community Colleges issued Executive Order 2004-01, and installed Dr. Arthur Tyler, Jr. as Special Trustee to assist the Compton CCD in achieving fiscal stability and integrity. Subsequently, in August 2004, the State Chancellor issued another Executive Order (2004-02) authorizing the continuing authority of the Special Trustee to manage the college, and to suspend, for up to one year, the powers of the governing board of the college, or of any members of that board, and to exercise any powers or responsibilities or to take any official action with respect to the management of the college.

In June 2005, the Accrediting Commission of Community and Junior Colleges (ACCJC) terminated the accreditation of Compton Community College. In July 2005, the Chancellor assigned Dr. Charles Ratliff to serve as Special Trustee as the college appealed its loss of accreditation to the ACCJC.

Thomas E. Henry was assigned to serve as the Special Trustee of the district in March 2006. On June 30, 2006, Governor Arnold Schwarzenegger signed AB 318 (D-Dymally) into law, giving the college district a \$30 million loan for recovery and the opportunity to partner with a college of good standing to offer accredited courses. The bill also gave the Fiscal Crisis and Management Assistance Team

(FCMAT) the responsibilities to conduct a comprehensive assessment and to develop a recovery plan for the college to regain local governance and accreditation.

AB 318 provided authorization for the chancellor to suspend the authority of the Board of Trustees for a period up to five years from the effective date of AB 318, plus a period lasting until the chancellor, the FCMAT, the Director of Finance, and the Secretary for Education concur with the special trustee that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment conducted and the recovery plan prepared.

Partnership with El Camino College

In summer 2006, with the impending loss of accreditation, the Compton CCD issued a request for proposals to partner with another community college district to continue to offer courses for credit on the Compton campus. The goal of the partnership was to provide the students and residents of Compton with access to accredited programs and services without interruption of instruction. This goal was particularly important as no appreciable increases in enrollment by the residents of the Compton CCD had been seen at other area community colleges.

On July 24, 2006, the El Camino Community College District Board of Trustees gave approval for the El Camino CCD to proceed with negotiations for an agreement to provide educational and related support services to the Compton CCD. At the Compton CCD board meeting of August 22, 2006, the Special Trustee approved the Memorandum of Understanding (MOU) with El Camino CCD to solidify the partnership between El Camino CCD and Compton CCD.

Under this MOU, the educational program offered on the Compton campus would be provided under the auspices of El Camino College's accreditation. The El Camino College Compton Center would maintain its own faculty and classified labor units, an independent Associated Student Body organization, its own intercollegiate athletic teams, and separate public board meetings held by the Special Trustee. In issues of finance, the budget for the Compton Center would be developed with input from the El Camino CCD and approved by the Special Trustee of the Compton CCD. There is an El Camino CCD Academic Senate and a Compton CCD Academic Senate.

El Camino College's operational objective is to bring the Compton Center into good standing with the ACCJC, with the understanding that campus functions will separate after full accreditation as a two-year public college has been restored. The intent of the agreement between the two districts is also to assist the Compton campus with fiscal recovery. El Camino College is providing accredited instructional and related support services, in addition to administrative services to meet the needs of Compton students.

Compton Center Leadership

As part of the reorganization of the El Camino College Compton Center, the Office of the President/Superintendent was replaced by the Office of Provost/Chief Executive Officer (CEO), who reports to the President/Superintendent of El Camino College regarding center operations and to the Special Trustee of the Compton CCD for matters related to personnel, policy and facilities. Dr. Doris P. Givens began her tenure as Interim Provost/CEO at the Compton Center on August 15, 2006.

The Provost/CEO must be highly visible, and the distinctions between the responsibilities of the Provost and the Special Trustee must be unambiguous. It is the responsibility of the Provost to ensure that the administration and staff of the Compton Center are performing their duties. The organizational chart should reflect actual practice and not just a theoretical goal. Employees must

maintain a direct relationship with their supervisors for performance accountability. The Provost should have and exercise the authority to establish procedures and efficient practices to serve the students' needs and provide valuable leadership in planning, organizing, and assessing institutional effectiveness. The Provost must implement effective methods to assess whether policies and procedures are being consistently applied and adhered to.

Institutional Culture in the Compton Community College District

In 2007 there were approximately 90 full-time equivalent faculty positions in the Compton CCD, 100 classified staff full- and part-time positions, and 20 administrative positions. In the four years 2004-07, the district has had three interim lead administrators and four Special Trustees. Nearly all administrators are serving on an interim basis. While all are committed to helping the college regain accreditation and achieve fiscal recovery, stable administrative experience must be maintained.

In the past several years, the Compton CCD had not focused on communications to and engagement of the public and community groups. Recovery for the college district is important, as Compton students who might not attend classes at the Compton Center are not matriculating to other area community colleges. Many students rely upon public transportation to travel to campus. This critical audience of potential students must be identified, engaged and encouraged to re-enroll at the Compton Center.

The Compton Center and the Compton CCD face a period of adjustment as they work to establish an effective working relationship with the El Camino CCD. The staffs of the Compton Center and El Camino College continue to negotiate and work out the myriad operational details in areas that include separate collective bargaining agreements for each district, separate athletic programs, complications in federal financial aid, and two different policy manuals that reflect different practices.

The Compton CCD faces a unique and unprecedented situation for a public college of having elected board members who are not vested with any authority to govern. The district also needs to establish a campus-wide culture that values customer service and set clear expectations of staff responsiveness and accountability that will help to win students back to the campus.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission -- The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

- 1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*
- 2. The mission statement is approved by the governing board and published.*
- 3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*
- 4. The institution's mission is central to institutional planning and decision making.*

Use of FCMAT Professional and Legal Standards

Since 1998 the Fiscal Crisis and Management Assistance Team (FCMAT) has been involved in assisting California K-12 school districts under State Administration to return to local governance. FCMAT developed a standards-based assessment tool as part of this work, and has adapted it for use in assessing and monitoring the Compton Community College District. FCMAT professional and legal standards are being used in conjunction with the Accrediting Commission for Community and Junior Colleges (ACCJC) standards, as Compton Community College District seeks not only to return to local governance but also seeks to re-establish its academic accreditation.

For ACCJC Standard I – Institutional Mission and Effectiveness, appropriate FCMAT standards from the operational areas of Community Relations/Governance and Academic Achievement have been used to measure progress on ACCJC Standards I-A and I-B. The Accrediting Commission for Community and Junior Colleges will conduct its own accreditation review to determine when accreditation will be restored to the Compton Community College District. It is hoped that by addressing the recommendations made in this report to implement the FCMAT professional and legal standards, the Compton Community College District will be assisted in readying itself for the ACCJC accreditation review in the future.

Each professional and legal standard has been provided a score, on a scale of 1 to 10, as to the district's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress over the course of time.

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness</i> | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------|------------------|
| A. Mission | | | |
| Standard to be Addressed | | | |
| Policy - Community Relations and Governance Standards | | | |
| 4.1 | Policies are well written, organized and readily available to all members of the staff and to the public. | 2 | |
| 4.6 | Board bylaws, policies and administrative regulations are supported and followed by the board and district staff. | 2 | 2 |
| Planning Process - Academic Achievement Standards | | | |
| 1.1 | A common vision of what all students should know and be able to do exists and is put into practice. | 2 | 3 |
| 1.2 | The administrative structure of the college promotes student achievement. | 1 | |
| 1.3 | The college has long-term goals and performance standards to support the improvement of student achievement. | 0 | 1 |
| Curriculum - Academic Achievement Standards | | | |
| 2.3 | The college has clear and valid objectives to promote student learning and a process for curriculum development. | 4 | 4 |
| Instructional Strategies - Academic Achievement Standards | | | |
| 3.1 | The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007] | 1 | |
| 3.2 | Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident. | 1 | 2 |
| 3.5 | The college faculty and staff promote and communicate high expectations for the learning and behavior of all students. | 1 | 1 |

The standards in bold text are the identified subset of standards for ongoing reviews.

ACCJC Standard I-A: Mission

FCMAT Community Relations/Governance Standard 4.6 - Policy

Professional Standard:

Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.

Sources and Documentation:

1. Board member interviews
2. Faculty, staff, and administration interviews
3. Board agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

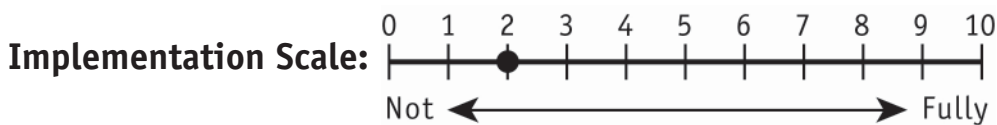
1. Policies are not routinely or consistently referenced at meetings as part of the decision-making process. Decisions appear to be made to address pressing issues or to meet deadline requirements rather than to anticipate concerns that may arise in the future. The district should complete a comprehensive review of all policies. Once these policies are reviewed and amended, all district and site staff should be held accountable for adhering to district policies. If a policy ceases to meet the district's needs or is perceived to be enforced unevenly, the district should initiate a review and revision of the policy.

The Special Trustee should reinforce his expectations regarding the consistent implementation of policies, and maintain accountability through periodic reviews of critical policies and through the staff evaluation process.

Standard Implemented: Partially

April 2007 Rating: 2

January 2008 Rating: 2



ACCJC Standard I-A: Mission

FCMAT Academic Achievement Standard 1.1 - Planning Process - Vision

Professional Standard:

A common vision of what all students should know and be able to do exists and is put into practice.

Sources and Documentation:

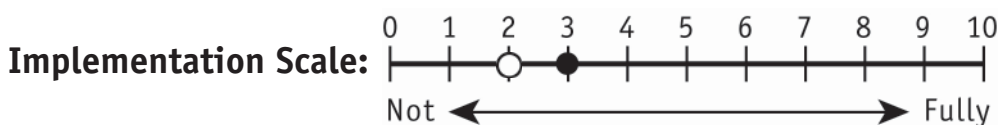
1. El Camino College Strategic Plan 2007-2010
2. El Camino College Catalog 2007-2008, Compton Center Edition
3. El Camino College Student Handbook 2007-2008, Compton Center Edition
4. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
5. Review of 101 fall 2007 El Camino College Compton Center syllabi
6. Observations of 53 classrooms

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center staff met with their counterparts at El Camino College. The staff cooperatively developed a revised Mission Statement, Vision Statement, Statement of Values, and Guiding Principles. These statements appear in the El Camino College Compton Center edition of the 2007-08 catalog. The Mission Statement and Statement of Values appear in the 2007-08 Compton Center Student Handbook.
2. A review of 101 course syllabi of classes taught at the Compton Center for fall 2007, excluding nursing courses, demonstrated that only one syllabus had any reference to a Mission Statement, and it was the old Compton Community College statement.
3. The Mission Statement has been distributed to faculty and staff. There was no reinforcement of the Vision Statement for students in the syllabi they received from faculty, nor was there any evidence of the Mission Statement appearing in any classrooms visited as part of this review. A workshop on preparing syllabi is planned as a staff development activity in February. This workshop may provide a vehicle to reinforce the mission and have faculty include it or make a reference to it in their syllabi. If so, faculty then may be able to show students how their course objectives relate to the college's Mission Statement.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Self-Rating: 3
January 2008 Rating: 3



ACCJC Standard I-A: Mission

FCMAT Academic Achievement Standard 1.3 - Planning Process - Goals and Performance Standards

Professional Standard:

The college has long-term goals and performance standards to support the improvement of student achievement.

Sources and Documentation:

1. Memorandum of Understanding (MOU) between the El Camino Community College District and the Compton Community College District, August 21, 2006
2. El Camino board policies 1200, El Camino College Vision, Mission, Philosophy, Values and Guiding Principles, and 4220, Standards of Scholarship
3. Comprehensive Master Plan 2004-2007, El Camino Community College District
4. El Camino Community College Strategic Plan, 2007 through 2010
5. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
6. Memorandum from Provost, Compton Center, subject: Documents Required for FCMAT
7. Recruitment Plan 2007 (draft), El Camino Community College, Compton Center
8. The El Camino Community College Compton Center Counseling Plan for 2007-08
9. El Camino Community College Compton Community Education Center 2007-08 Enrollment Management Plan
10. 2006-07 Enrollment Management Plan, El Camino Compton Community Educational Center
11. Interviews with the Special Trustee, Compton Community College District, and with administrators and faculty of the El Camino College and the El Camino College Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. El Camino College policies contained some long-term goals and performance standards that could provide a basis for long-term planning to improve student achievement at the Compton Center.
2. The El Camino Community College District Strategic Plan 2007 through 2010 and the Comprehensive Master Plan 2004-2007 were presented to the team as evidence of long-term goals and performance standards for the Compton Center. The first is a one-page document that does not delineate specific goals. The latter document was developed at least two years before the Compton Center-El Camino partnership. Neither document mentions the Compton Center.
3. Little progress has been made regarding long-range planning for the Compton Center. A memorandum from the Provost noted that no progress had been made on the FCMAT recommendation for a joint review of the Compton District's pre-partnership plans for what is now the Compton Center.
4. All senior administrators at the Compton Center and main El Camino campuses told the review team that no substantive long-range planning has been conducted. The two-day plan-

ning summit in April 2007 generated a broad planning framework, but few details. The focus for the past year has been crisis management and keeping the doors open to students. Some administrators stated the need for more data on student retention, persistence, and success rates as a basis for planning. Action had been initiated to hire research support for the Compton Center to aid in collecting and analyzing planning data.

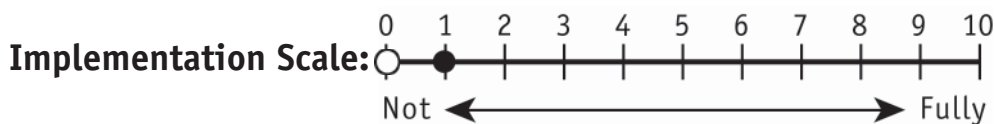
5. The committee structure for Compton Center has been defined and approved, thereby providing the organization necessary to support long-term planning. Some, but not all committees are active and have prepared plans with short-term goals. Active committees include those on budget and planning, matriculation, and student equity. Plans developed by these committees or by staff members include recruitment, enrollment, and counseling. There is still a need for clarity regarding the organization, function, and processes of the committee system. See the discussion related to Standard 1.4 in Section I-B of this report.

To fully comply with the standard, long-term plans must be developed to support the improvement of student achievement at the Compton Center as follows:

- In accordance with the provisions of the MOU, both parties to the MOU should cooperatively refine long-term goals and performance standards for the Compton Center. Those goals should be configured to accommodate the eventuality of accreditation and independence of the Compton Center and provide for a smooth transition from its current status to control by the Compton Community College District.
- Joint committees composed of Compton District and El Camino College faculty and staff should scrutinize the long-term plans already prepared by the Compton District to determine if some or all of the elements can be salvaged.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Self-Rating: 4
January 2008 Rating: 1



ACCJC Standard I-A: Mission

FCMAT Academic Achievement Standard 2.3 – Curriculum – Management and Quality

Professional Standard:

The college has clear and valid objectives to promote student learning and a process for curriculum development.

Sources and Documentation:

1. ACCJC Standard II-A
2. Curriculum Handbook for El Camino College
3. El Camino College Compton Center fall 2007 schedule of classes
4. El Camino College Compton Center course outlines of record for fall 2007
5. El Camino College Compton Center syllabi for fall 2007 courses
6. List of all El Camino College courses and status of student learning outcomes (SLOs) for those courses
7. MOU between the El Camino and Compton community college districts
8. Draft (6/07) Responsibilities for Administering Functions and Operations at the El Camino College Compton Community Educational Center
9. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
10. El Camino College Strategic Plan 2007 through 2010
11. Minutes of CCC meetings
12. El Camino College Compton Center Bargaining Contract, Article X Evaluation
13. El Camino College, Compton Center Edition, 2007-2008 Catalog
14. Curriculum Handbook for El Camino College
15. Faculty and administrator interview

Progress on Implementing the Recommendations of the Recovery Plan:

1. No El Camino College board policy requiring a course outline of record and faculty-created syllabus to be filed for every course offered was presented. Course outlines of record were presented for most of the 264 courses offered at the center for fall 2007. Compton Center and El Camino College personnel indicated that the process for curriculum development and review as outlined in the El Camino College Curriculum Handbook suffices for now.
2. Center personnel indicated there are no immediate plans to revise the El Camino College Curriculum Handbook. However, they anticipate that El Camino College will reassign a faculty member to work with the El Camino College Curriculum Committee to revise the handbook during the fall and spring semesters this academic year. Curriculum management for Compton Center does not yet include all of the essential elements to provide guidance for curriculum design and delivery. Three areas key to curriculum management and still absent from center curriculum management planning are:
 - A design for a comprehensive professional development program linked to curriculum design and delivery
 - Overall assessment procedures to determine student mastery of SLOs
 - Approaches for using tests and assessment data to strengthen curriculum and instruction

Exhibit 2.3.1 lists the quality criteria for curriculum management planning and the review team's assessment of El Camino College Compton Community Educational Center Curriculum Management compared to the assessment during the last visit in 2006.

Exhibit 2.3.1
Quality Criteria for a Curriculum Management Planning Framework
and Review Team Assessment
El Camino College Compton Center
November 2007

| Characteristic | 11/2006 | | 11/2007 |
|---|----------|------------|---|
| | Adequate | Inadequate | Remains Inadequate or Partially Satisfied |
| Design and Delivery: | | | |
| 1. Describes the philosophical framework for the design of the curriculum (interdisciplinary learning, shared experiential learning, challenging and rigorous, critical thinking) | X | | |
| 2. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members | X | | |
| 3. Presents the format and components of aligned course outlines | X | | |
| 4. Directs Title 5 requirements be included in the curriculum. | X | | |
| 5. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery. | | X | X |
| Review: | | | |
| 6. Identifies a periodic cycle of curriculum review of all subject areas. | X | | |
| 7. Describes the timing, scope, and procedures for curriculum review. | X | | |
| 8. Presents procedures for monitoring curriculum delivery. | P* | | P* |
| Assessment: | | | |
| 9. Specifies overall assessment procedures to determine curriculum effectiveness. | | X | X |
| 10. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction. | | X | X |
| Dissemination: | | | |
| 11. Establishes a communication plan for the process of curriculum design and delivery. | X | | |
| P* = Partially satisfied | | | |

The center's Curriculum Management Planning remains inadequate or partially satisfied on four characteristics. The following was noted:

Characteristic 5: Professional development planning for the center remains inadequate (see Standards 5.1 and 5.2). The review team was not presented with board policy directing professional development, or a current center professional development plan. Center personnel report they intend to develop such a plan through their newly reconstituted staff development committee and provide professional development on curriculum development and implementation on the center's flex days.

Characteristic 8: This characteristic remains partially satisfied. Center personnel state that monitoring continues to be handled through the formal evaluation process. The Compton Center faculty bargaining unit contract has been revised to include a new faculty evaluation process. The tool to implement this new process had not been developed as of the review team's visit. The revised bargaining unit contract Article X, Evaluation, states: "Among the purposes of evaluation, the quest for the improvement of instruction and educational services to students is the highest goal. A systematic approach to evaluation is essential to the improvement of instruction and educational services to students." Whereas evaluator feedback was a formal part of the prior evaluation process, the inclusion of constructive feedback is an optional component of this new evaluation process (see Standard 5.7).

Characteristic 9: The review team was not presented with overall assessment procedures to determine curriculum effectiveness either at the division level or at the course level (see Standard 4.2). Assessments in course outlines of record are not yet aligned explicitly to course objectives (see Standard 2.3) in keeping with ACCJC Standard II-A 1c, which states, "The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements." To date SLOs have not been developed for most Compton Center courses. Compton Center and El Camino College personnel state that division faculties from Compton Center and El Camino College are beginning to work collaboratively to develop these SLOs. The review team was presented with SLO documents from the Mathematics/Science and Humanities divisions as evidence of the beginnings of work in this area.

Characteristic 10: The Compton Center plans to hire a research analyst to assist in collecting, disaggregating, analyzing and disseminating data for curriculum and program improvement and increasing student achievement (see Standard 1.2). The review team was not provided board policy, procedures or requirements for center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. The center indicated plans to organize a new department of institutional research.

3. The El Camino College faculty has begun working collaboratively with the center faculty to develop SLOs/assessments in keeping with ACCJC standards. However, the review team found few courses with developed SLOs/assessments. The review team reviewed all course outlines presented for this visit. Center course outlines of record as described in the earlier report do not yet provide sufficient information to guide instruction.

Center personnel reiterated that the course outlines of record originate with the El Camino main campus curriculum committee and that even though the center maintains representation on El Camino College division committees and the El Camino College Curriculum Committee, the main responsibility for modification of these outlines is with El Camino College personnel. The review team rated all of the course outlines of record it received against each of five criteria described in Exhibit 2.3.2 below:

Exhibit 2.3.2

Review Team Quality Curriculum Document (Course Outline of Record) Criteria

| Criteria | Description |
|----------|--|
| One | <p>Clarity and Validity of Objectives</p> <p>0 no goals/objectives present</p> <p>1 vague delineation of goals/learner outcomes</p> <p>2 states tasks to be performed or skills/concepts to be learned</p> <p>3 states for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning</p> |
| Two | <p>Congruity of the Curriculum to Testing/Evaluation</p> <p>0 no evaluation approach</p> <p>1 some approach of evaluation stated</p> <p>2 states skills, knowledge, concepts which will be assessed</p> <p>3 each objective is keyed to district and/or state performance evaluation</p> |
| Three | <p>Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes</p> <p>0 no mention of required skill</p> <p>1 states prior general experience needed</p> <p>2 states prior general experience needed in specified grade level</p> <p>3 states specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses)</p> |
| Four | <p>Delineation of the Major Instructional Tools</p> <p>0 no mention of textbook or instructional tools</p> <p>1 names the basic text/instructional resource(s)</p> <p>2 names the basic text/instructional resource(s) and supplementary materials to be used</p> <p>3 states for each objective the “match” between the basic text/instructional resource(s) and curriculum objective</p> |
| Five | <p>Clear Linkages (Strategies) for Classroom Use</p> <p>0 no linkages cited for classroom use</p> <p>1 overall, vague statement on linkage for approaching the subject</p> <p>2 provides general suggestions on approach</p> <p>3 provides specific examples on how to approach key concepts/skills in the classroom</p> |

Exhibit 2.3.3 presents the review team's ratings of all course outlines of record it received. Each course outline was assigned a value of 0 to 3 (low to high) on each of the five criteria as described in Exhibit 2.3.2. A maximum of 15 points is possible; guides receiving a rating of 12 or more points are considered strong or adequate for meeting Academic Achievement criteria. The mean ratings for each criterion and the mean for the total guide ratings were then calculated.

Exhibit 2.3.3
Rating of Course Outlines for Fall 2007
El Camino College Compton Educational Center
November 2007

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|--|-----------------------------|-----------|--------------|-------------|------------|------------|--------------|
| Academic Strategies 20ab | 11/4/97 | 3 | 1 | 1 | 2 | 1 | 8 |
| Academic Strategies 22ab | 11/4/97 | 3 | 1 | 1 | 2 | 1 | 8 |
| Academic Strategies 30ab | 11/4/97 | 3 | 1 | 3 | 2 | 1 | 10 |
| Academic Strategies 36ab | 11/4/97 | 2 | 1 | 1 | 2 | 1 | 7 |
| Anatomy 30 | 10/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Anatomy 32 | 9/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Anthropology 2 | 10/02 | 1 | 1 | 3 | 0 | 0 | 5 |
| Administration of Justice 100 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 103 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 109 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 111 | Spring/03 | 3 | 1 | 3 | 0 | 1 | 8 |
| Administration of Justice 126 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 131 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Art 1 | 12/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 2 | 10/00 | 1 | 1 | 3 | 0 | 1 | 6 |
| Art 9 | 11/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Art 10ab | 10/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Art 11abcd | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 22ab | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 23abcd | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 37ab | 9/99 | 2 | 1 | 1 | 2 | 1 | 7 |
| Art 38abcd | 9/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Astronomy 20 | 3/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Automotive Collision Repair/ Painting 1A | Fall/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Automotive Collision Repair/ Painting 1C | Fall/99 | 3 | 1 | 3 | 2 | 1 | 10 |
| Automotive Collision Repair/ Painting 6abcd | Fall/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Automotive Technology 22b | Spring/99 | 1 | 1 | 3 | 2 | 1 | 8 |
| Automotive Technology 33 | Spring/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Automotive Technology 1 | Fall/97 | 2 | 1 | 1 | 2 | 1 | 7 |
| Biology 10 | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Biology 15 | 8/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 11 | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 15 | 10/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 5A | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 14 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|---------------------------------|------------------------------------|------------------|---------------------|--------------------|-------------------|-------------------|---------------------|
| Business 17 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 20 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 21 | 10/91 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 22 | 2/06 | 3 | 1 | 3 | 1 | 1 | 9 |
| Business 25 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 27 | 1/88 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 28 | 2/92 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 1A | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 1B | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 41 | 11/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 43 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 52A | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 52B | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 60A | 2/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 60B | 2/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 60C | 2/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Child Development 7 | 10/98 | 1 | 1 | 3 | 2 | 0 | 7 |
| Child Development 8 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Child Development 9 | 10/99 | 1 | 1 | 3 | 0 | 0 | 5 |
| Child Development 12 | 10/99 | 1 | 1 | 3 | 0 | 1 | 6 |
| Child Development 16 | 10/96 | 1 | 1 | 3 | 0 | 0 | 5 |
| Child Development 17 | 10/96 | 1 | 1 | 3 | 0 | 0 | 5 |
| Child Development 20 | 3/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Child Development 30 | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Child Development 32 | 10/02 | 1 | 1 | 3 | 2 | 1 | 8 |
| Cosmetology 10 | Fall/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Cosmetology 1 | Fall/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Chemistry 20 | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Chemistry 4 | 2/99 | 3 | 1 | 3 | 2 | 1 | 10 |
| Cosmetology 2abcd | Fall/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Cosmetology 14abcd | Fall/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Computer Information Sys. 13 | 10/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Computer Information Sys. 16 | Spring/02 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 19 | Fall/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 26 | 8/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 28 | 12/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 30 | 8/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 40 | 4/06 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 140 | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 141 | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Culinary Arts 3 | Fall/99 | 1 | 1 | 3 | 2 | 1 | 8 |
| Dance 22ab | 11/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Dance 43abcd | 11/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Economics 1 | 10/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| English A | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 80 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English 82 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English 84 | Fall/06 | 1 | 1 | 3 | 2 | 1 | 8 |
| English C | 2/01 | 3 | 1 | 3 | 2 | 1 | 10 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|------------------------------------|--------------------------------|--------------|-----------------|----------------|---------------|---------------|-----------------|
| English 15A | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 25A | 2/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| English A-X | 2/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 1A | Fall/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| English B | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 1B | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 1C | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 43 | 2/06 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 03A | 11/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English as a 2nd Language 03B | 11/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English as a 2nd Language 03C | 11/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English as a 2nd Language 53A | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 51A | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 51B | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 02A | 11/06 | 3 | 0 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 02B | 11/06 | 3 | 0 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 02C | 11/06 | 3 | 0 | 3 | 2 | 1 | 9 |
| Ethnic Studies 1 | 9/06 | 3 | 1 | 3 | 1 | 1 | 9 |
| Journalism 12 | 1/06 | 2 | 1 | 3 | 1 | 1 | 8 |
| Journalism 100 | 3/07 | 2 | 1 | 3 | 1 | 1 | 8 |
| English 100 | 3/07 | 2 | 0 | 3 | 0 | 1 | 6 |
| Educational Development 29 | 11/99 | 3 | 1 | 0 | 1 | 1 | 6 |
| Educational Development 31abcd | 10/03 | 2 | 1 | 0 | 0 | 1 | 4 |
| Fashion 10ab | 1/96 | 1 | 0 | 1 | 2 | 1 | 5 |
| Fashion 11ab | 1/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Film 20 | 10/01 | 0 | 0 | 3 | 0 | 1 | 4 |
| Film 22 | 10/01 | 3 | 1 | 3 | 1 | 1 | 9 |
| Fire and Emergency Tech. 1 | Fall/95 | 2 | 1 | 3 | 2 | 1 | 9 |
| First Aid 1 | Spring/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Fire and Emergency Tech. 140 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Fire and Emergency Tech. 115A | 1/07 | 3 | 1 | 3 | 2 | 1 | 10 |
| Fire and Emergency Tech 141 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Geology 1 | 9/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Geology 3 | 4/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| History 1A | 5/03 | 1 | 1 | 3 | 0 | 0 | 5 |
| History 1B | 11/04 | 1 | 1 | 3 | 2 | 1 | 8 |
| History 3 | 10/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| History 12A | 4/05 | 1 | 1 | 3 | 0 | 0 | 5 |
| History 16A | 1/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Human Development 5 | 11/00 | 1 | 0 | 3 | 0 | 1 | 5 |
| Humanities 1 | 2/05 | 2 | 1 | 3 | 2 | 1 | 9 |
| Law 5 | 2/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Library Information 1 | 10/99 | 2 | 1 | 0 | 2 | 1 | 6 |
| Machine Tool Technology 46 | Fall/03 | 2 | 1 | 1 | 2 | 1 | 7 |
| Machine Tool Technology 101abcd | 3/97 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 10A | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 10B | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 12 | 11/06 | 2 | 1 | 3 | 2 | 1 | 9 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|---------------------------|--------------------------------|--------------|-----------------|----------------|---------------|---------------|-----------------|
| Mathematics 23 | 11/01 | 2 | 1 | 3 | 0 | 0 | 6 |
| Mathematics 40 | 1/01 | 2 | 1 | 3 | 0 | 0 | 6 |
| Mathematics 41A | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 41B | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 60 | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 70 | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 130 | Fall/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 140 | 2/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 150 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 170 | 1/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 180 | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 190 | 3/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 191 | 3/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 110 | 11/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 120 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Medical Terminology 1 | Spring/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Microbiology 33 | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Music 11 | 11/00 | 2 | 1 | 3 | 0 | 1 | 7 |
| Music 31A | 10/00 | 2 | 1 | 0 | 1 | 1 | 5 |
| Music 31B | 10/98 | 1 | 1 | 3 | 0 | 0 | 5 |
| Music 31C | 10/98 | 1 | 1 | 3 | 0 | 0 | 5 |
| Music 31D | 10/98 | 1 | 1 | 3 | 0 | 0 | 5 |
| Music 47ab | 3/03 | 2 | 1 | 1 | 2 | 1 | 7 |
| Music 48abcd | 3/99 | 1 | 1 | 0 | 0 | 1 | 3 |
| Music 68abcd | 9/01 | 1 | 1 | 0 | 2 | 1 | 5 |
| Music 80abc | 6/05 | 3 | 1 | 0 | 2 | 1 | 7 |
| Music 81A | 6/05 | 2 | 1 | 1 | 2 | 1 | 7 |
| Music 81B | 5/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Nursing 145 | Fall/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Nursing 150 | 5/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Nursing 152 | 4/04 | 2 | 1 | 3 | 2 | 1 | 9 |
| Nursing 154 | 3/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Nursing 251 | 3/05 | 2 | 1 | 3 | 2 | 1 | 9 |
| Nursing 253 | Unknown | 2 | 1 | 3 | 2 | 1 | 9 |
| Nutrition and Foods 11 | Fall/05 | 0 | 1 | 3 | 0 | 0 | 4 |
| Nutrition and Foods 15 | Fall/05 | 3 | 0 | 3 | 2 | 1 | 9 |
| Philosophy 3 | 9/03 | 2 | 1 | 3 | 2 | 1 | 9 |
| Philosophy 5 | 12/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physics 11 | 9/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Physics 12 | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physics 1A | Fall/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physiology 31 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 5 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 10 | 9/95 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 12 | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 16 | 9/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 2abcd | Fall/95 | 3 | 1 | 3 | 0 | 1 | 8 |
| Physical Education 54abcd | Fall/95 | 2 | 1 | 0 | 2 | 1 | 6 |
| Physical Education 217 | Fall/05 | 3 | 1 | 3 | 2 | 1 | 10 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|----------------------------|-----------------------------|-----------|--------------|-------------|------------|------------|--------------|
| Physical Education 240abcd | Fall/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 277 | Fall/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Physical Education 4abcd | Spring/99 | 2 | 1 | 0 | 1 | 1 | 5 |
| Physical Education 6abc | Fall/03 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 15ab | Fall/04 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 20ab | Fall/04 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 25ab | Fall/04 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 35ab | Fall/05 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 70ab | Spring/03 | 1 | 0 | 3 | 0 | 0 | 4 |
| Physical Education 105ab | Spring/05 | 2 | 1 | 3 | 0 | 1 | 7 |
| Physical Education 204abcd | Spring/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 224abcd | Spring/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 300abcd | Spring/06 | 3 | 1 | 0 | 1 | 1 | 6 |
| Speech Communication 1 | 11/02 | 2 | 1 | 3 | 1 | 1 | 8 |
| Speech Communication 3 | 10/00 | 2 | 1 | 3 | 1 | 1 | 8 |
| Speech Communication 4 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Spanish 21ab | 10/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Theatre 1 | 10/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Theatre 70abcd | 11/03 | 2 | 1 | 3 | 1 | 2 | 9 |
| Theatre 72ab | 12/03 | 2 | 1 | 3 | 2 | 1 | 9 |
| Theatre 14B | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Welding 1 | Spring/04 | 3 | 0 | 3 | 2 | 1 | 9 |
| Welding 15ab | Spring/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Welding 23abc | Fall/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Welding 2abc | Fall/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Welding 40abcd | Spring/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Sociology 101 | 8/04 | 3 | 1 | 3 | 1 | 1 | 9 |
| Sociology 104 | 8/04 | 3 | 1 | 3 | 1 | 1 | 9 |
| Spanish 1 | 12/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Spanish 2 | 10/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Real Estate 11 | 2/00 | 2 | 1 | 3 | 1 | 1 | 8 |
| Real Estate 13 | 9/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Real Estate 14A | 9/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Real Estate 40 | 9/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Recreation 207 | Fall/05 | 3 | 1 | 3 | 1 | 1 | 9 |
| Recreation 217 | Fall/05 | 3 | 1 | 3 | 1 | 1 | 9 |
| | | 483 | 208 | 603 | 360 | 204 | 1857 |
| Mean Totals | | 2.22 | .95 | 2.77 | 1.65 | .94 | 8.55 |

Exhibit 2.3.3 reveals the following:

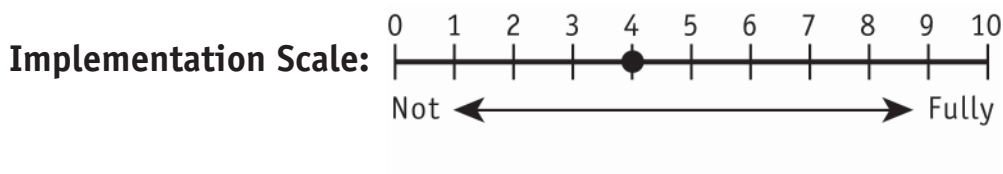
- The mean rating of the course outlines of record reviewed is 8.55, which is inadequate to guide instruction.
- Course objectives in most course outlines of record reviewed are stated as student outcomes in behaviorally measurable terms. To receive a 3 for this criteria, time spent learning must be stated for each objective to validate estimated time it takes to learn all course content. Many of these course outlines of record state approximate times allotted in hours for major topics, but not for each objective. This criterion was rated a mean of 2.22.

- Most course outlines of record list vague statements of instructional activities such as “lab,” “lecture,” and “demonstration.” A rating of 3 is given for providing specific examples/suggestions on how to approach key concepts/skills. This criterion received the lowest score with a mean of 0.94.
- Most course outlines of record provide some approach to evaluation or assignments such as “problem solving demonstrations,” “exams,” “laboratory reports,” or “multiple choice” but do not provide a one-to-one match between student objectives and assessment. Congruity of the curriculum to testing/evaluation was rated a 0.95.
- All of the documents reviewed contain a section where prerequisites, co-requisites, recommended preparation, and enrollment limitations are to be specified. Delineation of prerequisites was rated a 1 if there was no input in this section. A score of 3 was awarded if “none” was written in to clarify or a specific prerequisite was listed. The mean score for this criterion was 2.77.
- Most of the course outlines of record list required texts, supplementary readings, or other required materials for instruction receiving a rating of 1 or 2. To receive a 3, the course outline of record must state the “match” between the basic text/instructional resource(s), supplemental materials, etc., and each curriculum objective or student learning outcome. The mean score for this criterion was 1.65.

This professional standard can be met when the mean rating for course outlines of record reaches the minimum adequacy rating of 12 and all required elements of curriculum management planning are fully and substantially implemented and are sustainable.

Standard Implemented: Partially

April 2007 Rating: 4
 January 2008 Self-Rating: 6
 January 2008 Rating: 4



ACCJC Standard I-A: Mission

FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:

Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident.

Sources and Documentation:

1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
3. Listing of El Camino College courses and status of SLOs for those courses
4. Course outlines and syllabi approved by El Camino College
5. Interviews with Compton Center administrators and students, and El Camino College administrators

Progress on Implementing the Recommendations of the Recovery Plan:

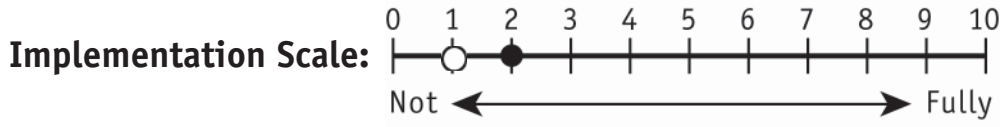
1. Faculty members from the Compton campus and the main El Camino College campus have formed a joint committee to develop SLOs. The committee has made progress in a couple of subject areas, but SLOs have not been developed for most Compton Center courses (see Standard 2.3). To accelerate their progress, committee members plan to draw on the SLO work completed by Compton Center faculty before the Compton-El Camino partnership was established. The quality of SLOs varied considerably; not all faculty members share the same definition of an SLO and some of the definitions do not conform to the ACCJC criteria for SLOs.
2. A process has been established to automate individual student education plans. However, staff members stated that sufficient controls are not yet in place to ensure that every student has a current plan. Not all students have (or are aware that they have) an individual education plan. Also, Compton campus officials have not taken action to conduct random quality checks of student plans or to automatically generate lists of students who have no plans.

The following actions remain necessary:

- a. Compton Center and El Camino faculty and staff members should complete their joint efforts to develop all SLOs as required by ACCJC, drawing on the work already completed by the Compton Center faculty.
- b. With regard to individual education plans, the Compton Center staff should:
 - 1) Complete the process of automating all student education plans.
 - 2) Establish and/or enforce controls that require students to complete and update their individual plans at appropriate times.
 - 3) Automatically generate periodic reports of students who have not prepared their education plans and take action to have them completed.
 - 4) Conduct a random check of the quality of individual education plans and, where appropriate, advise students to set more challenging achievement goals.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 8
January 2008 Rating: 2



ACCJC Standard I-A: Mission FCMAT Academic Achievement Standard 3.5 – Instructional Strategies – Expectations for Students

Professional Standard:

The college faculty and staff promote and communicate high expectations for the learning and behavior of students.

Sources and Documentation:

1. El Camino College Catalog 2007-2008, Compton Center Edition
2. El Camino College Student Handbook 2007-2008, Compton Center Edition
3. Review of 101 fall 2007 El Camino College, Compton Center Syllabi
4. Fall 2006 Student Profile Report, El Camino College, Compton Center
5. Spring 2007 Demographic and Enrollment Characteristics Summary, Compton Center
6. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
7. California Postsecondary Educational Commission (CPEC) Transfer Pathways
8. Interviews of five students
9. Observations of 53 classes
10. Interviews with eight counselors
11. Interview with one administrator

Progress on Implementing the Recommendations of the Recovery Plan:

1. The expectations for student learning and behavior are communicated to students in official publications of the Compton Center, such as the El Camino Catalog Compton Center edition and the Compton Center edition of the Student Handbook.
2. Exhibit 3.5.1 indicates that the behavioral expectations for students are not being reinforced in the class materials distributed to students, most especially course syllabi.

**Exhibit 3.5.1
Behavioral Expectations from Course Syllabi Review, Compton Center
November 2007**

| | |
|---|----|
| Number of Syllabi Containing Catalog/Student Handbook References on Expected Student Behavior | 4 |
| Number of Syllabi Containing Individual Class Policies on Expected Student Behavior | 17 |
| Number of Syllabi Containing Both Class Policies and Catalog/Student Handbook References | 8 |
| Number of Syllabi Containing No References to Behavioral Expectations | 72 |

This lack of reinforcement of behavioral standards is being manifested in behaviors by both students and faculty that are not conducive to a desirable learning environment. Class observations showed that in some cases, though not a majority, students walk in and out of classrooms during instruction, come to class late, receive cell phone calls in class and walk out of

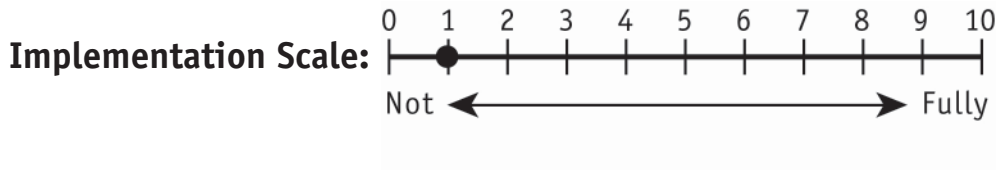
class to answer calls that are not emergencies. Faculty behavior in some cases does little to model high behavioral and learning expectations. For example, during visits to four classes, a review team member observed that instructors were late for three of the classes. In another class, so few students arrived on time that the instructor did not begin instruction until more students arrived 15 minutes later. There were other examples of faculty being in their classrooms but not beginning instruction on time because of sidebar conversation with students. Students report that some faculty come to class late, walk in and out of class, talk on their cell phones in class, and stand outside the classroom door visiting with colleagues during class time. These behaviors set poor examples for students, and students, in turn, mimic the behaviors. There appears to be little monitoring of instruction related to expectations of learning and behavior for students.

3. The recent revisions to the El Camino Catalog and Student Handbook, Compton Center edition, have begun to reflect high academic expectations and academic standards.
4. The introduction of online educational plans has provided both benefits and pitfalls to monitoring the quality of individual educational plans. Many counselors enter student data online and keep a paper record. Most counselors reported problems with the online educational plan system, such as being “timed-out” by the system and forgetting to save the information, the system going down, and difficulty talking with students and entering data in the computer at the same time. They reported that they enter the data from the paper copies into the computer when they have time. The new Colleague student database provides the ability to monitor student educational plans online to determine if they are following the plans, and there are discussions to begin this process.
5. The fall 2006 Student Profile report for Compton Center demonstrates that 30% of students did not stay in their courses until the end of the semester. It also showed that only 57% passed their courses. These statistics show little headway in improving basic skills instruction, increasing degree and certificate completion rates, or raising transfer rates. No statistics were provided on graduation rates. The spring 2007 Demographic and Enrollment Characteristics Summary showed that about 40% of Compton Center students indicate “transfer” as their educational goal upon admittance to the center. California Postsecondary Educational Commission (CPEC) Transfer Pathways data show that the transfer numbers to the UC and CSU systems have declined during the most recent years when data are available. While these data are somewhat questionable because of the methodology used to assign the “transferring institution,” the numbers for the Compton Center are historically so low that the margin of error would not substantially increase the transfer numbers comparable to other colleges of similar size. In 2005-06, the latest date available for the UC system, the Compton Center transferred one student to a UC campus compared to six in the prior year. For the CSU system, 117 students transferred from the Compton Center in 2006-07 compared to 168 in 2005-06. While student goals are lagging indicators of achievement, and because over 70% of Compton Center students attend part-time, transfer numbers do not always reflect the achievement of current student goals. Nevertheless, these transfer numbers are extremely low.
6. There has been no poll of students to assess their criteria for high behavioral and academic expectations, and students are typically not involved in faculty evaluations on a regular basis. The new evaluation policy negotiated in the latest collective bargaining agreement provides

for student evaluations as part of the “comprehensive” evaluation process, though it is not mandatory. There is no consistent way of soliciting student feedback if a poll is not taken.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 5
January 2008 Rating: 1



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

B. Improving Institutional Effectiveness – The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

- 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*
- 2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*
- 3. The institution assesses progress toward achieving its state goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*
- 4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*
- 5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*
- 6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*
- 7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

| | | | |
|---|--|-------------------------|------------------------|
| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness</i> | | April 2007 Rating | Jan. 2008 Rating |
| B. Improving Institutional Effectiveness | | | |
| Standard to be Addressed | | | |
| Community Relations/Governance Standards – Communications | | | |
| 1.1 | The college has developed a comprehensive plan for internal and external communications, including media relations. | 1 | 1 |
| 1.2 | Information is communicated to the staff at all levels in an effective and timely manner. | 2 | 2 |
| 1.3 | Staff input into college operations is encouraged. | 1 | 2 |
| 1.4 | Media contacts and spokespersons who have the authority to speak on behalf of the college have been identified. | 2 | |
| 1.5 | Individuals not authorized to speak on behalf of the college refrain from making public comments on board decisions and college programs. | 2 | 2 |
| Parent and Community Relations - Community Relations/Governance Standards | | | |
| 2.3 | The college has developed and annually disseminates procedures on the handling of complaints of unlawful discrimination. | 2 | |
| 2.4 | Students' and community members' complaints are addressed in a fair and timely manner. | 2 | 2 |
| 2.7 | Volunteers receive appropriate training and play a meaningful role that contributes to the educational program. | 1 | |
| Community Collaboratives - Community Relations/Governance Standards | | | |
| 3.1 | The board and president support partnerships and collaborations with community groups, local agencies, and businesses. | 2 | 2 |
| 3.2 | The board and the President/Provost establish broad-based committees or councils to advise the district on critical district issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations - Shared Governance, Academic Senate, etc. | 3 | 3 |
| Policy - Community Relations/Governance Standards | | | |
| 4.1 | Policies are well written, organized and readily available to all members of the staff and to the public. | 2 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard I-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|--|--|-------------------------|------------------------|
| 4.2 | Policies and administrative regulations are up to date and reflect current law and local needs. | 2 | 2 |
| 4.3 | The board has adopted all policies mandated by state and federal law. | 1 | 1 |
| 4.6 | Board bylaws, policies and administrative regulations are supported and followed by the board and district staff. | 2 | 2 |
| Planning Processes - Academic Achievement Standards | | | |
| 1.2 | The administrative structure of the college promotes student achievement. | 1 | |
| 1.3 | The college has long-term goals and performance standards to support the improvement of student achievement. | 0 | 1 |
| 1.4 | The college directs its resources fairly and consistently to accomplish its objectives. | 0 | 1 |
| Curriculum - Academic Achievement Standards | | | |
| 2.2 | Policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Governing Board. | 8 | |
| 2.3 | The college has clear and valid objectives to promote student learning and a process for curriculum development. | 4 | 4 |
| 2.4 | A process is in place to maintain alignment among standards, practices and assessments. | 1 | 1 |
| 2.10 | The college has adopted a plan for integrating technology into curriculum and instruction. | 2 | 3 |
| 2.11 | The college optimizes all funding to install technology in classrooms and offices. | 4 | |
| Instructional Strategies - Academic Achievement Standards | | | |
| 3.1 | The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007] | 1 | |
| 3.2 | Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident. | 1 | 2 |
| 3.5 | The college faculty and staff promote and communicate high expectations for the learning and behavior of all students. | 1 | 1 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard I-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------------|------------------------|
| 3.11 | Class size and faculty assignments support effective student learning to achieve student learning outcomes. | 2 | 5 |
| 3.12 | Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately. | 1 | 1 |
| Assessment and Accountability - Academic Achievement Standards | | | |
| 4.1 | The college has developed content and learning standards for all subject areas that are understood and followed by college faculty. | 3 | 3 |
| 4.2 | Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports). | 1 | 1 |
| 4.3 | The assessment tools are clear measures of what is being taught and provide information for the administration and faculty to improve learning opportunities for all students. | 1 | 1 |
| 4.4 | Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze, evaluate and solve issues of student learning outcomes. | 1 | 1 |
| 4.10 | The board and college understand the elements of state and federal accountability programs and communicate the availability of options and special services to students. | 1 | |
| Professional Development - Academic Achievement Standards | | | |
| 5.1 | Professional development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations. | 1 | 2 |
| 5.2 | Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum. | 1 | 2 |
| 5.6 | Administrative support and training are provided to all faculty members, and new faculty members and administrators are provided with training and support opportunities. | 1 | |
| 5.7 | Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations. | 1 | 2 |

The standards in bold text are the identified subset of standards for ongoing reviews.

ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 1.1 - Communications

Professional Standard:

The college has developed a comprehensive plan for internal and external communications, including media relations.

Sources and Documentation:

1. Faculty, staff, and administration interviews
2. Community member interviews
3. District policies
4. District Web site
5. Newsletters

Progress on Implementing the Recommendations of the Recovery Plan:

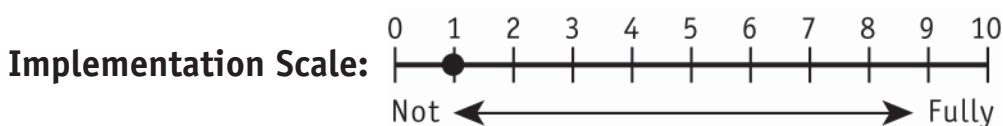
1. The Compton Center has not developed a comprehensive plan for internal and external communications. Communications continue to be regarded as ineffective and infrequent. Developing a communications plan will take resources and effort, but the district should not wait to begin this process to identify strategies for improvement. By changing the culture of communication at the Compton Center, student and staff morale could be positively affected, as well as making the community better informed.

The district has developed an enrollment and recruitment plan, which touches upon marketing and communications messages. However, this document is not intended to be a comprehensive tool to set goals for all aspects of internal and external communications. Without staff to implement a comprehensive plan, the ability of the Compton Center to successfully execute sustained improvements in communications is questionable. An individual with responsibility for developing and implementing communication strategies at the Compton Center should be identified.

While the Provost has begun to hold campus-wide forums in the past year, both students and employees voiced the opinion that the meetings were not well-publicized and did not provide a meaningful opportunity to provide input. As the district moves forward with the development of a comprehensive communications plan, it will be critical to include input from both staff and students in the methods and strategies identified.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 1.2 - Communications

Professional Standard:

Information is communicated to staff at all levels in an effective and timely manner.

Sources and Documentation:

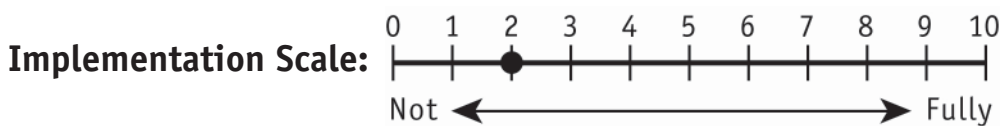
1. Faculty, staff, and administration interviews
2. Board member interviews
3. Student interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviewees indicated their concerns about a lack of two-way internal communications. The instability of district leadership has contributed to this perception, as changes in personnel and job roles have created a vacuum of information. Interviewees continue to indicate a lack of accurate, trustworthy information being offered, and rumors continue as a pervasive part of informal communication. Processes for internal and external communication should be developed and implemented at the Compton Center.
2. There has not been a formal, consistent process to engage the public or staff in policy discussions. While the Provost/CEO has initiated regular weekly office hours for meeting with campus stakeholders, some interviewees indicated that it is frequently difficult to discuss substantive issues during these sessions. Opportunities outside of board meetings and Shared Governance committee meetings should be pursued to gather feedback from all staff and strengthen communications. Additionally, conversations on internal communications issues should be introduced into staff meetings as an ongoing topic.
3. Interviewees continued to note a lack of communication with the community. By focusing attention on providing opportunities for the public to understand important issues facing the district, the Special Trustee and district administrators could also increase their own awareness of the needs and interests of students and the community.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 1.3 - Communications

Professional Standard:

Staff input into college operations is encouraged.

Sources and Documentation:

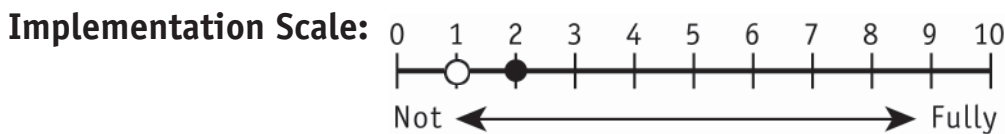
1. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Because the district has not made particularly effective use of task forces and committees, it continues to be recommended that the district create opportunities for faculty and staff to communicate and provide suggestions to their supervisors, administrators and the Special Trustee. These opportunities should be part of the internal communications strategies that should be a part of the district’s comprehensive communications plan that is developed.
2. While the Provost/CEO has conducted several campus-wide forums during the last semester, stakeholder interviews indicated that such events were not well-publicized nor the purpose explained. The district must continue to look at ways to expand opportunities for all staff to provide input regarding the district’s operations. Staff and faculty should be reassured that they are welcome to offer input and suggestions. Surveys and interviews should be conducted to determine the effectiveness of communication methods, and to seek input on how people would like to be engaged. A successful plan to improve communications at the Compton Center will require multiple means of gathering input and disseminating information – in print, in electronic forms, and through in-person meetings. A comprehensive plan for internal two-way communications must be developed and put into action.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2



ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 1.5 - Communications

Professional Standard:

Individuals not authorized to speak on behalf of the college refrain from public comments on board decisions and college programs.

Sources and Documentation:

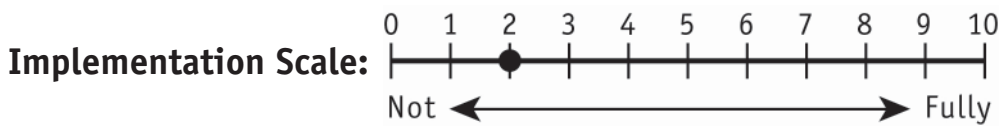
1. Faculty, staff, and administration interviews
2. Board member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviewees did not raise concerns about individuals not authorized to speak on behalf of the college commenting on programs and decisions. However, the district still lacks clear, written policies and protocols on the issue of spokespersons. Such a policy should be adopted, distributed, and training offered, as needed, to help to coordinate communications with external entities. As part of the policy, a staff member who is the point of contact for media questions should be identified to improve district responsiveness. Basic training in dealing with media inquiries should be incorporated into any customer service training that is provided to front-line staff of the district.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 2.4 – Community Relations

Professional Standard:

Students’ and community members’ complaints are addressed in a fair and timely manner.

Sources and Documentation:

1. Faculty, staff, and administration interviews
2. Community member interviews
3. District policies
4. Student interviews

Progress on Implementing the Recommendations of the Recovery Plan:

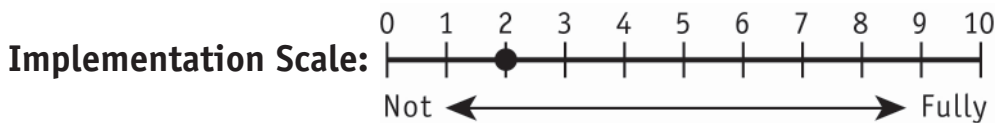
1. The Compton Community College District has not updated its complaint policies as recommended. No training has been provided to staff or to students on preventing or resolving complaints.

Student interviewees continued to raise concerns about not knowing who to contact on campus to address particular issues. Frustrations continued to be voiced about a perceived lack of communications and a lack of recognition of student complaints. The campus administration is often defensive in addressing complaints or criticisms, rather than trying to effectively resolve issues or prevent them before they occur.

2. It is still recommended that staff, including administrators, receive training on effective customer service and complaint resolution.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Community Relations/Governance Standard 3.1 – Community Collaboratives and District Committees

Professional Standard:

The board and president support partnerships and collaborations with community groups, local agencies and businesses.

Sources and Documentation:

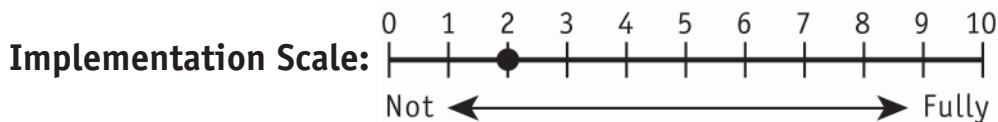
1. Board member interviews
2. Faculty, staff, and administration interviews
3. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no formal strategy being implemented to build and maintain community partnerships. There have been some informal attempts at outreach to the faith-based community and to some community-based groups during the time period of this progress report, but the district should make efforts to enhance and solidify its outreach to community collaboratives and partnerships that serve students. Such a coordinated strategy could help make additional resources available to students and the community. The members of the Board of Advisors can serve as liaisons to help begin to make the formal connections between the district and community groups, agencies and businesses. The district's strategy should include a written plan that identifies the roles and responsibilities of the Special Trustee, administrators, and the board. A coordinator should be designated to assess the effectiveness of the district's implementation of the strategy.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Community Relations/Governance Standard 3.2 – Community Collaboratives and District Committees

Professional Standard:

The board and the president establish broad-based committees or councils to advise the college on critical college issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations – Shared Governance, Academic Senate, etc.

Sources and Documentation:

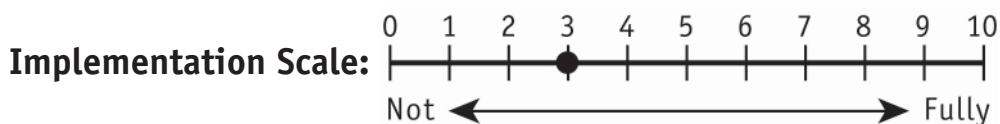
1. Faculty, staff, and administration interviews
2. Community member interviews
3. Compton Community College District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. There continues to be a lack of clarity over decision-making of issues between El Camino College and the Compton Community College District, and the resulting confusion over the proper role for committees sometimes hampers action. Resolving these conflicts must be a key priority for the Compton Center to begin to move forward. The district should examine the effectiveness of its existing committees and analyze how to make improvements, including the clarification of protocols and the provision of training to help participants to better understand their charge. Through more effective participation by stakeholders, the district will be better positioned to make progress toward its mission and goals.
2. The Special Trustee has begun to meet with members of the citizens' Board of Advisors, whose membership has been structured to engage a broader cross-section of community members than past task forces and committees. The district has created written protocols and expectations for this body, and this information should be broadly shared with staff and the community. By understanding the goals of the Board of Advisors, there can be greater accountability toward achieving successful results.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 4.2 – Policy

Professional Standard:

Policies and administrative regulations are up to date and reflect current law and local needs.

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no substantial change to the Compton Community College District’s policy manual during the time period of this progress report. The district continues to have in place a policy manual that was last updated in 2003. Many of the polices are outdated and require revision.

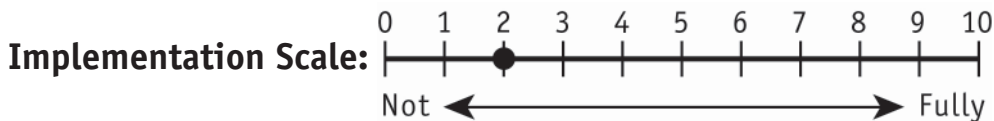
The Special Trustee should pursue a comprehensive review of policies and institute a practice for their effective implementation. It is still recommended that the district conduct a complete review of the policy manual and the Community College League’s template policies that were adopted in 2005 to ensure that the policies are up to date, reflect current law, and meet the needs and circumstances of the Compton Community College District. The district should also ensure that its policies are in line with the El Camino College policies that affect students attending the Compton Center. Policies should include administrative regulations and procedures for staff to follow to ensure consistent application. The district must take action now to ensure that an updated policy manual that reflects current law and district practices is made available as a tool for the district as it regains its autonomy.

2. Technology should be employed more effectively to provide access to the policy manual for all staff, students, and the community at large. The district should take full advantage of opportunities to provide more convenient online access to district policies for the board, staff and public. Additionally, the policy manual should be made easily available and accessible to all staff, and be searchable, including a keyword index and links to related laws and valuable policy resources. The current system of categorization is ineffective and difficult to use. The Special Trustee should execute plans to add the district policies to the district’s Web site.

Standard Implemented: Partially

April 2007 Rating: 2

January 2008 Rating: 2



ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 4.3 - Policy

Professional Standard:

The board has adopted all policies mandated by state and federal law.

Sources and Documentation:

- 1. District policies
- 2. Board member interviews
- 3. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

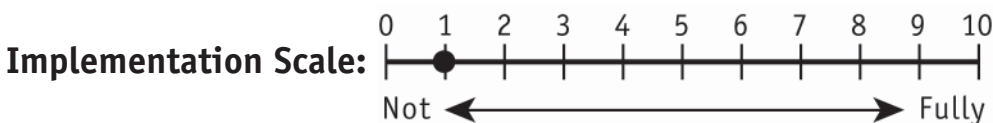
- 1. The district does not maintain a coherent policy manual detailing all of its policies. While the district has initiated a process to review and update policies, no specific time line for the revisions, discussion, customization, and adoption of policies has been established. Therefore, the policies of the Compton Community College District do not meet the mandates of state and federal law.

There is a critical need for the district to revise its policies. The Special Trustee should establish a specific plan and time line to amend and adopt district policies. One component of this plan should be a process for the effective dissemination, distribution, and consistent implementation of policy. Administrators, staff, students, and the community should have ready access to the district policies. It is still recommended that the district conduct a complete review of the policy manual and the Community College League’s template policies that were adopted in 2005 to ensure that the policies are up to date, reflect current law, and meet the needs and circumstances of the Compton Community College District. Policies should include administrative regulations and procedures for staff to follow to ensure consistent application.

The plan to amend policies should also ensure that the Compton Community College District policies are not in conflict with the El Camino College policies that affect students attending the Compton Center. Additionally, the plan to address policy-making should also outline a process to ensure that there are opportunities to introduce and discuss new policies to reflect both practice and changes in the law.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 4.6 - Policy

Professional Standard:

Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.

Sources and Documentation:

1. Board member interviews
2. Faculty, staff, and administration interviews
3. Board agendas and minutes

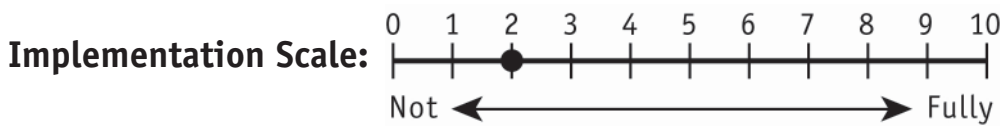
Progress on Implementing the Recommendations of the Recovery Plan:

1. Policies are not routinely or consistently referenced at meetings as part of the decision-making process. Decisions appear to be made to address pressing issues or to meet deadline requirements rather than to anticipate concerns that may arise in the future. The district should complete a comprehensive review of all policies. Once these policies are reviewed and amended, all district and site staff should be held accountable for adhering to district policies. If a policy ceases to meet the district’s needs or is perceived to be enforced unevenly, the district should initiate a review and revision of the policy.

The Special Trustee should reinforce his expectations regarding the consistent implementation of policies, and maintain accountability through periodic reviews of critical policies and through the staff evaluation process.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 1.3 - Planning Process - Goals and Performance Standards

Professional Standard:

The college has long-term goals and performance standards to support the improvement of student achievement.

Sources and Documentation:

1. MOU between the El Camino Community College District and the Compton Community College District, August 21, 2006
2. El Camino Board Policies 1200, El Camino College Vision, Mission, Philosophy, Values and Guiding Principles, and 4220, Standards of Scholarship
3. Comprehensive Master Plan 2004-2007, El Camino Community College District
4. El Camino Community Strategic Plan, 2007 through 2010
5. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
6. Memorandum from Provost, Compton Center, subject: Documents Required for FCMAT
7. Recruitment Plan 2007 (Draft), El Camino Community College, Compton Center
8. The El Camino Community College Compton Center Counseling Plan for 2007-08
9. El Camino Community College Compton Community Education Center 2007-08 Enrollment Management Plan
10. 2006-07 Enrollment Management Plan, El Camino Compton Community Educational Center.
11. Interviews with the Special Trustee, Compton Community College District, and with administrators and faculty of the El Camino College and the El Camino College Compton Center.

Progress on Implementing the Recommendations of the Recovery Plan:

1. El Camino College policies contain some long-term goals and performance standards that could provide a basis for long-term planning to improve student achievement at the Compton Center.
2. The El Camino Community College District Strategic Plan 2007 through 2010 and the Comprehensive Master Plan 2004-07 were presented as evidence of movement toward satisfying the standard with regard to the Compton Center. However, the first document is a one-page document and lacks specific goals. The latter document – the Comprehensive Master Plan – was developed at least two years before the Compton Center-El Camino partnership and, therefore, is not applicable to the current situation. Neither document mentions the Compton Center.
3. The site visit substantiated that little progress had been made regarding long-range planning for the Compton Center. A memorandum from the Provost noted that no progress had been made on the FCMAT recommendation for a joint review of the Compton District’s pre-partnership plans for what is now the Compton Center.

4. All senior administrators at the Compton Center and main El Camino campuses stated that no substantive long-range planning has been conducted. The two-day planning summit in April 2007 generated a broad planning framework, but few details. The focus for the past year has been crisis management and keeping the doors open to students. Some administrators stated the need for more data on student retention, persistence, and success rates as a basis for planning. Action had been initiated to hire research support for the Compton Center to aid in collecting and analyzing planning data.
5. The committee structure for Compton Center has been defined and approved, thereby providing the organization necessary to support long-term planning. Some, but not all, committees are active and have prepared plans with short-term goals. Active committees include those on budget and planning, matriculation, and student equity. Plans developed by these committees or by staff members include recruitment, enrollment, and counseling. There is still a need for clarity regarding the organization, function, and processes of the committee system.

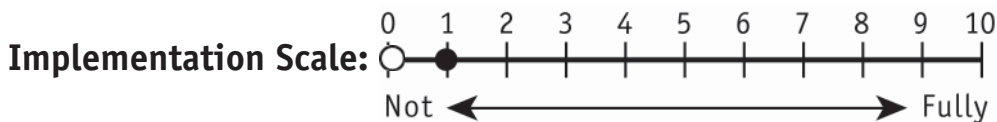
Sufficient evidence was not provided to show that the Compton Center has developed long-term goals to support student achievement. The focus remains on solving current problems.

Long-term plans must be developed to support the improvement of student achievement at the Compton Center as follows:

- In accordance with the MOU, both parties to the MOU should cooperate to refine long-term goals and performance standards for the Compton Center. Those goals should accommodate the eventuality of accreditation and independence of the Compton Center and provide for a smooth transition from its current status to control by the Compton Community College District.
- Long-term plans already prepared by the Compton District should not be summarily dismissed due to the creation of the Compton Center. Joint committees composed of Compton District and El Camino College faculty and staff should scrutinize those plans to determine if some or all of the elements can be salvaged.

Standard Implemented: Partially

April 2007 Rating: 0
 January 2008 Self-Rating: 4
 January 2008 Rating: 1



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 1.4 Planning Process—Resources

Professional Standard:

The college directs its resources fairly and consistently to accomplish its objectives.

Sources and Documentation:

1. MOU between the El Camino Community College District and the Compton Community College District, August 21, 2006
2. Compton Board Policy 1.10, Board Standing Committees
3. Compton Board Policy 2.7, Institutional Standing Committees
4. Compton Board Policy 8.1, Budget
5. Compton Community College District Institutional Standing Committees 2006-07
6. Institutional Self Study Report in Support of Reaffirmation of Accreditation, Compton College
7. El Camino Community College District Comprehensive Master Plan 2004-2007
8. El Camino Community College Strategic Plan 2007 through 2010
9. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
10. Compton College Student Equity Plan
11. El Camino Community College Student Equity Plan, October 16, 2006
12. Recruitment Plan 2007 (Draft), El Camino Community College, Compton Center
13. The El Camino Community College Compton Center Counseling Plan for 2007-08
14. El Camino Community College Compton Community Education Center 2007-08 Enrollment Management Plan
15. 2006-07 Enrollment Management Plan, El Camino Compton Community Educational Center
16. Minutes of the Budget and Planning Committee (BPC), 2007, El Camino College Compton Community Educational Center
17. Interviews with the Special Trustee, Compton Community College District, and with administrators and managers of the El Camino College and the El Camino Compton Community Education Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. Plans provide a basis for directing resources fairly and consistently. As evidence of planning, officials gave the review team the El Camino Community College District Comprehensive Master Plan 2004-2007 and the October 2006 Student Equity Plan. These plans were developed before the Compton-El Camino partnership was anticipated. The third document provided was a one-page El Camino Community College Strategic Plan 2007 through 2010; this document contained no specific objectives. Resources were being allocated to support the objectives in current-year plans, including enrollment management, recruitment (draft), and counseling.

The long-range planning documents for El Camino Community College District were not relevant to the Compton Center. The objective of the Compton-El Camino partnership to establish the Compton Center as an accredited and independent entity was not addressed in any plan provided to the review team.

2. The list of Compton Community College District committees has been revised. Committees are responsible for establishing objectives for the Compton Center and some are responsible for preparing plans to meet those objectives. Several groups are engaged in the planning process, the most prominent being the Planning and Budgeting Committee. This body is fully functional and advises the Compton Center Provost and the Compton District Special Trustee regarding allocation of resources. Short-term objectives have been established and the committee has recommended resource allocations. However, the formal linking of planning and budgeting in a single committee is relatively new for the Compton Center. Since there are no long-range objectives and the new committee has no track record in merging planning and budgeting, the review team had no basis upon which to judge consistency or fairness in the allocation of resources to pursue objectives. That determination must await the development of long-range plans for the Compton Center and establishment of the committee's record, over time, in providing resources for those plans.

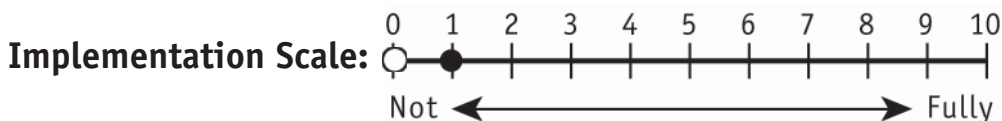
3. The April 2007 Comprehensive Review highlighted resource allocations that were inconsistent with the pre-partnership educational objectives of the Compton campus. To eliminate such problems and promote the appropriate distribution of resources, the review team recommended the development of written procedures for program managers and the Business Office staff. Compton Center officials provided no evidence that the problems had been eliminated or that procedures have been established to prevent them. A written response to the recommendation stated that no systematic action had been taken. The reasons given were the lack of permanent staff in key positions and the continuing state of crisis at the Compton Center. During its October 2007 visit, the absence of written procedures in these matters was a major complaint of program managers who provide direct support to students. (See also Standard 1.5 regarding management of categorical and compensatory funds.)

The following actions are still needed:

1. Establish long-range plans for the Compton Center to serve the purposes of the Compton-El Camino partnership and provide a basis for consistent and fair allocation of resources to accomplish the objectives of those plans.
2. Clarify resource allocation responsibilities and processes by using the master list of Compton Center committees to create a chart displaying the flow of advice and plans through the system to the Special Trustee/Board of the Compton District and officials at El Camino College.
3. Staff and render fully operational the committee structure for the Compton Center.
4. Establish and implement written directives and controls to ensure compliance with the laws governing categorical funds so they are spent for their intended purposes.

Standard Implemented: Partially

April 2007 Rating: 0
 January 2008 Self-Rating: 4
 January 2008 Rating: 1



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 2.3 – Curriculum – Management and Quality

Professional Standard:

The college has clear and valid objectives to promote student learning, and a process for curriculum development.

Sources and Documentation:

1. ACCJC Standard IIA
2. Curriculum Handbook for El Camino College
3. El Camino College Compton Center fall 2007 schedule of classes
4. El Camino College Compton Center course outlines of record for fall 2007
5. El Camino College Compton Center syllabi for fall 2007 courses
6. List of all El Camino College courses and status of SLOs for those courses
7. Memorandum of Understanding between the El Camino Community College District and the Compton Community College District
8. Draft (6/07) Responsibilities for Administering Functions and Operations at the El Camino College Compton Community Educational Center
9. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
10. El Camino College Strategic Plan 2007 through 2010
11. Minutes of CCC meetings
12. El Camino College Compton Center Bargaining Contract, Article X Evaluation
13. El Camino College, Compton Center Edition, 2007-08 Catalog
14. Curriculum Handbook for El Camino College
15. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan

1. No revised El Camino College board policy was presented that requires a course outline of record and faculty-created syllabus to be filed for every course offered. Course outlines of record were presented for most of the 264 courses offered at the center for fall 2007. Compton Center and El Camino College personnel stated that the process for curriculum development and review as outlined in the El Camino College Curriculum Handbook suffices for now.
2. Center personnel said there are no immediate plans to collaborate to revise the Curriculum Handbook for El Camino College. However, center personnel anticipate that El Camino College will reassign a faculty member to work with the El Camino College Curriculum Committee to revise the handbook during the fall and spring semesters this academic year. Curriculum management for Compton Center does not yet include all of the essential elements to provide guidance for curriculum design and delivery. Three areas key to curriculum management and still absent from center curriculum management planning are:
 - A design for a comprehensive professional development program linked to curriculum design and delivery
 - Overall assessment procedures to determine student mastery of student learning outcomes
 - Approaches by which tests and assessment data will be used to strengthen curriculum and instruction

Exhibit 2.3.1 lists the quality criteria for curriculum management planning and the review team's current assessment of El Camino College Compton Community Educational Center Curriculum Management compared to the assessment during the last visit in 2006.

Exhibit 2.3.1
Quality Criteria for a Curriculum Management Planning Framework
and Review Team Assessment
El Camino College Compton Center
November 2007

| Characteristic | 11/2006 | | 11/2007 |
|---|----------|------------|---|
| | Adequate | Inadequate | Remains Inadequate or Partially Satisfied |
| Design and Delivery: | | | |
| 1. Describes the philosophical framework for the design of the curriculum (interdisciplinary learning, shared experiential learning, challenging and rigorous, critical thinking) | X | | |
| 2. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members | X | | |
| 3. Presents the format and components of aligned course outlines | X | | |
| 4. Directs Title 5 requirements be included in the curriculum. | X | | |
| 5. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery. | | X | X |
| Review: | | | |
| 6. Identifies a periodic cycle of curriculum review of all subject areas. | X | | |
| 7. Describes the timing, scope, and procedures for curriculum review. | X | | |
| 8. Presents procedures for monitoring curriculum delivery. | P* | | P* |
| Assessment: | | | |
| 9. Specifies overall assessment procedures to determine curriculum effectiveness. | | X | X |
| 10. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction. | | X | X |
| Dissemination: | | | |
| 11. Establishes a communication plan for the process of curriculum design and delivery. | X | | |
| P* = Partially satisfied | | | |

The center's Curriculum Management Planning remains inadequate or partially satisfied on four characteristics. The following was noted:

Characteristic 5: Professional development planning for the center remains inadequate (see Standards 5.1 and 5.2). The review team was not presented with an El Camino College new or revised board policy directing professional development, or a current center professional development plan. Center personnel report they intend to develop such a plan through their newly reconstituted staff development committee and provide professional development on curriculum development and implementation on the center's flex days.

Characteristic 8: This characteristic remains partially satisfied. Center personnel state that monitoring continues to be handled through the formal evaluation process. The Compton Center faculty bargaining unit contract has been revised to include a new faculty evaluation process. The tool to implement this new process had not been developed as of the review team's visit. The revised bargaining unit contract Article X, Evaluation, states: "Among the purposes of evaluation, the quest for the improvement of instruction and educational services to students is the highest goal. A systematic approach to evaluation is essential to the improvement of instruction and educational services to students." Whereas evaluator feedback was a formal part of the prior evaluation process, the inclusion of constructive feedback is an optional component of this new evaluation process (see Standard 5.7).

Characteristic 9: The review team was not yet presented with overall assessment procedures to determine curriculum effectiveness either at the division level or at the course level (see Standard 4.2). Assessments in course outlines of record are not yet aligned explicitly to course objectives (see Standard 2.3) in keeping with ACCJC Standard IIA 1c, which states, "The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements." To date SLOs have not been developed for most Compton Center courses. Compton Center and El Camino College personnel state that division faculties from Compton Center and El Camino College are just beginning to work collaboratively to develop these SLOs. The review team was presented with SLO documents from the Mathematics/ Science and Humanities divisions as evidence of the beginnings of work in this area.

Characteristic 10: The Compton Center plans to hire a research analyst to assist in collecting, disaggregating, analyzing and disseminating data for curriculum and program improvement and increasing student achievement (see Standard 1.2). The review team was not provided with new or revised El Camino College board policy, procedures or requirements for center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. The center plans to organize a new department of institutional research.

3. The college has begun working collaboratively with the center to develop SLO/assessments in keeping with ACCJC standards. However, the review team found few courses with developed SLOs/assessments. The review team reviewed all course outlines presented. Center course outlines of record do not yet provide sufficient information to guide instruction.

Center personnel reiterated that the course outlines of record originate with the El Camino main campus curriculum committee and that even though the center maintains representation on El Camino College division committees and the El Camino College Curriculum Committee, the main responsibility for modification of these outlines is with El Camino College personnel. The review team rated all of the course outlines of record it received against each of five criteria described in Exhibit 2.3.2:

Exhibit 2.3.2

Review Team Quality Curriculum Document (Course Outline of Record) Criteria

| Criteria | Description |
|----------|--|
| One | <p>Clarity and Validity of Objectives</p> <p>0 no goals/objectives present</p> <p>1 vague delineation of goals/learner outcomes</p> <p>2 states tasks to be performed or skills/concepts to be learned</p> <p>3 states for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning</p> |
| Two | <p>Congruity of the Curriculum to Testing/Evaluation</p> <p>0 no evaluation approach</p> <p>1 some approach of evaluation stated</p> <p>2 states skills, knowledge, concepts which will be assessed</p> <p>3 each objective is keyed to district and/or state performance evaluation</p> |
| Three | <p>Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes</p> <p>0 no mention of required skill</p> <p>1 states prior general experience needed</p> <p>2 states prior general experience needed in specified grade level</p> <p>3 states specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses)</p> |
| Four | <p>Delineation of the Major Instructional Tools</p> <p>0 no mention of textbook or instructional tools</p> <p>1 names the basic text/instructional resource(s)</p> <p>2 names the basic text/instructional resource(s) and supplementary materials to be used</p> <p>3 states for each objective the “match” between the basic text/instructional resource(s) and curriculum objective</p> |
| Five | <p>Clear Linkages (Strategies) for Classroom Use</p> <p>0 no linkages cited for classroom use</p> <p>1 overall, vague statement on linkage for approaching the subject</p> <p>2 provides general suggestions on approach</p> <p>3 provides specific examples on how to approach key concepts/skills in the classroom</p> |

Exhibit 2.3.3 presents the review team’s ratings of all course outlines of record it received. Each course outline was assigned a value of 0 to 3 (low to high) on each of the five criteria as described in Exhibit 2.3.2. A maximum of 15 points is possible; guides receiving a rating of 12 or more points are considered strong or adequate for meeting Academic Achievement

criteria. The mean ratings for each criterion and the mean for the total guide ratings were then calculated.

Exhibit 2.3.3
Rating of Course Outlines for Fall 2007
El Camino College Compton Educational Center
November 2007

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|--|------------------------------------|------------------|---------------------|--------------------|-------------------|-------------------|---------------------|
| Academic Strategies 20ab | 11/4/97 | 3 | 1 | 1 | 2 | 1 | 8 |
| Academic Strategies 22ab | 11/4/97 | 3 | 1 | 1 | 2 | 1 | 8 |
| Academic Strategies 30ab | 11/4/97 | 3 | 1 | 3 | 2 | 1 | 10 |
| Academic Strategies 36ab | 11/4/97 | 2 | 1 | 1 | 2 | 1 | 7 |
| Anatomy 30 | 10/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Anatomy 32 | 9/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Anthropology 2 | 10/02 | 1 | 1 | 3 | 0 | 0 | 5 |
| Administration of Justice 100 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 103 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 109 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 111 | Spring/03 | 3 | 1 | 3 | 0 | 1 | 8 |
| Administration of Justice 126 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 131 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Art 1 | 12/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 2 | 10/00 | 1 | 1 | 3 | 0 | 1 | 6 |
| Art 9 | 11/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Art 10ab | 10/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Art 11abcd | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 22ab | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 23abcd | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 37ab | 9/99 | 2 | 1 | 1 | 2 | 1 | 7 |
| Art 38abcd | 9/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Astronomy 20 | 3/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Automotive Collision Repair/ Painting 1A | Fall/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Automotive Collision Repair/ Painting 1C | Fall/99 | 3 | 1 | 3 | 2 | 1 | 10 |
| Automotive Collision Repair/ Painting 6abcd | Fall/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Automotive Technology 22b | Spring/99 | 1 | 1 | 3 | 2 | 1 | 8 |
| Automotive Technology 33 | Spring/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Automotive Technology 1 | Fall/97 | 2 | 1 | 1 | 2 | 1 | 7 |
| Biology 10 | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Biology 15 | 8/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 11 | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 15 | 10/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 5A | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 14 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 17 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 20 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 21 | 10/91 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 22 | 2/06 | 3 | 1 | 3 | 1 | 1 | 9 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|---------------------------------|------------------------------------|------------------|---------------------|--------------------|-------------------|-------------------|---------------------|
| Business 25 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 27 | 1/88 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 28 | 2/92 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 1A | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 1B | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 41 | 11/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 43 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 52A | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 52B | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 60A | 2/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 60B | 2/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 60C | 2/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Child Development 7 | 10/98 | 1 | 1 | 3 | 2 | 0 | 7 |
| Child Development 8 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Child Development 9 | 10/99 | 1 | 1 | 3 | 0 | 0 | 5 |
| Child Development 12 | 10/99 | 1 | 1 | 3 | 0 | 1 | 6 |
| Child Development 16 | 10/96 | 1 | 1 | 3 | 0 | 0 | 5 |
| Child Development 17 | 10/96 | 1 | 1 | 3 | 0 | 0 | 5 |
| Child Development 20 | 3/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Child Development 30 | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Child Development 32 | 10/02 | 1 | 1 | 3 | 2 | 1 | 8 |
| Cosmetology 10 | Fall/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Cosmetology 1 | Fall/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Chemistry 20 | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Chemistry 4 | 2/99 | 3 | 1 | 3 | 2 | 1 | 10 |
| Cosmetology 2abcd | Fall/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Cosmetology 14abcd | Fall/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Computer Information Sys. 13 | 10/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Computer Information Sys. 16 | Spring/02 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 19 | Fall/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 26 | 8/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 28 | 12/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 30 | 8/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 40 | 4/06 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 140 | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 141 | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Culinary Arts 3 | Fall/99 | 1 | 1 | 3 | 2 | 1 | 8 |
| Dance 22ab | 11/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Dance 43abcd | 11/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Economics 1 | 10/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| English A | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 80 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English 82 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English 84 | Fall/06 | 1 | 1 | 3 | 2 | 1 | 8 |
| English C | 2/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| English 15A | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 25A | 2/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| English A-X | 2/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 1A | Fall/00 | 2 | 1 | 3 | 2 | 1 | 9 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|------------------------------------|--------------------------------|--------------|-----------------|----------------|---------------|---------------|-----------------|
| English B | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 1B | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 1C | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 43 | 2/06 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 03A | 11/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English as a 2nd Language 03B | 11/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English as a 2nd Language 03C | 11/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English as a 2nd Language 53A | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 51A | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 51B | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 02A | 11/06 | 3 | 0 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 02B | 11/06 | 3 | 0 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 02C | 11/06 | 3 | 0 | 3 | 2 | 1 | 9 |
| Ethnic Studies 1 | 9/06 | 3 | 1 | 3 | 1 | 1 | 9 |
| Journalism 12 | 1/06 | 2 | 1 | 3 | 1 | 1 | 8 |
| Journalism 100 | 3/07 | 2 | 1 | 3 | 1 | 1 | 8 |
| English 100 | 3/07 | 2 | 0 | 3 | 0 | 1 | 6 |
| Educational Development 29 | 11/99 | 3 | 1 | 0 | 1 | 1 | 6 |
| Educational Development 31abcd | 10/03 | 2 | 1 | 0 | 0 | 1 | 4 |
| Fashion 10ab | 1/96 | 1 | 0 | 1 | 2 | 1 | 5 |
| Fashion 11ab | 1/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Film 20 | 10/01 | 0 | 0 | 3 | 0 | 1 | 4 |
| Film 22 | 10/01 | 3 | 1 | 3 | 1 | 1 | 9 |
| Fire and Emergency Tech. 1 | Fall/95 | 2 | 1 | 3 | 2 | 1 | 9 |
| First Aid 1 | Spring/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Fire and Emergency Tech. 140 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Fire and Emergency Tech. 115A | 1/07 | 3 | 1 | 3 | 2 | 1 | 10 |
| Fire and Emergency Tech 141 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Geology 1 | 9/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Geology 3 | 4/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| History 1A | 5/03 | 1 | 1 | 3 | 0 | 0 | 5 |
| History 1B | 11/04 | 1 | 1 | 3 | 2 | 1 | 8 |
| History 3 | 10/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| History 12A | 4/05 | 1 | 1 | 3 | 0 | 0 | 5 |
| History 16A | 1/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Human Development 5 | 11/00 | 1 | 0 | 3 | 0 | 1 | 5 |
| Humanities 1 | 2/05 | 2 | 1 | 3 | 2 | 1 | 9 |
| Law 5 | 2/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Library Information 1 | 10/99 | 2 | 1 | 0 | 2 | 1 | 6 |
| Machine Tool Technology 46 | Fall/03 | 2 | 1 | 1 | 2 | 1 | 7 |
| Machine Tool Technology 101abcd | 3/97 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 10A | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 10B | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 12 | 11/06 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 23 | 11/01 | 2 | 1 | 3 | 0 | 0 | 6 |
| Mathematics 40 | 1/01 | 2 | 1 | 3 | 0 | 0 | 6 |
| Mathematics 41A | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|---------------------------------|------------------------------------|------------------|---------------------|--------------------|-------------------|-------------------|---------------------|
| Mathematics 41B | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 60 | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 70 | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 130 | Fall/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 140 | 2/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 150 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 170 | 1/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 180 | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 190 | 3/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 191 | 3/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 110 | 11/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 120 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Medical Terminology 1 | Spring/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Microbiology 33 | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Music 11 | 11/00 | 2 | 1 | 3 | 0 | 1 | 7 |
| Music 31A | 10/00 | 2 | 1 | 0 | 1 | 1 | 5 |
| Music 31B | 10/98 | 1 | 1 | 3 | 0 | 0 | 5 |
| Music 31C | 10/98 | 1 | 1 | 3 | 0 | 0 | 5 |
| Music 31D | 10/98 | 1 | 1 | 3 | 0 | 0 | 5 |
| Music 47ab | 3/03 | 2 | 1 | 1 | 2 | 1 | 7 |
| Music 48abcd | 3/99 | 1 | 1 | 0 | 0 | 1 | 3 |
| Music 68abcd | 9/01 | 1 | 1 | 0 | 2 | 1 | 5 |
| Music 80abc | 6/05 | 3 | 1 | 0 | 2 | 1 | 7 |
| Music 81A | 6/05 | 2 | 1 | 1 | 2 | 1 | 7 |
| Music 81B | 5/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Nursing 145 | Fall/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Nursing 150 | 5/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Nursing 152 | 4/04 | 2 | 1 | 3 | 2 | 1 | 9 |
| Nursing 154 | 3/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Nursing 251 | 3/05 | 2 | 1 | 3 | 2 | 1 | 9 |
| Nursing 253 | Unknown | 2 | 1 | 3 | 2 | 1 | 9 |
| Nutrition and Foods 11 | Fall/05 | 0 | 1 | 3 | 0 | 0 | 4 |
| Nutrition and Foods 15 | Fall/05 | 3 | 0 | 3 | 2 | 1 | 9 |
| Philosophy 3 | 9/03 | 2 | 1 | 3 | 2 | 1 | 9 |
| Philosophy 5 | 12/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physics 11 | 9/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Physics 12 | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physics 1A | Fall/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physiology 31 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 5 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 10 | 9/95 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 12 | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 16 | 9/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 2abcd | Fall/95 | 3 | 1 | 3 | 0 | 1 | 8 |
| Physical Education 54abcd | Fall/95 | 2 | 1 | 0 | 2 | 1 | 6 |
| Physical Education 217 | Fall/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Physical Education 240abcd | Fall/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 277 | Fall/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Physical Education 4abcd | Spring/99 | 2 | 1 | 0 | 1 | 1 | 5 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|----------------------------|-----------------------------|-----------|--------------|-------------|------------|------------|--------------|
| Physical Education 6abc | Fall/03 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 15ab | Fall/04 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 20ab | Fall/04 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 25ab | Fall/04 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 35ab | Fall/05 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 70ab | Spring/03 | 1 | 0 | 3 | 0 | 0 | 4 |
| Physical Education 105ab | Spring/05 | 2 | 1 | 3 | 0 | 1 | 7 |
| Physical Education 204abcd | Spring/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 224abcd | Spring/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 300abcd | Spring/06 | 3 | 1 | 0 | 1 | 1 | 6 |
| Speech Communication 1 | 11/02 | 2 | 1 | 3 | 1 | 1 | 8 |
| Speech Communication 3 | 10/00 | 2 | 1 | 3 | 1 | 1 | 8 |
| Speech Communication 4 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Spanish 21ab | 10/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Theatre 1 | 10/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Theatre 70abcd | 11/03 | 2 | 1 | 3 | 1 | 2 | 9 |
| Theatre 72ab | 12/03 | 2 | 1 | 3 | 2 | 1 | 9 |
| Theatre 14B | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Welding 1 | Spring/04 | 3 | 0 | 3 | 2 | 1 | 9 |
| Welding 15ab | Spring/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Welding 23abc | Fall/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Welding 2abc | Fall/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Welding 40abcd | Spring/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Sociology 101 | 8/04 | 3 | 1 | 3 | 1 | 1 | 9 |
| Sociology 104 | 8/04 | 3 | 1 | 3 | 1 | 1 | 9 |
| Spanish 1 | 12/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Spanish 2 | 10/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Real Estate 11 | 2/00 | 2 | 1 | 3 | 1 | 1 | 8 |
| Real Estate 13 | 9/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Real Estate 14A | 9/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Real Estate 40 | 9/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Recreation 207 | Fall/05 | 3 | 1 | 3 | 1 | 1 | 9 |
| Recreation 217 | Fall/05 | 3 | 1 | 3 | 1 | 1 | 9 |
| | | 483 | 208 | 603 | 360 | 204 | 1857 |
| | Mean Totals | 2.22 | .95 | 2.77 | 1.65 | .94 | 8.55 |

Exhibit 2.3.3 reveals the following:

- The mean rating of the course outlines of record reviewed is 8.55, which is inadequate to guide instruction.
- Course objectives in most course outlines of record reviewed are stated as student outcomes in behaviorally measurable terms. To receive a 3 for this criteria, time spent learning must be stated for each objective to validate estimated time it takes to learn all course content. Many of these course outlines of record state approximate times allotted in hours for major topics, but not for each objective. This criterion was rated a mean of 2.22.
- Most course outlines of record list vague statements of instructional activities such as “lab,” “lecture,” and “demonstration.” A rating of 3 is given for providing specific examples/sug-

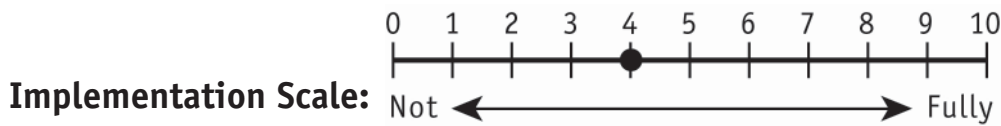
gestions on how to approach key concepts/skills. This criterion received the lowest score with a mean of 0.94.

- Most course outlines of record provide some approach to evaluation or assignments such as “problem solving demonstrations,” “exams,” “laboratory reports,” or “multiple choice” but do not provide a one-to-one match between student objectives and assessment. Congruity of the curriculum to testing/evaluation was rated a 0.95.
- All of the documents reviewed contain a section where prerequisites, co-requisites, recommended preparation, and enrollment limitations are to be specified. Delineation of prerequisites was rated a 1 if there was no input in this section. A score of 3 was awarded if “none” was written in for clarification or a specific prerequisite was listed. The mean score for this criterion was 2.77.
- Most of the course outlines of record listed required texts, supplementary readings, or other required materials for instruction, and received a rating of 1 or 2. To receive a 3, the course outline of record must state the “match” between the basic text/instructional resource(s), supplemental materials, etc., and each curriculum objective or student learning outcome. The mean score for this criterion was 1.65.

This professional standard is fully met when the mean rating for course outlines of record reaches the minimum adequacy rating of 12 and all required elements of curriculum management planning are fully and substantially implemented and are sustainable.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Self-Rating: 6
January 2008 Rating: 4



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 2.4 - Curriculum Alignment

Professional Standard:

A process is in place to maintain alignment among standards, practices and assessments.

Sources and Documentation:

1. ACCJC Standard II
2. El Camino College Compton Center Course Outlines of Record for fall 2007
3. El Camino College Compton Center Bargaining Unit Contract, Article X Evaluation
4. El Camino College Compton Center faculty-created course syllabi for fall 2007
5. El Camino College Strategic Plan 2007 through 2010
6. Curriculum Handbook for El Camino College
7. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center personnel report that there are no immediate plans to revise the Curriculum Handbook for El Camino College. As reported in Standard 2.3, Compton Center personnel expect that El Camino College will reassign a faculty member to work with the El Camino College Curriculum Committee to revise the handbook during the fall and spring semester this academic year.

Compton Center faculty members are required to produce syllabi for each course and it is expected that the syllabi and the course outlines of record align. The syllabus is to be submitted to the division chair within the first two weeks of the course session. The process requires the division chair to review the syllabus to ensure alignment with the course outline of record. The course objectives in the syllabi do not always align with the course outline of record objectives. Of the random sample of fall 2007 Compton Center syllabi across all divisions reviewed, only three syllabi contained behavioral objectives aligned with the objectives of the course outline of record. More than half of the syllabi reviewed contained course content written as topics rather than as measurable objectives.

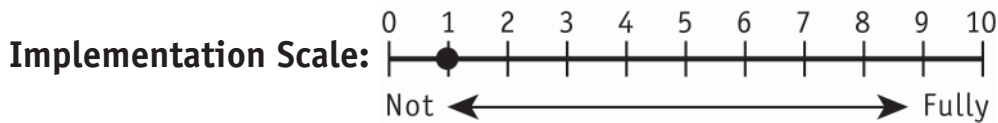
2. Center personnel report that the initial plans to provide flex days for faculty professional development on procedures for aligning the syllabi with course outlines of record did not materialize. Center personnel stated they had to postpone the activity because they could not secure an appropriate session leader. The review team was told that the newly reconstituted Compton Center Staff Development Committee would address the issue again on the next flex day. The process for ensuring the alignment of the written, taught and tested curriculum in center syllabi continues to be inadequate. Deep alignment occurs when curriculum documents include specific examples of how the tests in use approach, define, and assess knowledge and skills. In addition, there must be clear linkages with instructional strategies.
 - a. Neither the course outlines of record nor the course syllabi contain enough specific information about assessment to provide guidance in planning instruction so that students may demonstrate progress in meeting the learning outcomes. The objectives listed in many

course syllabi are not written as behaviorally measurable objectives, making it difficult to align them to assessments and demonstrate student progress in mastery of the curriculum (see Standards 2.3 and 4.2).

- b. Alignment of textbooks and supplemental materials remains inadequate (see Standard 2.3). Most of the sample syllabi name the basic text/instructional resource(s) and supplementary materials to be used but do not state the match for each objective between the basic text/instructional resource(s) and course objective. This element is critical to ensuring continuity should students transfer from one course to the same course with a different instructor.
- c. Linkage to instructional strategies remains inadequate. Most of the syllabi examined contained general statements regarding instructional strategies. Some syllabi did not refer to instructional strategies but, instead, listed suggested student assignments.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 6
January 2008 Rating: 1



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 2.10 - Curriculum - Integrating Technology

Professional Standard:

The college has adopted a plan for integrating technology into curriculum and instruction.

Sources and Documentation:

1. El Camino College District board policies
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Compton Center Strategic Plan, 2007-2010
4. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007
5. Classroom observations
6. Visits to classrooms, labs, the library, and the learning resource center (LRC)
7. Interviews with librarians, Learning Resource Center faculty, Compton Center administrators, the Special Trustee, faculty, and students

Progress on Implementing the Recommendations of the Recovery Plan:

The Compton Center has made progress with the development of its technology infrastructure. However, little progress has been made on the development and adoption of a plan for integrating technology into the center's curriculum and instruction. As a result, the review team did not observe consistent application of technological approaches in the teaching and learning process, except in those few areas where technology was the primary learning tool, i.e., the PLATO labs and Computer Information Science classes (see Standard 3.12).

Due primarily to the suspension of the Technology Committee in 2006-07, the technology planning recommendations of the Assessment and Recovery Plan of April 2007 were largely unmet. Planning for the use of technology in the classroom to support the teaching and learning process continues to be inadequate.

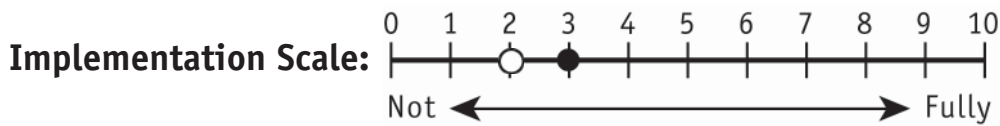
The Compton Center should still address the following:

- a. Collaborate with the faculty and administration of El Camino College to develop policies and procedures clearly defining the mission and philosophy of the Compton Center's educational technology program, especially as it pertains to use of technology in the classroom to support the teaching and learning process.
- b. Require regular reports from each division chair regarding the integration of computer skills and technology into the daily instructional program.
- c. Use the Technology Plan 2005-2010 (including the 2006-07 update) as a starting point to develop a comprehensive, long-range technology plan that addresses the quality components specified below:
 - A technology philosophy including the Compton Center's technology mission statement.
 - Ongoing assessment of faculty and student technology capability using measurable standards of performance.
 - Ongoing assessment of the educational technology program with measurable standards for improvement

- Faculty training with measurable standards related to equipment, application, instructional integration
 - Center-wide equipment standards
 - An implementation budget
 - A maintenance budget
- d. Survey the administrators and faculty to determine current levels of technology proficiency at the Compton Center, and design professional development strategies to address immediate deficiencies.
 - e. Encourage every faculty member to develop competency using computers to enhance instruction.
 - f. Develop expectations for use of integrated technology by students and by faculty. Assign accountability for this dimension of the curriculum to faculty and department/division chairs, and include it in the Compton Center's processes for program evaluation, student assessment, and personnel appraisal.
 - g. Require periodic reports regarding the level of faculty technological competence and the integration of technology into the curriculum.

Standard Implemented: Partially

April 2007 Rating: 2
 January 2008 Self-Rating: 3
 January 2008 Rating: 3



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:

Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident.

Sources and Documentation:

1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
3. Listing of El Camino College courses and status of SLOs for those courses
4. Course outlines and syllabi approved by El Camino College
5. Interviews with Compton Center administrators and students, and El Camino College administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and the main El Camino College campus are working on a joint committee to develop SLOs. The committee has made progress in several subject areas, but SLOs have not been developed for most Compton Center courses (see Standard 2.3). To accelerate their progress, committee members plan to draw on the SLO work completed by the Compton Center faculty before the Compton-El Camino partnership was established. The quality of SLOs varied considerably; interviews and documents indicate that not all faculty members share the same definition of an SLO and some of the definitions do not conform to the ACCJC criteria for SLOs.
2. A process has been established to automate individual student education plans. However, staff members stated that sufficient controls are not yet in place to ensure that every student has a current plan. Interviews with students revealed that not all students have (or are aware that they have) an individual education plan. Also, Compton Campus officials have not taken action on prior recommendations to conduct random quality checks of student plans or to automatically generate lists of students who have no plans.

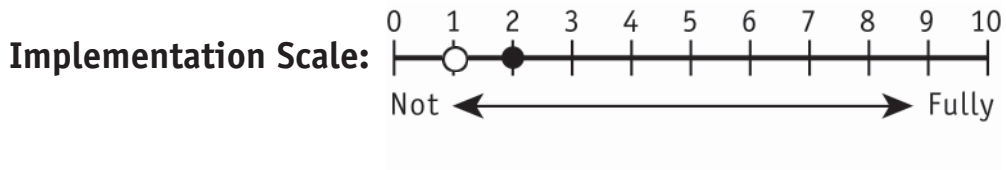
The following actions remain necessary:

- a. Compton Center and El Camino faculty and staff members should complete their joint efforts to develop all SLOs as required by ACCJC, drawing on the work already completed by the Compton Center faculty.
- b. With regard to individual education plans, the Compton Center staff should:
 - Complete the process of automating all student education plans.
 - Establish and/or enforce controls that require students to complete and update their individual plans at appropriate times.
 - Automatically generate periodic reports of students who have not prepared their education plans and take action to have them completed.

- Conduct a random check of the quality of individual education plans and, where appropriate, advise students to set more challenging achievement goals.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 8
January 2008 Rating: 2



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 3.5 - Instructional Strategies

Professional Standard:

The college faculty and staff promote and communicate high expectations for the learning and behavior of students.

Sources and Documentation:

1. El Camino College Catalog 2007-2008, Compton Center Edition
2. El Camino College Student Handbook 2007-2008, Compton Center Edition
3. Review of 101 Fall 2007 El Camino College, Compton Center Syllabi
4. Fall 2006 Student Profile Report, El Camino College, Compton Center
5. Spring 2007 Demographic and Enrollment Characteristics Summary, Compton Center
6. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
7. California Postsecondary Educational Commission (CPEC) Transfer Pathways
8. Interviews of five students
9. Observations of 53 classes
10. Interviews with eight counselors
11. Interview with one administrator

Progress on Implementing the Recommendations of the Recovery Plan:

1. The expectations for student learning and behavior are communicated to students in official publications of the Compton Center, such as the El Camino Catalog, Compton Center edition and the Compton Center edition of the Student Handbook.
2. Exhibit 3.5.1 reveals little evidence that the behavioral expectations for students are being reinforced in class materials distributed to students, most especially, course syllabi.

Exhibit 3.5.1
Behavioral Expectations from Course Syllabi Review
Compton Center, November 2007

| | |
|---|----|
| Number of Syllabi Containing Catalog/Student Handbook References on Expected Student Behavior | 4 |
| Number of Syllabi Containing Individual Class Policies on Expected Student Behavior | 17 |
| Number of Syllabi Containing Both Class Policies and Catalog/Student Handbook References | 8 |
| Number of Syllabi Containing No References to Behavioral Expectations | 72 |

This lack of reinforcement of behavioral standards is being manifested in behaviors by both students and faculty that are not conducive to a desirable learning environment. Observations of classes showed that in some cases, though not a majority, students walk in and out of classrooms during instruction, come to class late, receive cell phone calls in class and leave class to answer calls that are not emergencies. Faculty behavior in some cases does little to

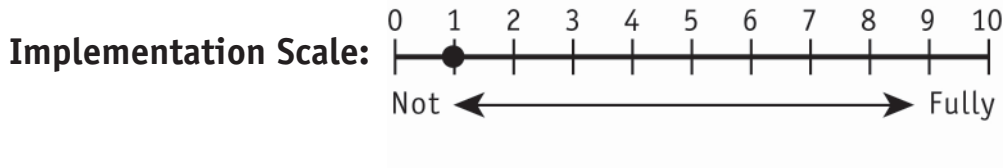
model high behavioral and learning expectations. For example, one review team member noted that the instructors were late for three of the four classes observed. Another review team member discovered that so few students arrived in a class on time that the instructor did not begin instruction until more students came into the class 15 minutes later. There were other examples of faculty being in their classrooms but not beginning instruction on time because of sidebar conversation with students. Students report that some faculty come to class late, walk in and out of class, talk on their cell phones in class, and stand outside the classroom door visiting with colleagues during class time. These students reported that these behaviors set poor examples for students, who mimic the behaviors. There appears to be little monitoring of instruction related to expectations of learning and behavior for students.

3. The recent revisions to the El Camino Catalog and Student Handbook, Compton Center edition, have begun to reflect high academic expectations and academic standards.
4. The introduction of online educational plans has provided some benefits and some pitfalls to monitoring the quality of individual educational plans. Many counselors enter student data online and with paper and pencil. Most counselors reported problems with the online educational plan system, such as being timed-out by the computer and forgetting to save the information, the system going down, and difficulty talking with students and entering data in the computer at the same time. They reported that they did enter the data from the paper copies into the computer when they had time. The new Colleague student database provides the ability to monitor student educational plans online to determine if they are following the plans, and there are discussions to begin this process.
5. The fall 2006 Student Profile report for Compton Center shows that 30% of students did not stay in their courses until the end of the semester. It also showed that only 57% of students successfully passed their courses. These statistics indicate that there has been little headway in improving basic skills instruction, increasing degree and certificate completion rates, or raising transfer rates. No statistics are provided on graduation rates. The spring 2007 Demographic and Enrollment Characteristics Summary illustrated that about 40% of Compton Center students indicate “transfer” as their educational goal upon admittance to the center. California Postsecondary Educational Commission (CPEC) Transfer Pathways data show that the transfer numbers to the UC and CSU systems have declined during the most recent years when data are available. While these data are questionable in some regards because of the methodology CPEC uses to assign the “transferring institution,” the numbers for the Compton Center are so low, historically, that the margin of error would not substantially increase the transfer numbers comparable to other colleges of similar size. In 2005-06, the latest date available for the UC system, the Compton Center transferred one student to a UC campus compared to six in the prior year. For the CSU system, 117 students transferred from the Compton Center in 2006-07 compared to 168 in 2005-06. While student goals are lagging indicators of achievement, and with over 70% of Compton Center students attending part-time, transfer numbers do not always reflect the achievement of student goals. Nevertheless, these transfer numbers are extremely low.
6. There has been no poll of students to assess their criteria for high behavioral and academic expectations, and students typically are not involved in faculty evaluations on a regular basis. The new evaluation policy negotiated in the latest collective bargaining agreement provides

for student evaluations as part of the comprehensive evaluation process, though it is not mandatory. So there is no consistent way of soliciting student feedback if a poll is not taken.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 5
January 2008 Rating: 1



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

Professional Standard:

Class size and faculty assignments support effective student learning to achieve student learning outcomes.

Sources and Documentation:

1. El Camino College District board policies
2. El Camino College Compton Center bargaining unit contract
3. Fall 2007 Schedule of Classes
4. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007
5. Visits to 53 classrooms, five computer labs, the library and the learning resource center (LRC)
6. Interviews with Compton Center administrators, the Special Trustee, faculty, and students.

Progress on Implementing the Recommendations of the Recovery Plan:

1. The schedule has been redesigned to eliminate the problems noted in the FCMAT Comprehensive Review, April 2007. The schedule is consistent with the main El Camino College campus, and classes have a common change time so there are fewer overlapping class sections. The center leaders plan to expand this scheduling practice to all areas in the spring semester. Classes generally are well-balanced, with a minimum of 15 students in most sections.
2. To further refine the schedule, division chairs have been asked to meet with the faculty in their areas to develop a four semester plan of course offerings and to explore ways to render the schedule more convenient for students who have a variety of class scheduling problems. The response has been positive so far. The division chairs have put together and implemented Friday/Saturday offerings, and some of the departments completed their four semester plans.

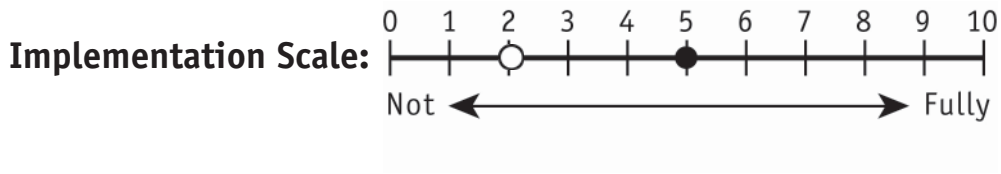
The Compton Center has also developed a comprehensive outreach and student recruitment plan that includes registration at the local high schools and an open house this spring.

3. In response to increased enrollment in Nursing and Life Science, the Compton Center added four new full-time faculty members. Adjunct faculty were also hired in other areas. All of the applicants were screened through Human Resources to confirm their faculty service areas (FSAs).
4. The Compton Center should continue to:
 - a. Manage the schedule of course offerings efficiently to control the numbers of students enrolling in sections to ensure a critical mass of students and to maintain courses at acceptable levels of enrollments throughout the semester. Schedule classes on a standardized schedule for class start and end times.
 - b. Expand the center's efforts to recruit students, including implementation and expansion

- of the comprehensive student recruitment plan currently under way, involvement of the faculty, and early registration of high school students at the high schools.
- c. Scrutinize the FSA qualifications of all new faculty hires, both contract and adjunct, prior to employment.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Self-Rating: 6
January 2008 Rating: 5



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 3.12 – Instructional Strategies

Professional Standard:

Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.

Sources and Documentation:

1. El Camino College fall flex day Compton Center faculty attendance data
2. El Camino College, Compton Center Edition, 2007-08 Catalog
3. El Camino College Compton Center course outlines of record for fall 2007
4. ACCJC Standard IIA 1b, 2c
5. Class and computer lab sessions observation data
6. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
7. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center staff development planning and implementation have only recently been reinstated.

In keeping with a core value that “We work in a spirit of cooperation and collaboration,” Compton Center personnel recently collaborated with El Camino College personnel to develop a new mission, statement of philosophy and values, and guiding principles document that is found in the El Camino College, Compton Center Edition, 2007-08 Catalog. This new collaborative effort includes as an institutional goal “to support continuous professional development for faculty and staff.”

Efforts are under way to hire and utilize the services of a research analyst to use data to develop a plan for professional development through the Compton Center staff development committee. Center personnel report that the reconstituted committee will now focus attention on developing and implementing a center staff development plan to address the issues related to instructional strategies and the need to modify classroom presentations. This plan will focus on encouraging faculty to participate in activities related to building their repertoire of teaching strategies.

2. As reported by Compton Center personnel, the course outlines of record originate with the El Camino main campus curriculum committee. Faculty from the center may participate in the development or modification of course outlines at the division level, but the main responsibility for modification rests at the main campus. Current center course outlines of record do not provide instructors with adequate linkage to varied instructional strategies to guide their instructional planning (see Standards 2.3 and 2.4).

3. Compton Center personnel report that faculty are using more collaborative activities in the classroom, and assigning group projects. Technology is moving into the classrooms as the center increases its level of available technology. During 2006-07, funds were provided for instructional equipment. High on the list of priorities were requests from various departments for the installation of technology in classrooms. New computers, LCD projectors, laptops, etc. were ordered and are being installed in various classrooms. Center personnel reported that the use of this technology varies across the campus, with newer buildings better equipped at this time. Center faculty were invited and many attended fall flex day afternoon sessions held by El Camino College. These sessions focused mainly on teaching online courses and the use of various technologies such as advanced Googling, Excel for grade and record keeping, the use of clickers and podcasting. In addition, a small number of professional development sessions were offered during this same time period related to critical thinking, tolerance, student discipline, and service learning.

The center's staff development committee did not meet in 2006-07 except to receive and approve conference reimbursement claims; thus the opportunities available to faculty members were less than expected by center personnel. Evidence of ongoing faculty professional development in the use of varied instructional strategies other than those offered during the fall flex day was not presented.

The collective bargaining contract, Article X, Evaluation, adopted May 10, 2007, calls for a new evaluation process for all instructional employees. Training for those implementing the new evaluation process has not been planned and there is no agreed-upon approach to providing constructive feedback, written or oral, to promote instructional improvement and link professional development opportunities to performance evaluation (see Standard 5.7).

ACCJC Standard IIA 2c requires that "high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs." In 53 class sessions visited by the review team over three days, the majority of instructional activities observed were, as in previous class observations, passive in nature with limited variation in instructional strategies and resource use. Exhibit 3.12.1 includes faculty activities in classes visited in fall 2007 along with those observations made in fall 2006. The segments of classroom activities observed were brief, normally less than five minutes. Since the previous visit, some changes have occurred in division titles and in course assignment to divisions. To assist with longitudinal comparison, courses visited during the November 2006 visit are reorganized under the new division titles.

Exhibit 3.12.1
Snapshot Record of Faculty Activities During On-Site Visit
El Camino College Compton Center, October 2007

| Division | #Classes Visited | At Desk | | Lecture | | Small Group | | Q & A | | Assisting | | *Use Tech. | | **Other | |
|--------------------------------|------------------|---------|--------|---------|--------|-------------|--------|-------|--------|-----------|--------|------------|--------|---------|--------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Natural Sciences | | | | | | | | | | | | | | | |
| 2006 | 5 | 0 | 0% | 4 | 80% | 0 | 0% | 0 | 0% | 1 | 20% | 1 | 20% | 0 | 0% |
| 2007 | 12 | 2 | 16.66% | 6 | 50% | 0 | 0% | 0 | 0% | 2 | 16.66% | 3 | 25% | 2 | 16.66% |
| Mathematical Sciences | | | | | | | | | | | | | | | |
| 2006 | 13 | 4 | 30.76% | 5 | 38.46% | 0 | 0% | 3 | 23.07% | 0 | 0% | 0 | 0% | 1 | 7.69% |
| 2007 | 11 | 3 | 27.27% | 7 | 63.63% | 0 | 0% | 1 | 9.09% | 0 | 0% | 0 | 0% | 0 | 0% |
| Industry and Technology | | | | | | | | | | | | | | | |
| 2006 | 11 | 4 | 36.36% | 0 | 0% | 2 | 18.18% | 1 | 9.09% | 4 | 36.36% | 0 | 0% | 0 | 0% |
| 2007 | 2 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 50% | 0 | 0% | 1 | 50% |
| Behavioral and Social Sciences | | | | | | | | | | | | | | | |
| 2006 | 4 | 2 | 50% | 2 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2007 | 7 | 2 | 28.57% | 1 | 14.28% | 0 | 0% | 1 | 14.28% | 0 | 0% | 0 | 0% | 3 | 42.85% |
| Fine Arts | | | | | | | | | | | | | | | |
| 2006 | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% |
| 2007 | 2 | 0 | 0% | 1 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 50% |
| Humanities | | | | | | | | | | | | | | | |
| 2006 | 10 | 5 | 50% | 4 | 40% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 10% |
| 2007 | 10 | 0 | 0% | 9 | 90% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 10% | 1 | 10% |
| Business | | | | | | | | | | | | | | | |
| 2006 | 7 | 3 | 42.85% | 3 | 42.85% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 14.28% |
| 2007 | 6 | 3 | 50% | 1 | 16.66% | 0 | 0% | 0 | 0% | 2 | 33.33% | 0 | 0% | 0 | 0% |
| Health Science and Athletics | | | | | | | | | | | | | | | |
| 2006 | 6 | 1 | 16.66% | 1 | 16.66% | 0 | 0% | 0 | 0% | 1 | 16.66% | 2 | 33.33% | 3 | 50% |
| 2007 | 3 | 1 | 33.33% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33.33% | 0 | 0% | 1 | 33.33% |
| Subtotals 2006 | 57 | 20 | 35.08% | 19 | 33.33% | 2 | 3.50% | 4 | 7.01% | 6 | 10.52% | 4 | 7.01% | 6 | 10.52% |
| Subtotals 2007 | 53 | 11 | 20.75% | 25 | 47.16% | 0 | 0% | 2 | 3.77% | 6 | 11.32% | 4 | 7.54% | 9 | 16.98% |
| Totals | 110 | 31 | 28.18% | 44 | 40% | 2 | 1.81% | 6 | 5.45% | 12 | 10.90% | 8 | 7.27% | 15 | 13.63% |

*Use Tech: PowerPoint presentation, Using overhead projector, Showing film

**Other: Not present, monitoring testing, not engaged in instructional activities

Exhibit 3.12.2 displays the type of activities in which students were involved at the time of the classroom observations in fall 2006 along with observations made during the fall 2007 visit.

Exhibit 3.12.2
Snapshot Record of Student Activities During On-Site Visit
El Camino College Compton Center, October 2007

| Division | #Classes Visited | Seatwork | | Q & A | | Large Group Passive | | Small Group | | *Use Tech. | | **Other | |
|--------------------------------|------------------|----------|--------|-------|--------|---------------------|--------|-------------|--------|------------|--------|---------|--------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| Natural Sciences | | | | | | | | | | | | | |
| 2006 | 5 | 1 | 20% | 0 | 0% | 4 | 80% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2007 | 12 | 2 | 16.66% | 8 | 66.66% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 16.66% |
| Mathematical Sciences | | | | | | | | | | | | | |
| 2006 | 13 | 3 | 23.07% | 3 | 23.07% | 5 | 38.46% | 1 | 7.69% | 0 | 0% | 1 | 7.69% |
| 2007 | 11 | 3 | 27.27% | 1 | 9.09% | 7 | 63.63% | 0 | 0% | 0 | 0% | 0 | 0% |
| Industry and Technology | | | | | | | | | | | | | |
| 2006 | 11 | 5 | 45.45% | 1 | 9.09% | 0 | 0% | 4 | 36.36% | 4 | 36.36% | 1 | 9.09% |
| 2007 | 2 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% |
| Behavioral and Social Sciences | | | | | | | | | | | | | |
| 2006 | 4 | 1 | 25% | 0 | 0% | 2 | 50% | 1 | 25% | 0 | 0% | 0 | 0% |
| 2007 | 7 | 1 | 14.28% | 0 | 0% | 3 | 42.85% | 0 | 0% | 0 | 0% | 3 | 42.85% |
| Fine Arts | | | | | | | | | | | | | |
| 2006 | 1 | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2007 | 2 | 0 | 0% | 0 | 0% | 1 | 50% | 0 | 0% | 0 | 0% | 1 | 50% |
| Humanities | | | | | | | | | | | | | |
| 2006 | 10 | 6 | 60% | 0 | 0% | 3 | 30% | 0 | 0% | 0 | 0% | 1 | 10% |
| 2007 | 10 | 0 | 0% | 5 | 50% | 4 | 40% | 0 | 0% | 0 | 0% | 1 | 10% |
| Business | | | | | | | | | | | | | |
| 2006 | 7 | 2 | 28.57% | 1 | 14.28% | 2 | 28.57% | 0 | 0% | 1 | 14.28% | 2 | 28.57% |
| 2007 | 6 | 4 | 66.66% | 1 | 16.66% | 1 | 16.66% | 0 | 0% | 4 | 66.66% | 0 | 0% |
| Health Sciences and Athletics | | | | | | | | | | | | | |
| 2006 | 6 | 2 | 33.33% | 0 | 0% | 1 | 16.66% | 0 | 0% | 0 | 0% | 3 | 50% |
| 2007 | 3 | 0 | 0% | 0 | 0% | 1 | 33.33% | 2 | 66.66% | 1 | 33.33% | 0 | 0% |
| Subtotals 2006 | 57 | 20 | 35.08% | 5 | 8.77% | 18 | 31.57% | | | | | | |
| | 6 | 10.52% | 5 | 8.77% | 8 | 14.03% | | | | | | | |
| Subtotals 2007 | 53 | 10 | 18.86% | 7 | 13.20% | 25 | 47.16% | 3 | 5.66% | 5 | 9.43% | 8 | 15.09% |
| Totals | 110 | 30 | 27.27% | 12 | 10.90% | 43 | 39.09% | 9 | 8.18% | 10 | 9.09% | 16 | 14.54% |

*Use Tech.: following instructor PowerPoint on laptop, individual use of technical equipment

** Other: Testing, giving reports, reading, watching film, not engaged in educational activity

The following observations are noteworthy concerning Exhibits 3.12.1 and 3.12.2:

- During class visits, the variety of most instructional activities was limited. Faculty were either lecturing (sitting at their desk or standing in front of the class) or at their desk occupied with other tasks in 67.92% of the classes visited. Faculty were observed in other activities (not present, monitoring tests, or not engaged in instruction) in 16.98% of the classes visited.

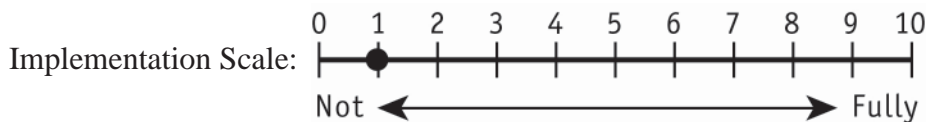
- Students were observed in large group passive activities in 47.16% of the classes during this visit. The review team observed students in other activities (not engaged in educational activity) in 15.09% of the classes visited. In 18.86% of classes visited, students were observed in small group work or in large group question-and-answer discussions with the instructor. Students were observed doing seatwork in 18.86% of classes visited.
- Faculty use of technology for instruction was observed in just four of the 53 classes visited. Faculty were observed either playing a video or conducting a PowerPoint presentation. Technology use by students in other than computer labs was observed in five of the classes visited.
- The review team observed classes where faculty and/or students arrived for the class well after the scheduled start time. In some classes, instruction had not begun 15 minutes after the scheduled start time. Some faculty left the room during scheduled class time for various purposes.

There were approximately 157 computers in the lab sessions visited. A total of 12 students were observed using these computers during the visits (see Standard 6.2).

4. The administration and faculty of El Camino College and the Compton Center need to collaborate to develop and implement a center staff development plan that focuses on increasing the use of a variety of instructional strategies and resources that address center students' diverse needs.

Standard Implemented: Partially

April 2007 Rating: 1
 January 2008 Self-Rating: 4
 January 2008 Rating: 1



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 4.1 - Assessment and Accountability – Content and Learning Standards

Professional Standard:

The college has developed content and learning standards for all subject areas that are understood and followed by college faculty.

Sources and Documentation:

1. El Camino College Compton Center Course Syllabi
2. El Camino College Compton Center Courses of Study
3. Course schedule fall 2007
4. Interviews with administrators and faculty
5. Classroom observations.
6. Standards set by the Accrediting Commission for Community and Junior Colleges, 2002
7. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007

Progress on Implementing the Recommendations of the Recovery Plan:

1. Courses of study and syllabi were presented for courses offered at the Compton Center. All courses of study and most of the syllabi had course objectives. However, not all faculty members are addressing the objectives in the courses of study. Objectives in many syllabi did not match the objectives in the course outline of record. In some cases syllabi objectives were different from the approved course objectives, and in other cases the syllabi objectives were stated as topics versus expected learning outcomes. Some syllabi also included student learning outcomes designed by the faculty at the Compton Center.

The review team visited classes in session to observe the delivery of instruction in approved courses of study. While some classes were engaged in learning commensurate with learning outcomes, others were either not actively engaged in learning at the time of the observation or the learning was not addressing the intended learning outcomes. (See also Standard 3.12).

2. A board policy to direct the alignment of content, student learning outcomes for the courses of study, and course syllabi in every subject has not been developed.

The administration and faculty of El Camino College and the Compton Center must continue to collaboratively establish:

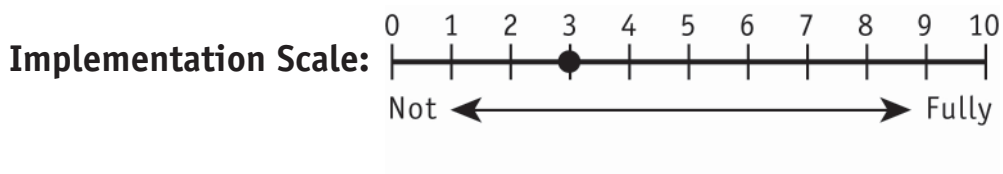
- An expectation that course syllabi are designed to deliver the student learning outcomes in the approved course of study.
- An expectation that the delivery of instruction adheres to the learning outcomes established in the approved course of study.
- Board policy to direct the ongoing development of courses of study that specify content and learning outcomes for each course in every subject. In this policy, direct faculty to address the student learning outcomes in each course.

Standard Implemented: Partially

April 2007 Rating: 3

January 2008 Self-Rating: 3

January 2008 Rating: 3



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 4.2 – Assessment and Accountability – Measurement of Learning Outcomes

Professional Standard:

Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

Sources and Documentation:

1. El Camino College Compton Center Course Syllabi
2. El Camino College Compton Center Courses of Study
3. Standards set by the Accrediting Commission for Community and Junior Colleges, 2002
4. Board policies for El Camino College and El Camino Compton Educational Center
5. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, September 2007

Progress on Implementing the Recommendations of the Recovery Plan:

1. Assessment tools have not been developed to measure course objectives or student learning outcomes. To meet this standard the faculty at the Compton Center, in collaboration with El Camino College personnel, needs to address the intention of the ACCJC accreditation standards regarding measuring student learning. These standards declare that student learning outcomes have to do with "... having the institution consciously and robustly demonstrating the effectiveness of its efforts to produce and support student learning by developing student learning outcomes at the course, program, and degree level. This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made."

The measurement of "how learning is occurring" will involve assessment tools that are deeply aligned to course objectives and designed to include a range of cognitive processes and means of demonstrating learning that include authentic problem solving and application. The data from such assessments need to be used by the faculty to "improve learning and teaching" and to "engage in discussions of ways to deliver instruction to maximize student learning."

2. A board policy to direct Compton Center personnel in the design and use of assessment to measure student learning has not been developed.

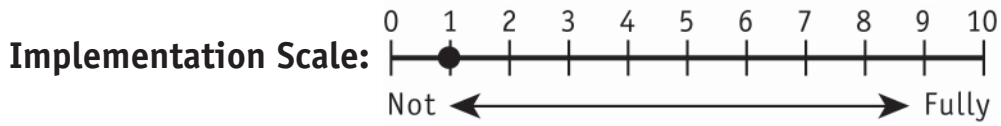
The administration and faculty of El Camino College and the Compton Center should continue to collaboratively:

- Develop assessment tools and approaches to measure student progress during the semester and the attainment of learning outcomes by the end of each course.
- Use data from assessments to monitor learning, to intervene through reteaching to support each learner in attaining learning outcomes, and to promote the articulation of learning across courses.
- Use data from the assessments to "engage in discussions of ways to deliver instruction to maximize student learning" for all students (see ACCJC Standards, 2002).

- Develop and implement a board policy that provides direction to Compton Center personnel in the design and use of assessment to measure student learning.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 1
January 2008 Rating: 1



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 4.3 Assessment and Accountability – Alignment of Assessments and Use of Data

Professional Standard:

The assessment tools are clear measures of what is being taught and provide information for the administration and faculty to improve learning opportunities for all students.

Sources and Documentation:

1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center courses of study
3. Board policies for El Camino College
4. Interviews with administrators and faculty
5. Standards established by the Accrediting Commission for Community and Junior Colleges, 2002
6. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007

Progress on Implementing the Recommendations of the Recovery Plan:

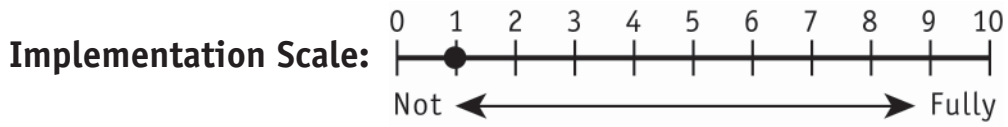
1. Since no assessment tools aligned to learning outcomes have been developed (see Standard 4.2) the Compton Center cannot generate data to be used by administration and faculty to improve learning opportunities for all students. The lack of assessment tools means the program at the Compton Center cannot meet the ACCJC Standard II-A 1c expectation that “the institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.” Further, the lack of reliable information about student learning means the faculty and administration at the Compton Center have inadequate data to systematically review all courses and programs to determine “their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.” (ACCJC Standards, 2002.)
2. A board policy has not been developed to direct the design of assessment tools to evaluate courses and programs for the purpose of monitoring quality and relevance.

The administration and faculty of El Camino College and the Compton Center should continue to collaboratively accomplish the following:

- Design procedures necessary for systematic data collection at the course, program, certificate, and degree levels, as well as data on transitions to and retention in four-year colleges, universities, and career-preparatory institutions.
- Design a system to ensure that data are valid and reliable.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 1
January 2008 Rating: 1



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 4.4 – Assessment and Accountability – Availability of Data

Professional Standard:

Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

Sources and Documentation:

1. Interviews with the special trustee, administrators, and faculty
2. Board policies for El Camino College
3. Standards established by the ACCJC, 2002
4. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007

Progress on Implementing the Recommendations of the Recovery Plan:

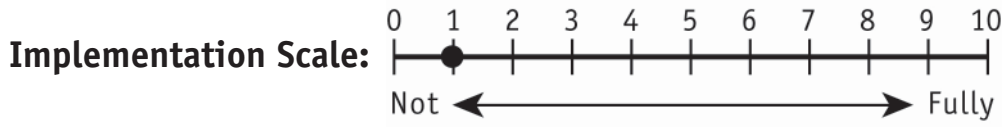
1. Tools or methods for data collection are not in place for courses or programs to provide faculty and administrators with data to analyze and solve issues of student learning outcomes.
2. A board policy has not been developed to direct personnel to use assessment tools to collect data on program effectiveness and to analyze data to evaluate relevancy and quality of courses and course sequences for degree and certificate attainment.

The El Camino College and the Compton Center should continue to address the following:

- Implement ACCJC Standard II-A, 2f: “The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.”
- Design a system to collect valid and reliable data at the course, program, certificate, and degree levels, as well as data on transitions and retention in four-year colleges, universities, and career-preparatory institutions.
- Establish a protocol for data analysis so that data are presented in user-friendly formats.
- Establish protocols for data use by administration, faculty, and staff at all levels of the institution to continuously examine and improve services for student success.
- Establish a systematic cycle for examining data to ensure that the educational program at the Compton Center remains relevant and current to the changing needs of the client.
- Assign and train personnel to administer the design and delivery of data collection, analysis, and use.
- Provide training in data use for administrators and faculty to address issues of student learning.
- Establish a board policy to direct the design of data collection and use to evaluate courses and programs for quality and relevance. The policy should establish the expectation that research and evaluation methods provide data to analyze course and program effectiveness, cohort tracking, follow-up studies on graduates, transfer success rates in UC and CSU systems, and successful completion of degree and certificate programs by all students and significant subgroups (e.g., English learners).

Standard Implemented: Partially

January 31, 2007 Rating: 1
January 2008 Self-Rating: 1
January 2008 Rating: 1



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 5.1 Academic Achievement Standards – Professional Development Planning

Professional Standard:

Professional development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

Sources and Documentation:

1. El Camino College Compton Center Bargaining Unit Contract, Article X Evaluation
2. El Camino College Compton Center August 23, 2007 Flex Day agenda
3. Interviews with center administrators and faculty
4. El Camino College Fall Flex Day Compton Center Faculty Attendance Data
5. Final Budget 2007-08, Compton Community Educational Center (dated September 18, 2007)
6. ACCJC Standard I
7. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
8. El Camino College, Compton Center Edition, 2007-08 Catalog

Progress on Implementing the Recommendations of the Recovery Plan:

1. Center personnel report that the center staff development committee activities for 2006-07 were nominal. There were representatives from administration, faculty, managers/confidential and classified staff who met several times during the year to review requests from individuals seeking staff development support for conference attendance and/or class completion. During 2006-07 the committee was empowered to oversee the staff development funds for the period of transition.

The Shared Governance Committee renewed the staff development committee in fall 2007 as a subcommittee under “Institutional Standing Committees.” The committee was to resume activities during the fall 2007 semester in conjunction with the El Camino main campus activities. In accordance with ACCJC Standard I, which requires that “the institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness” of its accomplishments, the Professional Development Program Plan will be data driven. At present the center is seeking to hire a research analyst to assist the faculty and staff to base decisions and plans on research data rather than anecdotal information. In addition, funds are being sought to support reassigned time (20%) for a faculty member to oversee the Professional Development Plan and activities. In the final Compton Center budget for 2007-08, \$104,000 was budgeted for travel, conference and in-service training. The center Professional Development Plan has not yet been developed and implemented.

Exhibit 5.1.1 presents the criteria and the review team’s ratings of the El Camino College Compton Community Educational Center’s professional development program against those criteria.

Exhibit 5.1.1
Quality Criteria for Professional Development Planning and Review Team's Assessment
El Camino College Compton Center, November 2007

| Criteria | November 2006 | | November 2007 | |
|--|----------------------|------------|-----------------------|------------|
| | Adequate | Inadequate | Adequate | Inadequate |
| 1. Has a policy that directs professional development efforts | *Partially Satisfied | | | Inadequate |
| 2. Has a plan that provides a framework for integrating innovations related to mission | | Inadequate | | Inadequate |
| 3. Has a professional development mission in place | Partially Satisfied | | **Partially Satisfied | |
| 4. Is built using a long-range planning approach | | Inadequate | | Inadequate |
| 5. Fosters an expectation for professional growth | Partially Satisfied | | Partially Satisfied | |
| 6. Provides for organizational, unit, and individual development in a systematic manner | | Inadequate | | Inadequate |
| 7. Is for all employees | Partially Satisfied | | Partially Satisfied | |
| 8. Expects each supervisor to provide professional development to faculty and staff | | Inadequate | | Inadequate |
| 9. Focuses on organizational change. Professional development efforts align with the district's goals | Partially Satisfied | | Partially Satisfied | |
| 10. Is based on a careful analysis of data and is data-driven | Partially Satisfied | | Partially Satisfied | |
| 11. Focuses on proven research-based approaches that have been shown to increase productivity | | Inadequate | | Inadequate |
| 12. Provides for three phases of the change process: initiation, implementation, and institutionalization. | | Inadequate | | Inadequate |
| 13. Is based on human learning and development and adult learning | | Inadequate | | Inadequate |
| 14. Uses a variety of professional development approaches | | Inadequate | | Inadequate |
| 15. Provides for follow up and on-the-job application necessary to ensure improvement | | Inadequate | | Inadequate |

| Criteria | November 2006 | | November 2007 | |
|--|---------------|------------|---------------------|------------|
| | Adequate | Inadequate | Adequate | Inadequate |
| 16. Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual changed behavior | | Inadequate | | Inadequate |
| 17. Provides for system-wide coordination and has a clearing-house function in place | | Inadequate | | Inadequate |
| 18. Provides the necessary funding to carry out professional development goals | | Inadequate | Partially Satisfied | |
| Percent Adequate or Partially Satisfied | 33% | | 33% | |

*Partially Satisfied in 2006: The criterion for professional development design, while satisfied, was found in documents that were no longer functioning as guidance for professional development.

**Partially Satisfied in 2007: Professional development dialogue and planning have begun to take the place of earlier guidance documents.

A professional development program is considered adequate in design when 70% of the criteria are satisfied. Exhibit 5.1.1 illustrates that during this current visit, El Camino College Compton Center professional development program planning design continues to be partially satisfied in six of the 18 criteria, or 33%. As was the case during the initial visit in fall 2006, none of the criteria for a quality professional development program were completely adequate.

Noteworthy comments concerning each criterion in Exhibit 5.1.1 follow:

Criterion 1: The Compton Community College Educational Master Plan and the Center Professional Development Program Plan 2005-06 have been set aside and are no longer referenced for professional development planning. No other planning document or board policy directing professional development efforts was presented to the review team. This criterion is no longer partially satisfied and is inadequate.

Criterion 2: Continues to be inadequate until a new plan is developed and implemented in keeping with ACCJC standards.

Criterion 3: Remains partially satisfied. The center, in collaboration with El Camino College, has developed a new mission statement dedicated to implementing its stated institutional goal to “Support continuous professional development for faculty and staff.”

Criterion 4: As in the case of the initial fall 2006 visit, no long-range planning approach was presented to the review team. Both the Compton Center and El Camino College have historically used annual staff development plans. This criterion remains unmet.

Criterion 5: This criterion remains partially satisfied because of the collaborative efforts of the Compton Center and El Camino College in developing a new mission statement as reported in Criterion 3.

Criterion 6: As with the earlier visit, the review team was not presented with evidence that center professional development provides for organizational, unit, and individual development in a systematic manner. This criterion remains unmet.

Criterion 7: Data indicates that classified personnel and certificated faculty attended El Camino College ECC professional development on the August 23, 2007 flex day. The institutional goal referenced in Criterion 3 includes “staff.” Until a center professional development plan is developed and implemented including classified professional development as a key component, this criterion remains partially satisfied.

Criterion 8: The new instructional personnel evaluation process as defined in the Collective Bargaining Contract, Article X Evaluation makes it optional for supervisors to provide professional development to faculty. When the necessary evaluation tools are developed, there may be more guidance provided in this area. This criterion remains inadequate.

Criterion 9: The August 23, 2007, El Camino College Flex Day activities serve as preliminary indicators of an effort on the part of Compton Center and El Camino College personnel to align professional development with its institutional goals through SLO/assessment work and technology training. No data was presented to the review team that professional development planning focuses on organizational change other than the attendance of Compton Center personnel at the El Camino College Flex Day activities. This criterion remains partially satisfied.

Criterion 10: Compton Center personnel report their intent to hire a new research analyst to assist in data analysis to drive professional development. El Camino staff development personnel indicate that they plan to utilize a variety of data to identify professional development needs and to share this data with center personnel. This criterion remains partially satisfied.

Criterion 11: The review team received no new evidence for this criterion that requires that professional development focus on proven research-based approaches that have been shown to increase productivity.

Criterion 12: El Camino personnel reported that their goal for professional development is to go to the next level of professional development reflecting the change process and three phases of initiation, implementation, and institutionalization. They cited the Teacher Education Program (TEP) model as one that they hope to emulate in other areas. No documentation of current professional development was produced. This criterion remains inadequate.

Criterion 13: As with the initial fall 2006 visit, the review team received no evidence of the use of a clearly articulated theory or model of adult learning to plan the few center and El Camino College professional development activities that were implemented between 2006 and the present. This criterion remains inadequately met.

Criterion 14: The review team was not presented with documentation that professional development opportunities for center faculty and staff are planned to provide a variety of professional development approaches, leaving this criterion inadequate.

Criterion 15: Center personnel did not provide new documentation that either the center professional development program or the performance evaluation process as defined in the faculty or classified contract provides for follow up and on-the-job application necessary to ensure improvement. Furthermore, the new evaluation process as defined in the collective bargaining contract, Article X Evaluation (dated May 10, 2007) leaves the linkage between evaluation and professional development as an optional element (see Standard 5.7). This criterion remains unmet.

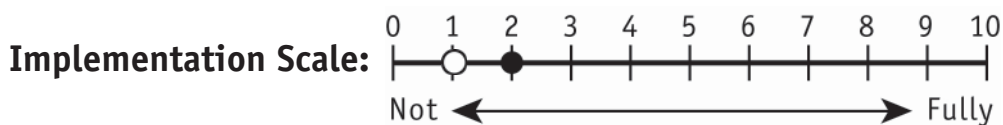
Criterion 16: El Camino College and Center personnel report they have not yet utilized such data as classroom observations, professional development attendance, retention, transfer, and student classroom attendance for professional development planning decisions but plan to do so in the future. El Camino personnel provided the review team and center personnel with evidence that they have the capability to collaborate with the center in keeping track of center faculty and staff attendance at professional development. This criterion remains inadequate.

Criterion 17: As stated earlier, Compton Center personnel report that the newly reconstituted staff development committee has not yet begun to provide a system-wide coordination function. The review team was not presented with documentation that Compton Center has a clearinghouse mechanism for professional development. This criterion remains inadequate.

Criterion 18: There is a budget of \$104,000 for Compton Center 2006-2007 professional development. This criterion is partially satisfied. When details of funding usage are written into a professional development planning document, this criterion will be fully adequate.

Standard Implemented: Partially

| | |
|---------------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Self-Rating: | 3 |
| January 2008 Rating: | 2 |



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 5.2 – Professional Development to Improve Instruction

Professional Standard:

Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.

Sources and Documentation:

1. El Camino College Compton Center August 23, 2007 Flex Day agenda
2. El Camino College Fall Flex Day Compton Center faculty attendance data
3. El Camino College Compton Center bargaining unit contract, Article X Evaluation
4. Interviews of center administrators and faculty
5. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit

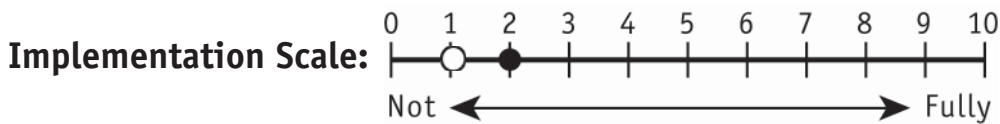
Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center personnel report that faculty from all divisions are encouraged to attend professional development activities related to basic skills as well as meetings related to their specific disciplines at the El Camino College main campus.
 - a. The following was noted:
 - Compton Center faculty attended two flex days in August 2007. One day was spent at the El Camino College in division meetings and faculty-selected workshops. Most of the workshops related to online course development and implementation. The other day was spent at the Compton campus, with updates related to the campus and activities related to academic affairs.
 - As reported earlier, the Compton Center staff development committee as well as the flex day subcommittee are being reconstituted at the center.
 - No evidence of multiple professional development opportunities to initiate, implement, and institutionalize a given topic was provided to the review team.
 - There was no evidence that professional development topic decisions made by Compton Center personnel were made based on a clearly articulated theory or model of adult learning.
 - b. There is no specific directive in the new faculty evaluation process to link evaluation with professional development. However, there is an optional opportunity to do so in the data gathering section of the new evaluation process (see Standard 5.7).
 - c. Compton Center personnel report that a position description for a faculty Professional Development Coordinator is being finalized. When approved, this faculty member with designated reassigned time will work with the staff development committee to make decisions about staff development based on data analysis. A small committee consisting of one Compton Center administrator and two center faculty members plans the flex day activities and makes decisions concerning reimbursement for conference attendance. System-wide coordination of professional development through the staff development committee and flex day committee was not evident and a clearinghouse function for professional development does not exist (see Standard 5.1).

- d. A Compton Center database of professional development activity participation has not been initiated to monitor professional development for equity across the divisions and to plan follow-up training. The El Camino College staff development department has maintained such a database of faculty participation, and there are plans to utilize this database at the center in the future.
 - e. No documentation was presented to indicate that Compton Center professional development activity evaluation was ongoing, used multiple sources of information, focused on all levels of the organization, or was based on actual changed behavior. The El Camino College staff development department utilizes data generated through surveys of faculty and staff. El Camino personnel report that they plan to survey center faculty and staff as well and expand to use multiple sources of data to drive staff development decisions. El Camino personnel stated they hoped that as the Compton Center staff development committee is reactivated and involved in planning activities, analysis of multiple sources of data to drive professional development decisions and evaluation of the activities will be initiated in collaboration with El Camino College staff development personnel.
2. The El Camino and Compton Center staffs should continue to collaboratively ensure the following are available:
- a. Multiple professional development opportunities for all personnel to initiate, implement, and institutionalize given topics focusing on research-based approaches and based on a clearly articulated theory or model of adult learning.
 - b. Ongoing evaluation of professional development activities using multiple data sources.
 - c. Maintenance of a database of center personnel participation to monitor equity across center divisions and indicate any needs for follow-up training.
 - d. Linkage of personnel evaluation with professional development.

Standard Implemented: Partially

April 2007 Rating: 1
 January 2008 Self-Rating: 3
 January 2008 Rating: 2



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 5.7 – Professional Development – Evaluation and Constructive Feedback

Professional Standard:

Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.

Sources and Documentation:

1. Faculty Evaluation Schedule
2. Collective bargaining contract, Article X, Evaluation, adopted May 10, 2007
3. Interviews with Compton Center and El Camino College administrators and faculty
4. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007

Progress on Implementing the Recommendations of the Recovery Plan:

1. A new faculty evaluation process was ratified in the collective bargaining contract for 2007, but this process has not been implemented to date. The documentation tools necessary to implement the evaluation process have yet to be developed. Compton Center personnel report that such documents will be designed and implemented for the 2007-08 academic year. A database has been created to schedule the evaluation of faculty members for the academic years of 2007-08 to 2009-10.

The issue of consistency in implementing faculty evaluations is addressed in a draft document entitled “Responsibilities for Administering Functions and Operations at the El Camino College Compton Community Educational Center,” dated June 6, 2007. The document states the following: “A culture of understanding that evaluations will be performed will be established.” In addition, the collective bargaining contract, Article X, section A1 states that “A systematic approach to evaluation is essential to the improvement of instruction and educational services to students.”

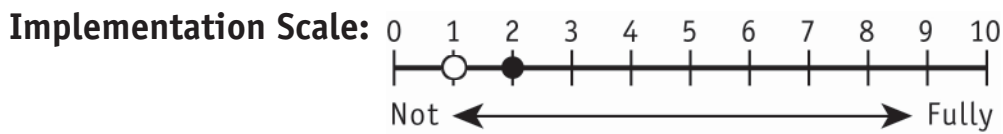
The new evaluation process establishes that all instructional employees will be evaluated every three academic years, alternating between a basic and a comprehensive evaluation. A basic evaluation is completed by the division chair or a faculty member designated by the division chair, while a comprehensive evaluation is conducted by a faculty evaluation team appointed by the Provost. A comprehensive evaluation must be completed every six years.

2. The new process for the comprehensive evaluation makes constructive feedback for improved job performance an optional element. There is no explicit step in the adopted evaluation process linking performance to professional growth or the improvement of teaching and learning. Faculty members who receive a less than satisfactory rating have a special administrative evaluation that does not address the professional growth of the employee. The collective bargaining contract, Article X, A1, states, “The quest for the improvement of instruction and educational services to students is the highest goal.” However, how this goal will be attained through the evaluation process is not explicitly addressed.

The administration and faculty of El Camino College and the Compton Community Educational Center need to fully and substantially implement the evaluation process with focused attention to “the improvement of instruction and educational services to students” as “the highest goal.” Such improvement should include an agreed-upon approach to providing constructive feedback, written or oral, accompanied by needed professional development.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 5
January 2008 Rating: 2



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students.

A. Instructional Programs – The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*
 - a. *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*
 - b. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*
 - c. *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*
2. *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*
 - a. *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*
 - b. *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*
 - c. *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

- d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*
 - e. *The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*
 - f. *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*
 - g. *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*
 - h. *The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*
 - i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*
3. *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*
- General education has comprehensive learning outcomes for the students who complete it, including the following:*
- a. *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*
 - b. *A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*
 - c. *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*
4. *All degree programs included focused study in at least one area of inquiry or in an established interdisciplinary core.*
5. *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*
6. *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course*

syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

- a. 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.*
 - b. 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.*
 - c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*
- 7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*
 - a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*
 - b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*
 - c. 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 or student handbooks.*
- 8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Use of FCMAT Professional and Legal Standards

Since 1998 the Fiscal Crisis and Management Assistance Team (FCMAT) has been involved in assisting California K-12 school districts under State Administration to return to local governance. FCMAT developed a standards-based assessment tool as part of this work, and has adapted it for use in assessing and monitoring the Compton Community College District. FCMAT professional and legal standards are being used in conjunction with the Accrediting Commission for Community and Junior Colleges (ACCJC) standards, as Compton Community College District seeks not only to return to local governance but also seeks to re-establish its academic accreditation.

For ACCJC Standard II – Student Learning Programs and Services, appropriate FCMAT standards from the operational area of Academic Achievement have been used to measure progress on ACCJC Standards II-A, II-B and II-C. The Accrediting Commission for Community and Junior Colleges will conduct its own accreditation review to determine when accreditation will be restored to the Compton Community College District. It is hoped that by addressing the recommendations made in this report to implement the FCMAT professional and legal standards, the Compton Community College District (CCCD) will be assisted in readying itself for the ACCJC accreditation review in the future.

Each professional and legal standard has been provided a score, on a scale of 1 to 10, as to the CCCD's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress over the course of time.

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i> | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------|------------------|
| A. Instructional Programs | | | |
| Standard to be Addressed | | | |
| Planning Process - Academic Achievement | | | |
| 1.2 | The administrative structure of the college promotes student learning outcomes. | 1 | |
| 1.6 | The college's planning process focuses on supporting increased student learning outcomes. | 0 | 1 |
| Curriculum - Academic Achievement | | | |
| 2.1 | The college, through its adopted policies, provides a clear operational framework for the management of the curriculum. | 4 | 4 |
| 2.2 | Policies regarding curriculum and instruction are reviewed and approved by the Governing Board. | 8 | |
| 2.3 | The college has clear and valid objectives to promote student learning and a process for curriculum development. | 4 | 4 |
| 2.4 | A process is in place to maintain alignment among standards, practices, and assessments. | 1 | 1 |
| 2.6 | Sufficient instructional materials are available for students to learn. | 1 | 2 |
| 2.10 | The college has adopted a plan for integrating technology into curriculum. | 2 | 3 |
| Instructional Strategies - Academic Achievement | | | |
| 3.1 | The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007] | 1 | |
| 3.2 | Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident. | 1 | 2 |
| 3.4 | Students are engaged in learning, and they are able to demonstrate and apply their knowledge. | 2 | 2 |
| 3.24 | The college provides access and encourages student enrollment in transfer programs to four-year institution of higher learning. | 1 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 1.6 – Planning Process – Student Support

Professional Standard:

The college's planning process focuses on supporting increased student performance.

Sources and Documentation:

1. El Camino Community College District Planning Summit Summary, April 2007, KH Consulting Group
2. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
3. El Camino College Strategic Planning Process and El Camino Action Planning Process
4. Compton Community College District institutional standing committees 2006-07
5. Compton and El Camino district policy manuals
6. Compton Board Policy 2.2, Institutional Standing Committees
7. Compton College plans: Educational Master Plan 2005-2010 (Approved May 30, 2006), Student Equity Plan (December 2005), and Enrollment Management Plan, 2005-06 (undated)
8. Recruitment Plan 2007 (Draft), El Camino Community College Compton Center
9. El Camino Community College Compton Center Counseling Plan for 2007-08
10. El Camino Community College Compton Community Education Center 2007-08 Enrollment Management Plan
11. Compton Center Budget and Planning Committee meeting minutes, 2007
12. Interviews with the Special Trustee, faculty and administrators of the Compton Center and administrators for the El Camino Community College District

Progress on Implementing the Recommendations of the Recovery Plan:

1. There are no revised policies or new administrative instructions describing the planning process. Officials provided a memorandum that revised the Compton District standing committees and their functions. However, Compton Center's internal planning processes, structure, and functions remain unclear:
 - a. In most instances, the memorandum does not specify to whom committees provide recommendations.
 - b. Some committee responsibilities overlap (e.g., the committees on accreditation and institutional effectiveness have accreditation responsibilities).
 - c. Faculty and staff provided conflicting information on the Shared Governance Committee. One senior administrator described it as an umbrella concept that encompassed all committees. A faculty member described it as a committee.
 - d. Many committees and subcommittees have planning responsibilities. With the exception of subcommittees of the Budget and Planning Committee, it is unclear how the plans of those committees are integrated into the budgeting process.
 - e. There is no flow chart to illustrate the planning process within Compton Center. The El Camino strategic and action planning processes are clearly diagrammed.
2. No action had been taken on the recommendation for joint committees composed of Compton Center and El Camino faculty and staff members to be charged with scrutinizing the Educational

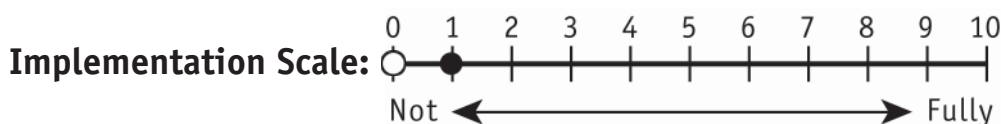
Master Plan, Student Equity Plan, and other plans prepared by the Compton Center faculty and staff to determine what, if any, elements of those plans can be salvaged. A written response to this recommendation stated that Compton Center had adopted “the plans of El Camino” and adapted them “to fit Compton – at least for the present and possibly the future.” However, the El Camino planning documents were developed before the Compton-El Camino partnership was established and do not necessarily meet the needs of Compton Center students. Adding to the confusion, minutes of the Compton Center Budget and Planning Committee for July 12, 2007 indicate that this committee used Compton District plans that predate the Compton-El Camino partnership.

3. Long-term goals and planning should be initiated to move from the current crises to stable conditions. No documents describe the internal planning process for the Compton Center. A joint Compton Center-El Camino planning summit was held in April 2007, but the products are conceptual rather than concrete, long-term goals. The Compton Center staff has developed several short-range plans to address student success. However, since Compton Center is academically an organ of El Camino College and funded by the Compton District, academic plans and academic support plans must be approved by both entities. That process is not documented.

In summary, there is no documented internal planning process for the Compton Center, and the El Camino strategic and action planning process diagrams do not illustrate those unique to Compton Center.

Standard Implemented: Partially

April 2007 Rating: 0
 January 2008 Self-Rating: 4
 January 2008 Rating: 1



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.1 – Instructional Strategies – Curriculum Management

Professional Standard:

The college, through its adopted policies, provides a clear operational framework for management of the curriculum.

Sources and Documentation:

1. Compton District and El Camino College policy manuals
2. El Camino College policies 40201, Curriculum Review and Approval; 4260.1, Prerequisites and Other Limitations on Enrollment; and 6123, Curriculum Review and Approval
3. Curriculum Handbook for El Camino College
4. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
5. Faculty and administrator interviews

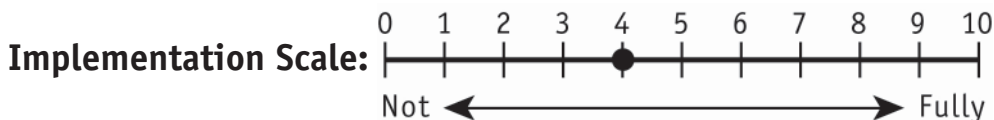
Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no progress on the recommendation that the Compton Community College District prepare for the return of Compton Center to local control by (1) adopting a policy that contains the curriculum management characteristics specified in Exhibit 2.3.1 and (2) adopting and refining the Curriculum Handbook for El Camino College to meet the requirements of the Compton Center students, faculty, and the ACCJC. Academic leaders believe that the curriculum guidance provided by El Camino documents is sufficient for now while they deal with more pressing matters. See Standard 2.3.
2. Faculty at both campuses report increasing collaborative contacts on curriculum matters. Faculty cooperation is most notable on the development of student learning outcomes (SLOs). Faculty at both campuses also reported increasing contacts at the departmental level.

Plans should be made to give Compton Center faculty increased responsibilities for curriculum management, with a view to transplanting the El Camino College curriculum management framework to the Compton District. This is essential to satisfy the provisions of the MOU for the re-accreditation of the Compton Community College as a self-sustaining entity.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Self-Rating: 4
January 2008 Rating: 4



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.3 – Curriculum – Management and Quality

Professional Standard:

The college has clear and valid objectives to promote student learning, and a process for curriculum development.

Sources and Documentation:

1. ACCJC Standard II-A
2. Curriculum Handbook for El Camino College
3. El Camino College Compton Center fall 2007 schedule of classes
4. El Camino College Compton Center course outlines of record for fall 2007
5. El Camino College Compton Center syllabi for fall 2007 courses
6. List of all El Camino College courses and status of SLOs for those courses
7. Memorandum of Understanding between the El Camino Community College District and the Compton Community College District
8. Draft (6/07) Responsibilities for Administering Functions and Operations at the El Camino College Compton Community Educational Center
9. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
10. El Camino College Strategic Plan 2007 through 2010
11. Minutes of CCC meetings
12. El Camino College Compton Center Bargaining Contract, Article X Evaluation
13. El Camino College, Compton Center Edition, 2007-2008 Catalog
14. Curriculum Handbook for El Camino College
15. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no board policy in keeping with ACCJC Standard II-A 1c that requires a course outline of record and faculty-created syllabus to be filed for every course offered. Course outlines of record were presented for most of the 264 courses offered at the center for fall 2007. Compton Center and El Camino College personnel stated that the process for curriculum development and review as outlined in the El Camino College Curriculum Handbook suffices for now.
2. Center personnel said there are no immediate plans to collaboratively revise the Curriculum Handbook for El Camino College. However, center personnel anticipate that El Camino College will reassign a faculty member to work with the El Camino College Curriculum Committee to revise the handbook during the fall and spring semesters this academic year. Curriculum management for Compton Center does not yet include all of the essential elements to provide guidance for curriculum design and delivery. Three areas key to curriculum management and still absent from center curriculum management planning are:
 - A design for a comprehensive professional development program linked to curriculum design and delivery
 - Overall assessment procedures to determine student mastery of student learning outcomes
 - Approaches by which tests and assessment data will be used to strengthen curriculum and instruction

Exhibit 2.3.1 lists the quality criteria for curriculum management planning and the review team's current assessment of El Camino College Compton Community Educational Center Curriculum Management compared to the assessment during the initial visit in fall 2006.

Exhibit 2.3.1
Quality Criteria for a Curriculum Management Planning Framework
and Review Team Assessment
El Camino College Compton Center
November 2007

| Characteristic | 11/2006 | | 11/2007 |
|---|----------|------------|---|
| | Adequate | Inadequate | Remains Inadequate or Partially Satisfied |
| Design and Delivery: | | | |
| 1. Describes the philosophical framework for the design of the curriculum (interdisciplinary learning, shared experiential learning, challenging and rigorous, critical thinking) | X | | |
| 2. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members | X | | |
| 3. Presents the format and components of aligned course outlines | X | | |
| 4. Directs Title 5 requirements be included in the curriculum. | X | | |
| 5. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery. | | X | X |
| Review: | | | |
| 6. Identifies a periodic cycle of curriculum review of all subject areas. | X | | |
| 7. Describes the timing, scope, and procedures for curriculum review. | X | | |
| 8. Presents procedures for monitoring curriculum delivery. | P* | | P* |
| Assessment: | | | |
| 9. Specifies overall assessment procedures to determine curriculum effectiveness. | | X | X |
| 10. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction. | | X | X |
| Dissemination: | | | |
| 11. Establishes a communication plan for the process of curriculum design and delivery. | X | | |
| P* = Partially satisfied | | | |

The center's Curriculum Management Planning remains inadequate or partially satisfied on four characteristics. The following was noted:

Characteristic 5: Professional development planning for the center remains inadequate (see Standards 5.1 and 5.2). There was no board policy presented that directs professional development, or a current center professional development plan. Center personnel report they intend to develop such a plan through their newly reconstituted staff development committee and provide professional development on curriculum development and implementation on the center's flex days.

Characteristic 8: This characteristic remains partially satisfied. Center personnel state that monitoring continues to be handled through the formal evaluation process. The Compton Center faculty bargaining unit contract has been revised to include a new faculty evaluation process. The tool to implement this new process had not been developed as of the review team visit. The revised bargaining unit contract Article X, Evaluation, states: "Among the purposes of evaluation, the quest for the improvement of instruction and educational services to students is the highest goal. A systematic approach to evaluation is essential to the improvement of instruction and educational services to students." Whereas evaluator feedback was a formal part of the prior evaluation process, the inclusion of constructive feedback is an optional component of this new evaluation process (see Standard 5.7).

Characteristic 9: The review team was not presented with overall assessment procedures to determine curriculum effectiveness either at the division level or at the course level (see Standard 4.2). Assessments in course outlines of record are not yet aligned explicitly to course objectives (see Standard 2.3) in keeping with ACCJC Standard II-A 1c, which states, "The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements." To date SLOs have not been developed for most Compton Center courses. Compton Center and El Camino College personnel state that division faculties from Compton Center and El Camino College are just beginning to work collaboratively to develop these SLOs. The review team was presented with SLO documents from the Mathematics/Science and Humanities divisions as evidence of the beginnings of work in this area.

Characteristic 10: The Compton Center plans to hire a research analyst to assist in collecting, disaggregating, analyzing and disseminating data for curriculum and program improvement and increasing student achievement (see Standard 1.2). There was no board policy, procedures or requirements for center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. The center plans to organize a new department of institutional research.

3. The college has begun working collaboratively with the center to develop SLOs/assessments in keeping with ACCJC standards. However, the review team found few courses with developed SLOs/assessments. Center course outlines of record do not yet provide sufficient information to guide instruction. The review team reviewed all course outlines presented for this visit and did not find any appreciable improvement.

Center personnel reiterated that the course outlines of record originate with the El Camino main campus curriculum committee and that even though the center maintains representation on El Camino College division committees and the El Camino College Curriculum Committee, the main responsibility for modification of these outlines is with El Camino College personnel. The review team rated all of the course outlines of record it received against each of five criteria described in Exhibit 2.3.2 below:

Exhibit 2.3.2

Review Team Quality Curriculum Document (Course Outline of Record) Criteria

| Criteria | Description |
|----------|--|
| One | <p>Clarity and Validity of Objectives</p> <p>0 no goals/objectives present</p> <p>1 vague delineation of goals/learner outcomes</p> <p>2 states tasks to be performed or skills/concepts to be learned</p> <p>3 states for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning</p> |
| Two | <p>Congruity of the Curriculum to Testing/Evaluation</p> <p>0 no evaluation approach</p> <p>1 some approach of evaluation stated</p> <p>2 states skills, knowledge, concepts which will be assessed</p> <p>3 each objective is keyed to district and/or state performance evaluation</p> |
| Three | <p>Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes</p> <p>0 no mention of required skill</p> <p>1 states prior general experience needed</p> <p>2 states prior general experience needed in specified grade level</p> <p>3 states specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across grades/courses)</p> |
| Four | <p>Delineation of the Major Instructional Tools</p> <p>0 no mention of textbook or instructional tools</p> <p>1 names the basic text/instructional resource(s)</p> <p>2 names the basic text/instructional resource(s) and supplementary materials to be used</p> <p>3 states for each objective the “match” between the basic text/instructional resource(s) and curriculum objective</p> |
| Five | <p>Clear Linkages (Strategies) for Classroom Use</p> <p>0 no linkages cited for classroom use</p> <p>1 overall, vague statement on linkage for approaching the subject</p> <p>2 provides general suggestions on approach</p> <p>3 provides specific examples on how to approach key concepts/skills in the classroom</p> |

Exhibit 2.3.3 presents the review team's ratings of all course outlines of record it received. Each course outline was assigned a value of 0 to 3 (low to high) on each of the five criteria as described in Exhibit 2.3.2. A maximum of 15 points is possible; guides receiving a rating of 12 or more points are considered strong or adequate for meeting Academic Achievement criteria. The mean ratings for each criterion and the mean for the total guide ratings were then calculated.

Exhibit 2.3.3
Rating of Course Outlines for Fall 2007
El Camino College Compton Educational Center, November 2007

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|--|------------------------------------|------------------|---------------------|--------------------|-------------------|-------------------|---------------------|
| Academic Strategies 20ab | 11/4/97 | 3 | 1 | 1 | 2 | 1 | 8 |
| Academic Strategies 22ab | 11/4/97 | 3 | 1 | 1 | 2 | 1 | 8 |
| Academic Strategies 30ab | 11/4/97 | 3 | 1 | 3 | 2 | 1 | 10 |
| Academic Strategies 36ab | 11/4/97 | 2 | 1 | 1 | 2 | 1 | 7 |
| Anatomy 30 | 10/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Anatomy 32 | 9/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Anthropology 2 | 10/02 | 1 | 1 | 3 | 0 | 0 | 5 |
| Administration of Justice 100 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 103 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 109 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 111 | Spring/03 | 3 | 1 | 3 | 0 | 1 | 8 |
| Administration of Justice 126 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Administration of Justice 131 | Spring/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Art 1 | 12/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 2 | 10/00 | 1 | 1 | 3 | 0 | 1 | 6 |
| Art 9 | 11/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Art 10ab | 10/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Art 11abcd | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 22ab | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 23abcd | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Art 37ab | 9/99 | 2 | 1 | 1 | 2 | 1 | 7 |
| Art 38abcd | 9/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Astronomy 20 | 3/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Automotive Collision Repair/ Painting 1A | Fall/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Automotive Collision Repair/ Painting 1C | Fall/99 | 3 | 1 | 3 | 2 | 1 | 10 |
| Automotive Collision Repair/ Painting 6abcd | Fall/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Automotive Technology 22b | Spring/99 | 1 | 1 | 3 | 2 | 1 | 8 |
| Automotive Technology 33 | Spring/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Automotive Technology 1 | Fall/97 | 2 | 1 | 1 | 2 | 1 | 7 |
| Biology 10 | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Biology 15 | 8/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 11 | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 15 | 10/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 5A | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 14 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 17 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|-------------------------------|--------------------------------|--------------|-----------------|----------------|---------------|---------------|-----------------|
| Business 20 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 21 | 10/91 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 22 | 2/06 | 3 | 1 | 3 | 1 | 1 | 9 |
| Business 25 | Spring 04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 27 | 1/88 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 28 | 2/92 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 1A | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 1B | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 41 | 11/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 43 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 52A | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 52B | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Business 60A | 2/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 60B | 2/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Business 60C | 2/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Child Development 7 | 10/98 | 1 | 1 | 3 | 2 | 0 | 7 |
| Child Development 8 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Child Development 9 | 10/99 | 1 | 1 | 3 | 0 | 0 | 5 |
| Child Development 12 | 10/99 | 1 | 1 | 3 | 0 | 1 | 6 |
| Child Development 16 | 10/96 | 1 | 1 | 3 | 0 | 0 | 5 |
| Child Development 17 | 10/96 | 1 | 1 | 3 | 0 | 0 | 5 |
| Child Development 20 | 3/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Child Development 30 | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Child Development 32 | 10/02 | 1 | 1 | 3 | 2 | 1 | 8 |
| Cosmetology 10 | Fall/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Cosmetology 1 | Fall/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Chemistry 20 | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Chemistry 4 | 2/99 | 3 | 1 | 3 | 2 | 1 | 10 |
| Cosmetology 2abcd | Fall/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Cosmetology 14abcd | Fall/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Computer Information Sys. 13 | 10/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Computer Information Sys. 16 | Spring/02 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 19 | Fall/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 26 | 8/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 28 | 12/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 30 | 8/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 40 | 4/06 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 140 | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Computer Information Sys. 141 | 12/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Culinary Arts 3 | Fall/99 | 1 | 1 | 3 | 2 | 1 | 8 |
| Dance 22ab | 11/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Dance 43abcd | 11/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Economics 1 | 10/03 | 3 | 1 | 3 | 2 | 1 | 10 |
| English A | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 80 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English 82 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English 84 | Fall/06 | 1 | 1 | 3 | 2 | 1 | 8 |
| English C | 2/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| English 15A | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|------------------------------------|--------------------------------|--------------|-----------------|----------------|---------------|---------------|-----------------|
| English 25A | 2/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| English A-X | 2/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 1A | Fall/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| English B | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 1B | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 1C | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| English 43 | 2/06 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 03A | 11/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English as a 2nd Language 03B | 11/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English as a 2nd Language 03C | 11/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| English as a 2nd Language 53A | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 51A | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 51B | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 02A | 11/06 | 3 | 0 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 02B | 11/06 | 3 | 0 | 3 | 2 | 1 | 9 |
| English as a 2nd Language 02C | 11/06 | 3 | 0 | 3 | 2 | 1 | 9 |
| Ethnic Studies 1 | 9/06 | 3 | 1 | 3 | 1 | 1 | 9 |
| Journalism 12 | 1/06 | 2 | 1 | 3 | 1 | 1 | 8 |
| Journalism 100 | 3/07 | 2 | 1 | 3 | 1 | 1 | 8 |
| English 100 | 3/07 | 2 | 0 | 3 | 0 | 1 | 6 |
| Educational Development 29 | 11/99 | 3 | 1 | 0 | 1 | 1 | 6 |
| Educational Development 31abcd | 10/03 | 2 | 1 | 0 | 0 | 1 | 4 |
| Fashion 10ab | 1/96 | 1 | 0 | 1 | 2 | 1 | 5 |
| Fashion 11ab | 1/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Film 20 | 10/01 | 0 | 0 | 3 | 0 | 1 | 4 |
| Film 22 | 10/01 | 3 | 1 | 3 | 1 | 1 | 9 |
| Fire and Emergency Tech. 1 | Fall/95 | 2 | 1 | 3 | 2 | 1 | 9 |
| First Aid 1 | Spring/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Fire and Emergency Tech. 140 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Fire and Emergency Tech. 115A | 1/07 | 3 | 1 | 3 | 2 | 1 | 10 |
| Fire and Emergency Tech 141 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Geology 1 | 9/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Geology 3 | 4/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| History 1A | 5/03 | 1 | 1 | 3 | 0 | 0 | 5 |
| History 1B | 11/04 | 1 | 1 | 3 | 2 | 1 | 8 |
| History 3 | 10/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| History 12A | 4/05 | 1 | 1 | 3 | 0 | 0 | 5 |
| History 16A | 1/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Human Development 5 | 11/00 | 1 | 0 | 3 | 0 | 1 | 5 |
| Humanities 1 | 2/05 | 2 | 1 | 3 | 2 | 1 | 9 |
| Law 5 | 2/96 | 2 | 1 | 3 | 2 | 1 | 9 |
| Library Information 1 | 10/99 | 2 | 1 | 0 | 2 | 1 | 6 |
| Machine Tool Technology 46 | Fall/03 | 2 | 1 | 1 | 2 | 1 | 7 |
| Machine Tool Technology 101abcd | 3/97 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 10A | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 10B | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 12 | 11/06 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 23 | 11/01 | 2 | 1 | 3 | 0 | 0 | 6 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|----------------------------|--------------------------------|--------------|-----------------|----------------|---------------|---------------|-----------------|
| Mathematics 40 | 1/01 | 2 | 1 | 3 | 0 | 0 | 6 |
| Mathematics 41A | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 41B | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 60 | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 70 | 11/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 130 | Fall/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 140 | 2/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 150 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 170 | 1/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 180 | 11/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 190 | 3/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 191 | 3/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Mathematics 110 | 11/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Mathematics 120 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Medical Terminology 1 | Spring/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Microbiology 33 | 1/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Music 11 | 11/00 | 2 | 1 | 3 | 0 | 1 | 7 |
| Music 31A | 10/00 | 2 | 1 | 0 | 1 | 1 | 5 |
| Music 31B | 10/98 | 1 | 1 | 3 | 0 | 0 | 5 |
| Music 31C | 10/98 | 1 | 1 | 3 | 0 | 0 | 5 |
| Music 31D | 10/98 | 1 | 1 | 3 | 0 | 0 | 5 |
| Music 47ab | 3/03 | 2 | 1 | 1 | 2 | 1 | 7 |
| Music 48abcd | 3/99 | 1 | 1 | 0 | 0 | 1 | 3 |
| Music 68abcd | 9/01 | 1 | 1 | 0 | 2 | 1 | 5 |
| Music 80abc | 6/05 | 3 | 1 | 0 | 2 | 1 | 7 |
| Music 81A | 6/05 | 2 | 1 | 1 | 2 | 1 | 7 |
| Music 81B | 5/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Nursing 145 | Fall/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Nursing 150 | 5/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Nursing 152 | 4/04 | 2 | 1 | 3 | 2 | 1 | 9 |
| Nursing 154 | 3/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Nursing 251 | 3/05 | 2 | 1 | 3 | 2 | 1 | 9 |
| Nursing 253 | Unknown | 2 | 1 | 3 | 2 | 1 | 9 |
| Nutrition and Foods 11 | Fall/05 | 0 | 1 | 3 | 0 | 0 | 4 |
| Nutrition and Foods 15 | Fall/05 | 3 | 0 | 3 | 2 | 1 | 9 |
| Philosophy 3 | 9/03 | 2 | 1 | 3 | 2 | 1 | 9 |
| Philosophy 5 | 12/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physics 11 | 9/01 | 3 | 1 | 3 | 2 | 1 | 10 |
| Physics 12 | 11/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physics 1A | Fall/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physiology 31 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 5 | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 10 | 9/95 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 12 | 3/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Psychology 16 | 9/00 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 2abcd | Fall/95 | 3 | 1 | 3 | 0 | 1 | 8 |
| Physical Education 54abcd | Fall/95 | 2 | 1 | 0 | 2 | 1 | 6 |
| Physical Education 217 | Fall/05 | 3 | 1 | 3 | 2 | 1 | 10 |
| Physical Education 240abcd | Fall/98 | 2 | 1 | 3 | 2 | 1 | 9 |

| Course Outline of Record | Last Date Reviewed/ Revised | One (Obj) | Two (Assess) | Three (Pre) | Four (Res) | Five (App) | Total Rating |
|----------------------------|-----------------------------|-----------|--------------|-------------|------------|------------|--------------|
| Physical Education 277 | Fall/02 | 3 | 1 | 3 | 2 | 1 | 10 |
| Physical Education 4abcd | Spring/99 | 2 | 1 | 0 | 1 | 1 | 5 |
| Physical Education 6abc | Fall/03 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 15ab | Fall/04 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 20ab | Fall/04 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 25ab | Fall/04 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 35ab | Fall/05 | 2 | 1 | 3 | 1 | 1 | 8 |
| Physical Education 70ab | Spring/03 | 1 | 0 | 3 | 0 | 0 | 4 |
| Physical Education 105ab | Spring/05 | 2 | 1 | 3 | 0 | 1 | 7 |
| Physical Education 204abcd | Spring/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 224abcd | Spring/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Physical Education 300abcd | Spring/06 | 3 | 1 | 0 | 1 | 1 | 6 |
| Speech Communication 1 | 11/02 | 2 | 1 | 3 | 1 | 1 | 8 |
| Speech Communication 3 | 10/00 | 2 | 1 | 3 | 1 | 1 | 8 |
| Speech Communication 4 | Fall/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Spanish 21ab | 10/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Theatre 1 | 10/01 | 2 | 1 | 3 | 2 | 1 | 9 |
| Theatre 70abcd | 11/03 | 2 | 1 | 3 | 1 | 2 | 9 |
| Theatre 72ab | 12/03 | 2 | 1 | 3 | 2 | 1 | 9 |
| Theatre 14B | 10/98 | 2 | 1 | 3 | 2 | 1 | 9 |
| Welding 1 | Spring/04 | 3 | 0 | 3 | 2 | 1 | 9 |
| Welding 15ab | Spring/04 | 3 | 1 | 3 | 2 | 1 | 10 |
| Welding 23abc | Fall/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Welding 2abc | Fall/99 | 2 | 1 | 3 | 2 | 1 | 9 |
| Welding 40abcd | Spring/06 | 3 | 1 | 3 | 2 | 1 | 10 |
| Sociology 101 | 8/04 | 3 | 1 | 3 | 1 | 1 | 9 |
| Sociology 104 | 8/04 | 3 | 1 | 3 | 1 | 1 | 9 |
| Spanish 1 | 12/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Spanish 2 | 10/99 | 2 | 1 | 3 | 1 | 1 | 8 |
| Real Estate 11 | 2/00 | 2 | 1 | 3 | 1 | 1 | 8 |
| Real Estate 13 | 9/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Real Estate 14A | 9/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Real Estate 40 | 9/97 | 2 | 1 | 3 | 2 | 1 | 9 |
| Recreation 207 | Fall/05 | 3 | 1 | 3 | 1 | 1 | 9 |
| Recreation 217 | Fall/05 | 3 | 1 | 3 | 1 | 1 | 9 |
| | | 483 | 208 | 603 | 360 | 204 | 1857 |
| | Mean Totals | 2.22 | .95 | 2.77 | 1.65 | .94 | 8.55 |

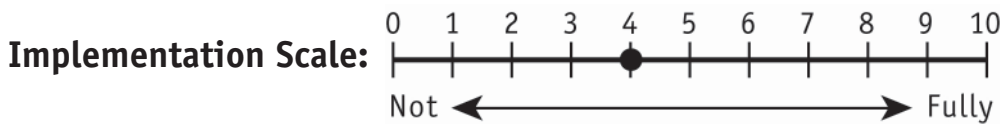
Exhibit 2.3.3 reveals the following:

- The mean rating of the course outlines of record reviewed is 8.55, which is not sufficient to guide instruction.
- Course objectives in most course outlines of record reviewed are stated as student outcomes in behaviorally measurable terms. To receive a 3 for this criteria, time spent learning must be stated for each objective to validate estimated time it takes to learn all course content. Many of these course outlines of record state approximate times allotted in hours for major topics, but not for each objective. This criterion was rated a mean of 2.22.

- Most course outlines of record list vague statements of instructional activities such as “lab,” “lecture,” and “demonstration.” A rating of 3 is given for providing specific examples/suggestions on how to approach key concepts/skills. This criterion received the lowest score with a mean of 0.94.
- Most course outlines of record provide some approach to evaluation or assignments such as “problem solving demonstrations,” “exams,” “laboratory reports,” or “multiple choice” but do not provide a one-to-one match between student outcomes and assessment. Congruity of the curriculum to testing/evaluation was rated a 0.95.
- All of the documents reviewed contain a section where prerequisites, co-requisites, recommended preparation, and enrollment limitations are to be specified. Delineation of prerequisites was rated a 1 if there was no input in this section. A score of 3 was awarded if “none” was written in for clarification or a specific prerequisite was listed. The mean score for this criterion was 2.77.
- Most of the course outlines of record listed required texts, supplementary readings, or other required materials for instruction and received a rating of 1 or 2. To receive a 3, the course outline of record must state the “match” between the basic text/instructional resource(s), supplemental materials, etc., and each curriculum objective or student learning outcome. The mean score for this criterion was 1.65.

Standard Implemented: Partially

April 2007 Rating: 4
 January 2008 Self-Rating: 6
 January 2008 Rating: 4



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.4 – Curriculum Alignment

Professional Standard:

A process is in place to maintain alignment among standards, practices and assessments.

Sources and Documentation:

1. ACCJC Standard II
2. El Camino College Compton Center course outlines of record for fall 2007
3. El Camino College Compton Center bargaining unit contract, Article X Evaluation
4. El Camino College Compton Center faculty-created course syllabi for fall 2007
5. El Camino College Strategic Plan 2007 through 2010
6. Curriculum Handbook for El Camino College
7. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center personnel report that there are no immediate plans to revise the Curriculum Handbook for El Camino College. As reported in Standard 2.3, Compton Center personnel expect that El Camino College will reassign a faculty member to work with the El Camino College Curriculum Committee to revise the handbook during the fall and spring semester this academic year.

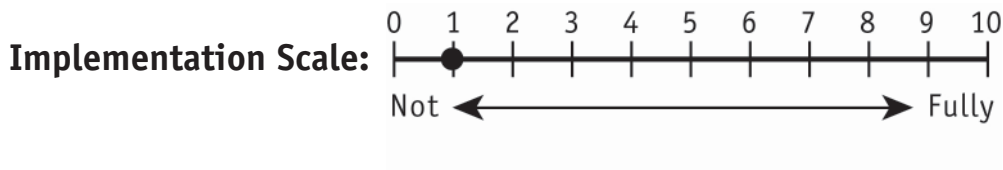
The process for ensuring center faculty-created course syllabi are aligned in content and context with the course outlines of record remains inadequate. Compton Center faculty members are required to produce syllabi for each course, and it is expected that the syllabi and the course outlines of record align. The syllabus is to be submitted to the division chair within the first two weeks of the course session. The process requires the division chair to review the syllabus to ensure alignment with the course outline of record. The course objectives in the syllabi do not always align with the course outline of record objectives. Of the random sample of fall 2007 Compton Center syllabi across all divisions reviewed, only three syllabi contained behavioral objectives aligned with the objectives of the course outline of record. More than half of the syllabi reviewed contained course content written as topics rather than as measurable outcomes.

2. Center personnel report that the initial plans to provide flex days for faculty professional development on procedures for aligning the syllabi with course outlines of record did not materialize. Center personnel stated that they had to postpone the activity because they could not secure an appropriate session leader. The review team was told that the newly reconstituted Compton Center Staff Development Committee would address the issue again on the next flex day. The process for ensuring that the written, taught and tested curriculum in center syllabi are aligned continues to be inadequate. Deep alignment occurs when curriculum documents include specific examples of how the tests approach, define, and assess knowledge and skills. In addition, there must be clear linkages with instructional strategies.

- a. Neither the course outlines of record nor the course syllabi contain enough specific information about assessment to provide guidance in planning instruction so that students may demonstrate progress in meeting the student learning outcomes. The objectives listed in many course syllabi are not written as behaviorally measurable objectives, making alignment to assessments difficult so that student progress toward attaining mastery of the learning can be demonstrated (see Standard 2.3 and 4.2).
- b. Alignment of textbooks and supplemental materials remains inadequate (see Standard 2.3). Most of the sample syllabi reviewed name the basic text/instructional resource(s) and supplementary materials to be used but do not state the “match” for each objective between the basic text/instructional resource(s) and course objective. This element is critical to ensuring continuity should students transfer out of one course to the same course with a different instructor.
- c. Linkage of instructional strategies to course objectives remains inadequate. Most of the syllabi examined contained general statements regarding instructional strategies. Some syllabi did not refer to instructional strategies but listed suggested student assignments.

Standard Implemented: Partially

April 2007 Rating: 1
 January 2008 Self-Rating: 6
 January 2008 Rating: 1



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.6 – Curriculum – Sufficient Materials

Professional Standard:

Sufficient instructional materials are available for students to learn.

Sources and Documentation:

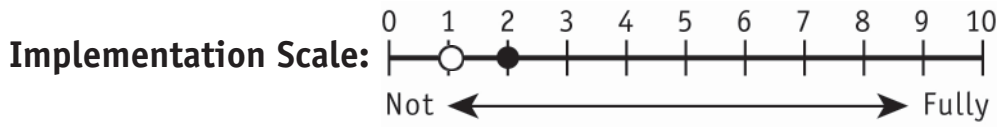
1. Visits to the Learning Resource Center (LRC) and the library
2. Interview with Learning Resource Center personnel
3. Interviews with Compton Center Administrators
4. Class visits
5. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit

Progress on Implementing the Recommendations of the Recovery Plan:

1. Because of flaws in construction of the new library, the move into the new building has been postponed indefinitely. Consequently, the recommended planning has been stalled. The LRC and library have devoted \$60,000 to buying new materials. While some new materials have been purchased and some old materials have been culled from both locations, there was no evidence of a systematic plan to review and renew the collections or an outreach plan to involve faculty in collection decisions. Additionally, some monies were spent from the Basic Skills and Instructional Materials grants to upgrade instructional materials and purchase some new technology for the instructional programs. The Title V grant had just been reactivated with the hiring of a new director, who had been at the center for about three weeks at the time of the review team's visit. During the past year the grant was in limbo and had very little activity associated with it.
2. Through a contract, the El Camino College Bookstore operates the Compton Center bookstore on a very limited basis, opening at the beginning of the semester to sell textbooks and supplies. It is planned to be open at the end of the semester for book buy-back. This arrangement, while better than not having a bookstore on campus, causes hardships for students. This is especially true for students who must change courses when classes are dropped for low enrollment or added to create new sections or new courses because of enrollment demand. It also causes hardships for students who begin classes in the second eight-week session of the semester. As the center continues to grow in enrollment, these hardships will increase, unless bookstore hours continue to expand.
3. Some older materials in the LRC have been culled based on the anticipated move to the new library building. Because that move has been delayed, this effort has not kept pace. A plan for acquiring new resources is being developed, with the initiation of a budget for the LRC. This plan has not been formalized, nor has the faculty been able to utilize Title V to write grants for resource acquisition since it was in limbo without a director for many months.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 4
January 2008 Rating: 2



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.10 – Curriculum – Integrating Technology

Professional Standard:

The college has adopted a plan for integrating technology into curriculum and instruction.

Sources and Documentation:

1. El Camino College District Board Policies
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Compton Center Strategic Plan, 2007-2010
4. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007
5. Classroom observations
6. Visits to classrooms, labs, the library, and the learning resource center (LRC)
7. Interviews with librarians, Learning Resource Center faculty, Compton Center administrators, the Special Trustee, faculty, and students.

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has made progress with the development of its technology infrastructure. However, little progress has been made implementing the recommendation, which focused on the development and adoption of a plan for integrating technology into the center's curriculum and instruction. As a result, the review team did not observe consistent application of technological approaches in the teaching and learning process, except in those few areas where technology was the primary learning tool, i.e., the PLATO labs and Computer Information Science classes (see Standard 3.12).
2. Due primarily to the suspension of the Technology Committee in 2006-07, the technology planning recommendations of the comprehensive review of April 2007 were largely unmet. Planning for the use of technology in the classroom to support the teaching and learning process still needs to be addressed.

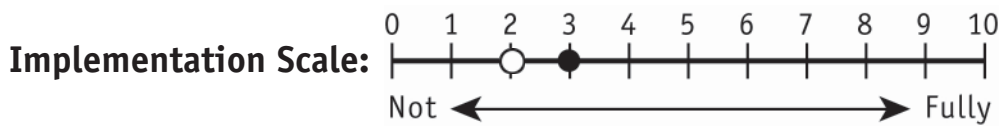
The Compton Center should address the following:

- a. Collaborate with the faculty and administration of El Camino College to develop policies and procedures clearly defining the mission and philosophy of the Compton Center's educational technology program, especially as it pertains to use of technology in the classroom to support the teaching and learning process.
- b. Require regular reports from each division chair regarding the integration of computer skills and technology into the daily instructional program.
- c. Using the Technology Plan 2005-2010 (including the 2006-07 update) as a starting point, develop a comprehensive, long-range technology plan that addresses the quality components specified below:
 - A technology philosophy including the Compton Center's technology mission statement.
 - Ongoing assessment of faculty and student technology capability using measurable standards of performance.
 - Ongoing assessment of the educational technology program with measurable standards for improvement

- Faculty training with measurable standards related to equipment, application, instructional integration
 - Center-wide equipment standards
 - An implementation budget
 - A maintenance budget
- d. Survey the administrators and faculty to determine current levels of technology proficiency at the Compton Center, and design professional development strategies to address immediate deficiencies.
 - e. Encourage every faculty member to develop competency using computers to enhance instruction.
 - f. Develop expectations for use of integrated technology by students and by faculty. Assign accountability for this dimension of the curriculum to faculty and department/division chairs, and include it in the Compton Center's processes for program evaluation, student assessment, and personnel appraisal.
 - g. Require periodic reports regarding the level of faculty technological competence and the integration of technology into the curriculum.

Standard Implemented: Partially

April 2007 Rating: 2
 January 2008 Self-Rating: 3
 January 2008 Rating: 3



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:

Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident.

Sources and Documentation:

1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
3. Listing of El Camino College courses and status of SLOs for those courses
4. Course outlines and syllabi approved by El Camino College
5. Interviews with Compton Center administrators and students, and El Camino College administrators

Progress on Implementing the Recommendations of the Recovery Plan:

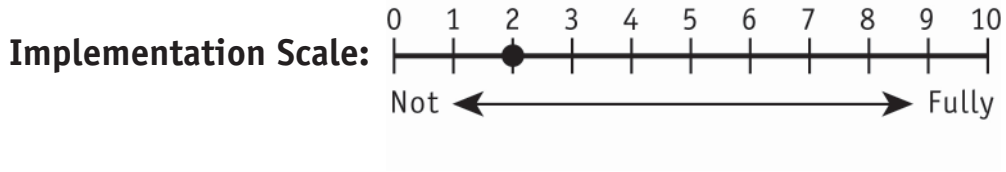
1. Faculty members from the Compton campus and the main El Camino College campus have formed a joint committee to develop SLOs. The committee has made progress in several subject areas, but SLOs have not been developed for most Compton Center courses (see Standard 2.3). To accelerate their progress, committee members plan to draw on the SLO work completed by Compton Center faculty before the Compton-El Camino partnership was established. The quality of SLOs varied considerably; not all faculty members share the same definition of an SLO and some of the definitions do not conform to the ACCJC criteria for SLOs.
2. A process has been established to automate individual student education plans. However, staff members stated that sufficient controls are not yet in place to ensure that every student has a current plan. Not all students have (or are aware that they have) an individual education plan. Also, Compton campus officials have not taken action to conduct random quality checks of student plans or to automatically generate lists of students who have no plans.

The Compton Center staff should:

- Complete the process of automating all student education plans.
- Establish and/or enforce controls that require students to complete and update their individual plans at appropriate times.
- Automatically generate periodic reports of students who have not prepared their education plans and take action to have them completed.
- Conduct a random check of the quality of individual education plans and, where appropriate, advise students to set more challenging achievement goals.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Self-Rating: 8
January 2008 Rating: 2



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 3.4 – Instructional Strategies

Professional Standard:

Students are engaged in learning and they are able to demonstrate and apply their knowledge.

Sources and Documentation:

1. Review of 101 fall 2007 El Camino College Compton Center syllabi
2. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
3. Observations of 53 classes
4. Interviews with five students
5. Interviews with four instructional faculty and eight counselors
6. Interviews with two administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Little active learning by students was taking place in non-laboratory courses. Observations of 53 classes demonstrated that in 68.8% of the classrooms, students were uninvolved observers, either taking a passive role in learning by listening to lectures or attending a class where no direct instruction was taking place during the observations. While there are plans to resurrect the professional development committee, there have been no attempts to engage the faculty in a formal way to encourage them to develop interactive learning approaches in their classrooms. The Title V grant had just been reactivated with the hiring of a new director, who had been at the center for about three weeks at the time of the team's visit. During the past year the grant had very little activity associated with it. Students commented on the lack of active involvement in some of their classes, as passive learners who receive information from faculty without actively discussing or implementing what they are learning.
2. The review of the 101 syllabi (excluding Nursing and telecourse syllabi) for the fall 2007 semester revealed the ways in which faculty provided for students to demonstrate their learning. Exhibit 3.4.1 presents these data:

Exhibit 3.4.1
Assessment Procedures from Course Syllabi Review
Compton Center, November 2007

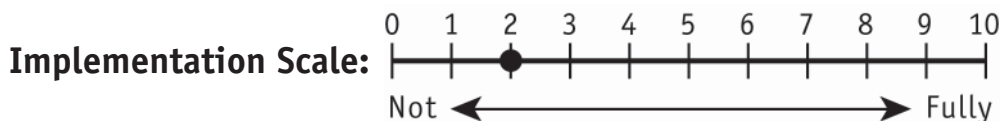
| | |
|---|----|
| No Description | 11 |
| Exams Only | 3 |
| Exams & Quizzes | 5 |
| Exams, Quizzes, & Homework | 9 |
| Writing Assignments (term paper, essay, report) | 48 |
| Multiple (four or more) Techniques | 15 |
| Specialized Technique (e.g., demonstration) | 10 |

There was little evidence of the use of authentic assessment techniques beyond the use of journals, portfolios, student presentations, and problem-based projects, within the Multiple Techniques or Specialized Techniques categories above. These authentic techniques were observed to be demonstrated in a limited number of disciplines/programs and not widespread across most disciplines/programs.

3. One faculty member presented a flex session on service learning to colleagues, but there was little evidence that faculty who are adept at using active student learning approaches are being used to train their colleagues. The review of course syllabi did not detect that this approach to learning has expanded beyond one course in one discipline. Without an active staff development committee or plan for Compton Center faculty development, it is not surprising that these interactive approaches have not spread to use by other faculty in other disciplines/programs.
4. There is little use of learning communities for staff development and program growth beyond a few linked classes in English, Reading, and History. Problems have arisen in the scheduling of these linked classes and in counseling students into these blocked sections. The center is anticipating, in cooperation with the El Camino College campus, beginning a first-year experience program that has the potential to offer many more opportunities for learning communities with linked classes, and other interactive learning approaches. There has been some preliminary training of faculty in the first-year experience; however, to date this initiative has not yet begun.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Self-Rating: 4
January 2008 Rating: 2



Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students.

B. Student Support Services -- The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

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

a. General Information

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

b. Requirements

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

c. Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

d. Locations or publications where other policies may be found

3. *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*
 - a. *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.*
 - b. *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*
 - c. *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*
 - d. *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*
 - e. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*
 - f. *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.*

4. *The institution evaluates student support services to assure their 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.*

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i> | | April 2007 Rating | Jan. 2008 Rating |
|---|---|-------------------|------------------|
| B. Student Support Services | | | |
| Standard to be Addressed | | | |
| Planning Process - Academic Achievement | | | |
| 1.5 | Categorical and compensatory program funds supplement students in their pursuit of postsecondary education. | 0 | 1 |
| Instructional Strategies - Academic Achievement | | | |
| 3.10 | Clearly defined student conduct practices have been established and communicated among the students, staff, board, and community. | 4 | |
| 3.11 | Class size and faculty assignments support student learning outcomes. | 2 | 5 |
| 3.12 | Faculty uses a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately. | 1 | 1 |
| 3.13 | Faculty is provided with professional development on special needs, language acquisition, timely interventions, and culturally responsive teaching. | 1 | 1 |
| 3.14 | The identification and placement of English language learners into appropriate courses is conducted in a timely and effective manner. | 3 | |
| 3.15 | Curriculum and instruction for English language learners prepares these students to transition to regular class settings and achieve at a high level in all subjects. | 2 | 2 |
| 3.16 | Programs for English language learners comply with state and federal regulations. | 3 | |
| 3.18 | Individual education plans are reviewed and updated on time. | 3 | |
| 3.26 | College counselors are knowledgeable about individual student academic needs and work to support postsecondary education goals. | 3 | |
| 3.27 | College students have access to career and post-secondary education guidance and counseling. | 3 | 3 |

The standards in bold text are the identified subset of standards for ongoing reviews.

ACCJC Standard II-B: Student Support Services FCMAT Academic Achievement Standard 1.5 - Planning Process - Compensatory Programs

Professional Standard:

Categorical and compensatory program funds supplement students in their pursuit of post-secondary education.

Sources and Documentation:

1. El Camino Community College Compton Community Educational Center 2007-08 Academic Year (Categorical Programs)
2. El Camino Community College Compton Community Educational Center 2007-08 listing of federal and state programs
3. Categorical Programs Self-Evaluation for El Camino Community College District, February 7, 2007
4. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
5. Student Support Services Program Review, El Camino Community College Compton Community Educational Center, June 15, 2007
6. Various e-mail messages between categorical/compensatory program directors and Business Office staff, and between the El Camino Business Office staff and review team members
7. Interviews with Compton District, Compton Center, and El Camino College administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. In the initial comprehensive review of April 2007, mismanagement of categorical funds was reported, and the development and distribution of detailed instructions regarding management and oversight of each categorical fund was recommended. Compton Center and El Camino officials noted that: (1) the absence of permanent staff and crisis management has prevented development of such instructions and (2) instructions were unnecessary because Title V of the California Code provides adequate guidance. No action was taken on the recommendation.

Interviews, e-mail messages, and program review documents indicate continuing problems with the management of categorical funds. Some fund managers cite the absence of written procedures for dealing with the Business Office and a lack of responsiveness by the Business Office staff. The following are examples of these issues:

- a. TRIO Programs: (1) In July and August, the TRIO Programs Director could not access program funds because Compton District accounting procedures had not been adjusted to accommodate the federal fiscal year. (2) The Business Office staff placed all TRIO program funds into an incorrect account, so the Director was unable to process requisitions and expenditures against negative balances in the correct accounts. (3) A counselor was erroneously charged to the Upward Bound Program for several months. (4) Contract instructors for Upward Bound were not paid timely, causing labor relations problems. These matters were brought to the attention of the Business Office staff over a period of months and went unresolved.

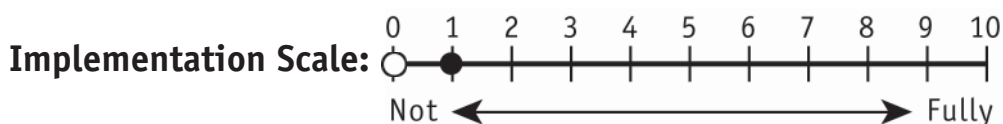
- b. DSPTS (Disabled Students Programs and Services). Numerous data discrepancies were identified because participating students were omitted from reports.
- c. Matriculation. Reporting procedures are inadequate to identify students participating in matriculation services. Data regarding probationary students and those in good standing are inaccurate.

These and other issues cited in Compton Center documents demonstrate the need for written procedures governing the operation of categorical and compensatory programs to provide timely and effective services to students.

2. A second recommendation made in the comprehensive review of April 2007 was to train categorical program managers, program staff, and the Business Office staff who oversee expenditures from these funds to do their jobs effectively and comply with the law. Compton Center documents identified 20 categorical programs managed by 10 directors or coordinators and overseen by three Business Office staff members. Beyond a statement that one program director and two program coordinators had attended statewide training, there was no evidence that the recommended training had been conducted.
3. A third recommendation in the comprehensive review was that the Compton Center “Employ/designate an employee with experience in categorical fund management to monitor categorical fund expenditures on a frequent basis and provide technical advice to categorical fund program managers.” A Business Office staff member has been identified to oversee each categorical fund; however, continuing problems with the categorical fund budget and other issues are still occurring. Program managers express a high level of frustration with the Business Office. When asked to characterize the relationship with the Business Office, one staff member replied, “I try not to have one.” Typical issues contributing to this attitude are a lack of responsiveness, knowledge, and documented procedures in the Business Office.
4. The categorical and compensatory program funds are not being managed effectively for the benefit of students. The efforts of the program managers are not supported by the Business Office. A cooperative working relationship and better communication are needed. Moving Compton business staff to the El Camino campus has contributed to the breakdown in communications and the level of frustration of program managers at the Compton Center.

Standard Implemented: Partially

April 2007 Rating: 0
 January 2008 Self-Rating: 2
 January 2008 Rating: 1



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

Professional Standard:

Class size and faculty assignments support effective student learning to achieve student learning outcomes.

Sources and Documentation:

1. El Camino College District board policies
2. El Camino College Compton Center bargaining unit contract
3. Fall 2007 Schedule of Classes
4. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007
5. Visits to 53 classrooms, five computer labs, the library and the learning resource center (LRC)
6. Interviews with Compton Center administrators, the Special Trustee, faculty, and students.

Progress on Implementing the Recommendations of the Recovery Plan:

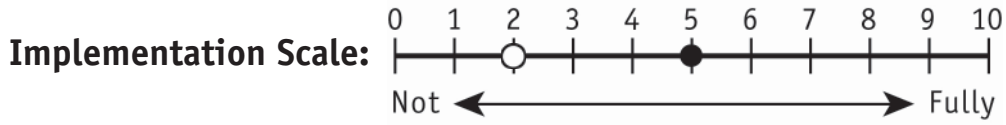
1. The course schedule has been redesigned to eliminate the problems noted in the initial comprehensive review. The schedule is consistent with the course schedule on the main El Camino College campus, and classes have a common change time so there are fewer overlapping class sections. The center leaders plan to expand this scheduling practice to all areas in the spring semester. Classes generally are well-balanced, with a minimum of 15 students in most sections.
2. To further refine the course schedule, division chairs have been asked to meet with the faculty in their areas to develop a four semester plan of course offerings and to explore ways to render the schedule more convenient for students who have indicated a variety of class scheduling problems. The response has been positive so far. The division chairs have put together and implemented Friday/Saturday offerings, and some of the departments completed their four semester plans.

The Compton Center has also developed a comprehensive outreach and student recruitment plan that includes registration at the local high schools and an open house this spring.

3. In response to increased enrollment in Nursing and Life Science, the Compton Center added four new full-time faculty members. Adjunct faculty were also hired in other areas. All of the applicants were screened through Human Resources to confirm their faculty service areas (FSAs).

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Self-Rating: 6
January 2008 Rating: 5



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.12 – Instructional Strategies

Professional Standard:

Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.

Sources and Documentation:

1. El Camino College fall flex day Compton Center faculty attendance data
2. El Camino College, Compton Center Edition, 2007-08 Catalog
3. El Camino College Compton Center course outlines of record for fall 2007
4. ACCJC Standard II-A 1b, 2c
5. Class and computer lab sessions observation data
6. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
7. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Renewed efforts in Compton Center staff development planning and implementation have only recently been reinstated.

In keeping with a core value that “We work in a spirit of cooperation and collaboration,” Compton Center personnel recently collaborated with El Camino College personnel to develop a new mission, statement of philosophy and values, and guiding principles document that is found in the El Camino College, Compton Center Edition, 2007-08 Catalog. This new collaborative effort includes as an institutional goal “to support continuous professional development for faculty and staff.”

Efforts are under way to hire and utilize the services of a research analyst to use data to develop a plan for professional development through the Compton Center staff development committee. Center personnel report that the reconstituted committee will now focus attention on developing and implementing a center staff development plan to address the issues related to instructional strategies and the need to modify classroom presentations. This plan will focus on encouraging faculty to participate in activities related to building their repertoire of teaching strategies.

2. The course outlines of record originate with the El Camino main campus curriculum committee. Faculty from the center may participate in the development or modification of outlines at the division level, but the main responsibility for modification rests at the El Camino main campus. Current center course outlines of record do not provide instructors with adequate linkage to varied instructional strategies to guide their instructional planning (see Standards 2.3 and 2.4).

3. Compton Center personnel reported that faculty are using more collaborative activities in the classroom, and assigning group projects. Technology is moving into the classrooms as the center increases its level of available technology. During 2006-07, the instructional area was given funds for instructional equipment. High on the list of priorities were requests from various departments for the installation of technology in classrooms. New computers, LCD projectors, laptops, etc. were ordered and are being installed in various classrooms. Center personnel reported that the use of this technology varies across the campus, with newer buildings better equipped at this time. Center faculty were invited and many attended fall flex day afternoon sessions held by El Camino College. These sessions focused mainly on teaching online courses and the use of various technologies such as advanced Googling, Excel for grade and record keeping, the use of clickers and podcasting. In addition, a small number of professional development sessions related to critical thinking, tolerance, student discipline, and service learning were offered during this same time period.

The center's staff development committee did not meet in 2006-07 except to receive and approve conference reimbursement claims; thus the opportunities available to faculty members were less than expected by center personnel. There was no evidence of ongoing faculty professional development in the use of varied instructional strategies other than those offered during the fall flex day.

The collective bargaining contract, Article X, Evaluation, adopted May 10, 2007, calls for a new evaluation process for all instructional employees. Training for those implementing the new evaluation process has not been planned and there is no agreed-upon approach to providing constructive feedback, written or oral, to promote instructional improvement and link professional development opportunities to performance evaluation (see Standard 5.7).

ACCJC Standard II-A 2c requires that "high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs." In 53 class sessions visited over three days by the review team, the majority of instructional activities observed were, as in the past class observations, passive in nature with limited variation in instructional strategies and resource use. Exhibit 3.12.1 includes faculty activities in classes visited in fall 2007 along with those observations made in the fall 2006 visit. The segments of classroom activities observed were brief, normally less than five minutes. Since the initial visit in fall 2006, some changes have occurred in division titles and in course assignment to divisions. To assist with longitudinal comparison, courses visited in fall 2006 are reorganized under the new division titles.

Exhibit 3.12.1
Snapshot Record of Faculty Activities During On-Site Visit
El Camino College Compton Center, October 2007

| Division | #Classes Visited | At Desk | | Lecture | | Small Group | | Q & A | | Assisting | | *Use Tech. | | **Other | |
|---------------------------------------|------------------|---------|--------|---------|--------|-------------|--------|-------|--------|-----------|--------|------------|--------|---------|--------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Natural Sciences | | | | | | | | | | | | | | | |
| 2006 | 5 | 0 | 0% | 4 | 80% | 0 | 0% | 0 | 0% | 1 | 20% | 1 | 20% | 0 | 0% |
| 2007 | 12 | 2 | 16.66% | 6 | 50% | 0 | 0% | 0 | 0% | 2 | 16.66% | 3 | 25% | 2 | 16.66% |
| Mathematical Sciences | | | | | | | | | | | | | | | |
| 2006 | 13 | 4 | 30.76% | 5 | 38.46% | 0 | 0% | 3 | 23.07% | 0 | 0% | 0 | 0% | 1 | 7.69% |
| 2007 | 11 | 3 | 27.27% | 7 | 63.63% | 0 | 0% | 1 | 9.09% | 0 | 0% | 0 | 0% | 0 | 0% |
| Industry and Technology | | | | | | | | | | | | | | | |
| 2006 | 11 | 4 | 36.36% | 0 | 0% | 2 | 18.18% | 1 | 9.09% | 4 | 36.36% | 0 | 0% | 0 | 0% |
| 2007 | 2 | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 50% | 0 | 0% | 1 | 50% |
| Behavioral and Social Sciences | | | | | | | | | | | | | | | |
| 2006 | 4 | 2 | 50% | 2 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2007 | 7 | 2 | 28.57% | 1 | 14.28% | 0 | 0% | 1 | 14.28% | 0 | 0% | 0 | 0% | 3 | 42.85% |
| Fine Arts | | | | | | | | | | | | | | | |
| 2006 | 1 | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% |
| 2007 | 2 | 0 | 0% | 1 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 50% |
| Humanities | | | | | | | | | | | | | | | |
| 2006 | 10 | 5 | 50% | 4 | 40% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 10% |
| 2007 | 10 | 0 | 0% | 9 | 90% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 10% | 1 | 10% |
| Business | | | | | | | | | | | | | | | |
| 2006 | 7 | 3 | 42.85% | 3 | 42.85% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 14.28% |
| 2007 | 6 | 3 | 50% | 1 | 16.66% | 0 | 0% | 0 | 0% | 2 | 33.33% | 0 | 0% | 0 | 0% |
| Health Science and Athletics | | | | | | | | | | | | | | | |
| 2006 | 6 | 1 | 16.66% | 1 | 16.66% | 0 | 0% | 0 | 0% | 1 | 16.66% | 2 | 33.33% | 3 | 50% |
| 2007 | 3 | 1 | 33.33% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33.33% | 0 | 0% | 1 | 33.33% |
| Subtotals 2006 | 57 | 20 | 35.08% | 19 | 33.33% | 2 | 3.50% | 4 | 7.01% | 6 | 10.52% | 4 | 7.01% | 6 | 10.52% |
| Subtotals 2007 | 53 | 11 | 20.75% | 25 | 47.16% | 0 | 0% | 2 | 3.77% | 6 | 11.32% | 4 | 7.54% | 9 | 16.98% |
| Totals | 110 | 31 | 28.18% | 44 | 40% | 2 | 1.81% | 6 | 5.45% | 12 | 10.90% | 8 | 7.27% | 15 | 13.63% |

*Use Tech: PowerPoint presentation, Using overhead projector, Showing film

**Other: Not present, monitoring testing, not engaged in instructional activities

Exhibit 3.12.2 displays the type of activities in which students were involved at the time of the fall 2006 classroom observations along with observations made during the fall 2007 visit.

Exhibit 3.12.2
Snapshot Record of Student Activities During On-Site Visit
El Camino College Compton Center, October 2007

| Division | #Classes Visited | Seatwork | | Q & A | | Large Group Passive | | Small Group | | *Use Tech. | | **Other | |
|---------------------------------------|------------------|----------|--------|-------|--------|---------------------|--------|-------------|--------|------------|--------|---------|--------|
| | | # | % | # | % | # | % | # | % | # | % | # | % |
| Natural Sciences | | | | | | | | | | | | | |
| 2006 | 5 | 1 | 20% | 0 | 0% | 4 | 80% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2007 | 12 | 2 | 16.66% | 8 | 66.66% | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 16.66% |
| Mathematical Sciences | | | | | | | | | | | | | |
| 2006 | 13 | 3 | 23.07% | 3 | 23.07% | 5 | 38.46% | 1 | 7.69% | 0 | 0% | 1 | 7.69% |
| 2007 | 11 | 3 | 27.27% | 1 | 9.09% | 7 | 63.63% | 0 | 0% | 0 | 0% | 0 | 0% |
| Industry and Technology | | | | | | | | | | | | | |
| 2006 | 11 | 5 | 45.45% | 1 | 9.09% | 0 | 0% | 4 | 36.36% | 4 | 36.36% | 1 | 9.09% |
| 2007 | 2 | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% |
| Behavioral and Social Sciences | | | | | | | | | | | | | |
| 2006 | 4 | 1 | 25% | 0 | 0% | 2 | 50% | 1 | 25% | 0 | 0% | 0 | 0% |
| 2007 | 7 | 1 | 14.28% | 0 | 0% | 3 | 42.85% | 0 | 0% | 0 | 0% | 3 | 42.85% |
| Fine Arts | | | | | | | | | | | | | |
| 2006 | 1 | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% |
| 2007 | 2 | 0 | 0% | 0 | 0% | 1 | 50% | 0 | 0% | 0 | 0% | 1 | 50% |
| Humanities | | | | | | | | | | | | | |
| 2006 | 10 | 6 | 60% | 0 | 0% | 3 | 30% | 0 | 0% | 0 | 0% | 1 | 10% |
| 2007 | 10 | 0 | 0% | 5 | 50% | 4 | 40% | 0 | 0% | 0 | 0% | 1 | 10% |
| Business | | | | | | | | | | | | | |
| 2006 | 7 | 2 | 28.57% | 1 | 14.28% | 2 | 28.57% | 0 | 0% | 1 | 14.28% | 2 | 28.57% |
| 2007 | 6 | 4 | 66.66% | 1 | 16.66% | 1 | 16.66% | 0 | 0% | 4 | 66.66% | 0 | 0% |
| Health Sciences and Athletics | | | | | | | | | | | | | |
| 2006 | 6 | 2 | 33.33% | 0 | 0% | 1 | 16.66% | 0 | 0% | 0 | 0% | 3 | 50% |
| 2007 | 3 | 0 | 0% | 0 | 0% | 1 | 33.33% | 2 | 66.66% | 1 | 33.33% | 0 | 0% |
| Subtotals 2006 | 57 | 20 | 35.08% | 5 | 8.77% | 18 | 31.57% | | | | | | |
| | 6 | 10.52% | 5 | 8.77% | 8 | 14.03% | | | | | | | |
| Subtotals 2007 | 53 | 10 | 18.86% | 7 | 13.20% | 25 | 47.16% | 3 | 5.66% | 5 | 9.43% | 8 | 15.09% |
| Totals | 110 | 30 | 27.27% | 12 | 10.90% | 43 | 39.09% | 9 | 8.18% | 10 | 9.09% | 16 | 14.54% |

*Use Tech.: Following instructor PowerPoint on laptop, individual use of technical equipment

** Other: Testing, giving reports, reading, watching film, not engaged in educational activity

The following observations are noteworthy concerning Exhibits 3.12.1 and 3.12.2:

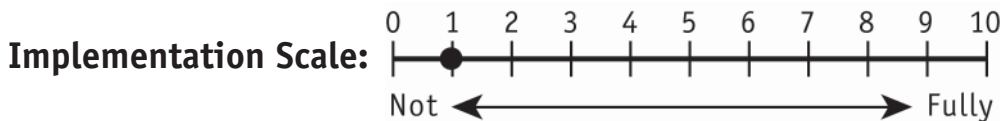
- During class visits, the variety of most instructional activities was limited. Faculty were either lecturing (sitting at their desk or standing in front of the class) or at their desk occupied with other tasks in 67.92% of the classes visited. Faculty were observed in other activities (not present, monitoring tests, or not engaged in instruction) in 16.98% of the classes visited.
- Students were observed in large group passive activities in 47.16% of the classes during this visit. The review team observed students in other activities (not engaged in educational activity) in 15.09% of the classes visited. In 18.86% of the classes visited, students were observed in small group work or in large group question-and-answer discussions with the instructor. Students were observed doing seatwork in 18.86% of classes visited.
- Faculty use of technology for instruction was observed in just four of the 53 classes visited. Faculty were observed either playing a video or conducting a PowerPoint presentation. Technology use by students in other than computer labs was observed in five of the classes visited.
- The review team observed classes where faculty and/or students arrived for the class well after the scheduled start time. In some classes, instruction had not begun 15 minutes after the scheduled start time. Some faculty left the room during scheduled class time for various purposes.

There were approximately 157 computers in the lab sessions visited. A total of 12 students were observed using these computers during the visits (see Standard 6.2).

The administration and faculty of El Camino College and the Compton Center should collaborate to develop and implement a center staff development plan which focuses on increasing the use of a variety of instructional strategies and resources that address center students' diverse needs.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 4
January 2008 Rating: 1



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.13 – Professional Development for Special Needs

Professional Standard:

Faculty is provided with professional development on addressing special needs of students, language acquisition, timely interventions, and culturally responsive teaching.

Sources and Documentation:

1. ACCJC Standard II-A 1a
2. El Camino College Compton Center August 23, 2007 Flex Day agenda
3. Interviews with center administrators and faculty
4. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
5. El Camino College Fall Flex Day Compton Center faculty attendance data
6. El Camino College Compton Center Bargaining Unit Contract, Article X Evaluation

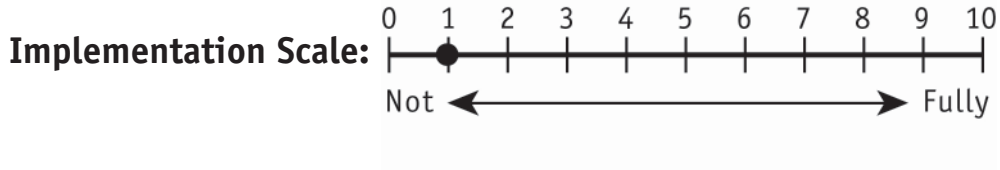
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center staff development committee will be reconstituted this academic year. Center personnel report that one of the main tasks of the committee will be to develop a professional development plan for the faculty. The plan will be data driven, including data related to current student enrollment, student retention and success as well as the results from a survey conducted of faculty. The survey will contain questions related to faculty perception of their needs for professional development in specific areas of expertise as well as success in the classroom. Based on the survey findings, a plan for professional development will evolve to address apparent needs. In the plan will be avenues for off-campus conference attendance as well as provisions to bring experts to the campus for faculty training. Planning for the support of faculty on addressing special needs of students, language acquisition, timely interventions, and culturally responsive teaching is not yet adequate (see Standard 5.1).
2. The August 23, 2007, Flex Day agenda was presented. This one-afternoon session provided center faculty with a small number of professional development opportunities related to critical thinking, tolerance, student discipline, and service learning. Data showed that approximately 12 center faculty members attended these sessions. Documentation indicated that during the past year the ESL faculty attended several conferences related to English acquisition. No other documentation was presented to show that professional development opportunities were provided faculty on special needs, language acquisition, timely interventions, and culturally responsive teaching as specified by ACCJC Standard II-A 1a, which states, “The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities.”
3. The collective bargaining contract, Article X, Evaluation, adopted May 10, 2007, calls for a new evaluation process for all instructional employees. Training has not been planned for those implementing the new evaluation process, and there is no agreed-upon approach to pro-

viding constructive feedback, written or oral, to promote instructional improvement and link professional development opportunities to performance evaluation (see Standards 3.12 and 5.7).

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 3
January 2008 Rating: 1



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.15 – Instructional Strategies – Curriculum and Instruction of English Learners

Professional Standard:

Curriculum and instruction for English language learners prepares these students to transition to regular class settings and achieve at a high level in all subjects.

Sources and Documentation:

1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center course outlines of record
3. El Camino College Compton Center course schedule for fall 2007
4. Classroom observations
5. Interviews with administrators, faculty, staff, and students
6. Assessment and accountability documentation for Compton Educational Center
7. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007

Progress on Implementing the Recommendations of the Recovery Plan:

1. A system is not in place to provide data necessary to monitor the effectiveness of curriculum and instruction in preparing English learners for transition to basic skills, credit, and transfer courses.
2. A system is not in place to monitor data on course enrollment for English learners or to track student success rates in courses taken. Staff members report that such a system will be implemented in spring 2008.
3. The program for English learner students has been revised to include non-credit and credit ESL courses designed to support student attainment of progressive skills in acquiring a second language. The non-credit ESL courses are designed to prepare students to transition to credit ESL courses. A credit ESL course sequence has been designed to prepare students to transition to transfer English courses. Course outlines of record and syllabi include course objectives that are a continuum of English language development skills. Some syllabi also include student learning outcomes (SLOs) developed by the faculty at the Compton Center. Assessments of course objectives and SLOs are under development. Some SLOs lack specificity and are not measurable.

Placement in ESL courses is based on assessment. A diagnostic assessment, CELSA, is used for initial placement and LEOP is used to place students in credit courses. Assessment of language acquisition in each course to transition to the next level is based on teacher-made tests. Well-aligned course-level assessments to qualify ESL students to move to the next level are lacking. Student placements, therefore, may not promote growth in language acquisition.

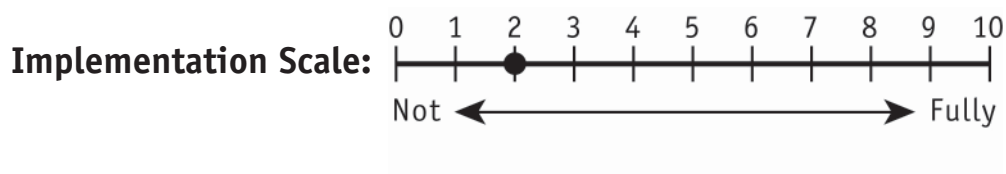
Intervention services are available through tutorials and the language laboratory. Instructors refer students to these services. No data are collected on the effect of such interventions on student learning and there is no feedback loop to the referring instructor.

A few representative ESL instructors attended a conference on the delivery of ESL instruction. While these faculty members shared the learning from this experience, no formal professional development has been provided for all ESL instructors. Professional development in sheltered instruction has not been provided for instructors in other disciplines to support English learner students' access to subject-specific content so they can achieve at a high level in all subjects.

4. A board policy has not been developed to provide direction to Compton Center faculty and staff in the design and delivery of a program of instruction for English language learners.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Self-Rating: 4
January 2008 Rating: 2



ACCJC Standard II-B: Student Support Services FCMAT Academic Achievement Standard 3.27 – Instructional Strategies – Career Guidance

Professional Standard:

College students have access to career and postsecondary education guidance and counseling.

Sources and Documentation:

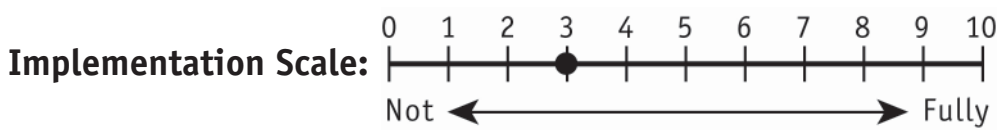
1. Interview with Interim Dean of Students
2. Interviews with eight counselors
3. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
4. Visit to Career Center
5. Various materials in Career Center
6. Various materials from Transfer Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no comprehensive career guidance and information system at the center. While last year there was a vocational counselor and a Career Center with a Job Placement Specialist in charge, with no apparent relationship between the two entities, there no longer is a vocational counselor. The person who was the vocational counselor is now an EOPS counselor. This seems to be a step backward, though there are plans to hire a new vocational counselor. Most counselors at the Compton Center, unless part of a categorical program, are general counselors.
2. The center lost some career/technical programs due to the downturn in enrollment last year. Because of this retrenchment and because there no longer is a vocational counselor, there has not been any formal collaboration between career/technical faculty and counseling to provide up-to-date information about careers for students. Some outdated materials have been culled from the Career Center collection and a limited amount of new materials housed in the Center. Since the Title V program was not active last year, there has been no effort to use the grant as a means to acquire new information for the Career Center.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Self-Rating: 5
January 2008 Rating: 3



Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students.

C. Library and Learning Support Services -- Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*
 - a. *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 of the institution.*
 - b. *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*
 - c. *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*
 - d. *The institution provides effective maintenance and security for its library and other learning support services.*
 - e. *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 performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*
2. *The institution evaluates library and other learning support services to assure their 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.*

| | | | |
|--|---|-------------------------|------------------------|
| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i> | | April 2007 Rating | Jan. 2008 Rating |
| C. Library and Learning Support Services | | | |
| Standard to be Addressed | | | |
| Learning Support Services - Academic Achievement | | | |
| 6.1 | The college selects and maintains appropriate, current, and sufficient educational equipment and materials to support student learning. | 3 | 4 |
| 6.2 | Students have access to college library services and collections, learning centers, and computer laboratories, and receive training to competently utilize the college's informational systems. | 1 | |
| 6.3 | Students may access the college's informational systems from off-site locations. | 2 | |
| 6.4 | The college provides effective maintenance and security for its library, laboratories and informational systems. | 5 | |
| 6.5 | The college periodically evaluates the library and learning support services provided to students and makes necessary improvement to ensure their adequacy in meeting student needs. | 1 | 3 |

ACCJC Standard II-C: Library and Learning Support Services

FCMAT Academic Achievement Standard 6.1 – Learning Support Services – Equipment and Materials

Professional Standard:

The college selects and maintains appropriate, current, and sufficient educational equipment and materials to support student learning.

Sources and Documentation:

1. El Camino College Compton Educational Center Computer Resources Student Labs report
2. El Camino Community College Compton Community Educational Center 2007 FCMAT Academic Achievement site visit
3. Visit to Learning Resource Center
4. Visit to Library
5. Visit to computer labs on campus
6. Interview with MIS Director
7. Interview with Learning Resource Center personnel

Progress on Implementing the Recommendations of the Recovery Plan:

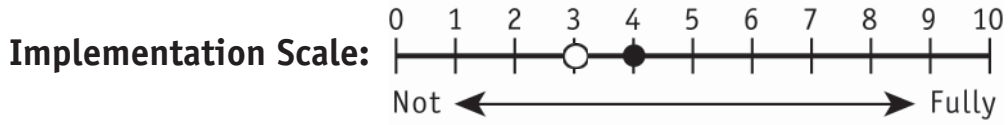
1. The Compton Center has increased the computer labs on campus, adding language and writing labs. The center continues to have 20 computer labs available for student use, with approximately 600 computers. A perusal of several labs found that there was more use of the labs by students than during the 2006 visit, yet many labs still only had a few students using the equipment, both in the day and evening. The equipment replacement process seems to be disconnected from some of the needs expressed by faculty. In fall 2007, faculty prioritized their requests for equipment and supplies. This is a step in the right direction. The inability to move into the new library building disturbed the allocation of new equipment. Some lab coordinators indicated that they were holding off on purchasing certain equipment and materials until the new library building is approved for occupancy.

A process is under way to develop a replacement system for hardware and software. The purchasing processes at the center seem to be cumbersome and it was reported that there is no automated system to order equipment. A faculty and staff audit of equipment and software needs is still lacking. Also, some people working in student support labs reported that the time it took to repair equipment was not satisfactory. Infrastructure problems with electrical power and the need for a new server to support a new software system, New Century, have made it difficult to upgrade educational equipment. Overall, some progress has been made with the availability of educational equipment and materials to support student learning.

2. A new acquisition and replacement process for educational equipment and materials, actively involving faculty, needs to be developed to ensure that the proper equipment and materials are available for student use. With a reduction in programs in the career/technical fields because of enrollment losses and shifts, a window of opportunity may now exist to systematically upgrade the equipment within the existing career/technical programs offered at the center (see Standard 2.6).

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Self-Rating: 5
January 2008 Rating: 4



ACCJC Standard II-C: Library and Learning Support Services

6.5 Learning Support Services—Library Evaluation

Professional Standard:

The college periodically evaluates the library and learning support services provided to students and makes necessary improvements to ensure their adequacy in meeting student needs.

Sources and Documentation:

1. El Camino College District board policies
2. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007
3. Compton Community College District Institutional Self-Study Report in Support of Reaffirmation of Accreditation, April 2006
4. Classroom observations
5. Visits to the library and the learning resource center (LRC)
6. Interviews with librarians, Learning Resource Center faculty, Compton Center administrators, the Special Trustee, faculty, and students

Progress on Implementing the Recommendations of the Recovery Plan:

1. Construction problems have prevented the opening of the Compton Center's new library and media facility. Consequently, little progress has been made implementing the recommendations of the April 2007 comprehensive review relating to the Compton Center's library operations. The last formal evaluation of the Library/Learning Support Services at the center was in 2005, based on the Accrediting Commission for Community and Junior College Standards.
2. Based on the 2005 evaluation and subsequent informal evaluations, the Compton Center has increased its support to the library and learning support services. In 2006-2007, the allocation for new library/learning support services materials was augmented by \$30,000 from block grants, and this year, \$60,000 was allocated from the general fund for library acquisitions. A Library Director position has been created but is not currently filled.

The delay caused by the construction problems of the new library facility, and the inadequacy of the old facilities thwart the efforts of faculty to keep pace with changes while waiting to move. For example, 16 new computers were recently moved into the old library to make best use of the equipment while the faculty and students wait for the construction problems in the new library to be resolved. However, only eight of these machines can be used due to the inadequate electrical power supply to the old facility.

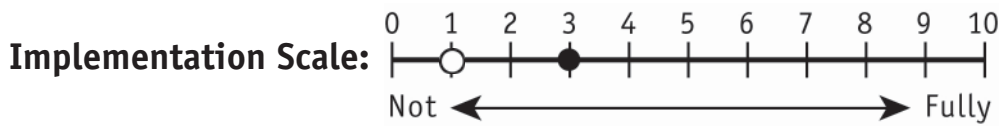
Regular evaluation of library and learning support operations is necessary to ensure that library and learning resource services are sufficient to support the college's instructional programs and intellectual, aesthetic, and cultural activities. The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges specifies operational criteria that the college is expected to assess systematically. These criteria along with recommendations are included in Standard 6.5 of the April 2007 comprehensive review.

3. The Compton Center must develop a comprehensive program assessment and student assessment programs using the ACCJC quality standards as a guide. Consider the following recommended processes:
 - a. Design and implement a program assessment component using the following steps:
 - Systematically assess the current campus library and learning resource needs and analyze the data collected. Use the Compton Center’s computer capabilities to collect and process the data.
 - Identify the problems or gaps in operations on a regular yearly cycle.
 - Propose and examine alternative program improvement proposals.
 - Select alternatives that best address the problems/gaps.
 - Develop goals and measurable objectives for each alternative program improvement proposal selected for implementation.
 - Provide fiscal and human resources as needed through the redistribution of resources.
 - Implement program improvement proposals with well-defined mechanisms for monitoring progress.
 - Evaluate the program improvement proposals implemented.
 - Adjust the program as needed, based on data gathered. (Consider continuation, modifications with cost factors attached, and/or whether the program should be discontinued due to goals not being achieved.)
 - Implement modifications based on adjustments made.
 - b. As soon as the move to the new facility is complete, schedule a full evaluation of all existing library and learning resource programs in operation at the Compton Center as soon as possible and on a regular schedule afterward.
 - c. Develop administrative regulations/procedures that spell out the appropriate implementation time lines, procedures, and monitoring expectations for all assessment efforts.
 - d. Design and implement a student assessment component that includes the following:
 - Criterion-referenced tests for significant selected objectives for the purpose of assessing student learning related to the intended student learning outcomes for the library and learning resource services at the Compton Center.
 - A variety of formative assessment strategies with a focus on feedback for improvement. Be sure that assessments chosen will produce data that are needed for modifying instruction.
 - Schedules and time lines linking results of assessments to a curriculum review and revision process on a continual basis.
 - Other appropriate measures of student success, such as open-ended assessment items, performance-based demonstrations, and portfolios with clearly delineated measurement criteria.
 - Expectations on how the faculty and staff will use evaluation data and the role of library faculty and staff in the assessment process.
 - Expectations regarding how the assessment data and process will be communicated to the Compton Center faculty.

- e. Assign specific oversight responsibilities for student assessment and program evaluations to appropriate personnel in the library and learning resources division. Expect that this person will be part of all planning efforts in the El Camino College Compton Center and will review with appropriate personnel the process used for assessment planning over time.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Self-Rating: 3
January 2008 Rating: 3



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

- A. Human Resources -- The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**
1. *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*
 - a. *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*
 - b. *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.*
 - c. *Faculty and others directly responsible for students progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*
 - d. *The institution upholds a written code of professional ethics for all its personnel.*
 2. *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*
 3. *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

- a. *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*
 - b. *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.*
4. *The institution demonstrates thorough policies and practices an appropriate understanding of and concern for issues of equity and diversity.*
- a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*
 - b. *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*
 - c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*
5. *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*
- a. *The institution plans professional development activities to meet the needs of its personnel.*
 - b. *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*
6. *Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

Use of FCMAT Professional and Legal Standards

Since 1998 the Fiscal Crisis and Management Assistance Team (FCMAT) has been involved in assisting California K-12 school districts under State Administration to return to local governance. FCMAT developed a standards-based assessment tool as part of this work, and has adapted it for use in assessing and monitoring the Compton Community College District. FCMAT professional and legal standards are being used in conjunction with the Accrediting Commission for Community and Junior Colleges (ACCJC) standards, as Compton Community College District seeks not only to return to local governance but also seeks to re-establish its academic accreditation.

For ACCJC Standard III – Resources, appropriate FCMAT standards from the operational areas of Personnel Management, Financial Management, and Facilities Management have been used to measure progress on ACCJC Standards III-A, III-B, III-C and III-D. The Accrediting Commission for Community and Junior Colleges will conduct its own accreditation review to determine when accreditation will be restored to the Compton Community College District. It is hoped that by addressing the recommendations made in this report to implement the FCMAT professional and legal standards, the Compton Community College District (CCCD) will be assisted in readying itself for the ACCJC accreditation review in the future.

Each professional and legal standard has been provided a score, on a scale of 1 to 10, as to the CCCD's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress over the course of time.

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i> | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------------|------------------------|
| A. Human Resources | | | |
| Standard to be Addressed | | | |
| Organization and Planning - Personnel Management Standards | | | |
| 1.1 | An updated and detailed policy and procedures manual exists that delineates the responsibilities and operational aspects of the Human Resources Division. | 1 | 3 |
| 1.2 | The college has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees. | 1 | 3 |
| 1.3 | The Human Resources Division has developed a mission statement that sets clear direction for Division staff. The Human Resources Division has established goals and objectives directly related to the college's goals that are reviewed and updated annually. | 1 | |
| 1.4 | The Human Resources Division has an organizational chart and a functions chart that include the names and positions and job functions of all staff in the Human Resources Division. | 8 | |
| 1.5 | The Human Resources Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings. | 1 | 5 |
| Communications - Personnel Management Standards | | | |
| 2.1 | The Human Resources Division utilizes the latest technological equipment for incoming and outgoing communications. | 2 | 2 |
| 2.2 | The Human Resources and Business Divisions have developed and distributed a menu of services that includes the activities performed, the individual responsible, and the telephone numbers where they may be contacted. | 8 | |
| 2.3 | The Human Resources Division provides an annual report of activities and services provided during the year. | 0 | 0 |
| 2.4 | The Human Resources Division staff is cross-trained to respond to client need without delay. | 0 | 2 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|--|--|-------------------------|------------------------|
| 2.5 | The Human Resources Division holds regularly scheduled staff meetings. | 1 | 5 |
| 2.6 | Various publications are provided on a number of subjects to orient and inform various clients. | 0 | |
| Employee Recruitment/Selection - Personnel Management Standards | | | |
| 3.1 | The Governing Board provides equal employment opportunities for all people without regard to race, color, creed, sex, religion, ancestry, national origin, age, or disability. | 1 | 3 |
| 3.2 | Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided. | 1 | 3 |
| 3.3 | The job application form requests information that is legal, useful, pertinent, and easily understood. | 1 | |
| 3.4 | The Human Resources Division has a recruitment plan that contains recruitment goals, including the targeting of adjunct faculty positions. The college has established an adequate recruitment budget that includes funds for travel, advertising, staff training, promotional materials and the printing of a year-end report, and that effectively implements the provisions of the college recruitment plan. | 0 | 1 |
| 3.5 | The college has developed materials that promote the college and community, are attractive, informative and easily available to all applicants and other interested parties. | 0 | |
| 3.6 | The college has identified people to participate in recruitment efforts, and has provided them with adequate training to carry out the college's recruitment goals. | 0 | |
| 3.7 | The college has effectively identified a variety of successful recruitment sources, including Web sites, job fairs, and other colleges and universities publications. | 3 | |
| 3.11 | The college systematically initiates and follows up on reference checking on all applicants being considered for employment. | 1 | 3 |
| 3.12 | Selection procedures are uniformly applied. | 1 | 3 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|--|--|-------------------------|------------------------|
| 3.13 | The college appropriately monitors faculty assignments and reports as required. | 1 | 3 |
| 3.14 | Appropriateness of required tests for specific classified positions is evident. | 4 | |
| 3.15 | The college has implemented procedures to comply with state legislation governing short-term employees. | 1 | |
| 3.16 | In the merit system, recruitment and selection for classified service are delegated to the Personnel Commission. | Not applicable | |
| 3.17 | The Personnel Commission prepares an eligibility list of qualified candidates for each classified position that is open, indicating the top three candidates. | Not applicable | |
| 3.18 | Classified recruitment results are provided in an annual report to the Personnel Commission Board. | Not applicable | |
| Employee Induction and Orientation - Personnel Management Standards | | | |
| 4.1 | Initial orientation is provided for all new staff, and orientation handbooks are provided for new employees in all classifications: certificated and classified employees including full-time, part-time, hourly, limited-term. | 1 | 4 |
| 4.2 | The Human Resources Division has developed materials of the college's activities and expectations for new employee orientation. | 4 | |
| 4.3 | The Human Resources Division has developed an employment checklist to be used for all new employees that includes college forms and state and federal mandated information. The checklist is signed by the employee and kept on file. | 1 | 3 |
| Operational Procedures - Personnel Management Standards | | | |
| 5.1 | Personnel files are complete, well-organized and up to date. | 1 | 3 |
| 5.2 | The Human Resources Division non-management staff members have individual desk manuals for all of the personnel functions for which they are held responsible. | 1 | |
| 5.3 | The Human Resources Division has an operation procedures manual for internal department use in order to establish consistent application of personnel actions. | 1 | 2 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|--|---|-------------------------|------------------------|
| 5.4 | The Human Resources Division has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans with Disabilities Act (ADA) requirements. | 1 | 1 |
| 5.5 | The Human Resources Division has procedures in place that allow for both personnel and payroll staff to meet regularly to solve problems which develop in the process of new employees, classification changes, and employee promotions. | 1 | 4 |
| 5.6 | Wage and salary determination and ongoing implementation are handled without delays and conflicts (temporary employees, stipends, shift differential, etc.). | 4 | 4 |
| 5.7 | Regulations or agreements covering various types of leaves are fairly administered. | 4 | 4 |
| 5.8 | Human Resources Division staff members attend training sessions/workshops to keep abreast of the most current acceptable practices and requirements facing Human Resources administrators. | 5 | |
| 5.9 | The Human Resources Division provides employees with appropriate forms for documenting requested actions (e.g. leaves, transfers, resignations, and retirements). | 3 | |
| 5.10 | Established staffing formulas dictate the assignment of personnel to the various programs. | 0 | |
| State and Federal Compliance - Personnel Management Standards | | | |
| 6.1 | Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees. | 1 | 5 |
| 6.2 | The Governing Board requires every employee to present evidence of freedom from tuberculosis as required by state law. | 4 | |
| 6.4 | A clear implemented policy exists on the prohibition of discrimination. | 1 | |
| 6.5 | All certificated employees hold one or more valid certificates, credentials or diplomas or equivalencies that allow the holder to engage in services designated in the document. | 4 | 6 |
| 6.8 | The college has established a process by which all required notices and training sessions have been performed and documented such as those for sexual harassment and nondiscrimination. | 1 | 3 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|---|-------------------------|------------------------|
| 6.9 | The college is in compliance with Title IX Policies on discrimination and Government Code 12950(a) posting requirements concerning harassment or discrimination. | 3 | 5 |
| 6.10 | The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA). | 5 | 6 |
| 6.11 | The college is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications. | 2 | 5 |
| 6.12 | The college is in compliance with the Americans with Disabilities Act (ADA) in application procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges of employment. | 1 | 2 |
| 6.13 | The college has identified exempt and nonexempt employees and has promulgated rules and regulations for overtime that are in compliance with the Fair Labor Standards Act and California statutes. | 1 | 3 |
| 6.14 | Current position descriptions are established for each type of work performed by certificated and classified employees. | 1 | 1 |
| 6.15 | The college obtains a criminal record summary from the Department of Justice before employing an individual, and does not employ anyone who has been convicted of a violent or serious felony. | 1 | 5 |
| Use of Technology - Personnel Management Standards | | | |
| 7.1 | An online position control system is utilized and is integrated with payroll/financial systems. | 8 | |
| 7.3 | The certificated and classified departments of the Human Resources Division have an applicant tracking system. | 0 | 1 |
| 7.4 | The Human Resources Division has a program providing funds and time for staff training and skills development in the use of computers. | 1 | |
| 7.5 | The Human Resources Division has computerized its employee database system including, but not limited to: credentials/qualifications, seniority lists, evaluations, personnel by funding source/program/location, and Workers' Compensation benefits. | 8 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|---|-------------------------|------------------------|
| Staff Training - Personnel Management Standards | | | |
| 8.1 | The college has developed a systematic program for identifying areas of need for training for all employees. | 0 | 3 |
| 8.2 | The college makes provisions for division-directed professional development activities. | 1 | |
| 8.3 | Faculty, staff and other members of the college are provided with diversity training. | 1 | |
| 8.4 | The college has adopted policies and procedures regarding the recognition and reporting of sexual harassment. | 1 | |
| 8.5 | The college provides training for all management and supervisory staff responsible for employee evaluations. | 1 | 1 |
| 8.6 | The college provides training opportunities to managers and supervisors in leadership development and supervision. Training topics might include interpersonal relationships, effective supervision, conflict resolution, cultural diversity, gender sensitivity and equity, and team building. | 1 | |
| 8.7 | The college develops handbooks and materials for all training components. | 0 | |
| Evaluation/Due Process Assistance - Personnel Management Standards | | | |
| 9.1 | The evaluation process is a regular function related to each employee and involves criteria related to the position. | 2 | 1 |
| 9.2 | Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers. | 2 | 1 |
| 9.3 | The Human Resources Division provides a process for the monitoring of employee evaluations and the accountability reporting of their completion. | 1 | |
| 9.4 | The Human Resources Division has developed an evaluation handbook and provided due process training for managers and supervisors. | 1 | 1 |
| 9.5 | The Human Resources Division has developed a process for providing assistance to certificated and classified employees performing at less-than-satisfactory levels. | 2 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------------|------------------------|
| 9.6 | The board evaluates the president based upon pre-approved goals and objectives. | 1 | |
| 10.2 | The Human Resources Division has developed recognition programs for all employee groups. | 0 | |
| Employee Services - Personnel Management Standards | | | |
| 10.3 | The Human Resources Division has available to its employees various referral agencies to assist employees in need. | 10 | |
| 10.4 | Employee benefits are well understood by employees through periodic printed communications provided by the Human Resources Division. Timely notification of annual open enrollment periods is sent to all employees. | 8 | |
| 10.5 | The Human Resources Division provides new hires and current employees with a detailed explanation of benefits, the effective date of coverage, along with written information outlining their benefits and when enrollment forms must be returned to implement coverage. | 8 | |
| 10.6 | Employees are provided the state's injury report form (DWC Form 1) within one working day of having knowledge of any injury or illness. | 8 | |
| 10.7 | The college notifies the third party administrator of an employee's claim of injury within five working days of learning of the injury and forwards a completed Form 5020 to the insurance authority. | 8 | |
| 10.8 | The college's workers' compensation experiences and activities are reported periodically to the President's cabinet. | 0 | |
| 10.9 | The workers' compensation unit is actively involved in providing injured workers with an opportunity to participate in a modified duty program. | 1 | |
| 10.10 | The workers' compensation unit maintains the California OSHA log for all work sites and a copy is posted at each work site during the month of February as required. | 1 | |
| Employer/Employee Relations - Personnel Management Standards | | | |
| 11.1 | The college has collected data that compare the salaries and benefits of its employees with colleges of similar size, geographic location and other comparable measures. | 1 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|---|-------------------------|------------------------|
| 11.2 | The Human Resources Division involves administrators in the bargaining and labor relations decision making process. | 1 | |
| 11.3 | The Human Resources Division provides all managers and supervisors (certificated and classified) training in contract management with emphasis on the grievance process and administration. The Human Resources Division provides clearly defined forms and procedures in the handling of grievances for its managers and supervisors. | 1 | 1 |
| 11.4 | The Human Resources Division provides a clearly defined process for bargaining with its employee groups (i.e., traditional, interest-based). | 1 | 1 |
| 11.5 | The Human Resources Division has a process that provides management and the board with information on the impact of bargaining proposals, e.g., fiscal, staffing, management flexibility, student outcomes. | 1 | 1 |
| 11.6 | Bargaining proposals and negotiated settlements are “sunshined” in accordance with the law to allow public input and understanding of employee cost implications and, most importantly, the effects on the students of the college. | 5 | |
| Employee Benefits/Workers’ Compensation - Personnel Management Standards | | | |
| 12.1 | The college has its self-insured workers’ compensation programs reviewed by an actuary in accordance with Education Code Section 17566 and filed with the appropriate agencies. | 8 | |
| 12.2 | Timely notice of annual open enrollment period is sent to all eligible employees. | 10 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 1.1 – Organization and Planning

Professional Standard:

An updated and detailed policies and procedures manual exists that delineates the responsibilities and operational aspects of the Human Resources Division.

Sources and Documentation:

1. Interviews with the Acting Dean of Human Resources and other Human Resources Division staff
2. Review of former policies and procedures affecting academic and classified personnel
3. Review of current plans and priorities enumerated by the Associate Vice President of Human Resources for El Camino College
4. Collective bargaining agreements impacting policies and procedures
5. Human Resources Procedure Manual
6. Letter from attorney regarding Merit System
7. AP 7120 (draft)

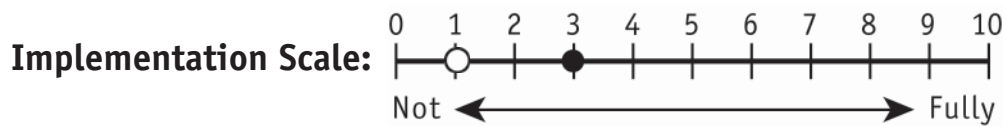
Progress on Implementing the Recommendations of the Recovery Plan:

1. With respect to policies and procedures affecting classified personnel, the college had been operating under the rules and regulations established by the Personnel Commission which was terminated through AB 318. A legal opinion has recently been provided which clearly indicates that the commission rules and regulations are still in force, with the Special Trustee serving as the Personnel Commission. The most recent intent is to continue the policies and procedures of the Personnel Commission Office with the Special Trustee serving as the Commission. However, the current staff will be hard-pressed to perform all the testing, job analysis and other practices of the commission.
2. With respect to the policies and procedures affecting academic personnel, the interactions between the Compton Center and El Camino instructional programs will affect the manner in which the center will deal with human resources-related policies with academic personnel. The bargaining agreement with AFT has recently been finalized and approved and will impact the nature and timing of changes in existing personnel practices affecting faculty. Some new provisions with respect to faculty performance appraisals must still be finalized in terms of administrative guidelines and forms.
3. The intent of El Camino College is to implement its policies and procedures at the Compton Center over a period of time. With the Merit System in place at the center, certain functions will operate separately and apart from El Camino's procedures. Since this is a complex and intricate endeavor, the plan is to move in high-priority areas as quickly as possible with a one- to two-year expectation for completing and implementing a detailed policy and procedure manual for the Human Resources Division. The planning for implementation is under way but should still be considered preliminary at this point.

4. Current policies and procedures are contained in a Human Resources Division manual. Most policies are now in place focusing on employment and employee benefits. However, these procedures have not been communicated effectively to the management staff.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 1.2 – Organization and Planning

Professional Standard:

The college has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees.

(For this review, the “board” is interpreted to mean Special Trustee since the board has been set aside by AB 318. “Administration” is interpreted to relate to the group of temporary management personnel working under the direction of the Provost and assigned to the Compton Center.)

Sources and Documentation:

1. Board policies in effect subject to official action of the Special Trustee
2. Interviews of the Special Trustee and the Acting Dean of Human Resources
3. AB 318 regarding authority of former board policies and roles
4. Faculty, management and classified hiring procedures
5. AP 7120, Recruitment and Hiring procedures (draft)

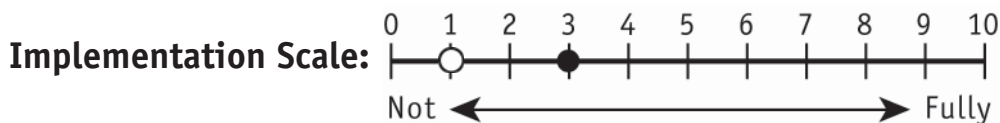
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Special Trustee serves as the board and has conducted open board meetings with a published agenda and minutes in essentially the same procedural manner as the former board. Personnel actions continue to be brought to the board for approval since Compton College District continues to have responsibility for the personnel and payroll allocated to the center.
2. In the absence of a Personnel Commission, actions requiring board approval for classified employees are now being submitted to the Special Trustee. In the recent past, most employment actions for classified personnel have been to appoint a former employee to a vacancy from the re-employment list for temporary assignments. Until very recently, actions to date have not reflected the results of a complete recruitment involving testing, eligibility lists and other features of a fully implemented merit system. The board’s responsibilities have not changed with respect to personnel actions, but the Special Trustee carries out these responsibilities serving as the board. These responsibilities are clear with respect to hiring and dismissal of employees, and responsibility for these actions is understood to rest with the Special Trustee. The El Camino board is not directly involved in these matters. In this sense, the role of the board is clear. Some areas to consider:
 - a. The Personnel Commission has been set aside but the merit rules and regulations are still in place.
 - b. The El Camino board has not been interviewed to determine the extent to which that board understands the hiring, evaluation and dismissal processes, and it is not involved in these actions.
 - c. The Special Trustee will approve new hires for classified or certificated assignments once the re-employment list expires or is inappropriate to use. For new positions, it appears the hiring authority will remain with the Special Trustee.

3. Academic positions have not been subject to recruitment in the recent past and, at present, the center is still developing working relationships with the instructional leadership at El Camino College. Part of that relationship involves determining staffing levels for instructional programs. There is an expectation emanating from statements allegedly made by the State Chancellor that no faculty will be laid off for a specified period to permit proper assessment of course offerings and development of working relationships between El Camino College and the Compton Center. That specified period, however, has long passed.
4. Even with a sharp increase in FTES for fall semester 2007, it does not seem prudent to maintain a faculty staffing level based on much higher enrollment expectations. Should the center determine that changes are necessary, the issue is whether the required March 15 layoff notices should be sent during this period if student loads persist at current levels, in accordance with the new contract.
5. The Special Trustee, acting as the board and also the commission, is operating consistently under his understanding of this complex matter.
6. The recruitment, hiring, evaluation and dismissal functions are not well understood by the administration since the Human Resources Division has not yet published finalized changes to existing policy based on the implementation of El Camino College policies and procedures and the terms of the new contract with AFT. Progress is being made; however, it may be several months before all the elements can be put in place and made consistent with collective bargaining agreements. In any case, there are some concerns:
 - a. A large percentage of existing management personnel are considered temporary or interim and others have only recently been hired. Personnel evaluation cannot legitimately be performed by independent contractors, nor by temporary employees. The issue of which management personnel are empowered to evaluate subordinates is being evaluated and the response is unclear at this point.
 - b. The human resources staff is working to develop a plan to accomplish documentation and training of administration in new policies and procedures affecting personnel actions. Progress is noted in this area with a draft of new procedures (AP 7120).

Standard Implemented: Partially

April 2007 Rating: 1
 January 2008 Rating: 3



ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 1.5 – Organization and Planning

Professional Standard:

The Human Resources Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings.

Sources and Documentation:

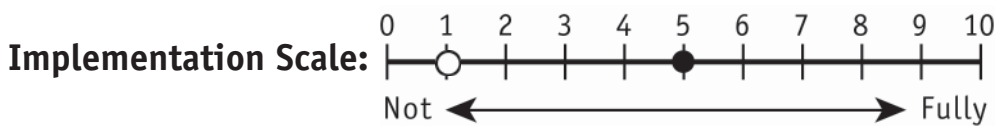
1. Interviews with all Human Resources staff
2. Calendars (beginning 6/07 to 10/07) and memoranda regarding key dates

Progress on Implementing the Recommendations of the Recovery Plan:

1. Staff is now maintaining calendars of events and activities. These are communicated and distributed during staff meetings.
2. The Human Resources Division sends occasional reminder memos to staff regarding deadlines for activities, reports or other key dates.
3. Since the initiation of the partnership with El Camino, regular staff meetings are held only once per month for purposes of communication and planning.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5



ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 2.1 – Communications

Professional Standard:

The Human Resources Division utilizes the latest technological equipment for incoming and outgoing communications.

Sources and Documentation:

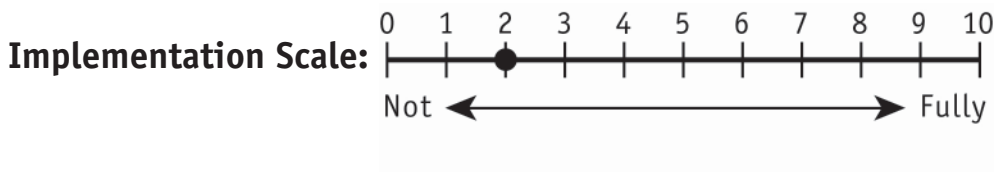
1. Interviews of Human Resources staff and examination of technology equipment utilized
2. Interview with the Director of Information Technology Services

Progress on Implementing the Recommendations of the Recovery Plan:

1. The division utilizes relatively new computer equipment that is adequate for its needs, with appropriate connectivity to the County Office of Education and software available on the center’s network.
2. The division has access to the Internet using equipment that is current and fast.
3. The division has insufficient copy machine capability that is not linked to the computer system.
4. The division does not make use of an applicant tracking system and no terminal is available for applicants to complete an application form in the Human Resources Office. While this is on the priority list for the HR staff, there has been no real progress in this area.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 2.3 – Communications

Professional Standard:

The Human Resources Division provides an annual report of activities and services provided during the year.

Sources and Documentation:

1. Interviews of division staff and the Acting Dean
2. Materials provided by the staff regarding past practices

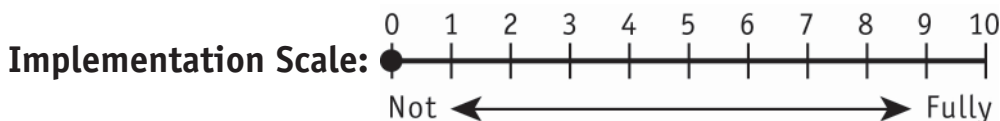
Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no recollection on the part of staff that annual reports were prepared by the division or by the Personnel Commission.
2. There is no evidence that reports were ever submitted to the board or the commission regarding human resources activities for any period.
3. The Acting Dean should initiate a monthly division reporting to the Provost regarding matters such as vacancies, number of applicants, positions filled, terminations and data on workers' compensation claims, legal updates, collective bargaining matters, grievances and other requested information from the Special Trustee or Provost. Monthly reports should include a list of special projects and progress reports, projections and objectives identified for the next reporting period and other pertinent data required by management.
4. The division should provide annual reports regarding employment and other Human Resources Division matters to the Compton CCD Special Trustee and El Camino Community College Chief Executive Officer.

Standard Implemented: Not Implemented

April 2007 Rating: 0

January 2008 Rating: 0



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 2.4 – Communications

Professional Standard:

The Human Resources Division staff is cross-trained to respond to client need without delay.

Sources and Documentation:

1. Interviews of each staff member
2. Interview of Acting Dean and other leadership
3. Staff-prepared list of cross-trained activities

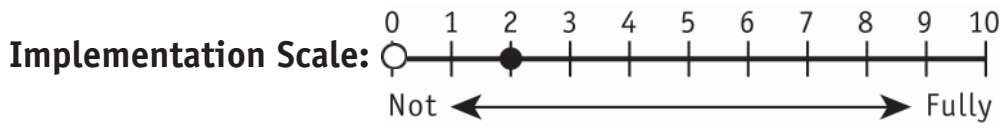
Progress on Implementing the Recommendations of the Recovery Plan:

1. Each of the four Human Resources Division employees, supervised by the Acting Dean, is assigned a major activity or group of employees (classified, certificated) and is not cross-trained as part of the Human Resources Division processes/procedures.
 - a. One Personnel Specialist works primarily on academic personnel matters and reports and is not cross-trained on classified matters or the other desks in Human Resources.
 - b. A Personnel Analyst works primarily on classified personnel matters and is the only hold-over from the former Personnel Commission staff. This employee is not cross-trained on academic personnel matters.
 - c. A Benefits Specialist specializes in the health benefits function and is not cross-trained on the other desks' tasks.
 - d. Another Personnel Specialist works on workers' compensation claims as well as property and liability insurance claims. This employee also serves as the primary interface with attorneys regarding lawsuits and other legal matters affecting the human resources function, and is not cross-trained on the other desks' tasks.
2. Employees report progress in cross training in areas such as benefits processing, generation of faculty assignments, acceptance of applications, entering some employee data and personnel file maintenance. The staff should continue the process of cross training to the point of being able to take over each other's desks in case of absence.
3. Employees are still in the process of learning the El Camino methods, processes and procedures, as well as maintaining control over the layoff lists, re-employment lists and other matters affecting the center. The number of employees at the center, in both classified (119 people in 45 classifications) and academic positions (92 full-time and less than 60 part-time/adjunct) has been reduced significantly, especially in the classified ranks, seemingly presenting an opportunity to reorganize the Human Resources Division and establish new methods.
4. Some cross-training has recently occurred since some of the Compton Human Resources Division's processes are being redesigned to accommodate the El Camino business model. However, the cross-training needs to be accomplished once employees settle into their ongoing responsibilities sufficiently to train others. The staffing level of the division is certainly sufficient to allow cross-training opportunities for staff.

Standard Implemented: Partially

April 2007 Rating: 0

January 2008 Rating: 2



ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 2.5 – Communications

Professional Standard:

The Human Resources Division holds regularly scheduled staff meetings.

Sources and Documentation:

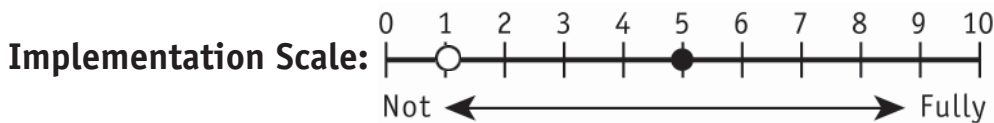
1. Interviews with the Acting Dean and division staff
2. Review of minutes of staff meetings from June 2007 to October 2007

Progress on Implementing the Recommendations of the Recovery Plan:

1. The division holds regular monthly staff meetings that have now been in place for several months. The staff meetings should be more frequent (minimally, bi-weekly). However, good progress is being made.
2. Minutes are prepared for each meeting, with clear action items and accountabilities identified.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.1 – Employee Recruitment/Selection

Professional Standard:

The Governing Board provides equal employment opportunities for all people without regard of race, color, creed, sex, religion, ancestry, national origin, age or disability.

Sources and Documentation:

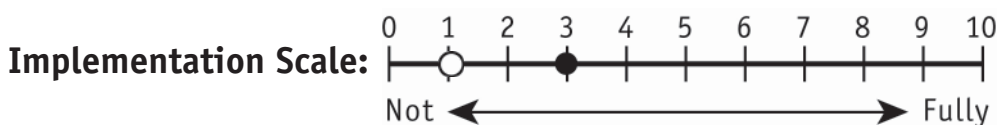
1. Board Policy 7100, Commitment to Diversity (undated)
2. Interviews with division staff
3. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and part-time (adjunct) faculty selection
4. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
5. Personnel Commission Rules and Regulations for Classified Employees, 9/05
6. Application forms and information materials, including vacancy notices and distribution list for vacancy notices

Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures have been placed into effect that detail the process to advertise, recruit, screen and select qualified administrators, faculty and classified staff within the parameters of equal opportunity.
2. Statistical information is maintained on applicant pools for each category of employee recruitment/selection processes.
3. Statistical information reports on selection processes indicate a sizable number of “unknown” in applicant pools. HR staff should (1) provide ethnic and gender breakdown of candidates at each level of the selection process (applicants, interviewed and selected) and (2) visually observe “unknown” candidates selected for personal interview to reduce the number of “unknown.”
4. No indication is made that selection committee members are provided a utilization analysis to assist in the determination of defined goals before the screening/selection process begins.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.2 – Employee Recruitment/Selection

Professional Standard:

Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.

Sources and Documentation:

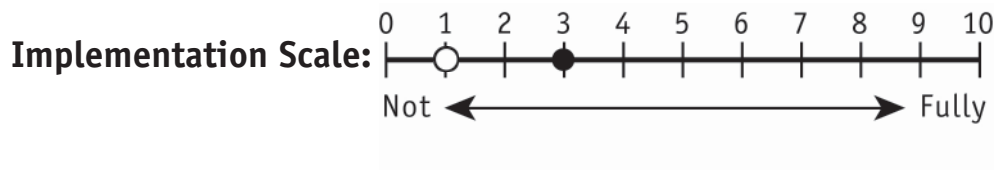
1. Interviews with division staff
2. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and part-time (adjunct) faculty selection
3. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
4. Personnel Commission Rules and Regulations for Classified Employees, 9/05
5. Application forms and information materials, including vacancy notices and distribution list for vacancy notices

Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures have been placed into effect that detail the process to advertise, recruit, screen and select qualified administrators, faculty and classified staff within the parameters of equal opportunity.
2. Statistical information is maintained on applicant pools for each category of employee recruitment/selection processes.
3. Statistical information reports on selection processes indicate a sizable number of “unknown” in applicant pools. HR staff should (1) provide ethnic and gender breakdown of candidates at each level of the selection process (applicants, interviewed and selected); and (2) visually observe “unknown” candidates selected for personal interview to reduce the number of “unknown.”
4. There is no indication that selection committee members are provided a utilization analysis to assist in determining defined goals before the screening/selection process begins.
5. Application forms and materials clearly emphasize the commitment of the Compton Center to equal employment opportunity. The provision does not identify the EEO compliance officer to whom information and/or complaints can be directed.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.4, 3.5 & 3.6 – Employee Recruitment/ Selection

Professional Standard:

Standard 3.4 The Human Resources Department has a recruitment plan that contains recruitment goals, including the targeting of adjunct faculty positions. The college has established a recruitment budget that includes funds for travel, advertising, staff training, promotional materials and printing a year-end report, and that effectively implements the provisions of the college recruitment plan.

Standard 3.5 The college has developed materials that promote the college and community, are attractive, informative and easily available to all applicants and other interested parties.

Standard 3.6 The college has identified people to participate in recruitment efforts and has provided them with adequate training to carry out the college's recruitment goals.

Sources and Documentation:

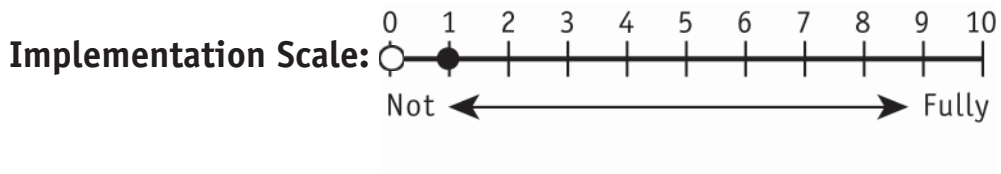
1. Interviews with division staff
2. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and part-time (adjunct) faculty selection
3. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
4. Personnel Commission Rules and Regulations for Classified Employees, 9/05
5. Application forms and information materials, including vacancy notices and distribution list for vacancy notices
6. Recruitment Status Report indicating division and department of assignment, status (open, closed, pulled, not posted) and status comments
7. Registration Invoice for (January) 2007 California Community Colleges Annual Job Fair in Los Angeles
8. Employment Interest Form available for potential applicants

Progress on Implementing the Recommendations of the Recovery Plan:

1. There was a budget allocation for a CCC Job Fair in Los Angeles, but no advertising budget information was available (media advertising through Registry or Compton Center recruiting advertising). There was no indication of staff training (for personnel selected to represent the center at the Job Fair) or public relations promotional materials to increase positive name recognition for the Compton Center. A significant need continues to exist for positive promotional materials to enhance and create positive visibility of the center.
2. The Compton Center must develop a comprehensive public relations program to enhance the community and state image to create a more effective instructional outreach and employee recruitment program.
3. The center must establish a program and cadre of students, faculty, staff and administration to become ambassadors who actively engage in student and employee recruitment and establish and maintain an operational budget that facilitates the success of the center's recruitment plan.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.11 – Employee Recruitment/Selection

Professional Standard:

The college systematically initiates and follows up on reference checking on all applicants being considered for employment.

Sources and Documentation:

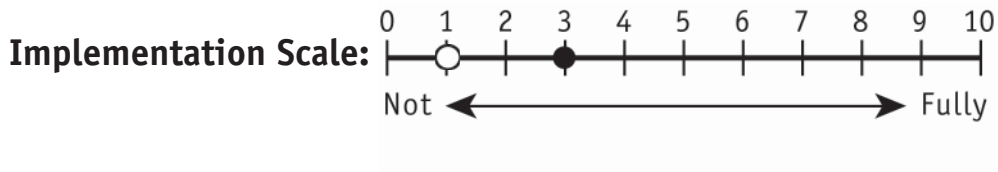
1. Board Policy 7100, Commitment to Diversity (undated)
2. Interviews with division staff
3. Faculty and Staff Diversity EEO Plan (9-05)
4. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and part-time (adjunct) faculty selection
5. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
6. Personnel Commission Rules and Regulations for Classified Employees, 9/05
7. Reference Check Form for Management and Faculty Candidates (01-07)
8. Reference Check Form for Classified Employees (05-07)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Faculty and Staff Diversity/Equal Employment Opportunity Plan clearly identifies the process and procedures to be used by administration in performing reference checks on candidates for employment.
2. The Reference Check for Management and Faculty Candidates, dated January 2007, identifies 14 questions to be posed to specified contacts. Among the topics addressed are: supervision/delegation of authority; fiscal/budget effectiveness; ability to manage conflicts, work deadlines and work schedules. Some topics of questionable value include: “political savvy,” “what position would you employ this person in today,” and “what comments would you like to make regarding this candidate” (general versus qualifications for the position for which the center is hiring).
3. The Reference Check Form for Classified Personnel addresses topics such as length of time the reference has known the candidate, cooperation with co-workers, acceptance of criticism, would the reference rehire the candidate and “additional comments.”
4. Employee Selection Procedures identify the district HR, Selection Committee Chair and members as those who will check with the candidate’s specified references and “others who are likely to have relevant information about the candidate’s suitability for employment.”

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.12 – Employee Recruitment/Selection

Professional Standard:

Selection procedures are uniformly applied.

Sources and Documentation:

1. Board Policy 7100 – Commitment to Diversity (undated)
2. Interviews with division staff
3. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and part-time (adjunct) faculty selection
4. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
5. Personnel Commission Rules and Regulations for Classified Employees, 9/05
6. Application forms and information materials, including vacancy notices and distribution list for vacancy notices

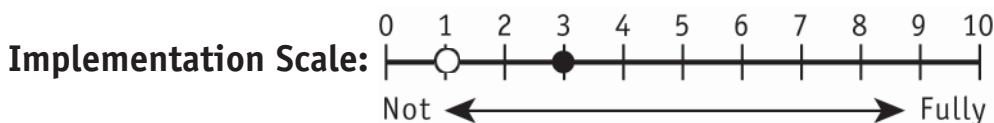
Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures are in effect that detail the process to advertise, recruit, screen and select qualified administrators, faculty and classified staff within equal opportunity parameters.
2. Statistical information is maintained on applicant pools for each category of employee recruitment/selection processes.
3. Statistical information reports on selection processes indicates a sizable number of “unknown” in applicant pools. HR staff should (1) provide ethnic and gender breakdown of candidates at each level of the selection process (applicants, interviewed and selected) and (2) visually observe candidates selected for personal interview to reduce the number of “unknown.”
4. There is no indication that selection committee members are provided a utilization analysis to assist in determining defined goals before the screening/selection process begins.
5. Compton Center HR management and staff reflect a commitment to the uniform application of the selection procedures for employees at all levels of the organization.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 3



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.13 – Employee Recruitment/Selection

Professional Standard:

The college appropriately monitors faculty assignments and reports as required.

Sources and Documentation:

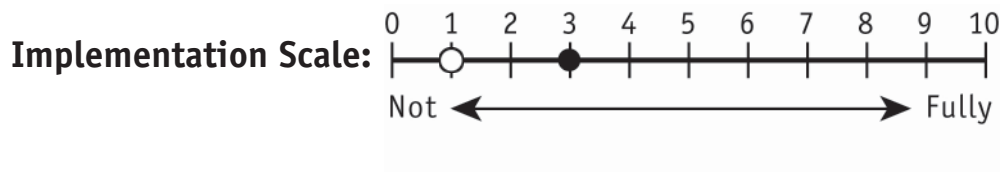
1. Interview with Dean of HR and Division Staff
2. Interview with Interim Vice President of Academic Affairs
3. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and part-time (adjunct) faculty selection
4. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
5. Application forms and information materials, including vacancy notices and distribution list for vacancy notices
6. FSA Audit Report (Adjunct Faculty), July 2007
7. FSA Audit Report (Full-Time Faculty), August 2007

Progress on Implementing the Recommendations of the Recovery Plan:

1. Candidates for employment as faculty members are evaluated to ensure they meet the qualifications specified in the California Community Colleges Chancellor's Office published booklet of minimum qualifications to teach in instructional disciplines through applicable degrees or the college's equivalency process.
2. Upon selection, official transcripts are re-evaluated to ensure that minimum qualifications are met for the discipline in which the candidate will be employed, either through educational accomplishments or the El Camino equivalency process.
3. The Compton Center coordinated and cooperated with the El Camino College HR Department to ensure current full-time faculty members and adjunct faculty are fully qualified by El Camino requirements to teach in the assigned discipline.
4. The Compton Center HR and Academic Affairs Departments closely coordinate the monitoring of faculty assignments to ensure that instructors meet the minimum qualifications for assigned classes.
5. There continues to be a lack of adequate technology systems available to the El Camino CCD and the Compton Center to facilitate and expedite administrative review of the qualifications of full-time and adjunct faculty to teach in an assigned discipline.
6. There is no evidence of a procedure for faculty to add disciplines to their permanent personnel file so they may be authorized to teach in multiple disciplines.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 4.1 – Employee Induction and Orientation

Professional Standard:

Initial orientation is provided for all new staff, and orientation handbooks are provided for new employees in all classifications: certificated and classified employees including full-time, part-time, hourly and limited-term.

Sources and Documentation:

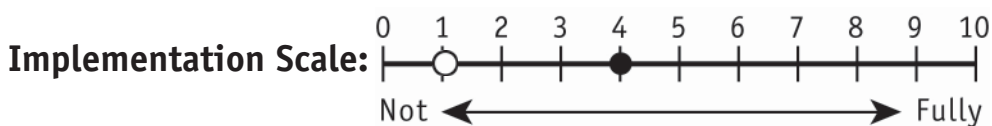
1. Interviews with division staff
2. Employee's Policies and Procedures Handbook, 2/05
3. Handbook for Classified Employees (draft), 10/07

Progress on Implementing the Recommendations of the Recovery Plan:

1. Staff stated that all new employees are now individually oriented by Human Resources.
2. The Employee Policies and Procedures Handbook is an extensive manual covering employment, benefits, performance reviews, conflict resolution and grievance procedure and an array of other policies dealing with safety, lost and found items, and other matters. The manual is comprehensive, but there is no assurance that the policies covered are consistent with El Camino's policies. Performance appraisal, employment procedures and other policies and procedures enumerated in this manual are under scrutiny and will change. Some titles reflected in the manual no longer exist. The manual builds a good framework, but its contents do not reflect ongoing and accurate material.
3. The Handbook for Classified Employees was revised in June 2005. It also was revised in October 2007 and was provided as a draft. The handbook appears complete and clear and now needs to be finalized. Much of the material contained in this manual can be retained. Good progress has been made.
4. Center staff is working with El Camino College staff to create a corresponding orientation program based on the El Camino model. Work is continuing in this area but not yet complete.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 4



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 4.3 – Employee Induction and Orientation

Professional Standard:

The Human Resources Division has developed an employment checklist to be used for all new employees that includes college forms and state and federal mandated information. The checklist is signed by the employee and kept on file.

Sources and Documentation:

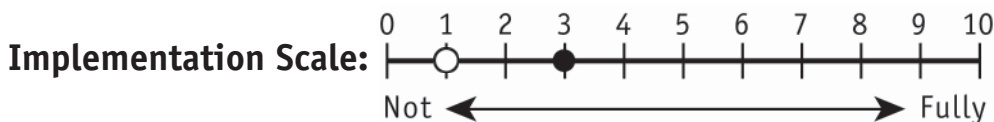
1. Interviews with division staff
2. New Employee Orientation Checklist for division staff and the employee's supervisor
3. Personnel file checklist

Progress on Implementing the Recommendations of the Recovery Plan:

1. The checklists provided for new employee orientation were used under the Compton College management structure and do not represent changes to policies and procedures being considered through El Camino oversight. The checklists are complete and have been successfully implemented. Staff should continue implementing the El Camino standards with respect to orientation procedures and checklists.
2. Personnel files are still being reorganized and reviewed by the Human Resources staff to ensure all data is present, including the checklists. The review includes documentation standards for files that reflect El Camino standards. The preliminary review by staff revealed that files frequently lacked important checklists and documentation. While progress is being made, the division should make the process of reviewing current employee files for completeness a high priority, especially in light of lax security in the past with respect to the personnel files. There may be documents missing from the files, and it would be important to be able to represent that, at a specified time, files are complete at least with respect to induction and orientation documents as well as mandated requirements.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.1 – Operational Procedures

Professional Standard:

Personnel files are complete, well organized and up-to-date.

Sources and Documentation:

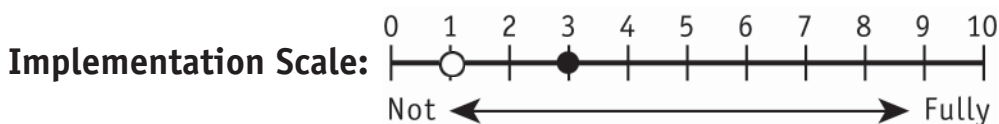
1. Interviews of primary staff responsible for the personnel files
2. Personnel files
3. Personnel File Checklist
4. Observation of personnel file storage area

Progress on Implementing the Recommendations of the Recovery Plan:

1. The files reviewed were complete and well organized. However, the district Human Resources Division staff report that some material is missing and that the staff is engaged in a complete review of all the files (including content and organization) according to the well-established and sound Human Resources Division practices of El Camino College. The plan is in place for such a review but it has not yet been completed.
2. The personnel files are housed in an area that has considerable traffic because of its proximity to the employee break area that is used by Business Services and Human Resources staff. Previously, some file drawers were left open with no supervision. The file room is now kept locked with surveillance over the area. There is now a counter and latched swinging door to keep people out of the file room and the department in general.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.3 – Operational Procedures

Professional Standard:

The Human Resources Division has an operation procedures manual for internal department use in order to establish consistent application of personnel actions.

Sources and Documentation:

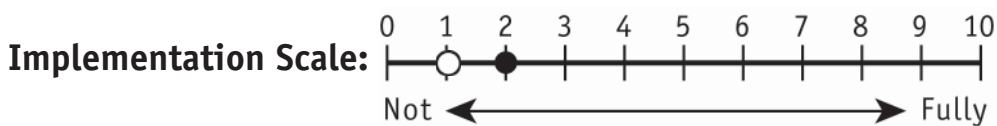
1. Human Resources Procedures Manual
2. Interviews with staff
3. Rules and Regulations of the Personnel Commission
4. Pre-Employment Process (Certificated)
5. Pre-Employment Process (Classified) – draft
6. Workers' Compensation Process - draft

Progress on Implementing the Recommendations of the Recovery Plan:

1. There is an extensive procedures manual which served as an outdated guideline for personnel practices. It was last updated in 1992. There is now a process in place to maintain the manual to reflect changes in organization, forms and policies. Some procedures are now updated and progress is being made.
2. The manual is thorough but was not a helpful day-to-day resource for the division. The three revised procedures that are completed appear to reflect the current procedures.
3. The Human Resources Division will have much work to do to bring the procedures manual current to reflect El Camino's operating style. There is no observable plan or timetable for revising the other procedures in the manual.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.4 – Operational Procedures

Professional Standard:

The Human Resources Division has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans with Disabilities Act (ADA) requirements.

Sources and Documentation:

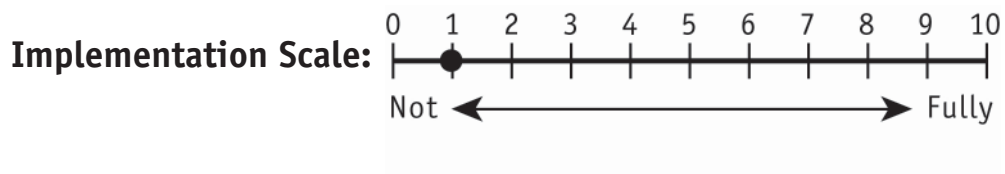
1. Job descriptions for classified and faculty classifications, full-time, hourly, management and confidential
2. Interviews of division staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. Job descriptions exist for classified positions. However, the descriptions are outdated and position allocations to classifications are reportedly inaccurate due to major changes in job responsibilities over the last several months.
2. The last classification study for classified positions was performed in 2000. The study was implemented in 2001 through board action.
3. Job descriptions covering academic positions are generic and seem inaccurate. The team was advised that job descriptions do not exist for several job titles.
4. New classifications since the Special Trustee was appointed have been approved according to standard procedures with appropriate job description documentation.
5. With the exception of those recently prepared, job descriptions covering classified and academic positions generally do not comply with the requirements of the Americans with Disabilities Act in terms of identifying essential functions.
6. El Camino College recently released a Request for Proposals to perform a classification and compensation study for the Compton Center, with expected products including updated class specifications for classified positions as well as recommendations for placement of each classification on the salary schedule. However, the RFP was cancelled due to lack of appropriately qualified vendors. The plan is to release the RFP again after the first of the year (2008).
7. Several positions appear to be inappropriately allocated to confidential classifications in light of the latest guidelines on criteria for confidential status.
8. There are positions allocated to supervisory classes that no longer supervise other employees.
9. There has not been a recent systematic review of Fair Labor Standards Act (FLSA) status.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.5 – Operational Procedures

Professional Standard:

The Human Resources Division has procedures in place that allow for both personnel and payroll staff to meet regularly to solve problems that develop in the processing of new employees, classification changes and employee promotions.

Sources and Documentation:

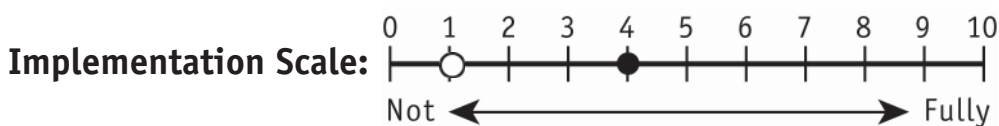
1. Interview with the Acting Dean of Human Resources and division staff who interact on a regular basis with Payroll staff
2. Interview with the Director of Fiscal Services
3. Minutes of Human Resources Division meetings, June-September 2007

Progress on Implementing the Recommendations of the Recovery Plan:

1. Before this assessment process began, the two staff members who performed the center's payroll function resigned. This has caused a number of problems in processing payroll and payroll changes as well as delays in compensating some district staff. The Human Resources staff has been aggressive in correcting problems and supporting the function as much as possible. The payroll function is now staffed with permanent personnel. Human Resources personnel identified this as the most pressing issue with which they were faced.
2. There is evidence of recently implemented regular meetings between Human Resources and the payroll function to correct past problems and plan for enhancements.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 4



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.6 – Operational Procedures

Professional Standard:

Wage and salary determination and ongoing implementation are handled without delays and conflicts (temporary employees, stipends, shift differentials, etc.).

Sources and Documentation:

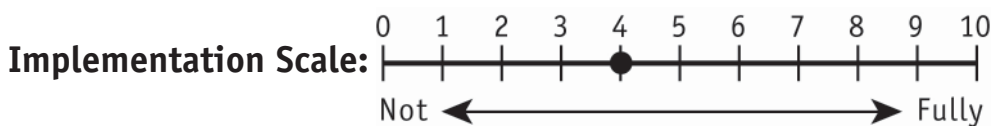
1. Human Resources Procedure Manual
2. Interviews with division staff and the Acting Dean of Human Resources
3. Certificated and classified salary schedules

Progress on Implementing the Recommendations of the Recovery Plan:

1. The information flow to the HRS system from the Human Resources Division is intact and reportedly working without delays. This interface has not been altered or influenced by El Camino requirements, with the exception of approval requirements necessary to make changes to a compensation record.
2. The entire process of payroll interface and implementation of new policies, with respect to matters such as approval authority for changes in compensation or other matters affecting wage and salary determination, will need some time to develop since the organizational structure has only recently been revised. Meanwhile, the interfaces are timely.
3. Salary schedules covering certificated, classified and management personnel are in accord with labor contracts.
4. The benefits employee in the Human Resources Division administers the property and liability insurance, which is largely a business function. The suggestion to move this function to the Business Office does not appear to have been considered.
5. The division staff reports timely changes in classified staff salaries, but minor delays continue with respect to certificated changes.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.7 – Operational Procedures

Professional Standard:

Regulations or agreements covering various types of leaves are fairly administered.

Sources and Documentation:

1. Leave policy as indicated in the Procedure Manual for employees and management
2. Applicable sections of the collective bargaining agreements with respect to leaves
3. Interviews of union leadership for academic and classified employees
4. Interviews with the division staff member assigned to administer the leave program

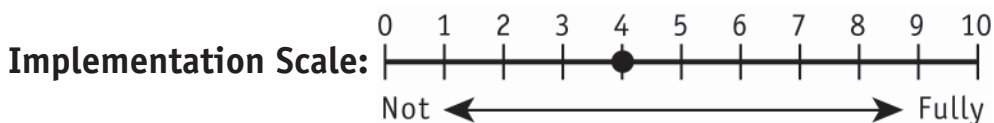
Progress on Implementing the Recommendations of the Recovery Plan:

1. There was no feedback from union leadership or staff that leaves of absence of any kind are improperly or unfairly administered. There are no signs of lack of fairness or inconsistencies.
2. Since the administration of leaves of absence is mandated by detailed documentation in the union contracts, it is unclear whether any changes will take place as El Camino takes over the maintenance of these agreements.
3. Appropriate forms and records are being maintained by the Personnel Specialist responsible for monitoring and controlling leaves. There appears to be a great deal of effort in this matter.
4. An issue was raised by several employees who indicated their leave balances were inaccurate, mostly on the high side. There should be documented evidence that a complete audit of leave balances has occurred.

Standard Implemented: Partially

April 2007 Rating: 4

January 2008 Rating: 4



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.1 – State and Federal Compliance

Professional Standard:

Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees.

Sources and Documentation:

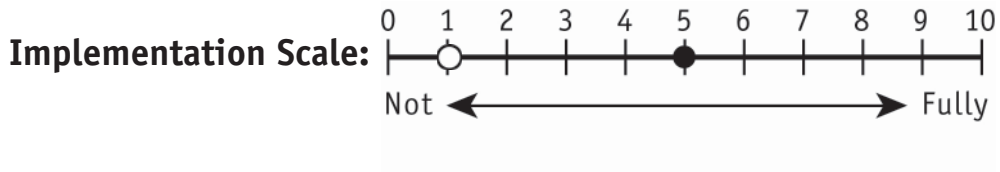
1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Vacancy announcement brochures (09/92)
7. Hiring process for management and full-time faculty responsibility charts (undated)
8. AP 7337, Fingerprinting (draft)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Community College now has developed a comprehensive policy/procedure and administrative regulation that adequately addresses the fingerprinting of all employees.
2. The Compton Center and El Camino Community College District have developed clearly defined processes for fingerprinting all employees.
3. Full-time faculty members and classified employees are electronically fingerprinted through a LiveScan system at El Camino, which automatically transmits the prints to the California Department of Justice for expeditious reporting/processing. Information regarding arrests, convictions and possible judicial probation status is included in the state reporting transmitted to the Compton Center's Human Resources Division. These processes are designed to provide rapid notification of employees that may have a conviction that precludes employment in a public education system (narcotic and sex convictions), as well as other convictions that are potentially job-related.
4. The Compton Center Human Resources Division has a current form that facilitates the monitoring of fingerprinting through LiveScan, whether the fingerprinting is at a certified governmental or private vendor site. The Human Resources office has applied to receive direct information from the Department of Justice for results.
5. The center now has a procedure in place for receipt, evaluation and secure storage of printed LiveScan reports to maintain employee confidentiality.
6. The center now has a draft of a procedure in place that would allow applicants to provide confidential information regarding arrests and convictions before employment. Such a process may provide options regarding employment decisions after extensive recruitment/selection procedures have been followed.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.5 – State and Federal Compliance

Professional Standard:

All certificated employees hold one or more valid certificates, credentials or diplomas or equivalencies that allow the holder to engage in the services designated in the document.

Sources and Documentation:

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. The California Community Colleges' Chancellor's Office Minimum Qualifications To Teach in the California Community Colleges
3. Faculty and Staff Diversity/EEO Plan (9/05)
4. Application forms and materials (9/06)
5. Recruitment brochures and advertisements (10/06)
6. Department procedures for interviews of management, academic and classified personnel (09/92)
7. Vacancy announcement brochures (09/92)
8. Hiring process for management and full-time faculty responsibility charts (undated)
9. Memorandum of Understanding between the El Camino Community College District and the Compton Community College District (08/06)

Progress on Implementing the Recommendations of the Recovery Plan:

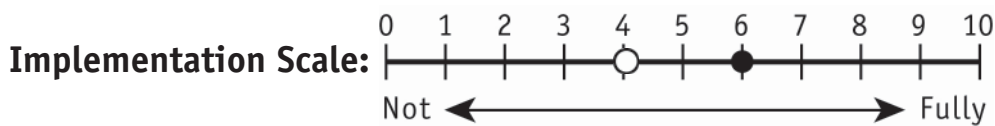
1. Compton CCD includes the minimum qualifications for employment in the vacancy announcements for academic employees and educational administrators. These are specified in the Minimum Qualifications document published by the California Community Colleges' Chancellor's Office in consultation with the State Academic Senate. Qualifications beyond the minimum requirements are not incorporated into the recruitment materials or in the application evaluation criteria.
2. The Compton CCD vacancy announcements for academic employees and educational administrators does not contain a statement that minimum qualifications can be attained through an equivalency process.
3. Full-time faculty vacancy announcements will be required to contain the minimum qualifications for employment and equivalency statements in effect for El Camino CCD. The requirement is necessitated by the removal of accreditation for Compton CCD. As a result of that action and the execution of the Memorandum of Understanding between the El Camino CCD and the Compton CCD (08/06), academic employees will teach curriculum approved through El Camino CCD.
4. Compton Center Human Resources Division staff and the academic/educational administrator selection committee review application materials to certify that minimum qualifications have been met through the comparison of educational achievement to the minimum qualifications list or the equivalency process utilized by El Camino CCD.

5. Compton CCD and El Camino CCD Human Resources divisions conducted an evaluation of all Compton academic employees to verify that state-mandated minimum qualifications or equivalency processes were met to grant authorization for Compton CCD academic employees to teach in the appropriate discipline granted to them. As a result of that internal audit/assessment, one faculty member was allowed to return to a higher education program to complete the degree requirements during the 2006-07 academic year. The college continues to lack an automated procedure to expeditiously obtain full-time and part-time/adjunct faculty assignments in a timely manner each semester to verify and confirm that all academic employees are employed and assigned to work in a discipline for which they are fully qualified.

6. Staff completed the review and retraining of non-qualified faculty members. Working with El Camino staff, a complete FSA audit of adjunct faculty was conducted in July and August, 2007.

Standard Implemented: Partially

April 2007 Rating: 4
 January 2008 Rating: 6



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.8 – State and Federal Compliance

Professional Standard:

The college has established a process by which all required notices and training sessions have been performed and documented, such as those for sexual harassment and nondiscrimination.

Sources and Documentation:

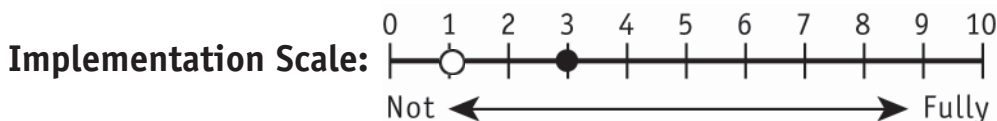
1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Training/staff development announcements and brochures
7. Hiring process for management and full-time faculty responsibility charts (undated)
8. Course outline for “Harassment in the Workplace” presented in August 2007

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center does not have a comprehensive process for planning and documenting training/staff development programs. Steps are being taken to involve El Camino trainers in these matters. There is still no evidence, however, of a training needs assessment performed for the center.
2. Training/staff development programs conducted by the Compton Center Human Resources Division have been primarily limited to activities associated with selection committees, legally mandated training for administrators and supervisors to prevent workplace sexual harassment and non-discrimination. Accurate record-keeping of training sessions and attendees is not readily available for past programs. However, most recent programs are well-documented (August 2007) and the center is reportedly paying close attention to these matters.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.9 – State and Federal Compliance

Professional Standard:

The college is in compliance with Title IX Policies on discrimination and Government Code 12950(a) posting requirements concerning harassment or discrimination.

Sources and Documentation:

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Training/staff development announcements and brochures
7. Hiring process for management and full-time faculty responsibility charts (undated)
8. Review of legal postings regarding discrimination, complaint procedures, Title IX Compliance, and other topics

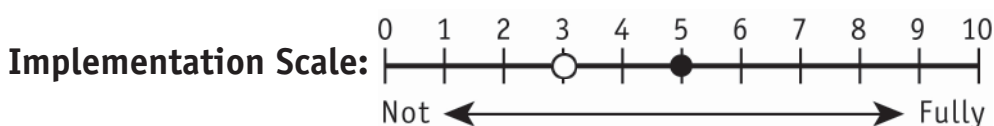
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center Human Resources Division is in compliance with the legal posting requirements associated with Title IX legal provisions and complaint procedures. Information was provided that these bulletin board postings are in the Human Resources Office.
2. Title IX policies and procedures regarding employment have not been developed and disseminated, nor have discrimination procedures. The current plan of the Human Resources Division is to incorporate such policies, procedures and applicable forms into the revised Faculty and Staff Diversity Plan, and to include the discrimination complaint procedure as directed and legally mandated by the California Community Colleges' Chancellor's Office.
3. The Compton Center Human Resources Division is in the process of conducting an evaluation of all legal posting notices on public display/access in the office and is in the process of updating forms.

Standard Implemented: Partially

April 2007 Rating: 3

January 2008 Rating: 5



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.10 – State and Federal Compliance

Professional Standard:

The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).

Sources and Documentation:

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. General Notice of COBRA Continuation Coverage Rights (11/06)
5. Notice of Right to Elect COBRA Continuation Coverage (08/04)
6. Department procedures for interviews of management, academic and classified personnel (09/92)
7. Vacancy announcement brochures (09/92)
8. Hiring process for management and full-time faculty responsibility charts (undated)

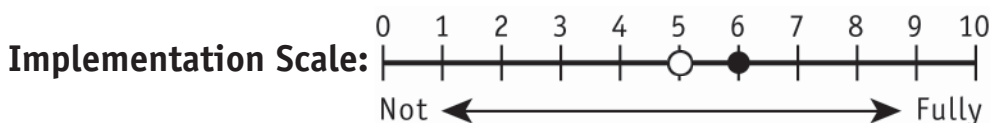
Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has developed informational materials and sample communications for individual employees that notify affected personnel of their rights to continue enrollment in the district health and welfare benefit program under COBRA guidelines.
2. The Compton Center Human Resources Division has established new procedures and forms to notify affected personnel of their rights under COBRA in a timely manner. Included in the notification memorandum are the costs related to such continuation, enrollment deadlines, period of coverage eligibility and a question/answer sheet addressing more common inquiries regarding COBRA insurance continuation.
3. Notices of rights and benefits of affected employees under COBRA continuation are timely, informative and understandable.
4. There is no evidence of an evaluation of current computer hardware and software equipment use that will facilitate development of correspondence, assignment of eligibility period and timely receipt of insurance premium payments related to COBRA compliance requirements.

Standard Implemented: Partially

April 2007 Rating: 5

January 2008 Rating: 6



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.11 – State and Federal Compliance

Professional Standard:

The college is in compliance with the Family Medical Leave Act (FMLA), including posting the proper notifications.

Sources and Documentation:

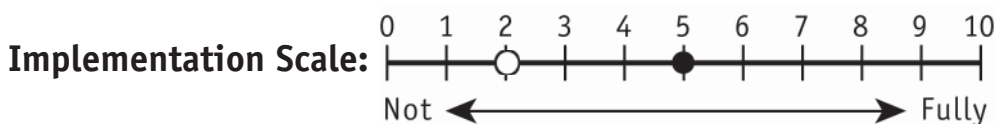
1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Family and Medical Leave Act (FMLA) of 1993 information materials prepared by Compton Center Human Resources Division (undated)
5. Sample FMLA letter prepared by Compton Center Human Resources Division (undated)
6. Department procedures for interviews of management, academic and classified personnel (09/92)
7. Vacancy announcement brochures (09/92)
8. Hiring process for management and full-time faculty responsibility charts (undated)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The center has developed extensive and complete informational materials and sample communications for individual employees that notify affected personnel of their rights to continue employment status and health and welfare benefits under federal FMLA.
2. The Compton Center Human Resources Division has established procedures to notify affected personnel of their rights under federal FMLA in a timely manner. Included in the notification letter to the affected employee is the acknowledgement of the basis for such leave as well as the rights and benefits of such leave.
3. Notices of rights and benefits under the FMLA are timely, informative and understandable to affected employees.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 5



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.12– State and Federal Compliance

Professional Standard:

The college is in compliance with the Americans with Disabilities Act (ADA) in application procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges of employment.

Sources and Documentation:

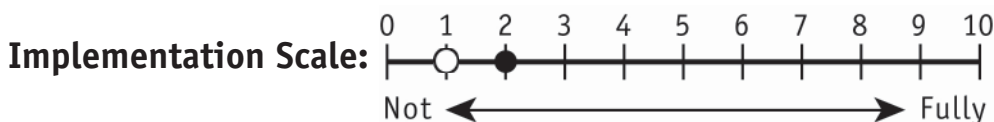
1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Department procedures for interviews of management, academic and classified personnel (09/92)
5. Vacancy announcement brochures (09/92) including ADA sections
6. Hiring process for management and full-time faculty responsibility charts (undated)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center Human Resources Division does not have current class specifications/job descriptions for management, faculty and classified employees that meet legal mandates for identification of essential job duties.
2. Although the Compton Center Human Resources Division has established procedures to provide accommodations for the classified employee selection procedures within the Rules and Regulations for Classified Service, the review team found no comparable rules or procedures for management and faculty selection processes.
3. Recent vacancy announcements contain provisions for reasonable accommodations and working conditions but no designation of essential functions in the listing of duties.
4. ADA compliance will be enhanced once the RFP for the classification study is finalized and the selected consultant completes the project.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.13 – State and Federal Compliance

Professional Standard:

The college has identified exempt and nonexempt employees and has promulgated rules and regulations for overtime that are in compliance with the Fair Labor Standards Act and California statutes.

Sources and Documentation:

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Department procedures for interviews of management, academic and classified personnel (09/92)
5. Vacancy announcement brochures (09/92)
6. Rules and Regulations for the Classified Service published by the Compton CCD Personnel Commission
7. Hiring process for management and full-time faculty responsibility charts (undated)

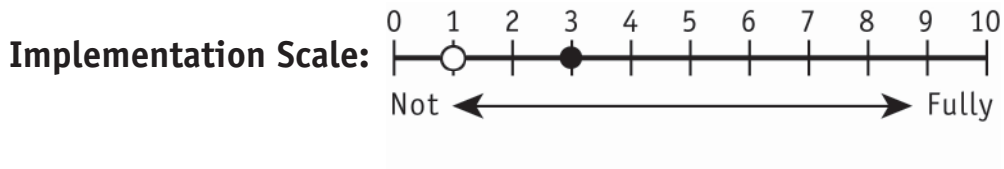
Progress on Implementing the Recommendations of the Recovery Plan:

1. The review team was provided an excerpt from the Rules and Regulations of the Classified Service dated 9/05 that defined 14 classified management positions that were exempt from overtime provisions. The stated criteria for such exemption was that “the classifications of established positions ... are clearly and reasonably management positions ... (and) the duties, flexibility of hours, salary, benefit structure, and authority of these classes are of such a nature that they should be set apart from positions subject to overtime ...”
2. The Rules and Regulations of Compton Community College District Personnel Commission also identifies seven classifications that are exempted from the overtime compensation for hours worked in excess of eight per day, but not for hours worked in excess of 40 hours per week. The division should continue to ensure that a monitoring/accounting system is in place to ensure legal compliance with the rights and benefits prescribed by overtime compensation.
3. The full copy of the Rules and Regulations provided to the review team had an abbreviated provision for exempt versus non-exempt classified position(s) that apparently predates the reference excerpt.
4. The Rules and Regulations for the Classified Service developed by the Compton CCD Personnel Commission includes a section (70.300) that defines overtime on the basis of hours worked per day, days per week and compensation versus compensatory time off work.
5. Attempts to identify exempt positions are on hold pending negotiations (at impasse at the time of the team review) with the classified bargaining unit.

- The center should also ensure that training/staff development activities provided through the Human Resources Division include the legal requirements of overtime and compensatory time to ensure that district administrators provide consistent and uniform compliance with legal mandates.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.14 – State and Federal Compliance

Professional Standard:

Current position descriptions are established for each type of work performed by certificated and classified employees.

Sources and Documentation:

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Class specifications for all classifications within the Compton CCD's classified service
5. Class specifications/job descriptions developed for the recruitment/selection process for administrator and academic employee positions at the time of recruitment/selection
6. Department procedures for interviews of management, academic and classified personnel (09/92)
7. Vacancy announcement brochures (09/92)
8. Hiring process for management and full-time faculty responsibility charts (undated)
9. Request for Proposal for a Classification and Compensation Plan (to be revised)

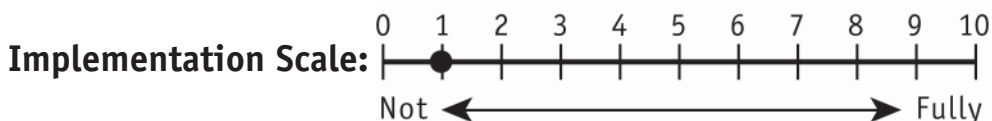
Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center Human Resources Division has class specifications/job descriptions on file for positions in the classified service that were previously developed by the Personnel Commission. The class specifications/job descriptions are not current, having been last updated in 2000.
2. Revisions and/or modifications to the class specification/job description for administrative vacancies are not re-evaluated to ensure assignment to the appropriate salary grade based on appropriate compensation criteria.
3. The Compton Center Human Resources Division has established procedures to create and/or modify the job description of educational administrators and academic employees when recruitment procedures are initiated for vacant or soon-to-be vacant positions.
4. The center distributed an RFP for a classification and compensation study in 2007, but the finalist was disqualified. A revised RFP will be distributed once again in early 2008 and should include all center positions, classified, certificated and management.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 1



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.15 – State and Federal Compliance

Professional Standard:

The college obtains a criminal record summary from the Department of Justice before employing an individual and does not employ anyone who has been convicted of a violent or serious felony.

Sources and Documentation:

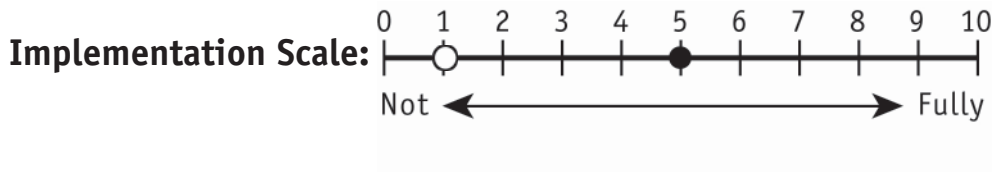
1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Vacancy announcement brochures (09/92)
7. Hiring process for management and full-time faculty responsibility charts (undated)
8. Draft of fingerprinting policy and forms

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Community College now has developed a comprehensive policy/procedure and administrative regulation that adequately addresses the fingerprinting of all employees.
2. The Compton Center and El Camino Community College District have developed clearly defined processes to fingerprint all employees.
3. Full-time faculty members and classified employees are electronically fingerprinted through a LiveScan system at El Camino, which automatically transmits the prints to the California Department of Justice for expeditious reporting/processing. Information regarding arrests, convictions and possible judicial probation status is included in the state reporting transmitted to the Compton Center's Human Resources Division. These processes are designed to provide rapid notification of employees that may have a conviction that precludes employment in a public education system (narcotic and sex convictions), as well as other convictions that are potentially job-related.
4. The Compton Center Human Resources Division has a form that facilitates the monitoring of fingerprinting through LiveScan, whether the fingerprinting process is followed at a certified governmental or private vendor site. Human Resources has applied to receive results directly from the Department of Justice.
5. The center now has a procedure in place for receipt, evaluation and secure storage of printed LiveScan reports to maintain employee confidentiality.
6. The center has drafted a procedure that would allow applicants to provide confidential information regarding possible arrest and conviction information before employment. This process may provide options regarding employment decisions after extensive recruitment/selection procedures have been followed.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5



ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 7.3 – Use of Technology

Professional Standard:

The academic and classified departments of the Human Resources Division have an applicant tracking system.

Sources and Documentation:

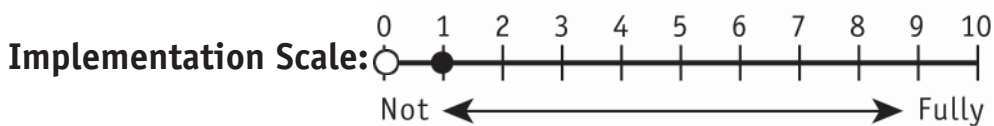
1. Interviews with the Acting Dean of Human Resources and the Director of Information Technology Services for the center
2. Summary of Technology Used prepared by the Human Resources Division staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no applicant tracking system in place for Compton Center. The review team was told that Compton College has never utilized an automated system for applicant tracking.
2. Applicant data, in summary form, is provided for each recruitment in a spreadsheet format. While the volume of recruitment for classified and certificated positions is not expected to be large, the center could still benefit from use of an automated system that includes steps from requisition through application through placing the successful applicant on the payroll. Such systems are available at several levels of sophistication and power. The center could benefit from a basic system to properly control this process and provide an audit trail for all recruitments. El Camino College could benefit from an updated system as well.
3. El Camino College uses a DOS-based program that does not interface with other software and does not allow integration with Web-based services.
4. Center staff is in the process of identifying vendors to respond to an RFP. The most advanced systems provide for input of applicant data using a number of sources, including the Internet. As an additional resource, the selected system should provide for applicants to input application data using dedicated computers in the waiting area of the Human Resources Division.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 8.1 – Staff Training

Professional Standard:

The college has developed a systematic program for identifying areas of need for training for all employees.

Sources and Documentation:

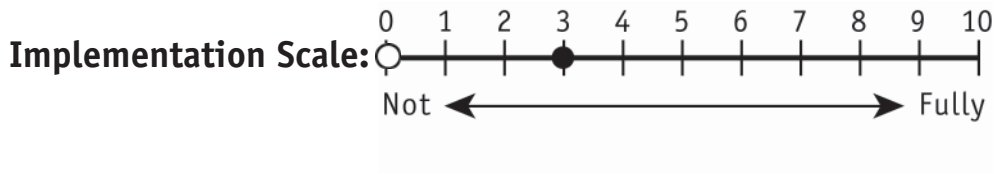
1. Southern 30 Training Consortium 2007-2008 Training Calendar
2. Atkinson, Andelson, Loya, Ruud & Romo, “Practical Guidelines for Evaluators in Documenting Unsatisfactory Employee Performance” (2001)
3. Compton Community College District, “Guide to the Evaluation of Employee Performance in the Classified Services” (undated)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center has become an active member and financial contributor to the Southern 30 Consortium to provide important, timely and professional training workshops to members of the management team. Training topics scheduled for 2007-08 include: Hiring the EEO Way, Performance Management, Preventing Harassment, Short-Term Employees and Professional Experts, Adjunct Faculty, Absenteeism and Abuse of Leave, Workers Compensation, and Disability Discrimination.
2. Compton Center HR Department personnel advertise and encourage management team personnel to attend the training workshops at no cost to the employee (each participating community college district contributes an annual amount of supporting funding based on the organization’s size).
3. Workshops are prepared and presented by Liebert, Cassidy and Whitmore legal staff and are pertinent to management, screening committee members, staff involved in collective bargaining, instructional administrators and faculty department chairs.
4. The Atkinson, Andelson, Loya, Ruud & Romo training was conducted in January 2007 and is beneficial to any employee (classified, faculty and management) that supervises and evaluates classified employees, especially with regard to unsatisfactory (classified) employee performance. Approximately 40 employees representing a number of operational departments attended the workshop.
5. The Compton Center booklet, “A Guide to the Evaluation of Employee Performance in the Classified Service” is the study guide for a workshop that addresses the evaluation process and forms used for evaluating the center’s classified personnel.
6. El Camino CCD and the center administrative personnel have supported the involvement of the center’s Acting Dean of HR in the Chief Human Resource Officer (CHRO) organization and participation in meetings of the Southern 30 group and the semi-annual CHRO Conference.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 3



ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 8.5 – Staff Training

Professional Standard:

The college provides training for all management and supervisory staff responsible for employee evaluations.

Sources and Documentation:

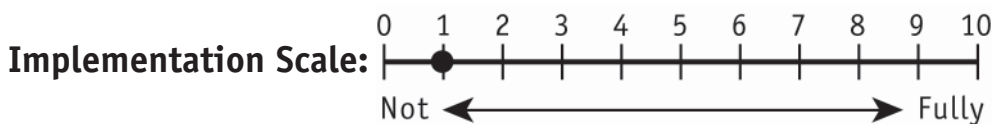
1. Interviews with Compton Center HR Dean and Division Staff
2. Interviews with Interim Vice President of Academic Affairs, Compton Center Provost and Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units

Progress on Implementing the Recommendations of the Recovery Plan:

1. Collective bargaining procedures with the faculty employee organization were completed recently, with a new faculty evaluation procedure and time line. Because negotiations on faculty evaluation procedures were only recently completed and established a new evaluation process, members of HR and the Academic Affairs Department were not familiar with all components of the procedure. Therefore, an informational meeting with the college management team is necessary to train management and supervisory staff on the new evaluation process and forms.
2. Collective bargaining between the Compton Center and the classified employee organization has reached impasse. One of the topics of the bargaining process is classified evaluation procedures. Training on classified evaluation procedures and forms has been implemented previously. However, it is required that the center HR staff continue evaluation training programs until such time as collective bargaining procedures have been exhausted.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standards 9.1, 9.2, 9.4 – Evaluation/Due Process Assistance

Professional Standards:

Standard 9.1 The evaluation process is a regular function related to each employee and involves criteria related to the position.

Standard 9.2 Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers.

Standard 9.4 HR has developed an evaluation handbook and provided due process training for managers and supervisors.

Sources and Documentation:

1. Interviews with Compton Center HR Dean and division staff
2. Interviews with Interim Vice President of Academic Affairs, Compton Center Provost and Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units

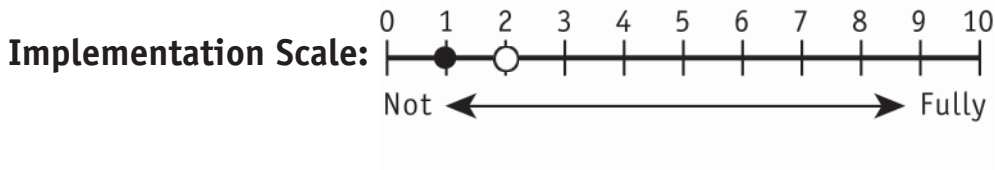
Progress on Implementing the Recommendations of the Recovery Plan:

1. Evaluation policies and procedures for administrators and previous faculty are included in the publication, “Assembly Bill 1725, Employment Standards and Procedures” published in 1992. There is no indication that administrator evaluation procedures have been revised.
2. Interview information confirmed that negotiations with the employee organization representing full-time faculty had resulted in a new evaluation process (Article X of the agreement). The audit team was unable to secure a copy of the new process, but heard statements from multiple sources that tenured faculty would be evaluated every six years.
3. Interview information confirmed that negotiations with the employee organization representing classified employees have been declared to be at impasse. Among the topics not resolved is the classified evaluation process. In addition, the previous collective bargaining agreement stipulated that the classified evaluation form “shall be reviewed and approved by the (classified employee organization) every two (2) years ...”
4. The review team previously noted the discrepancy between the collective bargaining agreement and the Personnel Commission Rules and Regulations for Classified Personnel in referencing the number and timing of evaluations for probationary classified employees. Due to the declaration of impasse with regard to current negotiations, it is not certain if the discrepancy has been corrected. The collective bargaining agreement specified two probationary evaluations, during the third and fifth month of employment; the Rules and Regulations specified three probationary evaluations at the end of the second, fourth and sixth months of employment.
5. It was unclear whether corrective action had been taken regarding the deficiencies previously cited in scheduling and conducting adjunct faculty evaluations. Only nine of 57 adjunct faculty had been evaluated between the 2003 spring semester and the 2006 spring semester.

6. Preliminary feedback from the management team on the recently negotiated faculty evaluation procedure has been skeptical to pessimistic regarding the six-year full evaluation cycle for tenured faculty members. Although the new collective bargaining agreement provisions on faculty evaluation were not available to the review team and have not been distributed or discussed with management team personnel, a six-year evaluation cycle could pose problems in obtaining sufficient corrective action by faculty evaluated as needing to improve. The details of the faculty evaluation provision will need to be thoroughly explained to administrators responsible for tenured faculty evaluation. It will also need to be closely monitored to ensure that less-than-satisfactory performance can be adequately addressed and corrected.

Standard Implemented: Partially

April 2007 Rating: 2 (9.1, 9.2); 1 (9.4)
January 2008 Rating: 1



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 11.3 – Employer/Employee Relations

Professional Standard:

The HR Department provides all managers and supervisors training in contract management with emphasis on the grievance process.

Sources and Documentation:

1. Interviews with Compton Center HR Dean and division staff
2. Interviews with Interim Vice President of Academic Affairs, Compton Center Provost and Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units

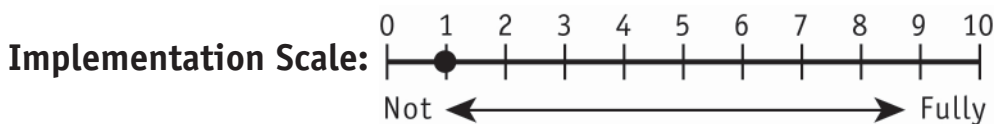
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department does not have a program to train administrators and supervisors in contract administration, notably grievance, evaluation and leave provisions.
2. The HR Department has initiated appropriate planning of instructional components/topics to include in an effective training program for management team personnel and supervisors that administer the classified and faculty collective bargaining agreements.
3. The Compton Center HR Department administrator has been included in the faculty and classified collective bargaining process.
4. Compton Center administrators and supervisors still have a significant need for an effective contract administration training program that includes grievance procedures, evaluation and leave provisions, as well as layoff and re-employment provisions for classified personnel.
5. Compton Center negotiation team members for the classified bargaining process must clearly understand the scope and topics of collective bargaining without infringement upon the legal rights and authority of the Personnel Commission. A training session for senior management and negotiations team members with legal counsel would help to avoid such an infringement.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 1



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 11.4 – Employer/Employee Relations

Professional Standard:

The HR Department provides a clearly defined process for bargaining with its employee groups.

Sources and Documentation:

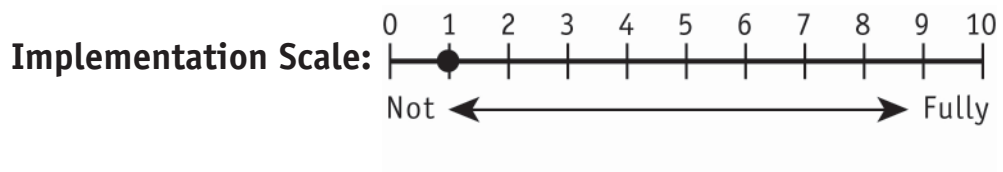
1. Interviews with Compton Center HR Dean and division staff
2. Interviews with Interim Vice President of Academic Affairs, Compton Center Provost and Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department does not provide a clearly defined process for collective bargaining with its employee organizations. The Acting Dean of Human Resources participated in the classified negotiations process that is at impasse and in the recently completed collective bargaining process with faculty.
2. The Compton Center chief spokesperson for the classified and faculty collective bargaining procedures is fully knowledgeable of the legal processes and procedures required to conduct negotiations.
3. Compton Center administrators and HR classified support staff have a significant need for in-service/professional development training in the legal mandates associated with collective bargaining processes defined by state law and by Public Employees Relations Board (PERB) rulings and regulations.
4. Senior administrators of El Camino CCD are cognizant of the legal authority and responsibility of the Compton Center administration to engage in collective bargaining with classified and faculty employee organizations. Interviews confirmed close coordination between the Compton CCD Special Trustee and the Superintendent/President of El Camino to maintain an effective working relationship between the two organizations and reach an agreement that would be in keeping with the terms of the MOU between El Camino and Compton CCDs.
5. Compton CCD must continue to confirm that collective bargaining processes and the resultant agreement with the classified employee organization will not infringe upon the legal rights and responsibilities of the Compton Personnel Commission.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 11.5 – Employer/Employee Relations

Professional Standard:

The HR Department Division has a process that provides management and the Board of Trustees with information on the impact of bargaining proposals, e.g. fiscal, staffing, management flexibility, student outcomes.

Sources and Documentation:

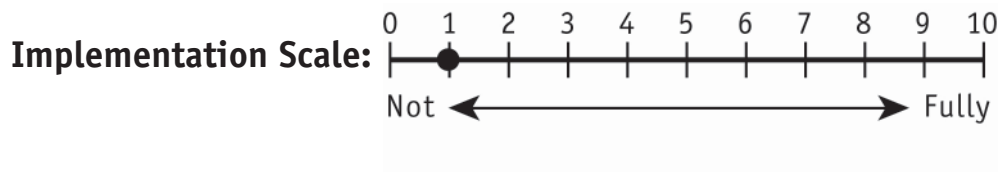
1. Interviews with Compton Center HR Dean and division staff
2. Interviews with Interim Vice President of Academic Affairs, Compton Center Provost and Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD Special Trustee serves as the Board of Trustees and as the chief negotiator with the faculty employee organization. His dual role also facilitates communication with regard to district and classified employee organization proposals during the course of negotiations. The dual role will, undoubtedly, continue for the foreseeable future, thereby facilitating the board communication on bargaining proposals.
2. Interviews indicated there was minimal communication between management team personnel of the Compton Center and the faculty bargaining discussions/proposals. This situation limits awareness of proposals and minimizes the opportunity for beneficial comment and information for use by the chief negotiator. The lack of involvement of key senior administration to the collective bargaining process creates problems with contract administration because of this lack of effective communication, which could also lead to a lack of support for the negotiated agreement.
3. The Compton Center HR Department administrator has been included in the faculty and classified collective bargaining process. HR must facilitate communication and training on collective bargaining agreement provisions.
4. Compton Center management team personnel and supervisors continue to have a significant need for an effective training program for contract administration to include grievance procedures, evaluation and leave provisions, as well as layoff and re-employment provisions for classified personnel.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

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.

1. *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*
 - a. *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services*
 - b. *The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

2. *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.*
 - a. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*
 - b. *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i> | | April 2007 Rating | Jan. 2008 Rating |
|---|---|-------------------------|------------------------|
| B. Physical Resources | | | |
| Standard to be Addressed | | | |
| Facilities Management – School Safety | | | |
| 1.3 | The college has developed a plan of security that includes adequate measures of safety and protection of people and property. [EC 32020] | 6 | |
| 1.4 | The college ensures that the custodial and maintenance staffs are regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194] | 3 | 3 |
| 1.5 | The college has a documented process for issuing master and sub-master keys. A college-wide standardized process for the issuance of keys to employees is followed by all college administrators. | 3 | 3 |
| 1.7 | Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting and to ensure safety while activities are in progress in the evening hours. Outside lighting provides sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting also provides security personnel with sufficient illumination to observe any illegal activities on campus. | 2 | 2 |
| 1.9 | Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32001, GC 3100, 8607, CCR Title 8 §3220] | 6 | |
| 1.11 | Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194] | 4 | 4 |
| 1.12 | Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162] | 5 | 5 |
| 1.14 | Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633] | 2 | 2 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|--|--|-------------------------|------------------------|
| 1.15 | The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203] | 2 | 2 |
| 1.16 | Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §6151] | 6 | |
| 1.17 | All exits are free of obstructions. [CCR Title 8 §3215] | 7 | |
| 1.18 | A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 66300] | 5 | 5 |
| 1.19 | Requirements are followed pertaining to underground storage tanks. [H&SC 25292, Title 23 Chapter 16] | 7 | |
| 1.20 | All asbestos inspection and asbestos work completed is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals. [EC 49410.5, 15 USC 2641 et seq., 40 CFR part 763] | 6 | |
| 1.21 | All playground equipment (at the Child Development Center) meets safety code regulations and is inspected in a timely fashion as to ensure the safety of the students. [H&SC 115725-115750, PRC 5411] | 8 | |
| 1.22 | Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8, §782] | 4 | 4 |
| 1.23 | The college maintains Materials Safety Data Sheets. [LC 6360 et seq., CCR Title 8 §5194] | 6 | |
| 1.24 | The college maintains a comprehensive employee safety program. Employees are made aware of the college safety program and the college provides in-service training to employees on the requirement of the safety program. | 0 | 0 |
| 1.25 | The college conducts periodic first aid training for employees. | 0 | 0 |
| Facilities Management – Facility Planning | | | |
| 2.1 | The college has a long-range facilities master plan. | 5 | |
| 2.2 | The college possesses a Facilities Planning and Construction Manual for the California Community Colleges (1997). | 0 | 0 |
| 2.3 | The college seeks state and local funds. | 6 | 6 |
| 2.4 | The college has a district-wide Facility Planning Committee in place. | 5 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|---|-------------------------|------------------------|
| 2.5 | The college has a properly staffed and funded facility planning department. | 0 | 0 |
| 2.6 | The college has developed and implemented an annual capital planning budget. | 5 | 5 |
| 2.7 | The college has standards for real property acquisition and disposal. [EC 39006, 17230-17233] | 8 | |
| 2.9 | The college has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 4526] | 5 | |
| 2.10 | The college assesses its local bonding capacity. [EC 15100] | 4 | 4 |
| 2.11 | The college has developed a process to determine debt capacity. | 4 | 4 |
| 2.12 | The college is aware of and monitors the assessed valuation of taxable property within its boundaries. | 4 | 4 |
| 2.14 | The college has developed an asset management plan. | 5 | |
| 2.16 | The college has established and utilizes an organized methodology of prioritizing and scheduling projects. | 2 | 2 |
| 2.19 | A college that has passed a general obligation bond has created a Citizens Oversight Committee to ensure the appropriateness of expenditures related to the passage of the college's local school bond measure. | 6 | |
| Facilities Management – Facilities Improvement and Modernization | | | |
| 3.1 | The college has a restricted capital outlay fund and a portion of those funds is expended for maintenance and special repairs only. [EC84660] | 1 | 1 |
| 3.4 | The college maintains a plan for the maintenance and modernization of its facilities. [EC 17366] | 1 | 1 |
| 3.6 | The college has established and maintains a system for tracking the progress of individual projects. | 2 | 2 |
| 3.7 | Furniture and equipment items are routinely included within the scope of modernization projects. | 2 | 2 |
| 3.8 | Refurbishing, modernization, and new construction projects take into account technology infrastructure needs. | 1 | 1 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|---|-------------------------|------------------------|
| 3.9 | The college obtains approval of plans and specifications from the Division of the State Architect prior to the award of a contract to the lowest responsible bidder. [EC 81052, 81130 et seq.] | 8 | |
| 3.10 | All relocatables in use throughout the college meet statutory requirements. [EC 81130, 81160] | 8 | |
| 3.13 | College staff are knowledgeable of procedures in the Division of the State Architect (DSA). | 1 | 2 |
| Facilities Management – Construction of Projects | | | |
| 4.1 | The college maintains an appropriate structure for the effective management of its construction projects. | 1 | 1 |
| 4.2 | Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects. | 6 | |
| 4.3 | The college maintains appropriate project records and drawings. | 1 | 1 |
| 4.4 | Each Inspector of Record (IOR) assignment is properly approved. | 10 | |
| Facilities Management – Compliance with Public Contracting Laws and Procedures | | | |
| 5.1 | The college complies with formal bidding procedures. [GC 54202, 54204, PCC 20111] | 8 | |
| 5.2 | The college has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111] | 7 | |
| 5.3 | The college maintains files of conflict-of-interest statements and complies with legal requirements. Conflict of interest statements are collected annually by the President/ Superintendent and kept on file. | 4 | 4 |
| 5.4 | The college ensures that the biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects. | 6 | |
| 5.5 | The college ensures that requests for progress payments are carefully evaluated. | 10 | |
| 5.6 | The college maintains contract award/appeal processes. [GC 54202, 54204, PCC 20111] | 7 | |
| 5.7 | The college maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111] | 7 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------------|------------------------|
| Facilities Management – Facilities Maintenance and Custodial | | | |
| 8.1 | An energy conservation policy has been approved by the board and implemented throughout the college. | 0 | 0 |
| 8.3 | Cost-effective, energy-efficient design has been made a top priority for all college construction projects. | 1 | 1 |
| 8.5 | Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on the college sites are provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner. | 1 | 1 |
| 8.6 | Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated. | 0 | 0 |
| 8.7 | Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and on which they will be evaluated. | 2 | 2 |
| 8.8 | Necessary staff, supplies, tools and equipment for the proper care and cleaning of the college are available. In order to meet expectations, the college is adequately staffed and staff is provided with the necessary supplies, tools and equipment as well as the training associated with the proper use of such. | 4 | 4 |
| 8.9 | The college has an effective preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of completion of work by the supervisor of the maintenance staff. | 0 | 0 |
| 8.10 | The Governing Board of the college provides clean and operable flush toilets for the use of students. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title §631, CCR Title 5 14030, EC 17576 | 3 | 3 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| | | | |
|---|--|---|---|
| 8.11 | The college has implemented a planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. Data includes purchase prices, anticipated life expectancies, anticipated replacement time lines, and budgetary resources necessary to maintain the facilities. | 0 | 0 |
| 8.12 | The college has a documented process for assigning routine repair work orders on a priority basis. | 3 | 3 |
| Facilities Management – Instructional Program Issues | | | |
| 9.1 | The college has developed a plan for attractively landscaped facilities. | 4 | 4 |
| 9.3 | The Governing Board of any college maintains all of the campuses established by it with equal rights and privileges as far as possible. [EC 35293] The college has developed and maintains a plan to ensure equality and equity of its facilities throughout the college. | 3 | 3 |
| 9.4 | The college has adequate lighting, electrical service, heating and ventilation. | 7 | |
| 9.5 | Classrooms are free of noise and other barriers to instruction. [EC 32212] | 7 | |
| 9.6 | The learning environments provided within the college are conducive to high quality teaching and learning. | 8 | |
| Facilities Management – Community Use of Facilities | | | |
| 10.2 | Education Code Section 38130 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both “direct cost” and “fair market” rental rates, specifying what groups have which priorities and fee schedules. | 5 | 5 |
| 10.3 | The college maintains comprehensive records and controls on civic center implementation and cash management. | 6 | |
| Facilities Management – Communication | | | |
| 11.1 | The college’s public information office coordinates a full appraisal to students, staff and community of the condition of the college’s facilities and of efforts to rectify any substandard conditions. | | |
| 11.2 | The college provides clear and comprehensive communication to staff of its facilities plans. | | |

ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.4 - School Safety - Restrictions on Flammable and Toxic Materials

Legal Standard:

Ensure that the custodial and maintenance staff is regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]

Sources and Documentation:

1. Board policy
2. Hazard communication program
3. Availability of Materials Safety Data Sheets (MSDS) copies
4. List of hazardous substances on site
5. Evidence of training programs or sessions
6. Evidence of flammable storage cabinets
7. Evidence that chemicals are stored appropriately
8. Appropriate labeling on pipes and storage areas

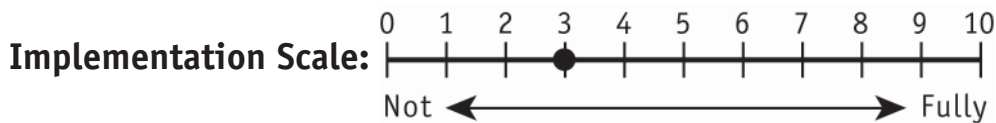
Progress on Implementing the Recommendations of the Recovery Plan:

1. As of the site visit in November 2007, no board policy specific to a Hazard Communication Program has been developed.
2. The Hazard Communication Program has not been updated. The college has identified the need to update the plan, but no action has been taken.
3. Procedures for annual training for employees have not been developed. These procedures must be developed and documentation of the training must be maintained. The college has identified the need for such procedures, but to date no action has been taken.
4. Hazardous materials training for all building and grounds staff, plant managers, and employees has not taken place. The college reports that training has been scheduled for all maintenance and operations personnel, but neither a training schedule nor training procedures were available at the time of the site visit.
5. The college has not developed a complete list of hazardous substances. Pursuant to Code of Regulations, Title 8, Section 5184(e)(1)(A), a complete list of hazardous substances must be provided within the written Hazard Communication Program, preferably with an indication of the work area where the substances are found. The college must develop such a list.
6. The college has not provided the local fire department with a list of hazardous substances that are stored on the site (including science labs). The college must develop the list of hazardous substances and provide the list to the local fire department.

7. No documentation is available to show that the college has informed outside contractors of hazardous substances that are present on the site. The college must provide outside contractors with this information, preferably utilizing the list of hazardous substances once it is developed. It is the contractor's responsibility to disseminate this information to its employees and subcontractors.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.5 - School Safety - Documented Process for Key Control

Professional Standard:

The college has a documented process for issuing master and sub-master keys. A college-wide standardized process for the issuance of keys to employees is followed by all college administrators.

Sources and Documentation:

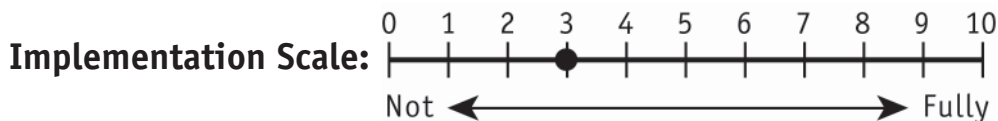
1. Interviews with site administrators and support staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college reported that it attempted to identify all holders of grand master keys and was unable to do so. The college also reported that many critical or sensitive control areas were re-keyed with “off master” keys, but no documentation of this action was provided. The college has identified the need for a new electronic key request system, but no action has been taken to date. The college has also proposed re-keying the campus for a new grand master system, but no plan has been developed to date to accomplish this. The college has not enforced Board Policy 10.8 as recommended in the Comprehensive Review, and should revisit and enforce it. Administrators, division chairpersons, and the associate deans must review the current policies and work with staff to ensure that the policies are followed.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.7 - School Safety - Installation and Operation of Outside Security Lighting

Professional Standard:

Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting and to ensure safety while activities are in progress in the evening hours. Outside lighting provides sufficient illumination to allow for safe passage of students and the public during after-hour activities. Lighting also provides security personnel with sufficient illumination to observe any illegal activities on campus.

Sources and Documentation:

1. Interview with Director of Facilities, Maintenance, and Operations, and custodians
2. On-site observation during and after regular school hours

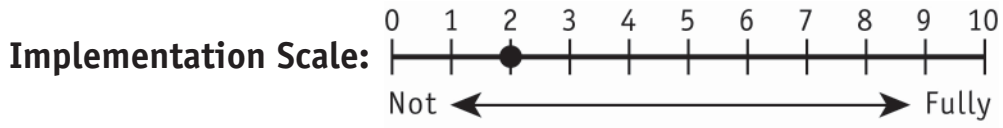
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a board policy regarding the amount of lighting that must be installed at the college and the priority for funding to enforce this policy.
2. The college has identified the need to establish a routine schedule for checking lighting in all areas of the campus, but no action has been taken to date.
3. The college has started the process to replace the burned-out exterior light bulbs. The Director of Facilities, Maintenance, and Operations and custodians reported that the custodians are working to replace the lights during 30-minute overtime work periods. Repair to the exterior lighting that is not working has not occurred because the infrastructure cannot support properly functioning lights. As a result, large banks of lights are inoperable, creating a safety concern. The college must make all existing lights operable. The initiation of long-term exterior lighting infrastructure upgrades has been suggested, but no action has been taken to develop a plan.
4. Although the college has identified the need to replace existing hallway lighting, no action has been taken.
5. Lighting has not been installed in the middle quad area, so safety concerns remain.
6. The college has not installed additional lighting in all courtyards to allow for security during after-school activities and security surveillance. Lighting is still poor in these areas. In some cases, lights are in place, but are either nonfunctional or need new bulbs.
7. The college has not installed lighting between buildings. This causes security concerns since the areas between buildings are unlit and secluded.
8. The college has not installed lighting in back parking lots. The possibility of injury to students and staff, and the inability of security to conduct proper surveillance still exists.

Standard Implemented: Partially

April 2007 Rating: 2

January 2008 Rating: 2



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.11 - School Safety - Knowledge of Chemicals and Potential Hazards

Legal Standard:

Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]

Sources and Documentation:

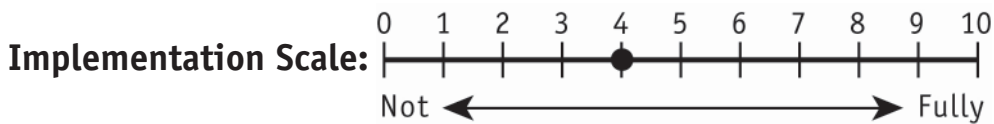
1. Board policies
2. Hazard Communication Program
3. Availability of Material Safety Data Sheet (MSDS) copies
4. List of chemical materials and shelf life
5. Interviews with maintenance/custodial staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. No board policies have been adopted regarding hazardous chemicals.
2. The college has not annually (or each semester) required science teachers to update the chemical inventory.
3. The college has not installed seismic lips on all chemical shelving or taken other measures to prevent the mixture of chemicals during an earthquake. The college has identified the need to install seismic lips and restraints on all shelves used to store potentially hazardous materials, but no action has been taken.
4. The college has not developed procedures to ensure that all buildings and grounds staff, plant managers, and faculty receive training on chemical compounds and hazardous substances used for instruction. The college reports that training has been scheduled for all buildings and grounds staff, and plant managers, but no documentation was provided and no action had been taken at the time of the site visit.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.12 - School Safety - Inspection and Correction of Unsafe Conditions

Legal Standard:

Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162]

Sources and Documentation:

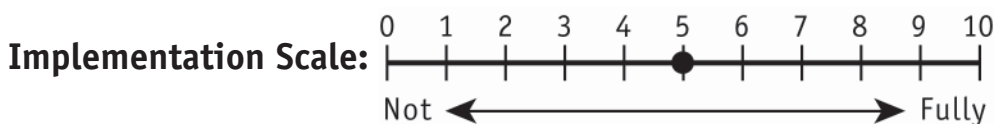
1. Interviews with Director of Facilities, Maintenance, and Operations, and staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not adopted board policies to date to address this standard.
2. The college has created a scheduler position to help monitor the work order system. This position has been selected and is accounted for in the budget, but is awaiting final board approval. The Director of Facilities, Maintenance, and Operations has identified an electronic system to track work orders using Excel, but at the time of the site visit no action had been taken.
3. The college has identified a plan for developing a communications procedure for work orders so that staff may contact the scheduler, who will monitor and track all work orders and maintenance projects. This position has been selected, but is awaiting final board approval. The plan had not been implemented as of the date of the site visit.
4. The college has not developed procedures for an annual facilities inspection to ensure that site staff is reporting all unsafe conditions. The college has identified the need for building inspections, and has proposed a building adoption program in which every college facility, grounds area, field, road, and parking lot is adopted by an M&O employee for inspection. No action has been taken on this plan to date.
5. The college has not repaired all substandard and potentially unsafe conditions. In site observation and interviews with staff, some staff tape off the hazard so that students and staff cannot become injured, but no documentation of such a procedure was available.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.14 - School Safety - Sanitation is Maintained and Fire Hazards are Corrected

Legal Standard:

Sanitary, neat, and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]

Sources and Documentation:

1. Interview with site administrators
2. On-site observation before, during, and after regular school hours

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Governing Board/State Trustee has not adopted a board policy to delineate that all sanitation hazards are to be corrected immediately. Some of the sanitation hazards noticed during the site observations in November 2007 remain unchanged from the site visit in fall 2006, including:
 - a. Some restrooms with standing water on the floors, creating a slippery surface and stench.
 - b. Some nonfunctioning toilets.
 - c. Some broken toilet seats.
 - d. Some sink water faucets not in working order.
 - e. Some broken water fountains.
 - f. Some dirty water fountains.
 - g. Cobwebs in restrooms.
 - h. Some restrooms did not have soap, paper towels, or toilet paper.

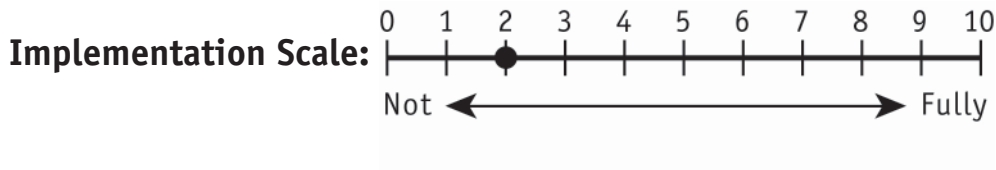
Custodial work crews have been created at the college to better manage ongoing work duties and emergency situations. Teams had been in place for less than two weeks at the time of the site visit, so improvement in responses to sanitation hazards is still unknown.

2. No documentation was provided of reporting health and safety hazards immediately to the Maintenance and Operations Department with a work order filed to authorize the work to be performed. As mentioned in Standard 1.12, the work order process has not been revised, so no documentation of work orders was provided.
3. The college has not performed regular inspections of fire extinguishers to make sure that they exist, are properly displayed, and have been properly charged and inspected. The college reported that it had contracted with a vendor to recharge and inspect fire extinguishers, but no documentation of this was provided. Also, based on site observations, some fire hazards remain unchanged from the last visit in fall 2006, including:
 - a. Classrooms without fire extinguishers.
 - b. Fire extinguishers blocked from easy access.
 - c. Fire extinguishers missing from designated areas where signage directed the reader to obtain the fire extinguishers.
 - d. Large storage areas with no fire extinguishers or designated extinguisher areas.

4. The college has not provided on-site in-service training on site safety and cleanliness for all site operational personnel.
5. Supervisors have not periodically reviewed the progress site personnel are making in keeping campuses safe and clean. The college has identified that a plan must be created to monitor progress of site personnel, but no action has been taken.
6. At the time of the site visit, annual employee evaluations had not occurred, nor had the annual evaluation process been revised to include emphasis on safety and cleanliness.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.15 - School Safety - Injury/Illness
Prevention Program Inspections are Done

Legal Standard:

The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]

Sources and Documentation:

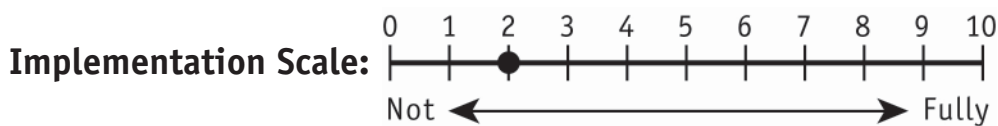
1. Interviews with staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college had not updated the 13-year-old board policy addressing periodic facilities inspections at the time of the site visit.
2. The college has not updated the IIPP Handbook; it remains in draft form and has not been implemented according to staff. The college has identified the need to draft a new IIPP Handbook and obtain board approval, but no action has been taken to date.
3. The college has not provided training to staff regarding the program.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.18 - School Safety - Plan for Prevention of Campus Crime and Violence

Legal Standard:

A comprehensive school safety plan exists for the prevention of campus crime and violence.
[EC 66300]

Sources and Documentation:

1. Interviews with college and site staff

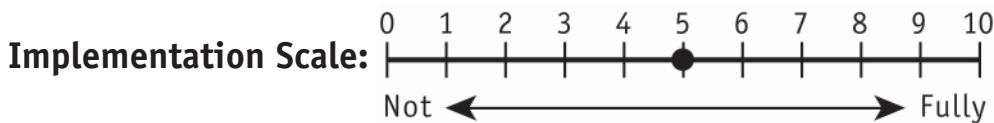
Progress on Implementing the Recommendations of the Recovery Plan:

1. The board policies related to crime and violence prevention have not been updated. The college has plans to implement an inventory control program, but no action had occurred as of the date of the site visit. The college staff indicated a significant problem of pilfering of bathroom supplies, specifically toilet paper and soap/soap dispensers. The staff interviewed indicated a plan to replace the temporary self-adhesive soap dispensers with wall-mounted dispensers, and also a plan to improve controlled access to restrooms after hours, but to date no action has been taken on either proposed plan.
2. The college has not developed procedures to assure the annual updating and training of staff.

Standard Implemented: Partially

April 2007 Rating: 5

January 2008 Rating: 5



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.22 - School Safety - Safety Boilers and Fired-Pressure Vessels

Legal Standard:

Safe work practices exist with regard to boiler and fired-pressure vessels. [CCR Title 8 §782]

Sources and Documentation:

1. On-site observation of boilers and fired pressure vessels
2. Maintenance logs

Progress on Implementing the Recommendations of the Recovery Plan:

1. In the time since the Comprehensive Review, the college has not located or created a boiler log for each operating boiler and therefore does not have a log available near each boiler.
2. The college has not developed the recommended work practices and procedures for boilers, and should implement the following items:
 - a. On-site maintenance logs that contain complete descriptions of the maintenance of all system components, including sensors, controllers, actuators, etc.
 - b. The maintenance log descriptions should include the dates of inspections, periodic preventative maintenance and suggestions, and system/component failure diagnosis.
 - c. The maintenance log descriptions should include procedures for the repair or replacement of defective components.

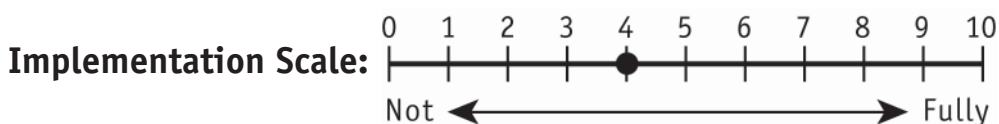
Ongoing training for maintenance/custodial staff should continue on the general industry safety orders.

On start-up dates, the college should have on-site qualified field technicians to place the systems in operation, making such tests, adjustments, and changes as may be found necessary to ensure the safe and successful operation of the equipment and systems.

3. The college has identified the need for a recurring inspection, operation, and certification of boiler and fired pressure vessel service contract, but no action has been taken to secure a contract or funding in the budget for the contract.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.24 - School Safety - Maintenance of a Comprehensive Employee Safety Program

Professional Standard:

The college maintains a comprehensive employee safety program. Employees are made aware of the college safety program, and the college provides in-service training to employees on the requirements of the safety program.

Sources and Documentation:

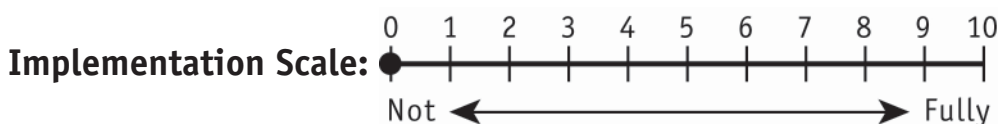
1. Board Policy 9.1
2. Board Policy 9.2

Progress on Implementing the Recommendations of the Recovery Plan:

1. The current board policy has not been updated to reflect changes in staffing and titles, and no plan is in place to do so. Two new positions have been added: Director of Facilities Management and Planning and Director of Maintenance and Operations. However, these positions are employed by El Camino Community College, not Compton. These positions might more appropriately report to the Special Trustee and/or Provost, who are responsible for the Compton campus facilities and safety.
2. No action has been taken to create or implement the Injury Prevention Program. As found during the comprehensive review in fall 2006, there is no evidence of an existing or ongoing injury prevention program.
3. It was not clear to the review team which college administrator is responsible for meeting the board policy requirements. The college should assign one administrator to coordinate any injury prevention training and safety meetings, and follow up on the recommendations made at the meetings.
4. The college has identified the need for a safety committee and has announced plans to convene such a committee chaired by the Director of Maintenance and Operations, but other representatives had not been selected at the date of the site visit. No documentation was available to support the formation of the committee.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.25 - School Safety - Conduct of First Aid Training for School Site Personnel

Professional Standard:

The college conducts periodic first aid training for employees.

Sources and Documentation:

1. Board policy
2. Interview with site administrators
3. Copies of bargaining unit agreements
4. Observation of employees and safe practices

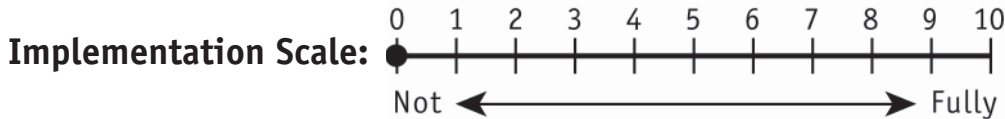
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has no board policy regarding minimum first aid training for all college employees.
2. The college has not reviewed the bargaining agreements to determine if existing wording for safe working conditions should be clarified to include first aid training.
3. The college has not assigned one administrator to coordinate the first aid training for employees. The documentation provided indicates that a plan to schedule mandatory first aid training has been suggested, but no action has been taken to date, and it is not clear who is assigned to this task.
4. The college has not provided first aid training to employees since the site visit in fall 2006.

Standard Implemented: Not Implemented

April 2007 Rating: 0

January 2008 Rating: 0



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.2 - Facility Planning - Facilities Planning Manual

Professional Standard:

The college possesses a Facilities Planning Manual for the California Community Colleges (dated 1997).

Sources and Documentation:

1. College reported information

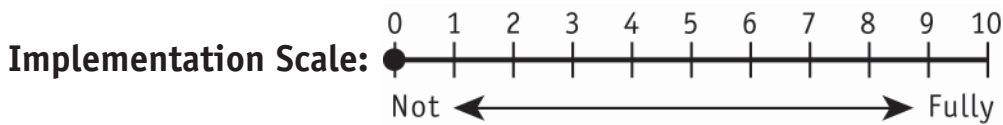
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college reports that it has obtained a copy of the Facilities Planning and Construction Manual for California Community Colleges from the Web site, and that the Director of Facilities Planning reviews the manual regularly. The college did not provide documentation that it has obtained this or other guides associated with facilities planning and construction.

Standard Implemented: Not Implemented

April 2007 Rating: 0

January 2008 Rating: 0



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 2.3 - Facility Planning - Efforts to Seek State and Local Matching Funds

Professional Standard:

The college seeks state and local funds.

Sources and Documentation:

1. Discussion with newly hired Facilities Management and Planning Director
2. Cost Estimate Summary and Anticipated Time Schedule paperwork

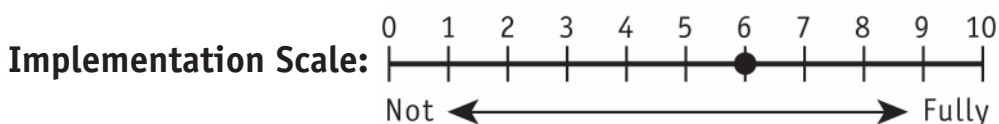
Progress on Implementing the Recommendations of the Recovery Plan:

1. In November 2002, 76% of the voters voting authorized the college to issue \$100 million in general obligation bonds (Measure CC). Measure CC authorized funds to repair and renovate academic classrooms and job training facilities and upgrade safety security systems, electrical capacity, computer technology, energy efficiency, and leaky roofs.
2. The college has \$50 million in general obligation bonds yet to be issued. Reconciliation of the previously issued bonds was to begin in early December 2007. At the time of the site visit, there was no estimated completion date for the reconciliation.
3. El Camino Community College has hired two director positions to manage facilities and maintenance personnel at Compton College, a Director of Facilities Management and Planning and a Director of Maintenance and Operations. The positions have been filled very recently; the Director of Facilities Management and Planning position for approximately 90 days and the Director of Maintenance and Operations position for approximately 60 days at the time of the site visit. There has not been enough time to evaluate any changes resulting from these new hires. The El Camino and Compton CCDs should consider having these facilities positions report directly to the Special Trustee and/or Provost, who are responsible for Compton facilities and safety.
4. The college continues to rely on consultants to provide support to the two newly hired positions. This will continue as the college works its way through the reconciliation of expended bond funds and makes plans to issue and use the balance of the voter-approved bonds.

Standard Implemented: Partially

April 2007 Rating: 6

January 2008 Rating: 6



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.5 - Facility Planning - Properly Staffed and Funded Facility Planning Function

Legal Standard:

The college should have a properly staffed and funded facility planning department.

Sources and Documentation:

1. Interviews with site administrators
2. College documentation

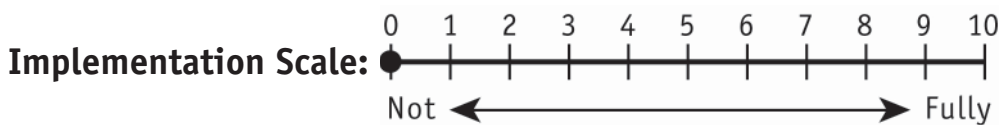
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed job descriptions, roles, and responsibilities for each position associated with facility planning and funding.
2. The college has not completed the recommended self-analysis to determine whether existing employees possess the skills necessary to successfully meet their job descriptions, roles, and responsibilities. Two new positions have been filled: a Director of Facilities Management and Planning, and a Director of Facilities, Maintenance, and Operations, both with experience in facilities planning.
3. The college has not developed a system of ongoing assessment and evaluation to determine whether departments associated with facilities planning and funding are properly staffed, properly functioning, and funded to meet evolving project servicing requirements.
4. The college's facility planning department struggles with obtaining sufficient funding, which impairs the ability of the department to be properly staffed and supplied.

Standard Implemented: Not Implemented

April 2007 Rating: 0

January 2008 Rating: 0



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.6 - Facility Planning - Implementation of an Annual Capital Planning Budget

Professional Standard:

The college should develop and implement an annual capital planning budget.

Sources and Documentation:

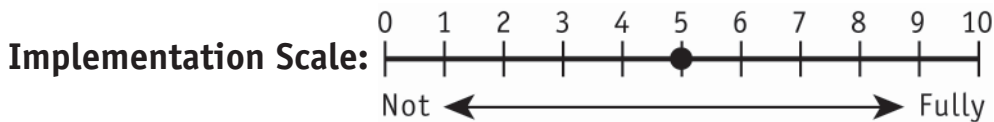
1. Interviews with site administrators.

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has drafted a five-year construction plan, with the first funding available in 2009-10. The college still needs to prepare or have prepared a long-term facilities funding plan. The funding plan should estimate the costs of expanding and enhancing existing facilities, as well as the funding source to accomplish such needs. It is this type of planning – a long-range facilities master plan and a long-range facilities funding plan – that will enable the college to determine whether the facilities staff is performing appropriately and is adequately staffed. As of the November 2007 visit, staff was just beginning the planning for the facilities master plan.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.10 - Facility Planning - Assessment of Local Bonding Capacity and Monitor Legal Bonding Limits

Legal Standard:

The college assesses its local bonding capacity. [EC 15100]

Sources and Documentation:

1. Interviews with site administrators.

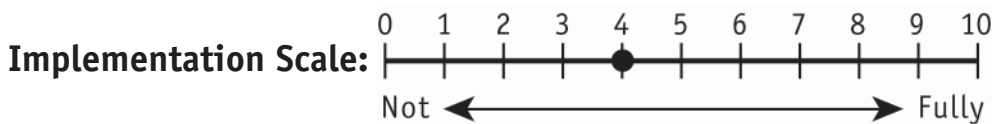
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has identified the need to hire a consultant to assess the local bonding capacity and has requested proposals from consulting firms, but no action has been taken.
2. The college has not established a training program in municipal financing for staff members in the business department responsible for overseeing funds for the expansion and modernization of capital facilities.

Standard Implemented: Partially

April 2007 Rating: 4

January 2008 Rating: 4



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.11 - Facility Planning - Process to Determine Debt Capacity

Professional Standard:

The college has developed a process to determine debt capacity.

Sources and Documentation:

1. Interviews with site administrators.

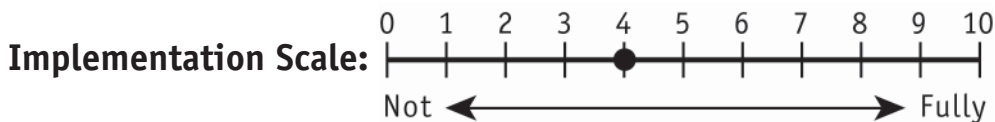
Progress on Implementing the Recommendations of the Recovery Plan:

1. To date the college still needs to provide training in municipal financing for staff members in the business department responsible for overseeing funds for the expansion and modernization of capital facilities.
2. The college has identified the need to hire a consultant to determine debt capacity, but no documentation was provided from the college regarding this position.

Standard Implemented: Partially

April 2007 Rating: 4

January 2008 Rating: 4



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.12 - Facility Planning - Awareness and Monitoring of Assessed Valuation

Professional Standard:

The college should be aware of and monitor the assessed valuation of taxable property within its boundaries.

Sources and Documentation:

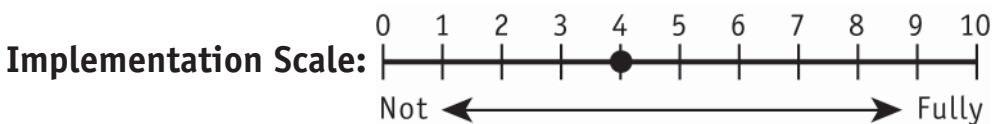
1. Interviews with site administrators.

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college still does not have a process to monitor the assessed valuation of taxable property within its boundaries.
2. Staff of the college does not completely understand the relationship between assessed valuation and the issuance of general obligation bonds, and no staff training has been established.
3. The college has not sought training in municipal financing for staff members in the business department responsible for overseeing funds for the expansion and modernization of capital facilities.
4. No documentation was provided that the college has continued to work with a financial advisor whose expertise is municipal financing for college/school districts in the state.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 2.16 - Facility Planning - Priorities and Scheduling of Projects

Professional Standard:

The college has established and utilizes an organized methodology of prioritizing and scheduling projects.

Sources and Documentation:

1. Review board policies
2. Interviews with staff
3. Review of college records and reports

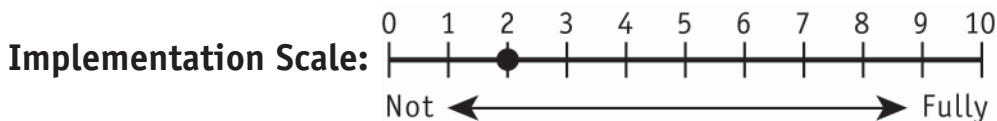
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not established the recommended board policies and procedures that will allow prioritization of future projects.
2. The college has not provided documentation that staff has been assigned specifically for the management of the project teams (architect, construction manager, contractors, and inspectors).
3. The college reports that a Facilities Committee was established to review and comment on facilities needs and prioritize projects, but no documentation was provided for this. It does not appear that the board/Special Trustee has given direction to staff regarding facility priorities that will meet its educational priorities, and it is not documented in information the college provided whether the board/Special Trustee will provide direction to the Facilities Committee.
4. The college did not provide documentation to support that the staff and the Program Manager continue to schedule and provide project information to the public through the Bond Oversight Committee.

Standard Implemented: Partially

April 2007 Rating: 2

January 2008 Rating: 2



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.1 - Facilities Improvement and Modernization - Appropriate Use of the Scheduled Maintenance and Special Repair Funding in the Capital Outlay Projects Funds

Legal Standard:

The college has a restricted capital outlay fund and a portion of those funds are expended for maintenance and special repairs only. [EC 84660]

Sources and Documentation:

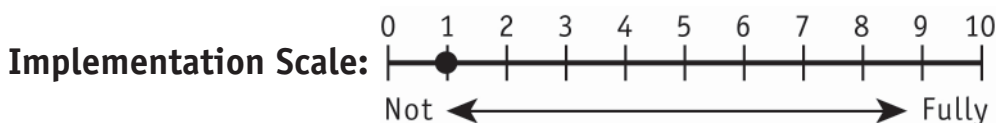
1. Board policy
2. Interview site administrators
3. College's general ledger for Fund 41, Capital Outlay Projects
4. Copy of Fund 41, Capital Outlay Projects budget
5. Copies of some claim reimbursement documents
6. Copy of board agenda dated August 23, 2005, that approved the five-year (2007-11) Construction Plan
7. Copy of Measure CC Bond Program and State Capital Outlay Program Progress and Budget Cost Report dated October 31, 2006

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not established a board policy stating the college's goals for the use of scheduled maintenance and special repair program funds and prioritizing the types of projects.
2. The college drafted a five-year construction plan for 2009-2013, but no procedure was documented to ensure that the plan is updated annually to remove projects completed during the year and to include projects that are due for scheduled maintenance and special repair funding.
3. The college did not provide documentation of formal reports created annually on the use of the scheduled maintenance and special repair project funding.
4. New college personnel (mainly the Director of Maintenance and Operations) have encountered delays in receiving accurate budget numbers. The lack of budget numbers has hindered progress in this area. At the time of the team's visit, it appeared progress had been made in getting more accurate budget numbers.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.4 - Facilities Improvement and Modernization - Plan for Maintenance and Modernization Exists

Legal Standard:

The college maintains a plan for the maintenance and modernization of its facilities.[EC 17366]

Sources and Documentation:

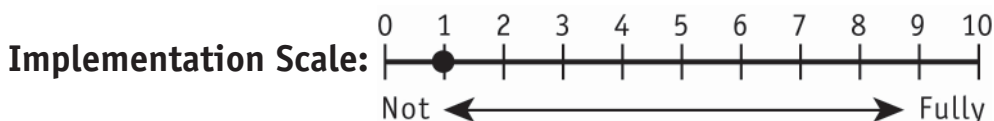
1. Interviews with staff
2. Reviewed minutes of the college's Bond Oversight Committee
3. Reviewed summary and detail reports provided by BRJ & Associates as of October 31, 2006
4. Reviewed college's five-year construction plan for 2009-2013

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college does not have a specific plan for maintenance and modernization. A five-year construction plan was approved in August 2005 and revised this year for 2009-13.
2. The college does not perform an independent verification of the information included in the monthly reports provided by the program and construction managers. The college has not verified the financial information that is included in the monthly reports by the program and construction managers with the financial system data.
3. There was no documentation of monthly reports prepared by program and construction managers. Such reports should include change order amounts and the percentage of the original projected amount.
4. No comprehensive report is available for the current projects that are funded for maintenance and modernization. Consequently, no monthly or quarterly reports are provided to the board with the current status of the projects funded with scheduled maintenance and special repair funding.
5. The Five-Year Maintenance Plan has been updated for 2009-13. It should be accessible by college staff who need to refer to it regularly. It should include key information for staff to aid them in making decisions regarding the use of those funds and planning for maintenance needs.
6. A comprehensive report of all college construction projects has been developed but not approved.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.6 - Facilities Improvement and Modernization - Maintenance of a System for Tracking Project Progress

Professional Standard:

The college has established and maintains a system for tracking the progress of individual projects.

Sources and Documentation:

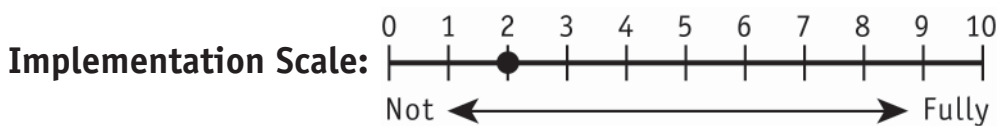
1. Interviews with Director of Maintenance of Operations and Director of Facilities Management and Planning
2. Detail reports provided by program and construction managers as of October 31, 2006

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a comprehensive report that is all-inclusive for all projects and funding sources as an internal tracking mechanism. The college reports that draft policies have been written for tracking the progress of individual projects and other related management functions under evaluation, but no documentation of the draft policies was provided, and no action has been taken.
2. The college reported that the majority of past-due invoices to vendors have been paid, but no documentation was provided of the payments, or of any procedures to ensure that invoices are paid in a timely manner. Construction contracts are extremely vulnerable when there is a delay in paying an invoice. In addition, building the capacity of staff in the organization for tracking projects and monitoring completion dates and the financial status is critical.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.7 - Facilities Improvement and Modernization - Furniture and Equipment Included in Modernization Program

Professional Standard:

Furniture and equipment items are routinely included within the scope of modernization projects.

Sources and Documentation:

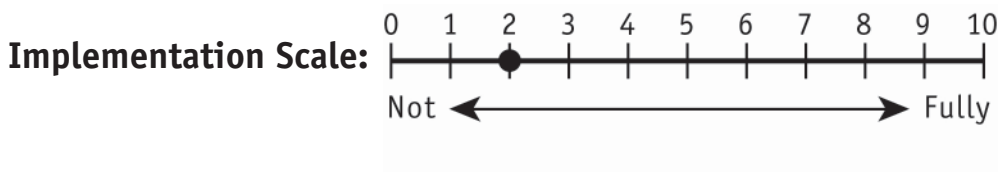
1. Interviews with Director of Facilities Management and Planning
2. Detail reports provided by program and construction managers as of October 31, 2006
3. Physical inspection of new construction and modernization projects on campus

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a comprehensive report that is all inclusive for all projects and funding sources as an internal tracking mechanism.
2. The college identifies that planning to include furniture and equipment in planned modernization needs to occur, but no plan has been developed to date to implement this inclusion.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.8 - Facilities Improvement and Modernization - Technology Infrastructure Needs for Facilities Projects

Professional Standard:

Refurbishing, modernization, and new construction projects should take into account technology infrastructure needs.

Sources and Documentation:

1. Interviews with staff
2. Interviews with Director of Facilities Management and Planning
3. Detail reports provided by program and construction managers as of October 31, 2006
4. Physical inspection of college campus facilities and randomly selected classrooms
5. Technology Plan

Progress on Implementing the Recommendations of the Recovery Plan:

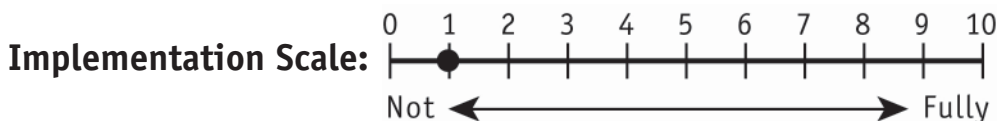
1. The Technology Plan has been updated. However, specific information regarding the college’s infrastructure needs prior to the architectural stage of construction and modernization should be expanded to require technology involvement in the very early stages of the new construction and/or modernization of an existing building. The Technology Plan is a good start, but a concerted effort should continue with regard to infrastructure and construction. At a minimum, the Technology Department should be involved in the early stages of construction design.

No further documentation was provided for new construction. The college reports that technology infrastructure needs are evaluated for inclusion in the planning and funding process.

2. The databases for both the inventory and the electrical spaces are not yet being reviewed by someone who knows the application used by the college. The appropriate staff should be included on the design and planning committee. No database documentation was provided.
3. The college has not reported any improvement in the communication of information to the faculty.
4. The college hired a Director of Facilities Management and Planning. The director has provided some plans for managing the operational and facility needs of the college, but the plans have not been implemented, and no action has been taken.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.13 - Facilities Improvement and Modernization - Knowledge of Office of Public School Construction and the Division of the State Architect Procedures

Professional Standard:

Staff within the college is knowledgeable of procedures within the Division of the State Architect (DSA).

Sources and Documentation:

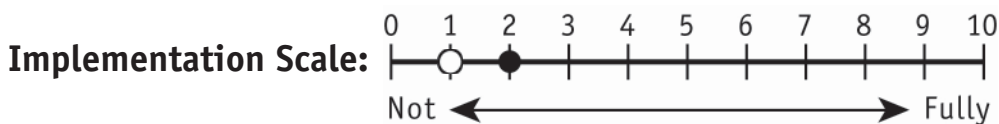
1. Interviews with college staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has hired two directors with reported DSA experience. The college still needs to assign staff to monitor the facilities project team (architect, construction manager, contractors, and inspectors).
2. The college has not provided training to staff so that staff has basic knowledge about DSA procedures and requirements. The college has identified the need for training, and plans to enroll staff in the DSA Academy, but no documentation of this was provided.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 4.1 - Construction of Projects - An Appropriate Project Management Structure Exists

Professional Standard:

The college maintains an appropriate structure for the effective management of its construction projects.

Sources and Documentation:

1. Interviews with site administrators
2. Detail reports provided by program and construction managers as of October 31, 2006
3. Physical inspection of college campus facilities and randomly selected classrooms

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college should carefully plan for construction management needs for all its projects. Bond funds are maintained by an outside program and construction management firm. But other active projects should be incorporated into a tracking system that provides the necessary information to enable management decisions to be made regarding construction projects. At the time of the site visit, no new projects were under way. However, the college was going to begin working with in-house staff and the management firm to reconcile the use of already-issued bond monies. The reconciliation was scheduled to begin in early December 2007.
2. A Director of Facilities Management and Planning has recently been hired. The efficient use of in-house staff for construction projects may assist in completing projects on time and within budget.
3. The college should establish procedures to evaluate the ongoing effectiveness of its in-college versus outside construction management relationship. The results of this evaluation should guide the amount and degree of future use of outside construction management services.
4. To date, the college has not provided professional training related to project and construction management for staff retained for involvement in the construction phase of projects.
5. Bond Oversight Committee meeting minutes should be accessible at all times. The minutes have not been posted on the college's Web site per the team's previous recommendation. Posted minutes would be easily accessible and would inform the community and other oversight agencies regarding the use of bond funds.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 4.3 - Construction of Projects -
Maintenance of Appropriate Project Records and Drawings

Professional Standard:

The college maintains appropriate project records and drawings.

Sources and Documentation:

1. Interviews with Director of Facilities Management and Planning, and Director of Maintenance and Operations
2. Detail reports provided by program and construction managers as of October 31, 2006

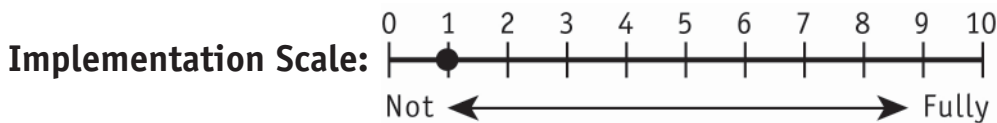
Progress on Implementing the Recommendations of the Recovery Plan:

1. The maintenance of records is an internal control function that should be established by the college and continued into the future for all construction projects approved by the board or the State Trustee. These records should be as comprehensive as possible, including drawings and maintenance of project records. The college reports that implementation of an electronic and paper document archive has occurred, and will be utilized on future projects. No documentation was provided.
2. The college reports the implementation of an archive, but the physical location of the records is not known. The college did not provide documentation of the archive. The physical location of the records should be relatively close to the Facilities Department or the department that will be responsible for all records to ensure monitoring.
3. The college reports the implementation of CAD and other relevant document standards for future projects.
4. The college has not implemented a system for recording the check-out of plans to ensure responsibility/accountability for the return of the plans.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 1



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 5.3 - Compliance with Public Contracting Laws and Procedures - Conflict of Interest Statements and Compliance

Professional Standard:

The college maintains files of conflict of interest statements and complies with legal requirements. Conflict of interest statements are collected annually by the President/ Superintendent and kept on file.

Sources and Documentation:

1. Board policy
2. Copies of sample conflict of interest statements on file
3. Originals of conflict of interest statements on file

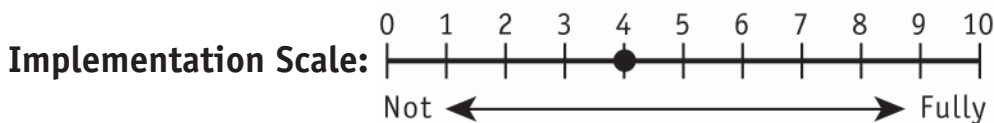
Progress on Implementing the Recommendations of the Recovery Plan:

1. No documentation was provided to support an updated certification to the county as to which positions requiring conflict of interest statements have been designated by the board.
2. No documentation was provided of the use of the current calendar year form for conflict-of-interest statements.
3. No documentation was provided that the college obtained signed departure documents from departing employees.
4. No documentation was provided of signed conflict of interest statements for all new employees as appropriate.

Standard Implemented: Partially

April 2007 Rating: 4

January 2008 Rating: 4



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.1 - Facilities, Maintenance and Custodial - Implementation of an Energy Conservation Policy

Professional Standard:

An energy conservation policy should be approved by the Board of Education and implemented throughout the college.

Sources and Documentation:

1. Energy policy for school design
2. Review of materials provided by program management firm, BRJ & Associates
3. Interviews with site administrators

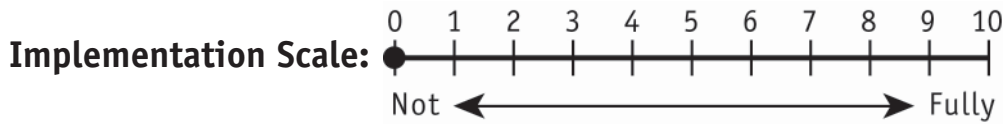
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not established a board policy specifically to address the nature of energy and energy conservation or to describe how it will be applied.
2. The following items should be addressed in the board policy at a minimum:
 - a. Board commitment to energy efficiency.
 - b. Direction to administrators to aggressively implement the policy.
 - c. Energy management as a high priority in new construction, modernization, equipment replacement or repair projects.
 - d. A list of energy design criteria for use by design teams working for the college. This should be incorporated in the existing design standards for the college.
 - e. Energy efficiency through alternate funding for all campuses, or other sites where classes are held, that are not part of state-funded modernization.
 - f. Specific items for implementation.
 - g. Turning off all heating and ventilation systems when classes end for the day.
 - h. Keeping all systems off on weekends and holidays.
 - i. Holding after-class and weekend meetings in portable buildings, so large centralized systems do not have to run for a meeting in one classroom.
 - j. Shutting off lights whenever a room becomes unoccupied.
 - k. Morning warm-up of a campus site at the latest possible time to properly heat classrooms.
 - l. Checking all rooms at appropriate times to ensure lighting, heating, and ventilation have been turned off, with documentation regarding the check times.
 - m. A designated energy coordinator to implement the policy at each campus and other sites.
 - n. Turning on stadium lights (football, soccer, and baseball) during daytime hours only for repairs and lamp replacement.
 - o. The possibility of maintaining dark campuses at night after the last staff member leaves.
 - p. Holding chief campus administrators responsible and accountable for the results of the energy program at their campus.
 - q. Including energy education curriculum at all levels and disciplines.
 - r. Implementing an energy accounting system, reviewing bills monthly and annually, and tracking the success of the program.

- s. Sharing savings with individual campuses based on their success in an operational energy saving program.
 - t. Expanding the energy management system to control all HVAC systems and exterior lighting where cost effective.
3. The college has identified the need for an energy audit and energy conservation program, and has proposed such a program. It is still in the planning stage, and no action has been taken.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.3 - Facilities, Maintenance and Custodial
- Energy-Efficient Design Criteria for New Construction and Modernization

Professional Standard:

Cost-effective, energy-efficient design should be a top priority for all college construction projects.

Sources and Documentation:

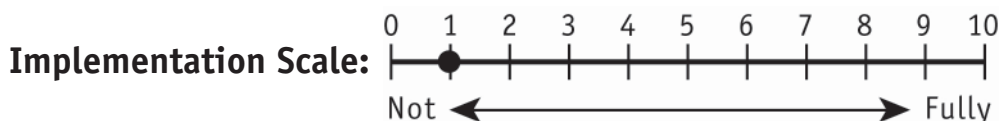
1. College design standards provided by BRJ & Associates Program Managers
2. Interviews with Director of Facilities Management and Planning, and Director of Maintenance and Operations.

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not produced the recommended separate Energy Design Criteria section of the design standards. It should include standards for lighting, HVAC, controls, insulation, and other envelope-related measures, orientation, generation, renewable sources of energy, and criteria for comparing and accepting energy efficient design. There are many sources for this type of information, such as the state's Collaborative for High Performance Schools (CHPS) program. There are also many sources outside the state. The college reports it is evaluating the CHPS program for adoption and implementation into its modernization and new construction program, but no action has occurred. A copy of CHPS' Best Practices Manual 2006 was provided to the review team.
2. The college has not made progress to ensure that the new LRC building is part of the BAC-talk system for energy efficiency to be maintained throughout the campus. The LRC building has not been completed and the college has not taken occupancy of the building.
3. The college has not obtained input from college stakeholders regarding energy efficiency. The college has a plan to include energy efficiency in project reviews at the Facility Committee meetings, but no action has occurred. The following stakeholders should be included:
 - a. Technology Department
 - b. Faculty
 - c. Administration
 - d. Shared Governance member
 - e. Community Member
 - f. Possible local energy municipality member

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 8.5 - Facilities Maintenance and Custodial - Adequate Maintenance Records and Inventories

Professional Standard:

Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools, and equipment. All employees required to perform maintenance on school sites are provided with adequate supplies, equipment, and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.

Sources and Documentation:

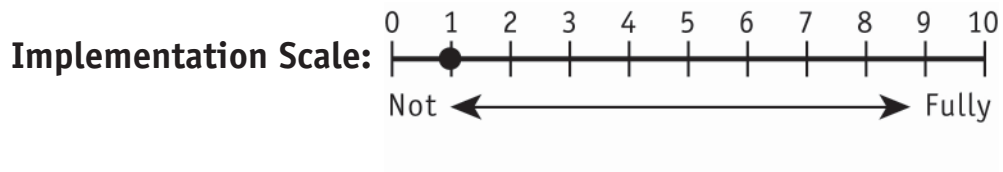
1. Interviews with Director of Maintenance and Operations, and Director of Facilities Management and Planning
2. Site observation of actual inventory
3. Interviews with site staff
4. College provided documentation of proposed organizational charts

Progress on Implementing the Recommendations of the Recovery Plan:

1. Many custodial and grounds staff lack adequate supplies and functioning equipment. At the time of the site visit, two of the three lawn mowers available to the grounds staff were inoperable, and the third mower needed repairs. The staff was performing maintenance tasks without all necessary tools, materials, or equipment. This seriously hindered their ability to complete maintenance tasks in a timely and professional manner. Based on information obtained, the college staff faces difficulties maintaining adequate supplies, materials, tools, and equipment because of a lack of funding. The college should continue with the current ordering process to attempt to keep an adequate inventory of supplies and materials at the main maintenance yard.
2. The college has not performed an inventory for supplies, materials, tools, and equipment. Pilfering of supplies has been a past issue, so the college must implement an inventory control system to ensure materials are ordered as needed and equipment and tools are accounted for.
3. The college is awaiting final board approval for the position of scheduler in the maintenance and operations department. The scheduler will process all work requests, and track and schedule work.
4. The college has not fully developed the work order system, though the plan is to utilize the scheduler to monitor and develop the system. The scheduler should ensure that all work performed by the maintenance staff should be by work order only. No action has been taken.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 8.6 - Facilities Maintenance and Custodial - Procedures for Evaluation of Maintenance and Operations Staff

Professional Standard:

Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.

Sources and Documentation:

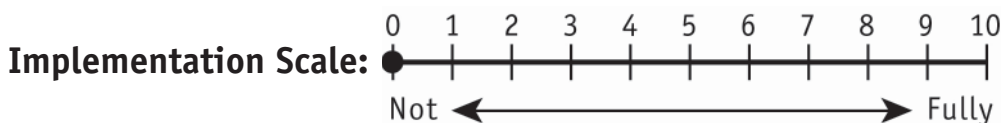
1. Board policy
2. Agreement between the college and the Federation of Classified Employees, Local 3486, CFT/AFT/AFL-CIO covering the period July 1, 2003, through June 30, 2006
3. Job descriptions
4. Employee evaluations

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a board policy to delineate requirements for the evaluation process.
2. The college has not created an evaluation notification process so that mandatory evaluations are performed and submitted to Human Resources in a timely manner. The college reported a plan to complete all annual performance evaluations by November 2008.
3. Effective November 1, 2007, the college shifted most maintenance and operations personnel from the evening shift to the day shift to improve the work quality of maintenance and operations staff. This should improve management's ability to manage and evaluate employees.
4. The college has plans to provide in-service training for all supervisory personnel in the proper documentation of performance standards, but no action has been taken. Once the training has occurred, administrative staff should periodically review evaluations for adherence to performance standards.
5. The college has not yet implemented annual and interim evaluation procedures, but once the procedure has been implemented, the college plans to distribute to each employee copies of his/her completed evaluation and feedback from the supervisor. Dates for implementation are scheduled out into the future with no changes having been implemented at the time of the review.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.7 - Facilities Maintenance and Custodial - Identification of Maintenance and Custodial Responsibilities

Professional Standard:

Major areas of custodial and maintenance responsibilities, and specific jobs to be performed, have been identified. Custodial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities they will be expected to perform and on which they will be evaluated.

Sources and Documentation:

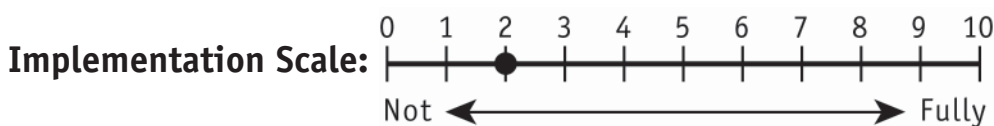
1. Board policy
2. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
3. Interview with site staff and custodial work leaders
4. Agreement between the college and Federation of Classified Employees, Local 3486 covering the period July 1, 2003, through June 30, 2006
5. Job descriptions

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not instituted a review of the duties and responsibilities of all positions. The review should occur at least once every two years, based on current board policy. No action has been taken to review the job duties and responsibilities or modify board policy if necessary. The college has selected dates when it will take action on these items.
2. The college has not implemented the recommended annual review with all classified staff of their job descriptions and anticipated duties so that there is a clear understanding of what is expected of them and how they will be evaluated.
3. The college administration still needs to discuss with staff which evaluation areas may be considered in the future to be covered by either operational or maintenance staff, and how other duties will be assigned and approved.
4. The college should continue to provide supplies and equipment to site staff to perform minor maintenance and operational tasks.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.8 - Facilities Maintenance and Custodial - Availability of Custodial Supplies and Equipment

Professional Standard:

Necessary staff, supplies, tools, and equipment for the proper care and cleaning of the college are available. To meet expectations, the college is adequately staffed, and staff is provided with the necessary supplies, tools, and equipment as well as the training associated with the proper use of such.

Sources and Documentation:

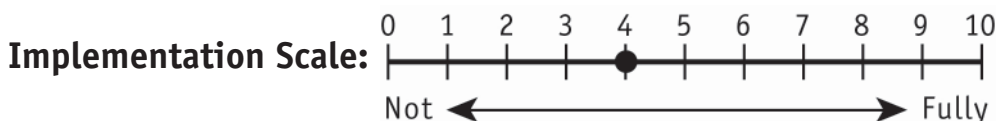
1. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
2. Interviews with site staff and custodial team leaders
3. Site observation of actual inventory

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college should continue to provide adequate amounts of cleaning supplies and proper equipment to allow custodial staff to perform at an optimal level.
2. The college has not yet developed minimum cleaning standards or provided in-service training that stresses the importance of meeting these minimum standards.
3. As the college implements its recovery plan and increases enrollment, custodial staff should be added for proper cleaning and maintenance of the campus.
4. The college has not implemented training so all site personnel responsible for cleaning of the campus have a complete understanding of what chemicals and equipment must be used to maintain a clean and safe campus. The college reports a plan for hazardous materials training and appropriate job training for all staff, but no action has been taken.
5. The college reports plans to regularly evaluate the proper use of supplies and equipment to verify that operational personnel are following the training given to them, but no action has been taken. Once the college begins evaluating personnel, supervisors must report any misuse or noncompliance with the training given to operational personnel, with the findings included in the employee's evaluation.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.9 - Facilities Maintenance and Custodial - Implementation of a Preventive Maintenance Program

Professional Standard:

The college has an effective preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of the completion of work by the supervisor of the maintenance staff.

Sources and Documentation:

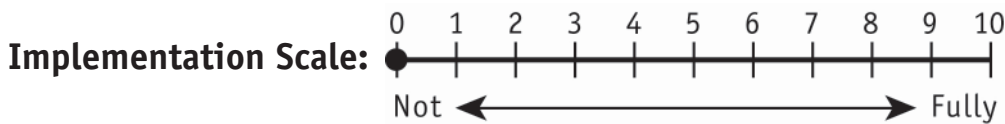
1. Board policy
2. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
3. Interview with site staff and custodial team leaders
4. Site observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a board policy to emphasize the need for a preventive maintenance program and to designate the funding source to pay for the program.
2. The college reports that an electronic work order system will be implemented and will accommodate and schedule preventive maintenance on a routine basis, but the plan has not been implemented.
3. The college still lacks any formal process for identifying preventive maintenance needs. The college has identified the need to establish a preventive maintenance program, but has not taken action to establish the program.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.10 - Facilities Maintenance and Custodial - Adequate Repair and Supervision of Buildings

Legal Standard:

The Governing Board of the college provides clean and operable flush toilets for use of pupils. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title §631, CCR Title 5 14030, EC 17576]

Sources and Documentation:

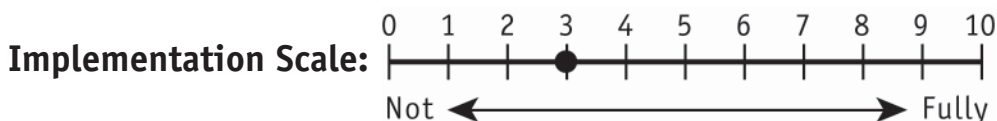
1. Board policy
2. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
3. Interview with site staff and custodial team leaders
4. Site observations verifying conditions of facilities

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Governing Board has not revised/expanded the board policy to delineate that all sanitation hazards are to be corrected immediately.
2. The college has not developed a standard process so that any health and safety hazards can be reported immediately to the Maintenance and Operations Department without having to create a work order to authorize the work to be performed. The college has not completed the improvement of the work request process, and no documentation was provided that supports that health and safety hazards are reported immediately to the Maintenance and Operations Department. Safety or health hazards should be corrected immediately.
3. The college has not provided in-service training for all college operational personnel in the area of site safety and cleanliness.
4. No evidence was found that supervisors periodically review the progress that college operational personnel are making in keeping the campus clean and free from sanitation hazards.
5. The college has not implemented the annual and interim evaluation process, so no evidence of the employee evaluation was available to determine the standards measured.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.11 - Facilities Maintenance and Custodial - Planned Program Maintenance System

Professional Standard:

The college has implemented a planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. Data should include purchase prices, anticipated life expectancies, anticipated replacement time lines, and budgetary resources necessary to maintain the facilities.

Sources and Documentation:

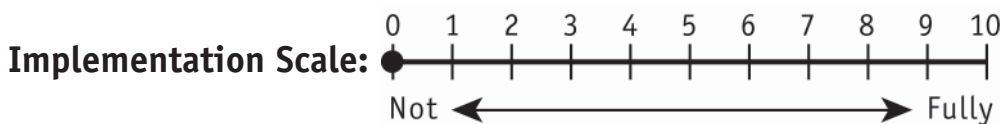
1. Board policy
2. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
3. Progress and budget cost reports dated October 31, 2006, from Measure CC Bond Program and State Capital Outlay Program

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a board policy delineating the various aspects of the planned program maintenance system. The board policy should set a minimum annual funding level for the system.
2. Facility infrastructure program projects were included in the master plan submitted to gain state funding, but no planned program maintenance system has been developed. The college needs to establish which maintenance projects receive first priority in a financial crisis.
3. The college has not established a separate financial account for the planned program maintenance system, but plans to establish an annual budget requirement and separate accounting to track spending in each critical area.
4. The college has been unable to establish the funding to complete the needed repairs for the year.
5. No evidence was found of a calendar of projects to determine whether contracting out may be necessary to accomplish all of the maintenance projects.
6. The college has not presented the financial plan to the board and administration for use in budget discussions for the coming year, and has not designated the funding source for the maintenance.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.12 - Facilities Maintenance and Custodial - Priorities for Assignment of Routine Repair Work Orders

Professional Standard:

The college has a documented process for assigning routine repair work orders on a priority basis.

Sources and Documentation:

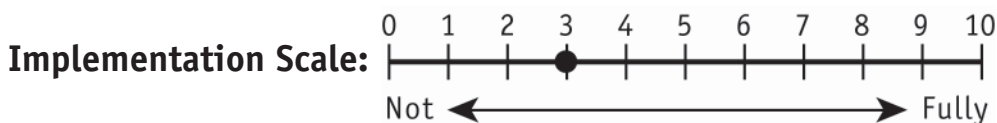
1. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
2. Work orders, current and completed
3. Interviews with site staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college reports plans for reorganizing the Maintenance and Operations staff (currently awaiting board approval) that will allow for a scheduler position. This position will implement a computerized work order system and track all work orders submitted, outstanding and completed.
2. Until a computerized work order system is in place, the college should continue the current work order prioritizing process as long as health and safety repairs are the top priority and all employees are held to the priorities.
3. Until a computerized work order system is in place, the college should continue the current distribution of work orders, with emphasis on the performance of work orders based on the priorities of health and safety.
4. Work orders should be required for all requested work, with the exception of emergency repairs. This should be the only exception. Work orders should be issued for all other work so that time on task and materials inventory can be kept.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 9.1 - Instructional Program Issues - Plan for Attractive Landscaped Facilities

Professional Standard:

The college has developed a plan for attractively landscaped facilities.

Sources and Documentation:

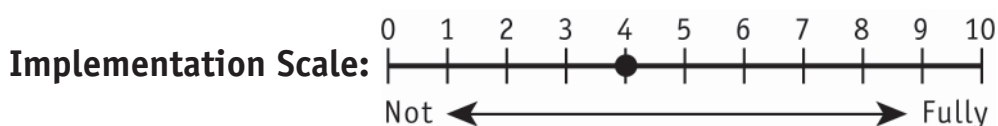
1. Interviews with staff
2. Campus inspection

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed the recommended plan to continue to improve campus landscaping because of staffing considerations in the college's Grounds Department.
2. The college has not conducted an inventory/assessment to determine the actual landscaping conditions on campus. All modernization projects have not been completed to date. Some assessment regarding the nonfunctioning sprinkler system had been completed, but repairs to the system were not fully completed. In the site observation, it was noted that maintaining and repairing landscaping and infrastructure are the top concerns, and landscape improvements are not as critical.
3. No evidence was available that the college has developed standards of desired landscaping with input from all stakeholders.
4. When an inventory/assessment of landscaping conditions is conducted, the college should measure the findings against the standards developed to determine needs and deficiencies.
5. The college has not addressed the drainage problems that impact area residents. The college reports that a plan is in place to clear the drainage issues, but no action has taken place.
6. The campus reports that a plan for a detailed grounds maintenance schedule is being developed, but no action has been taken to date. As the schedule is developed, it is important to consider the fiscal impact associated with the implementation of this plan.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 9.3 - Instructional Program Issues - Plan to Maintain Equality/Equity of District Facilities

Legal Standard:

The Governing Board of any college shall maintain all of the campuses established by it with equal rights and privileges as far as possible. [EC 35293]

The college has developed and maintains a plan to ensure equality and equity of its facilities throughout the college.

Sources and Documentation:

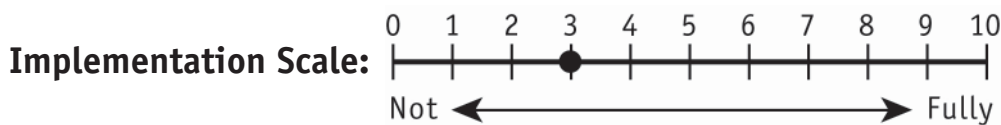
1. Interviews with staff
2. Interviews with Director of Maintenance and Operations, and Director of Facilities Management and Planning
3. Detail reports provided by Program and Construction Managers as of October 31, 2006
4. Inspection of campus

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not provided documentation of any clearly identified and understood standards with respect to the number and quality of facilities required to accommodate the delivery of instruction to students. Specific facility standards regarding priority needs should be identified as criteria that can be applied to requests that would include estimated costs, projected time frame, purpose, benefit, etc. The college reports that the Facilities Master Plan is being drafted, and it is important to consider this type of information for future refinement of the plan.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 10.2 - Community Use of Facilities - Compliance with Civic Center Act for Community Use

Legal Standard:

Education Code Section 38130 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both “direct cost” and “fair market” rental rates, specifying what groups have which priorities and fee schedules.

Sources and Documentation:

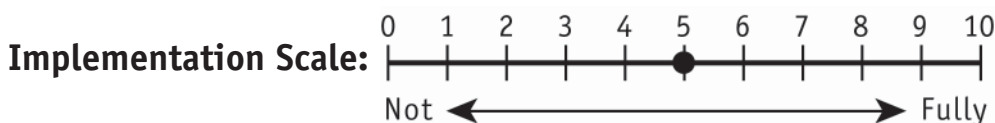
1. Board policy
2. Internal accounting records
3. Policy and procedures for renting facilities
4. Facilities Use Permit

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not prepared a comprehensive study of allowable costs and charges for community use of facilities. Once the study is completed, the results should be presented to the Governing Board/Special Trustee for discussion and adoption.
2. The college has identified the need to create a plan for school facility use, but no action has been taken. The following items still need to be considered as the college develops the facility use plan:
 - a. The college should conduct a formal cost justification study on the pricing of community use of college facilities.
 - b. The college should analyze the administrative costs incurred for community use of facilities and ensure that the fee charged to users does not exceed that amount.
 - c. The college should consider revising rates periodically to accurately reflect current costs of providing custodial services, utilities, and other services and to avoid a cycle of encroachment followed by large increases.
 - d. Academic use is now coordinated primarily by individual verification. The college should consider developing a calendar of regular usage for each facility. When use of a particular facility is requested, the person responsible for issuing permits could instantly identify – by type, date, and location – which facilities are available to meet that need.
 - e. The college should periodically review internal controls to ensure that all funds generated by community use of facilities is remitted to the general fund and not the foundation.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

C. Technology Resources – Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*
 - a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*
 - b. *The institution provides quality training in the effective application of its information technology to students and personnel.*
 - c. *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*
 - d. *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*
2. *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i> | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------|------------------|
| C. Technology Resources | | | |
| Standard to be Addressed | | | |
| Financial Management Standards -- Management Information Systems | | | |
| 17.1 | Management information systems support users with information that is relevant, timely and accurate. Standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems. | 2 | 2 |
| 17.2 | Automated systems are used to improve accuracy, timeliness, and efficiency of financial and reporting systems. Employees receive appropriate training and supervision in the operation of the systems. | 2 | |
| 17.3 | Selection of information systems technology conforms to legal procedures specified in the Public Contract Code. Additionally, there is a process to ensure that needs analyses, cost/benefit analyses, and financing plans are in place prior to commitment of resources. The process facilitates involvement by users, as well as information services staff, to ensure that training and support needs and costs are considered in the acquisition process. | 5 | |
| 17.4 | Major technology systems are supported by implementation and training plans. The cost of implementation and training is included with other support costs in the cost/benefit analyses and financing plans supporting the acquisition of technology systems. | 2 | |
| 17.5 | Access to administrative systems is reliable and secure. Communications pathways that connect users with administrative systems are as free of single points-of-failure as possible, and are highly fault tolerant. | 8 | |
| 17.6 | Hardware and software purchases conform to existing technology standards. Standards for copiers, printers, fax machines, networking equipment, and all other technology assets are defined and enforced to increase standardization and decrease support costs. Requisitions that contain hardware or software items are forwarded to the technology department for approval prior to being converted to purchase orders. Requisitions for non-standard technology items are approved by the Management Information Systems Division unless the user is informed that district support for non-standard items will not be available. | 4 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-C Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|--|---|-------------------------|------------------------|
| 17.7 | Computers are replaced on a schedule based on hardware specifications. | 1 | 1 |
| 17.8 | Network standards, such as the following, are being followed by the college: 1) A stable firewall is used with separate DMZ and “inside” network; 2) the college follows EIA/TIA 568-B for all network cabling; 3) A Web content filter is used for all outbound Internet access; 4) The college uses an e-mail spam filter for all inbound e-mail; 5) Administrative and academic network traffic is kept separate; 6) Switches and network hubs are installed, and the college ensures that switches support certain features; 7) Login banners are added to all network elements that will support them; 8) The college has transitioned from all non-TCP/IP protocols; and 9) The college uses a VPN for any access to the internal network from the outside. | 6 | |
| 17.9 | Administrative system users are adequately trained in the use of administrative systems and receive periodic training updates to ensure that they remain aware of system changes and capabilities. | 1 | 2 |
| 17.10 | Business office computers, computer screens, operating systems and software applications used for administrative system access are kept up to date. | 8 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

ACCJC Standard III-C: Technology Resources

FCMAT Financial Management Standard 17.1 – Management Information Systems

Professional Standard:

Management information systems support users with information that is relevant, timely and accurate. Standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems.

Sources and Documentation:

1. Interviews with staff members from the Compton CCD, El Camino Community College, Compton Center, and Los Angeles County Office of Education

Progress on Implementing the Recommendations of the Recovery Plan:

1. Technology support staff stated that all major tasks associated with the conversion to the Datatel (also known as Colleague) financial management software have been completed. The core administrative systems have been relocated to the El Camino Community College campus, where the Colleague administrative systems are now managed. El Camino owns a separate license to use the Colleague information system for internal information processing.

The current distribution of core administrative information systems used by Compton Community College District users is shown below.

| Host Campus | System | Component/Module |
|-----------------|------------|---------------------------|
| El Camino CC | Colleague | Student |
| | Colleague | General Ledger |
| | Colleague | HR/Personnel |
| | Colleague | AR and Cash Receipts |
| | Colleague | Purchasing |
| | Colleague | Demographics |
| | Colleague | Facilities |
| | Colleague | Scheduling |
| | Colleague | Workflow |
| Compton CCD | Colleague | Student (historical only) |
| Los Angeles COE | PeopleSoft | Payroll |
| | HRS | Human Resources (HRS) |
| | HRS | Position Control |

Hosting the Compton CCD Colleague system at the El Camino campus relieves the Compton CCD staff of a variety of tasks associated with hardware and software maintenance and utilizes the expertise of the El Camino CC technology support staff.

Compton CCD staff use the LACOE-based PeopleSoft and Human Resource System (HRS) for payroll and benefits. Use of the LACOE systems is required for fiduciary oversight and fiscal monitoring. However, using both the LACOE and Colleague systems means the district cannot take advantage of system integration features. Duplication of data input, reporting,

and general ledger maintenance among the three systems (Colleague, PeopleSoft, and HRS) adds complexity and makes it impossible to use any system to the fullest extent possible.

Conversion to the Colleague information system began early in 2007, and the system went live on July 1, 2007. The very short period of time allotted for system conversion required the district to move all human resources data before it could be cleaned and verified. As a result, bad data was input into the Colleague HR system. Since that time, Compton staff members have gone back through the HR data to thoroughly clean and validate the data.

Compton staff members use the LACOE-based position control system for position monitoring and budget control. Typically, position control serves as a catalyst for the payroll, human resources, and general ledger modules by tying them together to integrate financial and position monitoring. Use of any position control application requires substantial time to enter work calendar, salary schedule, benefits and position information, and human resources data. This connects the budget and general ledger systems with payroll and HR data to accurately monitor and project salaries and benefits costs. LACOE administrators stated that the district has several pages of position control system exceptions. These are errors in the position control application ranging from invalid account numbers that are not in the PeopleSoft system to employees with incorrect work locations assigned or incorrect position information. These exception conditions should be investigated and corrected.

Following the system relocation, several Compton CCD Business Office staff members were transferred to the El Camino CC to learn the system by working alongside their business office cohorts. Immediate benefits included the ease with which training could be conducted for the Compton staff that had not previously used the Colleague system. Additionally, the Compton staff had fewer daily interruptions, allowing them to learn the new system.

Initially envisioned as a temporary training opportunity, the work relocation for Compton CCD staff members has stretched into 12 months for some staff and 18 months for others. These staff members should be moved back to the Compton CCD campus. Job-alike training between cohorts at the two campuses should continue indefinitely as needed.

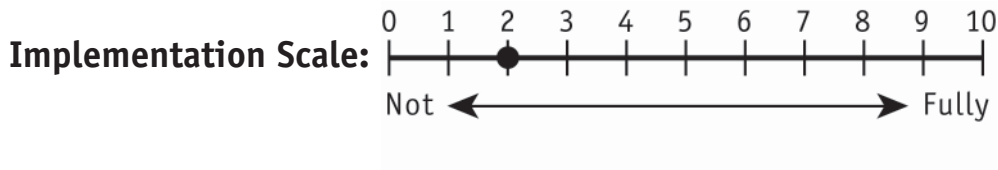
The benefits of working from the El Camino CC campus have diminished. Administrators of the Compton CCD have lost daily operational communication and control with key business office staff and department directors. Instead of verbal communications, there is greater reliance on faxes and e-mail for simple communications. Documents and work projects stored at the Compton campus or coming from LACOE must be sent back and forth for processing. Travel time between the campuses consumes workday time and causes a one-day delay in receiving important documents, which reduces staff member productivity and affects workloads and the ability to meet deadlines. In addition, transportation of these documents creates a security concern regarding information privacy and protection.

2. Air conditioning equipment located in the Compton CCD campus server room is underpowered. Excessive heat in the room has already irreparably damaged a significant amount of hardware, with several heat-induced equipment failures experienced. As a result, hardware longevity is significantly diminished, and the district will have to replace it much sooner than is typical. Immediate action should be taken to improve the server room air conditioning.

- Due to the system relocation, information technology support staff members are not included in most planning and operations decisions. The lack of communication between administration and technology support has created a perception among technology staff members that they are outside the communication loop. To improve communications between the two campuses, the Compton CCD created and filled a Network Manager position with the intent to transition this position to assume all administrative tasks associated with technology at the Compton CCD. The Network Manager position should be the Director of Technology and assigned responsibility for all aspects of administrative and instructional technology at the Compton CCD.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard III-C: Technology Resources

FCMAT Financial Management Standard 17.7 – Management Information Systems

Professional Standard:

Computers are replaced on a schedule based on hardware specifications.

Sources and Documentation:

1. Interviews with staff members from the Compton CCD, El Camino Community College, and Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

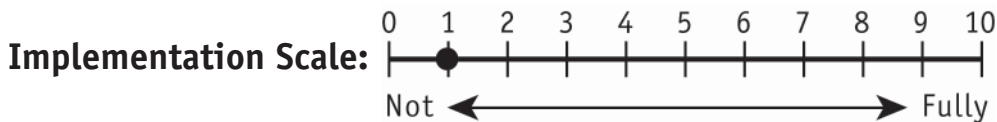
1. Although technology support staff members have created an equipment replacement plan, the plan lacks funding. Many users are still assigned obsolete equipment that is underpowered for performance of daily assigned duties. Additionally, these computers are incapable of running updated operating systems that would lead to increased productivity. Many systems have only 128 Mb (megabytes) of random access memory (RAM).

An equipment replacement plan is needed that identifies outdated equipment and replaces obsolete computer equipment on a planned basis. FCMAT recommends a five-year replacement plan, which would call for replacement of 20% of the district's computer equipment every year.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 1



ACCJC Standard III-C: Technology Resources

FCMAT Financial Management Standard 17.9 – Management Information Systems

Professional Standard:

Administrative system users are adequately trained in the use of administrative systems and receive periodic training updates to ensure that they remain aware of system changes and capabilities.

Sources and Documentation:

1. Interviews with staff members from the Compton CCD, El Camino Community College, and Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

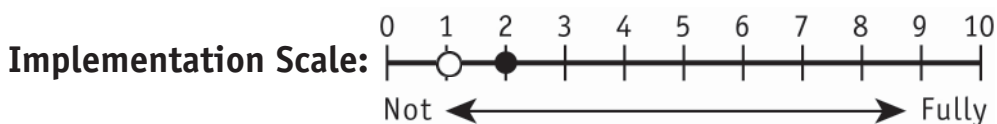
1. There was little or no formal training in the use of the Colleague information system. Most user training has been conducted on the job for all administrative systems by working alongside cohorts at El Camino Community College. Several Compton CCD Business Office staff members expressed a desire for additional training in the Colleague information system and general office applications such as e-mail.

A detailed training needs assessment of all Compton CCD and Compton Center information system users should be conducted regarding the Colleague, general office application, and LACOE-based systems. This should be followed by the development of a program that addresses those needs, to include training in basic computer use, office applications, and use of the Colleague and LACOE-hosted systems. Refresher and new user sessions should also be offered.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 2



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

D. Financial Resources – Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.

- a. Financial planning is integrated with and supports all institutional planning.*
- b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*
- c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*
- d. 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.*

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

- a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*
- b. Appropriate financial information is provided throughout the institution.*
- c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*
- d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and asset.*
- e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*

- f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*
 - g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*
- 3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i> | | April 2007 Rating | Jan. 2008 Rating |
|---|---|-------------------------|------------------------|
| D. Financial Resources | | | |
| Standard to be Addressed | | | |
| Financial Management Standards -- Internal Control Environment | | | |
| 1.1 | Integrity and ethical behavior are the product of the college's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others. | 1 | 2 |
| 1.4 | The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area. | 1 | 2 |
| 1.5 | Management has the ability to evaluate job requirements and match the requirements to the employee's skills. | 2 | |
| 1.6 | The college has procedures for recruiting capable financial management and staff and hiring competent people. | 2 | |
| 1.7 | All employees are evaluated on performance at least annually by a management-level employee knowledgeable about their work product. The evaluation criteria are clearly communicated and, to the extent possible, measurable. The evaluation includes a follow-up on prior performance issues and establishes goals to improve future performance. | 3 | 4 |
| 1.8 | Top management sets the tone and establishes the environment for reliable financial reporting. Therefore, appropriate measures are implemented to discourage and detect fraud. | 0 | 0 |
| Financial Management Standards -- Inter- and Intra-Departmental Communications | | | |
| 2.1 | The business and operations departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedural manuals are necessary for the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature). | 1 | 2 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------------|------------------------|
| 2.2 | The financial departments communicate regularly with the Governing Board and community on the status of college finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the college and board, or reflect a change in policy. | 1 | 2 |
| 2.3 | The Governing Board is engaged in understanding globally the fiscal status of the college, both current and as projected. The board prioritizes college fiscal issues among the top discussion items. | 1 | |
| 2.4 | The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process. | 1 | 1 |
| 2.5 | Documents developed by the financial departments for distribution to the board, staff and community are easily understood. | 3 | 3 |
| Financial Management Standards -- Staff Professional Development | | | |
| 3.1 | The college has developed and uses a professional development plan for training business staff. The plan includes the input of business office supervisors and managers, and, at a minimum, identifies appropriate programs office-wide. At best, each individual staff and management employee has a plan designed to meet their individual professional development needs. | 2 | |
| 3.2 | The college develops and uses a professional development plan for the in-service training of department staff by business staff on relevant business procedures and internal controls. The plan includes the input of the business office and the departments/divisions and is updated annually. | 0 | |
| Financial Management Standards -- Internal Audit | | | |
| 4.1 | The Governing Board has adopted policies establishing an internal audit function that reports directly to the president or Governing Board. | 0 | 0 |
| 4.2 | Internal audit functions are designed into the organizational structure of the college. These functions include periodic internal audits of areas at high risk for non-compliance with laws and regulations and/or at high risk for monetary loss. | 0 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|--|--|-------------------------|------------------------|
| 4.3 | Qualified staff members are assigned to conduct internal audits and are supervised by an independent body. | 0 | |
| 4.4 | Internal audit findings are reported on a timely basis to the Governing Board and administration, as appropriate. Management then takes timely action to follow up and resolve audit findings. | 0 | 0 |
| Financial Management Standards -- Budget Development Process (Policy) | | | |
| 5.1 | The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the college's goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the college's goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and college needs. | 1 | 1 |
| 5.2 | The budget development process includes input from staff, administrators, board and community. | 1 | |
| 5.3 | Policies and regulations exist regarding budget development and monitoring. | 1 | 1 |
| 5.4 | The college has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects college priorities. | 0 | 0 |
| 5.5 | The college has policies to facilitate development of a budget that is understandable, meaningful, reflective of college priorities, and balanced in terms of revenues and expenditures. | 0 | |
| 5.6 | Categorical funds are an integral part of the budget process and have been integrated into the entire budget development. The revenues and expenditures for categorical programs are reviewed and evaluated in the same manner as unrestricted General Fund revenues and expenditures. Categorical program development is integrated with the college's goals and used to respond to specific college student needs to support student learning outcomes. | 0 | 0 |
| 5.7 | The college has the ability to accurately reflect its net ending balance throughout the budget monitoring process. The 311A and 311Q reports provide valid updates of the college's net ending balance. The college has tools and processes that ensure that there is an early warning of any discrepancies between the budget projections and actual revenues or expenditures. | 0 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|---|-------------------------|------------------------|
| 5.8 | The college utilizes formulas for allocating funds to departments/divisions. This can include staffing ratios, supply allocations, etc. These formulas are in line with the board's goals and directions, and are not overridden. | 0 | |
| Financial Management Standards -- Budget Development Process (Technical) | | | |
| 6.1 | The Budget Office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies the sources and uses of funds. Reasonable FTES and COLA estimates are used when planning and budgeting. The same process is applied to all funds. | 0 | 1 |
| 6.2 | An adopted budget calendar exists that meets legal and management requirements. At a minimum the calendar identifies statutory due dates and major budget development activities. | 0 | |
| 6.3 | Standardized budget worksheets are used to communicate budget requests, budget allocations, formulas applied and guidelines. | 0 | |
| Financial Management – Budget Adoption, Reporting, and Audits | | | |
| 7.1 | The college adopts its annual budget and files it with the Chancellor's Office within the statutory timelines. | 0 | |
| 7.3 | The college has procedures that provide for the development and submission of a college budget and interim reports that adhere to criteria and standards and are approved by the Chancellor's Office. | 5 | |
| 7.4 | The college completes and files its interim budget reports within the statutory deadlines. | 2 | |
| 7.5 | The quarterly fiscal status reports show an accurate projection of the ending fund balance. Material differences are presented to the Governing Board with detailed explanations. | 3 | 3 |
| 7.6 | The college has complied with the Governmental Accounting Standard No. 34 (GASB 34) which requires the college to develop policies and procedures and report in the annual financial reports on the modified accrual basis of accounting and the accrual basis of accounting. | 8 | |
| 7.7 | The college has arranged for an annual audit (single audit) within the deadlines established. | 8 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------------|------------------------|
| Financial Management Standards -- Budget Monitoring | | | |
| 8.1 | All purchase orders are properly encumbered against the budget until payment. | 1 | |
| 8.2 | There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for over-expenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly. | 0 | 3 |
| 8.4 | Budget revisions are made on a regular basis and occur per established procedures, and are approved by the Governing Board. | 0 | |
| 8.5 | The college uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations. | 1 | 1 |
| Financial Management Standards -- Budget Communications | | | |
| 9.1 | The college budget is a clear manifestation of college policies and is presented in a manner that facilitates communication of those policies. | 0 | |
| 9.2 | The college budget clearly identifies one-time sources and uses of funds. | 0 | 1 |
| Financial Management Standards -- Attendance Accounting | | | |
| 11.1 | An accurate record of enrollment and attendance is maintained. | 5 | 5 |
| 11.3 | Students are enrolled and attendance reports are completed by staff and entered into the student information system in an efficient, accurate, and timely manner. | 3 | |
| 11.5 | Procedures are in place to ensure that enrollment and attendance accounting and reporting requirements are met for weekly student contact hours (WSCH), daily student contact hours (DSCH), credit, non-credit, high school concurrent enrollment, and positive attendance. | 3 | 5 |
| Financial Management Standards -- Accounting, Purchasing and Warehousing | | | |
| 12.1 | The college adheres to the Budget and Accounting Manual (BAM) and Generally Accepted Accounting Principles (GAAP) as required by Education Code Section 84030. | 1 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|--|--|-------------------------|------------------------|
| 12.2 | The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that in order for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the college's financial management. | 2 | 3 |
| 12.3 | The college forecasts its revenues and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the college reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, in order to ensure that all cash receipts are deposited timely and recorded properly, cash is reconciled to bank statements monthly. | 2 | 2 |
| 12.4 | The college's payroll procedures are in compliance with established requirements. (Education Code Section 85241) Standard accounting practice dictates that the college implements procedures to ensure the timely and accurate processing of payroll. | 1 | 5 |
| 12.5 | Standard accounting practice dictates that the accounting work is properly supervised and work reviewed in order to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements. | 1 | 2 |
| 12.6 | Categorical programs, either through specific program requirements or through general cost principals, require that entities receiving such funds must have an adequate system to account for those revenues and related expenditures. | 2 | |
| 12.7 | Generally accepted accounting practices dictate that, in order to ensure accurate recording of transactions, the college have standard procedures for closing its books at fiscal year-end. The college's year-end closing procedures should comply with the procedures and requirements established by the Chancellor's Office. | 1 | 1 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|---|-------------------------|------------------------|
| 12.8 | The college complies with the bidding requirements of Public Contract Code Section 20111. Standard accounting practice dictates that the college have adequate purchasing and warehousing procedures to ensure that only properly authorized purchases are made, that authorized purchases are made consistent with college policies and management direction, that inventories are safeguarded, and that purchases and inventories are timely and accurately recorded. | 4 | |
| 12.9 | The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures. | 2 | 2 |
| 12.10 | The accounting system has an appropriate level of controls to prevent and detect errors and irregularities. | 1 | |
| 12.11 | The college has implemented an account code structure that enables the standard financial reporting required by the state and ensures that the college is in compliance with guidelines. | 4 | |
| Financial Management Standards – Student Body Funds | | | |
| 13.1 | The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds. | 3 | 3 |
| 13.2 | Proper supervision of all student body funds is provided by the Board. This includes establishing responsibilities for managing and overseeing the activities and funds of student organizations, including providing procedures for the proper handling, recording and reporting of revenues and expenditures. | 2 | |
| 13.3 | The college provides training and guidance to college personnel and students on the policies and procedures governing student body accounts. | 1 | |
| 13.4 | Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting. | 1 | 1 |
| Financial Management Standards -- Multi Year Financial Projections | | | |
| 14.2 | The college annually provides a multiyear revenue and expenditure projection for all funds of the college. Projected fund balance reserves are disclosed. The assumptions for revenues and expenditures are reasonable and supportable. | 0 | 0 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------------|------------------------|
| 14.3 | Multiyear financial projections are prepared for use in the decision-making process, especially whenever a significant multiyear expenditure commitment is contemplated. | 0 | |
| 14.4 | Assumptions used in developing multiyear projections are based on the most accurate information available. | 0 | |
| Financial Management Standards -- Long-Term Debt Obligations | | | |
| 15.1 | The college complies with public disclosure laws of fiscal obligations related to health and welfare benefits for retirees, self-insured workers' compensation, and collective bargaining agreements. | 0 | 5 |
| 15.2 | When authorized, the college uses only non-voter approved, long-term financing such as certificates of participation (COPS), revenue bonds, and lease-purchase agreements (capital leases) to address capital needs, and not operations. Further, the general fund is used to finance current school operations, and in general is not used to pay for these types of long-term commitments. | 8 | |
| 15.3 | For long-term liabilities/debt service, the college prepares debt service schedules and identifies the dedicated funding sources to make those debt service payments. The college projects cash receipts from the dedicated revenue sources to ensure that it will have sufficient funds to make periodic debt payments. Cash flow projections are continually monitored to ensure that any variances from the projections are identified as early as possible to allow the district sufficient time to take appropriate measures or identify alternative funding sources. | 8 | |
| 15.4 | The college has developed and uses a financial plan to ensure that ongoing unfunded liabilities from employee benefits are recognized as a liability of the college. A plan has been established for funding retiree health benefit costs as the obligations are incurred. | 0 | |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|---|--|-------------------------|------------------------|
| Financial Management Standards -- Impact of Collective Bargaining | | | |
| 16.1 | The college has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of college operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of college operations. The college identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on college operations of current collective bargaining language, and proposes amendments to contract language as appropriate to ensure effective and efficient college delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session. | 8 | 8 |
| 16.2 | The Governing Board ensures that any guideline developed for collective bargaining is fiscally aligned with the instructional and fiscal goals on a multiyear basis. The President ensures that the college has a formal process in which collective bargaining multiyear costs are identified for the Governing Board, and those expenditure changes are identified and implemented as necessary prior to any imposition of new collective bargaining obligations. The Governing Board ensures that costs and projected college revenues and expenditures are validated on a multiyear basis so that the fiscal issues faced by the college are not worsened by bargaining settlements. The public is informed about budget reductions that will be required for a bargaining agreement prior to any contract acceptance by the Governing Board. The public is notified of the provisions of the final proposed bargaining settlement and is provided with an opportunity to comment. | 0 | |
| Financial Management Standards -- Maintenance and Operations Fiscal Controls | | | |
| 18.1 | The college has a comprehensive risk-management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well being of the college. | 4 | 5 |
| 18.2 | The college has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials. | 2 | 2 |
| 18.3 | The college controls the use of facilities and charges fees for usage in accordance with college policy. | 5 | 5 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|--|---|-------------------------|------------------------|
| 18.4 | The Maintenance Department follows standard college purchasing protocols. Open purchase orders may be used if controlled by limiting the employees authorized to make the purchase and the amount. | 5 | 5 |
| 18.5 | Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls. | 5 | 5 |
| 18.6 | College-owned vehicles are used only for college purposes. Fuel is inventoried and controlled as to use. | 5 | |
| 18.8 | Capital equipment and furniture is tagged as college-owned property and inventoried at least annually. | 1 | |
| 18.9 | The college adheres to bid and force account requirements found in the Public Contract Code (Sections 20111 and 20114). These requirements include formal bids for materials, equipment and maintenance projects that exceed \$50,000; capital projects of \$15,000 or more; and labor when the job exceeds 750 hours or the materials exceed \$21,000. | 7 | |
| 18.10 | Standard accounting practices dictate that the college has adequate purchasing and contract controls to ensure that only properly authorized purchases are made and independent contracts approved, and that authorized purchases and independent contracts are made consistent with college policies, procedures, and management direction. In addition, appropriate levels of signature authorization are maintained to prevent or discourage inappropriate purchases or contract awards. | 4 | |
| Financial Management Standards – Food Service Fiscal Controls | | | |
| 19.1 | The college operates the food service programs in accordance with applicable laws and regulations. | 3 | |
| Financial Management Standards – State-Mandated Cost | | | |
| 21.1 | The college has procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures cover: the identification of changes to existing mandates; training staff regarding the appropriate collection and submission of data to support the filing of the mandated costs claims; forms, formats, and time lines for reporting mandated cost information; and review of data and preparation of the actual claims. | 2 | 2 |

The standards in bold text are the identified subset of standards for ongoing reviews.

ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 1.1 – Internal Control Environment

Professional Standard:

Integrity and ethical behavior is the product of the college's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others.

Sources and Documentation:

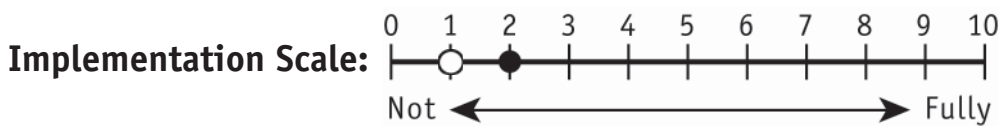
1. Compton CCD Policy Manual of the Board of Trustees (Draft, 2003)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board policies do not adequately address integrity or behavioral expectations. The Compton CCD has not implemented complete procedures to ensure that it complies with the Government Code requirements and board policy for filing of statements of financial interest (Form 700). Procedures should include written district policy and a code of ethics that is distributed to all employees and made available online. Documented reviews included no indication that district administrators received ethics training. There is no policy regarding the roles and responsibilities of public officials related to conflicts of interest.
2. The Compton CCD (Special Trustee), Compton Center (Provost) and El Camino CCD administrators communicate their expectations to employees, and demonstrate integrity and ethical behavior in their daily activities.
3. Responsibilities for functions and operations among the three entities involved in the Memorandum of Understanding need to be continually clarified and reviewed due to the complexity of the agreement. Not all employees at the Compton CCD, Compton Center and El Camino Community College are cooperating or making the necessary changes in attitude or work ethics that are necessary to reach maximum efficiency. Employees should be encouraged to adapt to the changes, accept more responsibility, and become more efficient in their daily work activities.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 1.4 – Internal Control Environment

Professional Standard:

The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area.

Sources and Documentation:

1. Compton Community College Organizational Chart (2006-07)
2. Administrative Services Organizational Chart (undated)
3. El Camino College Organizational Chart (10-30-06)
4. CCCD Policy Manual of the Board of Trustees (Draft, 2003)
5. CCCD Resolution No. 05/06-06-29-06B – Resolution to Reestablish Educational Administrative Positions and Make Acting Appointments to the Positions

Progress on Implementing the Recommendations of the Recovery Plan:

1. The El Camino Community College has prepared a working draft dated September 26, 2007 (Guideline #1). The scope and purpose of Guideline #1: Responsibilities for Functions and Operations at the ECC Compton Community Educational Center, attempts to clarify the reporting roles and responsibilities of the following key administrators:
 - Compton Community College District (Special Trustee)
 - Compton Center (Provost)
 - El Camino Community College District (President and Vice Presidents)

Because of the complex and uncertain reporting structure, the Compton Center continues to evolve as an organization. The circumstances under which the Compton Center operates are unique, and some confusion about lines of authority and responsibility is understandable.

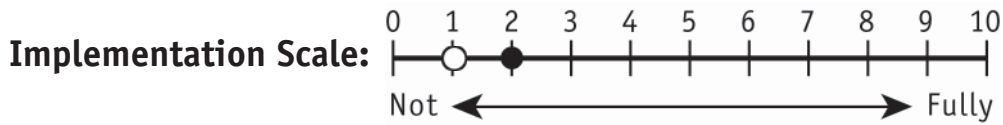
According to the original draft Memorandum of Understanding dated December 14, 2006, the Special Trustee should exercise, through the Provost, direct managerial responsibility for Compton CCD functions that do not exist primarily to support the Compton Center and as defined in Assembly Bill 318. However, this has not been effective largely because of how long it has taken to create and begin to implement the current draft clarifying the organizational structure (approximately 1.5 years). The Compton CCD and Compton Center continue to function under much uncertainty and disorganization. The legislative intent of AB 318 was for the partner district, El Camino Community College, to provide for oversight and management of the instructional programs and supporting services. However, many areas under the business and facility functions have crossed over to El Camino because of a lack of clarity regarding the organizational roles and responsibilities of each participating agency.

2. The Compton Center Associate Superintendent of Business position has been vacant since July 1, 2006. The Compton CCD is the funded entity and retains oversight and fiduciary responsibility for the district's assets and current employees. This leadership vacancy and the lack of full-time on-site supervision by the Special Trustee have also added to the organizational inefficiencies. El Camino Community College has employed an outside consultant with funding provided by the Chancellor's Office and AB 318 to assist with oversight of the

Compton CCD. Filling this position appropriately should have been the function, role and responsibility of Compton CCD and not El Camino CCD. Since the team's on-site visit, FCMAT has learned that a full-time Chief Business Officer has now been appropriately hired by the Compton Center. The business support services have been difficult to distinguish under the current structure and should be reviewed in accordance with the MOU.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 1.7 – Internal Control Environment

Professional Standard:

All employees are evaluated on performance at least annually by a management-level employee knowledgeable about their work product. The evaluation criteria are clearly communicated and, to the extent possible, measurable. The evaluation includes a follow-up on prior performance issues and establishes goals to improve future performance.

Sources and Documentation:

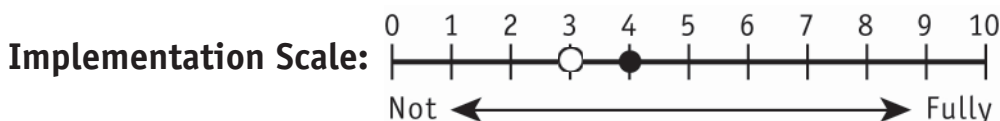
1. Latest performance evaluation forms for Business Office personnel
2. Contract Agreement between the Compton Community College District and the Compton Community College Federation of Classified Employees (7-1-03 – 6-30-06)
3. Compton CCD Policy Manual of the Board of Trustees (Draft, 2003)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The collective bargaining agreement between Compton CCD and the classified bargaining unit requires the performance evaluation instrument to be reviewed every two years and revised as necessary. The agreement also specifies the annual evaluation of permanent unit members no later than May 1. The team received written and oral evidence that employees in the business office had received performance evaluations for the current period.
2. Board Policy 2.1, Evaluation (undated), requires the annual performance evaluation of all management employees. Further, personnel policy and rules require annual performance evaluations of all classified employees, including managers. The review team could not find documented evidence that management employees had been evaluated during the past fiscal year.
3. No training or documentation was provided that training for all managers was performed on conducting performance evaluations of their employees. These trainings were to include written materials and sample forms for reference.
4. An evaluation process for both faculty and managers was developed by the Compton Center. The board approved the faculty evaluation process, but it has not been implemented to date. The management evaluation instrument has not been approved by the board.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 4



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 1.8 – Internal Control Environment

Professional Standard:

Top management sets the tone and establishes the environment. Therefore, appropriate measures are implemented to discourage and detect fraud.

Sources and Documentation:

1. Compton CCD Policy Manual of the Board of Trustees (Draft, 2003)
2. Compton CCD Report on Audit of Financial Statements (June 30, 2006)

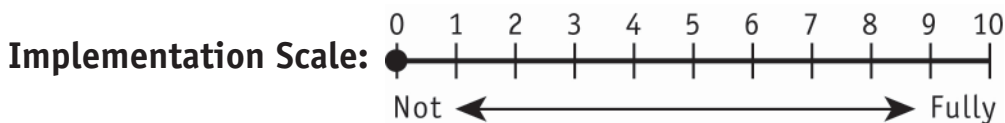
Progress on Implementing the Recommendations of the Recovery Plan:

1. The principal mechanism for the deterrence of fraud or illegal practices is strong internal controls. Internal controls are the processes designed to provide reasonable assurance that the operations of the district are effective and efficient, the financial information produced is reliable and the district is operating in compliance with all applicable laws and regulations. Internal accounting controls have not been fully implemented or enforced at the Compton CCD to protect against irregularities and illegal acts characterized by intentional deception and misrepresentation of material facts. Board policies have not been developed to properly address fraud prevention and conflict of interest.

While all employees in the organization have some degree of responsibility for the internal controls of the college, the Special Trustee and upper management of the Compton CCD, Compton Center and El Camino Community College are ultimately responsible. The recommendations in the FCMAT extraordinary audit have been assigned to various managers for necessary corrections to policies and procedures. Progress has been limited as efforts are being made to try to stabilize current operations with limited staff.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 2.1 – Inter- and Intra-Departmental Communications

Professional Standard:

The business and operations departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedures manuals are necessary to the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).

Sources and Documentation:

1. Email correspondence
2. Department memoranda

Progress on Implementing the Recommendations of the Recovery Plan:

1. Due to the current lack of governance clarity between the Compton CCD, Compton Center and El Camino Community College, documented correspondence between the departments of any of these agencies was minimal. The district has not yet developed new procedure manuals, or similar resources, for business-related functions. When manuals or other resources are developed, they should explain in detail the processes and procedures that are expected and/or necessary to comply with rules, regulations and applicable laws in accordance with the Memorandum of Understanding. Payroll and position control functions are governed by LACOE and El Camino accounts payable processes. Accounting forms and processes also follow the El Camino College framework. The goal of the college is official written manuals for all functions.

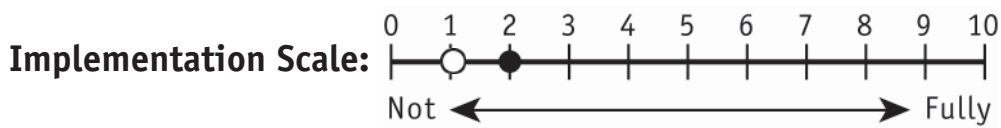
The Business Office staff at the Compton CCD has been split into two component units: 1) Operational functions consisting of cashiering, payroll, purchasing and accounts payable, and 2) General accounting consisting of budget development, budget monitoring, financial reporting, year-end closing and auditing. Meetings were held and organizational charts distributed to all staff regarding lines of authority. While this information has assisted in the governance transfer to some degree, many staff are still confused regarding conflicting direction from the Compton CCD, Compton Center and El Camino Community College. There has been no documentation containing the necessary specificity regarding governance, roles and responsibilities and oversight clarification between any of the agencies.

Because of the complexity and uncertainty of the reporting structure, the Compton Center continues to evolve as an organization. The circumstances under which the Compton Center operates are unique, and some confusion about lines of authority and responsibility is understandable. Ample time has passed to establish a clear governance strategy; however, the Compton District and Compton Center continue to function under much uncertainty and disorganization.

- Leadership meetings are conducted weekly at El Camino Community College to review organizational, fiscal and employee reporting issues, training needs, the restructuring of management, staff responsibilities and expertise to be able to function on new systems and within El Camino Community College's established policies and procedures. While the intent of these meetings is commendable, the direction does not appear to be in compliance with the language identifying El Camino Community College's fiscal oversight and responsibilities to manage only the Compton Center and not assume the fiscal service operations of Compton CCD.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 2.2 – Inter- and Intra-Departmental Communications

Professional Standard:

The financial departments communicate regularly with the Governing Board and community on the status of college finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the college and board, or reflect a change in policy.

Sources and Documentation:

1. 2007-08 tentative budget and final budget
2. 2006-07 CCFS 311Q
3. 2006-07 CCFS 311A
4. E-mail correspondence
5. Department memoranda
6. Board agenda
7. Budget Advisory Committee agenda

Progress on Implementing the Recommendations of the Recovery Plan:

1. The review team reviewed documentation for the 2006-07 and 2007-08 fiscal years that showed communications between the entities was isolated and limited to the upper management level for financial reporting requirements. The Compton CCD and El Camino Community College management provided communications to the Special Trustee regarding budget information that included documents such as the tentative budget, final budget, Enrollment Management Plan and Form 311Q quarterly financial status reports.

While budget and financial information was disseminated between the two entities, communication remained unclear with regard to budgeting information beyond a summary level. In a normal budgeting format, the tentative budget includes projected enrollment FTES, revenues and expenditures for both unrestricted and restricted programs along with detailed information by site/location, departments and educational programs.

During the last year, the district transitioned the financial reporting to DataTel. As with most conversions, the transition was difficult but appears to be functioning adequately. Both the DataTel and PeopleSoft financial reporting systems are utilized by the Compton CCD, Compton Center and El Camino Community College. DataTel is the main financial system utilized by all entities, with an interface to PeopleSoft supported by the Los Angeles County Office of Education. The PeopleSoft system is required for payroll and accounts payable transactions through LACOE, which are then posted to both systems. Prior to the MOU, the Compton CCD operated on the PeopleSoft financial system.

Funding exists specifically for the fiscal and managerial support of the Compton Center and the re-establishment of its accreditation through direct funding supported by the Chancellor's Office and AB 318 to El Camino Community College. These funds should be budgeted as a separate site or function in the El Camino Community College budget and clearly identified

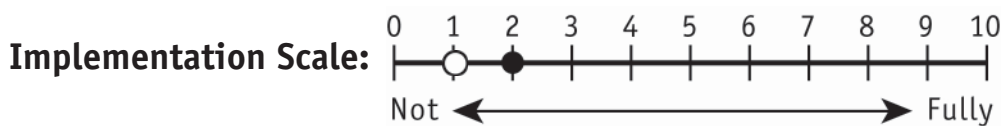
for support purposes for the Compton Center only. While some fiscal issues and crossover are involved in determining what is support of the center versus the district, communications regarding the fiscal oversight of the Compton CCD should more appropriately reside with the Special Trustee and not El Camino Community College.

The Guiding Principles provided by El Camino Community College, identified as Principles One, Two and Three and attached at the end of this report section for reference, are an example of clear lines of communication, authority, roles and responsibilities of each entity and identify the first year of the partnership as crisis management. Absence of specificity in AB 318 and in the agreed-upon MOU has resulted in budgeting practices and communications that have become a hybrid model that is not clearly understood by all agencies involved. The most difficult component of this agreement is the distinction between the Compton CCD and the Compton Center. The intensity and motivation to clarify this distinction should be demonstrated at the highest administrative levels and done more expediently.

Guiding Principle Two clearly attempts to identify the role of the Compton CCD but lacks specificity regarding the business, legal and other administrative functions related exclusively to the district. The Guiding Principles lack a specific budget component and identity that provides a clear understanding of the governance roles. On paper, this attempt is commendable but in reality, the operations of both the Compton district and the Compton Center have not followed these recommended practices under the leadership and guidance of El Camino Community College or the Special Trustee.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 2.4 – Inter- and Intra-Departmental Communications

The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.

Sources and Documentation:

1. 2005-06 Audit Report
2. Draft of Extraordinary Audit, October 6, 2006
3. Board policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. The internal control environment includes the integrity, ethical values and competence of personnel; the philosophy and operating style of management; the way management assigns authority and responsibility and organizes and develops its employees; and the attention and direction provided by the governing board and executive management.

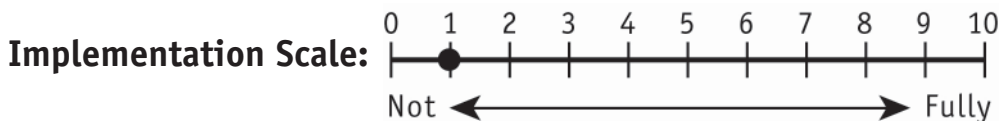
Effective internal controls are designed to ensure the following:

- Effectiveness and efficiency of operations.
- Reliability of financial reporting.
- Compliance with applicable laws and regulations.

No formal policies or procedures have been developed that provide an information mechanism for employees to report potential illegal acts of fraud or that clarify an investigative process is in place by management.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 2.5 – Inter- and Intra-Departmental Communications

Professional Standard:

Documents developed by the financial departments for distribution to the board, staff and community are easily understood.

Sources and Documentation:

1. 2007-08 tentative and final budgets
2. 2006-07 tentative budget
3. 2006-07 CCFS 311A
4. E-mail correspondence
5. Department memoranda
6. Board agenda
7. Budget Advisory Committee agenda
8. Proposal for Partnership with the Compton Community College District

Progress on Implementing the Recommendations of the Recovery Plan:

1. Documentation for the 2006-07 and 2007-08 fiscal years showed that communications between the agencies is not disseminated to all stakeholders, leading to confusion and misinformation. While budget and financial information was disseminated between the two entities, communication remained unclear among program and department managers. Department managers at the Compton CCD did not receive a breakdown of their respective budgets and continued to find it difficult to determine approved expenditure budgets for both the 2006-07 and 2007-08 fiscal years.

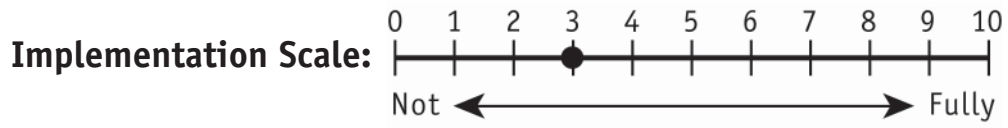
Direct funding exists, from the Chancellor's Office and AB 318 to El Camino Community College, specifically for the fiscal and managerial support of the Compton Center. These funds were not identified as a separate site or function in the budget process or system reports provided to the team while on site.

The 2007-08 tentative and final budgets did not present a multiyear forecast. Due to the lack of a budget development process, the budget focus was limited exclusively to the 2007-08 fiscal year. The team could not verify that system financial reports agreed with the tentative or adopted budgets for fiscal year 2007-08 that were presented to the Special Trustee.

2. Guiding Principle Three provides the industry standard for the normal budget process, including a planning and budget development calendar. The document contains all the necessary key criteria to develop the budget in a timely and accurate model. The team could not verify that a budget development calendar or model was utilized. It appears that this process is only delineated on paper and has had no bearing or effect on the actual budget.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 4.1 – Internal Audit

Professional Standard:

The Governing Board has adopted policies establishing an internal audit function that reports directly to the president or Governing Board.

Sources and Documentation:

1. Staff interviews

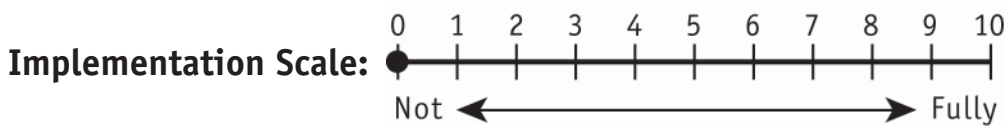
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not established an internal audit function by policy or position that reports directly to the Special Trustee or Governing Board. The district, in conjunction with the partnership with El Camino College, intends to employ a full-time internal auditor funded by an allocation from the Chancellor’s Office under the current MOU.

Standard Implemented: Not Implemented

April 2007 Rating: 0

January 2008 Rating: 0



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 4.4 – Internal Audit

Professional Standard:

Internal audit findings are reported on a timely basis to the Governing Board and administration, as appropriate. Management then takes timely action to follow up and resolve audit findings.

Sources and Documentation:

1. 2005-06 Audit Report
2. Board policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. Previous audit findings identified in the recommendations section of the 2005-06 audit report have not been resolved in accordance with the findings in the report. The report contained 32 findings. Due to the high turnover in Business Office staff, lack of training among employees, and governance changes resulting from AB 318 and the subsequent reassignment of business office staff, recommendations have not been addressed in a timely manner. District responses include the admission, recognition and concurrence with the reported material weaknesses identified in findings 06-01 through 06-12. The report further states that the completion or any substantive implementation of the 2005-06 audit findings may not be evident until the completion of the 2007-08 audit.

The 2005-06 audit contains numerous findings regarding categorical programs, such as state compliance for CalWORKS, and noncompliance for federal programs.

Material Weaknesses

Material weaknesses are deficiencies in the district's internal controls that are so serious that errors or fraud may occur and not be detected in a timely manner by employees during the normal course of business. A material weakness may also be a violation of current laws or regulations. A material weakness is the most serious type of finding.

The findings include the following:

Finding 06- 01- General Fund Reserves, Cash Flow and Going Concern

Finding 06-02- Antifraud Program

Finding 06-03- CCFS 311 Financial Reporting

Finding 06-04- General Accounting and Internal Controls

Finding 06-05- Accounts Receivable

Finding 06-06- Capital Assets

Finding 06-07- Accounts Payable

Finding 06-08- Accrued Vacation

Finding 06-09- Enrollment Fees

Finding 06-10- Self Insurance-Workers Compensation Negative Fund Balance

Finding 06-11- Negative Fund Balances

Finding 06-12- Associated Students

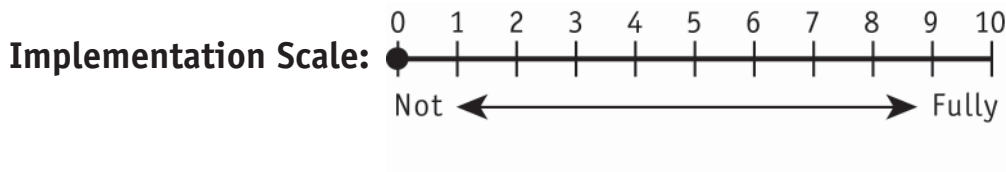
Continued measurable efforts are not evident in this area and could seriously impair the Compton CCD, Compton Center and El Camino Community College joint efforts to complete the milestone expectations for the accreditation process. Based upon the funding available through AB 318, accelerated efforts in addressing the complete audit findings need to be addressed immediately. Much time has been spent in discussing and planning what strategies need to be employed to improve the financial reporting condition of the Compton CCD, yet the necessary concentrated efforts required in this area have not occurred.

At the time of the team's fieldwork, the 2006-07 audit had not been completed. Therefore, it could not be determined if any of the findings from the 2005-06 audit were corrected and not repeated in the current year audit.

The Business Office staff and members from the Bursar's Office attended an anti-fraud workshop presented by a local audit firm, thus demonstrating a willingness to understand best practices.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 5.1 – Budget Development Process (Policy)

Professional Standard:

The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the college’s goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the college’s goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and college needs.

Sources and Documentation:

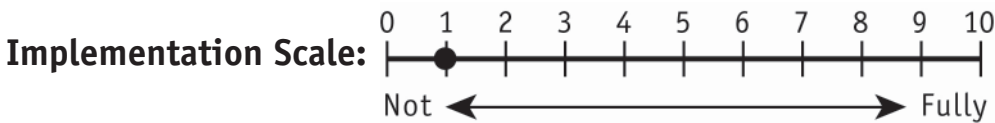
1. The Compton Community College District has a generic policy manual that calls for a budget process consistent with the standard. There is no evidence of effort to customize the policy to meet the specifics of the district and its business practices.

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD has not developed a comprehensive budget policy with administrative regulations consistent with the standard and the needs of the El Camino/Compton partnership, including the accreditation standards.
2. Guiding Principle Three provides the industry standard for the normal budget process, including a planning and budget development calendar. The document contains all the necessary key criteria to develop the budget in a timely and accurate model. However, based upon the lack of this information during the 2006-07 and 2007-08 fiscal years, the process is only delineated conceptually on paper and has had no bearing or effect on the actual budget preparation and presentation to the Special Trustee. A Budget Committee has been formed and meets regularly under the direction of an interim Business Director. Compton Center is developing its multi-year budget projections and a budget plan according to the El Camino College standards and time lines.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 5.3 – Budget Development Process (Policy)

Professional Standard:

Policies and regulations exist regarding budget development and monitoring.

Sources and Documentation:

1. Compton Community College Policy Manual
2. Business Office files

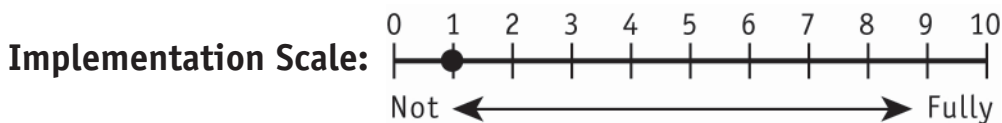
Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no budget development and monitoring policy in place relevant to current and evolving conditions at Compton CCD. El Camino Community College is proposing to develop a budget development model that will provide a direct correlation to the instructional, institutional and departmental areas. The model will require collaborative efforts by all three entities to meet the five-year plan and goal of the Compton CCD transition for accreditation purposes. There has been no progress in the actual implementation of a policy.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 1



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standards 5.4 and 5.6 – Budget Development Process (Policy)

Professional Standards:

Standard 5.4: The college has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects college priorities.

Standard 5.6: Categorical funds are an integral part of the budget process and have been integrated into the entire budget development. The revenues and expenditures for categorical programs are reviewed and evaluated in the same manner as unrestricted general fund revenues and expenditures. Categorical program development is integrated with the college's goals and is used to respond to specific college student needs to support student learning outcomes.

Sources and Documentation:

1. Compton Community College Policy Manual
2. Business Office files

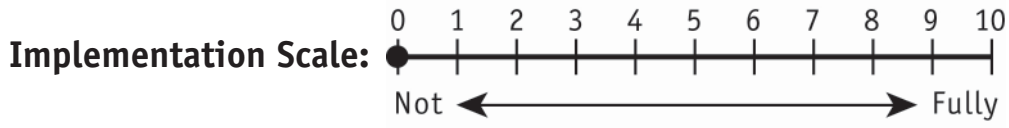
Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no budget development process that uses resource allocation policies that are relevant to current and evolving conditions at Compton CCD. The process needs to provide both short- and long-range fiscal scenarios. This plan should include the impact of negotiations, short- and long-term commitments for debt, employee compensation costs, position control and other key factors that affect the budget process.
2. The Compton CCD has failed to create policies and procedures that facilitate development of a budget that is understandable, meaningful, reflective of college goals, and balanced in terms of revenues and expenditures, other than meeting the standard reporting requirements.
3. The development of the Compton Center budget proposed by El Camino Community College is guided by Section 18 of the MOU. Under the MOU, El Camino Community College will provide fiscal and administrative oversight for the operation of the center and all matters related to the center. The budget for the center will be jointly developed and approved by El Camino and the Compton CCD. Compton will continue to provide fiscal and administrative oversight of any activities of the district, which will be separate from and unrelated to the center. In theory, this budget scenario closely relates to the intent of AB 318, but the team could find no documented evidence that these budget practices have been implemented to date.
3. The budget information provided to the team did not contain any carryover or calculations with regard to deferred revenue for the college's categorical programs. According to district responses, the DataTel System implementation will assist staff with the budget process.

Standard Implemented: Not Implemented

April 2007 Rating: 0

January 2008 Rating: 0



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 6.1 – Budget Development Process
(Technical)

Professional Standard:

The Budget Office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies the sources and uses of funds. Reasonable FTES and COLA estimates are used when planning and budgeting. The same process is applied to all funds.

Sources and Documentation:

1. Compton Community College Policy Manual
2. Business Office files

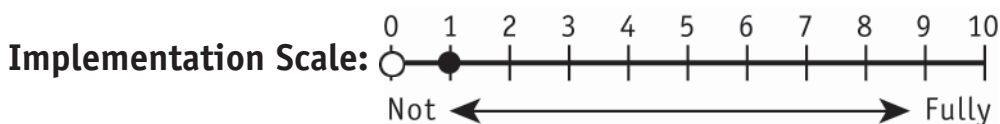
Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no budget process for budget development in place relevant to current and evolving conditions at Compton CCD.
2. El Camino has proposed to coordinate the budget development schedule, assist with the verification processes and ensure consistent budget development practices are implemented at both campuses. The process utilized between both campuses for 2006-07 and 2007-08 did not reflect the proper coordination or demonstrate that a process was in place to forecast revenues, verify expenditures or clearly identify the sources and uses of funds at the time of review.

Because of the lack of collaborative efforts by the Compton CCD and El Camino Community College, the projections were an abbreviated version of any normal budget process and only included administrative management and the use of outside consultants in the preparation of the budget. The budget in its simplest form reflects the basic requirements for the current year and does not correlate to the goals or priorities of the Compton CCD.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 7.5 – Budget Adoption, Reporting, and Audits

Professional Standard:

The first and second interim reports show an accurate projection of the ending fund balance. Material differences are presented to the Governing Board with detailed explanations.

Sources and Documentation:

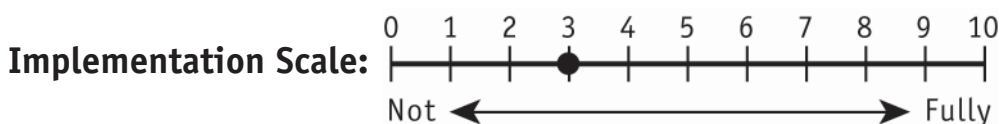
1. 2006-07 CCFS 311A
2. 2006-07 CCFS 311Q
3. E-mail correspondence
4. Department memoranda
5. Board agenda
6. 2006-07 general ledger trial balance

Progress on Implementing the Recommendations of the Recovery Plan:

1. Staff was continuing to work on closing entries for the 2006-07 fiscal year with the district's Independent Auditor at the time of the team's review in November 2007. Based upon the lack of information regarding the Compton CCD's ending fund balance, no evaluation or representation of material differences could be made regarding the accuracy of data presented to the Special Trustee.
2. During the 2006-07 and 2007-08 fiscal years, CCFS -311Q or quarterly financial status reports were presented to the Special Trustee depicting the projected ending fund balance of the college for all unrestricted and restricted resources.
3. The retirement of the Vice President of Business Affairs in June 2006 created a leadership and technical void that affected the performance of the Business Office in the 2006-07 and 2007-08 fiscal years. Absent this leadership position, El Camino College hired an outside consultant to assist with the fiscal affairs of the district. At the time of this review, this position continued to be vacant and presented an ongoing leadership issue that needs to be filled for the Compton CCD to successfully manage and sustain the college's financial solvency. FCMAT has recently learned that the Compton CCD has hired a new Chief Business Officer.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 8.2 – Budget Monitoring

Professional Standard:

There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for overexpenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly.

Sources and Documentation:

1. PeopleSoft financial reports
2. 2006-07 purchase orders
3. 2006-07 requisitions
4. DataTel financial reports
5. 2005-06 audit

Progress on Implementing the Recommendations of the Recovery Plan:

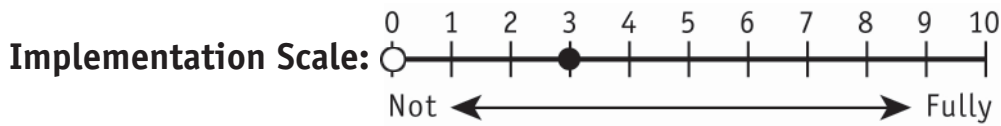
1. The Compton CCD, Compton Center and El Camino Community College have completed the implementation and conversion of the district's financial data from PeopleSoft to DataTel's Colleague Financials (CF) and HR/Payroll (HR) modules. El Camino Community College staff have begun training Compton Center site and department staff on online purchase requisitions and running budget reports. Performing these functions will reinforce site and department responsibility for budgets and will improve the timeliness of financial information, efficiency and internal controls if the processes can be fully implemented. No reports were being produced that were consistent from each system, and staff had to utilize a series of downloads and Excel spreadsheets to verify the Compton CCD's financial data for the Form 311Q financial reporting requirements.
2. The current process continues to bifurcate the Compton Community College District's financial data between DataTel and PeopleSoft and does not clearly identify the accurate financial position of the college. The conversion of the payroll account code structure is complete and the HRS system payroll transactions are being imported into DataTel. The budgets to actual expenditures are monitored in the DataTel system. There is no mechanism within the HRS system (Payroll) for a check against budget at the time the pay warrant is produced. Once the payroll system transactions are uploaded into both PeopleSoft and DataTel, staff can make a budget comparison.
3. Appropriate department and site managers do not receive timely budget reports for review and are unaware of overexpenditures. Business office personnel do not regularly monitor budgets.
4. Sites and departments cannot run their own budget reports or verify the appropriate budget for the fiscal year. The Compton CCD needs to implement training for departments to discuss their specific budgets and to train administrators and their assistants to run their reports. The Business Office should send monthly reports to the sites and departments, but sites and departments should also be able to choose to run other types of reports that will assist in the analysis of their site or department budget.
5. Online budget revisions should be implemented to allow more efficient, accurate and timely

processing of budget transactions. The district should investigate instances where transactions were processed with insufficient funds available in the budget and should initiate proper controls so that it does not continue. Examples included expenditure transactions involving the Police Department budget by El Camino Community College without the approval and awareness of the Compton CCD.

6. The goals and objectives of the El Camino/Compton partnership should be reviewed, and an immediate plan developed to provide the proper fiscal oversight needed for an agency receiving state intervention. All school districts and community colleges in Los Angeles County require an interface with the PeopleSoft software maintained by the Los Angeles County Office of Education for proper oversight and reporting responsibilities.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 3



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 8.5 – Budget Monitoring

Professional Standard:

The college uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.

Sources and Documentation:

1. HRS position control data
2. PeopleSoft financial reports
3. DataTel Colleague documentation (no position control)

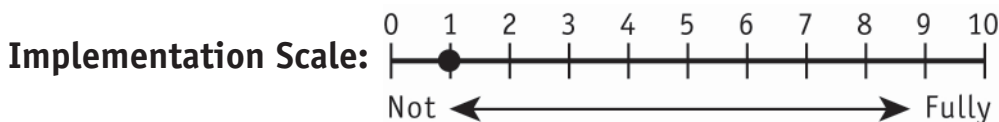
Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has formulated a plan to load all employee data into the DataTel Colleague financial system. At the time of fieldwork, no verifiable documentation existed in the Business Department demonstrating that the proper internal controls and employee tracking were being performed.

Hiring has occurred for positions with oversight responsibilities by the El Camino Community College that appear to cross over the intent and assistance outlined in the MOU. As an example, El Camino Community College hired specific personnel to oversee the district’s bond fund with funding received from AB 318, which was designed to assist with fiscal support for the Compton Center. The oversight of the bond fund is clearly delineated as the continued responsibility of the Special Trustee under the Compton CCD. These types of decisions have occurred without written documentation or an approval process. While they may be needed, these actions continue to add to the underlying issue that each agency is unclear of the process, roles and responsibilities and how to successfully implement the intent of AB 318.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 9.2 – Budget Communications

Professional Standard:

The college budget clearly identifies one-time sources and uses of funds.

Sources and Documentation:

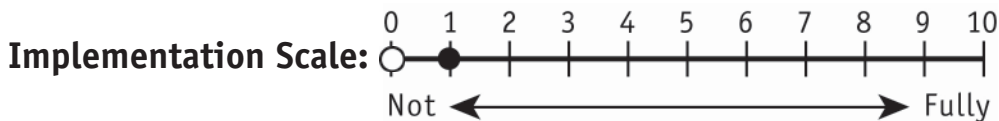
1. 2007-08 tentative and final budgets
2. 2006-07 tentative budget
3. 2006-07 CCFS 311Q
4. 2006-07 CCFS 311A
5. E-mail correspondence
6. Department memoranda
7. Board agenda
8. Budget Advisory Committee agenda
9. Proposal for Partnership with the Compton Community College District

Progress on Implementing the Recommendations of the Recovery Plan:

1. Because of the recent software implementation from PeopleSoft to DataTel Colleague Financials, no meaningful budget data could be produced by on-site staff at the Compton CCD regarding one-time sources and uses of funds. The accounting staff could not identify, translate or verify this data on either financial reporting software.
2. Staff at the department accounting level were not involved in developing the budget and had a difficult time translating the budget information to what was on both financial systems for both the 2006-07 and 2007-08 fiscal years.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 11.1 – Attendance Accounting

Professional Standard:

An accurate record of enrollment and attendance is maintained.

Sources and Documentation:

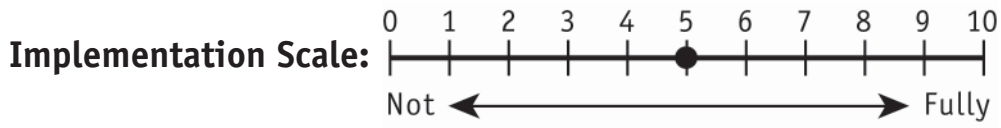
1. CCCD Report on Audit of Financial Statements (June 30, 2006)
2. CCFS-320 Apportionment Attendance reports (2005-06, 2006-07)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Effective with the fall 2006 term and continuing, the Compton Center has utilized El Camino Community College District's DataTel system to maintain student records. Students can enroll and register, and student attendance is recorded using El Camino's processes and system. The data for Compton's students is kept separate in the system by assigning a separate college number to those students, and by allowing access by Compton staff members to those student records only. El Camino staff members generate census reports and positive attendance forms for Compton faculty and staff to complete and enter into the system. Any reports or forms not returned or completed appropriately are followed up on by El Camino staff.
2. The student information system used previously by Compton CCD is still available to access historical student records. The longer term plan is to implement a separate DataTel system for the district to use as its student records system, including the historical student records. This was slated to begin in December 2006, but no completion date was specified, nor were updates provided to the team during this review period.
3. The Compton CCD's latest audit report, for the year ended June 30, 2006 cited issues in student enrollment fees, concurrent enrollment, open enrollment and attendance. All of these findings can affect the accuracy of the attendance reported to the state for apportionment purposes. Most of these issues were unresolved findings from the prior year and are now being addressed with the implementation of the district's new financial reporting system.
4. Compton CCD has begun managing its own DataTel student database separately from El Camino. Training assistance is being provided, and internal capacity is being built for the district's staff. Utilizing the designated processes from El Camino Community College will enhance the district's ability to resolve the outstanding audit findings. This process will ensure that the student enrollment and attendance records are accurately kept and adequately documented for state apportionment. It is difficult to measure progress without the completed audit for the 2006-07 fiscal year and findings and recommendations from the district's independent auditor.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 11.5 – Attendance Accounting

Professional Standard:

Procedures are in place to ensure that enrollment and attendance accounting and reporting requirements are met for weekly student contact hours (WSCH), daily student contact hours (DSCH), credit, non-credit, high school concurrent enrollment, and positive attendance.

Sources and Documentation:

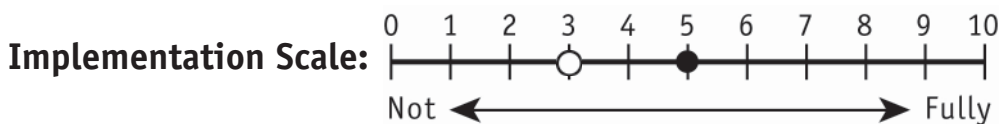
1. Sample weekly, daily and positive attendance census reports from El Camino CCD's DataTel system
2. Sample enrollment reports from El Camino CCD's DataTel system
3. El Camino College Compton Center 2006-2007 Enrollment and Registration Schedule
4. Sample positive attendance reports from El Camino's DataTel system

Progress on Implementing the Recommendations of the Recovery Plan:

1. As mentioned under FCMAT Standard 11.1, the student enrollment and attendance system used for Compton's students changed as of fall 2006. El Camino's student enrollment, registration, and attendance processes, forms, and systems are used for Compton's students. Compton CCD's data is kept separate using a separate college code in the database, and these efforts have demonstrated a positive increase in the data's accuracy.
2. El Camino staff members utilize the use of college code in the database to generate a separate CCFS-320 attendance report to the state for Compton CCD. Based on some preliminary attendance reports generated from the system, the review team verified that a college code is used exclusively for the Compton CCD and data is being accumulated with a high degree of accuracy.
3. The evaluation for this standard is based on the use of El Camino's system and procedures. Once Compton CCD resumes full responsibility for maintaining the student database, the evaluation for this standard should exclude consideration of El Camino's process. It is difficult to measure progress without the completed audit for the 2006-07 fiscal year and findings and recommendations from the district's independent auditor.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 12.2 – Accounting, Purchasing and Warehousing

Professional Standard:

The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the college's financial management.

Sources and Documentation:

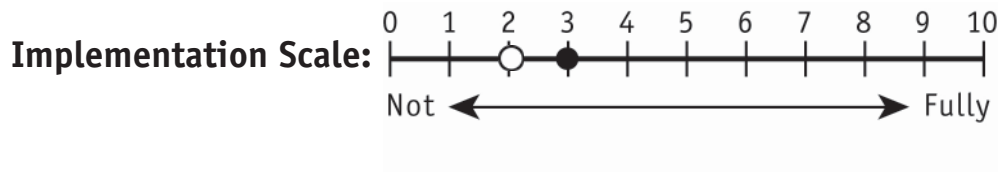
1. Various financial reports generated from PeopleSoft and DataTel
2. CCCD Report on Audit of Financial Statements (June 30, 2006)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Review of the final trial balance for 2006-07 generated from the financial system indicates that systems are not in place or enforced to ensure timely processing of financial activities or the appropriate closing entries.
2. The latest audit report, for the year ended June 30, 2006, cites a number of findings related to the timing and accuracy of the accounting transactions. Most of these findings were also cited in the previous year's audit report, and were not corrected. The results of the audit for the year ended June 30, 2007, were not yet available at the time of fieldwork.
3. The Business Office completed a very rapid conversion to a new financial system, without adequate time or resources for planning, conversion, and training. In addition, some accounting transactions are recorded in the old system and others in the new system for the current fiscal year. It appears that accruals from the prior year have not been adjusted in the current year financial system. There are significant concerns about the accuracy and completeness of the data in either system, without adequate staff time and training for those using the systems.
4. Financial reports from the PeopleSoft system and DataTel financial reporting software showed that information from the 2007-08 adopted budget was not included on either system and the two systems did not reflect the same information. Financial transactions from the PeopleSoft system are posted to both systems and appear to drive most of the transactional data. Although still fragmented and too soon to provide measurable results, all accounting staff have been trained by El Camino Community College and have accelerated their learning on the new DataTel financial system.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 3



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 12.3 – Accounting, Purchasing and Warehousing

Professional Standard:

The college forecasts its revenues and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the college reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, to ensure that all cash receipts are deposited timely and recorded properly, cash is reconciled to bank statements monthly.

Sources and Documentation:

1. Various financial reports generated from PeopleSoft and DataTel
2. CCCD Report on Audit of Financial Statements (June 30, 2006)

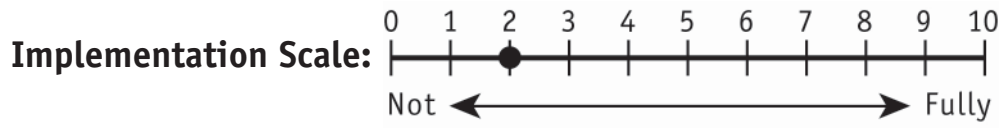
Progress on Implementing the Recommendations of the Recovery Plan:

1. At the time of fieldwork, Compton CCD staff had completed training on El Camino's DataTel financial system. The budget and accounting data for the current year is now posted on both systems through an interface. The Business Office accounting staff had a difficult time verifying the 2007-08 projections of revenues and expenditures because of the current condition of the data and lack of a budget process.
2. The review team could not find evidence that cash balances are monitored or that cash flows are documented or projected. There is no indication that Business Office management oversees cash management.
3. The latest audit report, for the year ended June 30, 2006, includes a finding regarding Compton's low cash balance and a lack of going concern. This finding occurred in the prior audit report, so it remained unresolved. In addition, a management letter issued before the formal audit cited the same concern and notified the district of several other cash-related issues. Audit results for the year ended June 30, 2007, were not yet available at the time of fieldwork. It is difficult to determine if measurable progress has been made without the findings and recommendations of the district's independent auditor.
4. Under the provisions of AB 318, the college has access to an established line of credit for cash flow purposes. The district's drawdowns against the line of credit are \$7,896,800 for 2006-07 and \$6,538,000 for 2007-08.

While the district appears to be in no imminent danger regarding its current cash position because funds are accessible through AB 318, staff should isolate this issue and begin to manage the cash position as if these funds were not available. Based on the specific language contained in AB 318 regarding stabilization income and declining guarantee of FTES, the district has an opportunity to balance the budget by reducing expenditures and staff commensurate with the current FTES projection. This could reduce the need to utilize the line of credit and reduce further debt financing to fund the district.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.4 – Accounting, Purchasing and Warehousing

Legal Standard:

The college’s payroll procedures are in compliance with established requirements (Education Code Section 85241). Standard accounting practice dictates that the college implements procedures to ensure the timely and accurate processing of payroll.

Sources and Documentation:

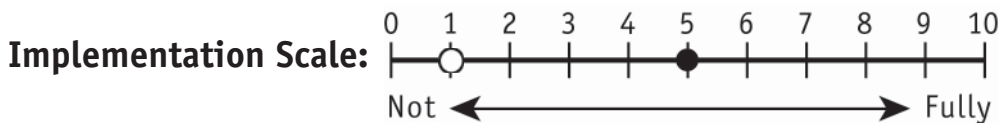
1. Various financial reports generated from PeopleSoft and DataTel
2. CCCD Report on Audit of Financial Statements (June 30, 2006)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The payroll department has experienced turnover from seasoned staff to temporary staff, and the level of staffing to support payroll has been unreliable at times during the comprehensive review period. The transition has finally been made to permanent staff. Payroll training has been provided by the El Camino Community College staff and is complete. This has resulted in significant improvement in payroll processing.
2. The processing of payroll and benefits is accomplished through an interface between the HRS position control system and both DataTel and PeopleSoft systems. El Camino’s DataTel system now contains all payroll transactions, so the budget can reflect actual payroll encumbrances and expenditures by posting data to both systems. LACOE runs all payroll transactions to generate payroll warrants for the district.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 12.5 – Accounting, Purchasing and Warehousing

Professional Standard:

Standard accounting practice dictates that the accounting work is properly supervised and work reviewed to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements.

Sources and Documentation:

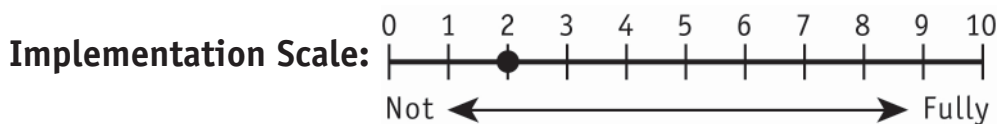
1. CCCD Report on Audit of Financial Statements (June 30, 2006)

Progress on Implementing the Recommendations of the Recovery Plan:

1. As evidenced by the number and subject matter of the findings in the most recent audit report, for the year ended June 30, 2006, there were significant issues with the accuracy of the accounting transactions. Many of these findings occurred in the prior year's audit and remain unresolved. The results of the audit for the year ended June 30, 2007, were not yet available at the time of fieldwork. These issues indicate a lack of appropriate review and supervision of accounting activities.
2. Financial data is being posted to both the DataTel and PeopleSoft systems. The PeopleSoft system is used to prepare the Form 311 reports for each quarter. PeopleSoft is utilized because the payroll transactions post immediately and are timelier for preparation of the 311 reports. The payroll data upload into DataTel lags behind the PeopleSoft upload by 30 days because of the mechanics involved in the retrieval and upload of the financial data. Based on this information, it is difficult to understand the necessity of the conversion process to DataTel for the Compton CCD versus maintaining its own financial records on the PeopleSoft system.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.7 – Accounting, Purchasing and Warehousing

Professional Standard:

Generally accepted accounting practices dictate that, to ensure accurate recording of transactions, the college have standard procedures for closing its books at fiscal year-end. The college’s year-end closing procedures should comply with the procedures and requirements established by the Chancellor’s Office.

Sources and Documentation:

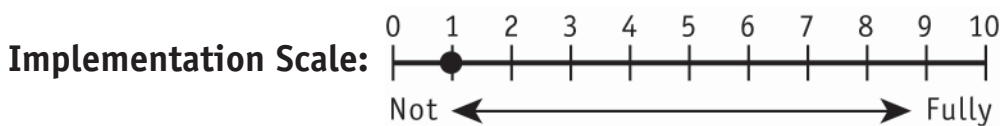
1. 2005-06 PeopleSoft Financial System Year-End Closing Procedures and Schedules (LACOE)
2. Year-End Financial Review Checklist (internal)
3. Journal entries and backup documentation
4. Closing trial balance and other financial reports from PeopleSoft
5. Compton CCD Report on Audit of Financial Statements (June 30, 2006)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The books were closed timely. However, the team could not find evidence that a year-end checklist had been implemented. A detailed checklist would assist the staff and provide best practices for a complete and comprehensive close for the fiscal year.
2. Business Office personnel have not been trained in the closing process. Each member of the Business Office should be assigned specific tasks for the closing. Tasks should be completed by a specified deadline to coincide with state reporting requirements. The staff has been trained in how to use the new account code structure and to convert transactions from the DataTel configuration to the PeopleSoft configuration.
3. The Business Office staff need strong oversight and supervision. A competent permanent manager should be hired to stabilize processes, ensure supervision and provide guidance. FCMAT has recently learned that the Compton CCD has hired a Chief Business Officer.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.9 – Accounting, Purchasing and Warehousing

Professional Standard:

The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.

Sources and Documentation:

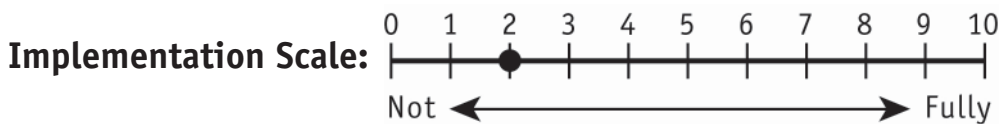
1. Board agenda items for purchases and for approval of bidding process
2. Compton CCD Report on Audit of Financial Statements (June 30, 2006)
3. Compton CCD Policy Manual of the Board of Trustees (Draft, 2003)
4. Bid Threshold and Bond Requirements (Compton CCD document dated April 2003)
5. Measure CC General Obligation Bonds with Independent Accountants' Report on Applying Agreed-Upon Procedures (dated June 30, 2006)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The team could not find evidence that board policies on purchasing and bidding practices have been updated.
2. The center needs to establish policies and procedures to address and make corrective actions for ongoing audit findings. The lack of a competent permanent manager has contributed to the lack of corrective action.
3. It appears that several invoices have been submitted for payment that lacked verifiable documentation that construction activities have occurred. There should be a procedure that allows the business manager to sign off on work performed. Because the Compton CCD has not hired a permanent business manager, the college President has signed invoices for payment.
4. The Compton CCD has not implemented the necessary procedure for conducting internal audits of the construction activities to substantiate the billings for those activities.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 13.1 – Student Body Funds

Professional Standard:

The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds.

Sources and Documentation:

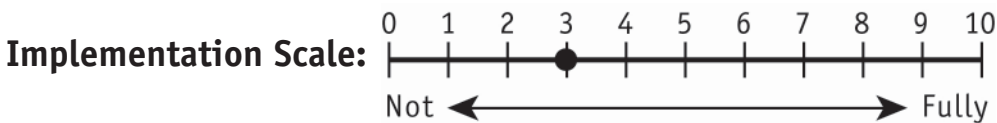
1. Associated Student Body Finance Policy and Procedures (undated)
2. Compton CCD Policy Manual of the Board of Trustees (Draft, 2003)

Progress on Implementing the Recommendations of the Recovery Plan:

1. No updates to board policies to provide overall guidance on the purpose, establishment, and conduct of a student body organization were provided other than the policies reviewed for the initial report issued in April 2007. These policies should include as a subset the financial aspects of the student body organization’s operations.
2. No updates were provided regarding administrative regulations for board adoption or approval by the Special Trustee to offer adequate guidance and ensure the consistent application of procedures. A draft of procedures was prepared, but it is unknown if the draft was formally implemented.
3. Employees and students have not been provided adequate training in the appropriate policies and procedures that govern ASB accounting.
4. The center should provide a handbook for employees and students to reference board policies, detailed regulations and procedures.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 13.4 – Student Body Funds

Professional Standard:

Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting.

Sources and Documentation:

1. Associated Student Body Finance Policy and Procedures (undated)
2. Compton CCD Policy Manual of the Board of Trustees (Draft, 2003)
3. Compton CCD Report on Audit of Financial Statements (June 30, 2006)
4. Sample completed source documents and bank reconciliation

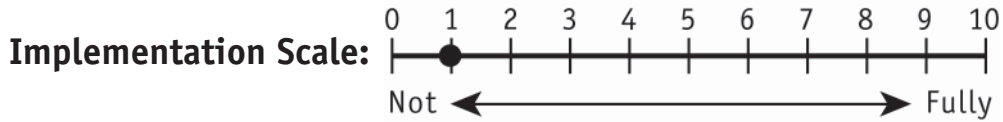
Progress on Implementing the Recommendations of the Recovery Plan:

1. The center should establish defined practices and procedures to ensure the timely resolution of audit findings. The study team could not find documentation to support that audit findings were resolved or procedures were in place to prevent future findings.
2. The center should ensure that postings to the general ledger are timely and accurate. One employee is assigned full responsibility for ASB accounting. This has provided stability and consistency. However, the records are not reviewed by another employee or a manager. The lack of checks and balances in place to monitor this activity violates proper internal control procedures for appropriate separation of duties and creates a risk for misappropriation of assets.
3. At the time of fieldwork (December 2007), the bank account had been reconciled through June 30, 2007. The center should establish time lines for bank reconciliations to make adjusting entries and verification of the correct cash balance.
4. Monthly financial statements have not been prepared in a timely manner and are not distributed to Business Office management, the student body president or the board. The center should establish written guidelines to ensure that the financial statements are prepared in a timely manner and distributed to the appropriate personnel monthly.
5. Blank checks are stored in an unlocked filing cabinet. The center should restrict access and secure the checks in either a locked filing cabinet or the safe.
6. To reduce the number of advance checks, the Business Office issued a check for \$200 to establish a petty cash account housed at the student body office. According to the student body office, the check was returned to the Business Office uncashed. It has not been confirmed if the check was ever cashed.
7. Advance checks have been greatly reduced. The president of the ASB is responsible for the collection of the receipts and returning any remaining cash back to the Business Office.

8. The Business Office does not schedule periodic internal audits for student body funds. Internal audits may detect errors that could be corrected, thereby reducing audit findings. Additionally, internal audits provide management with some assurance that policies and procedures are properly followed by staff and students.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 14.2 – Multiyear Financial Projections

Professional Standard:

The college annually provides a multiyear revenue and expenditure projection for all funds of the college. Projected fund balance reserves are disclosed. The assumptions for revenues and expenditures are reasonable and supportable.

Sources and Documentation:

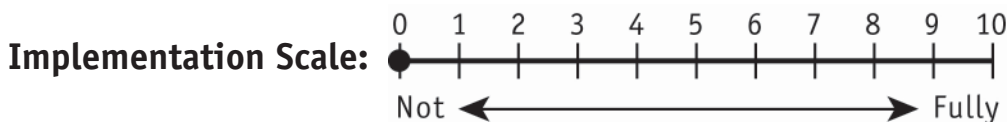
1. 2007-08 tentative and final budgets
2. 2006-07 tentative and final budgets
3. 2006-07 Quarterly Financial Status Report 311Q

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD continues to be hampered by the lack of business office leadership and the confusion of oversight roles between El Camino Community College and Compton CCD.
2. The budget process is not cohesive and collaborative because it is divided into independent sections at both campuses and is not shared at the management level in a timely enough manner to forecast multiyear projections.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 15.1 – Long-Term Debt Obligations

Professional Standard:

The college complies with public disclosure laws of fiscal obligations related to health and welfare benefits for retirees, self-insured workers' compensation, and collective bargaining agreements.

Sources and Documentation:

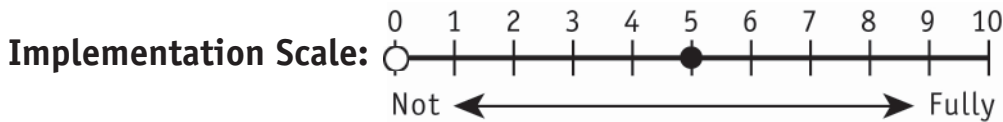
1. Business Office files
2. Audit reports
3. Actuarial reports

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has completed an actuarial for workers' compensation and has complied with the GASB 43 requirements one year before the required date. The liability has been determined and remains unfunded.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 16.1 – Impact of Collective Bargaining

Professional Standard:

The college has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of college operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of college operations. The college identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on college operations of current collective bargaining language, and proposes amendments to contract language as appropriate to ensure effective and efficient college delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session.

Sources and Documentation:

1. Human Resource Department files
2. Collective bargaining agreements
3. Interviews of Human Resources Office staff
4. Review of Business Office files and files in the office of the former Vice President of Business Affairs

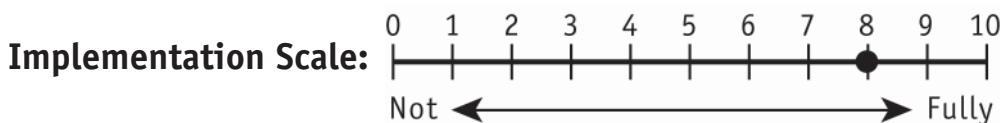
Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has completed negotiations and has developed internal guidelines for collective bargaining.

Standard Implemented: Fully - Substantially

April 2007 Rating: 8

January 2008 Rating: 8



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 18.1 – Maintenance and Operations Fiscal Controls

Professional Standard:

The college has a comprehensive risk-management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well being of the college.

Sources and Documentation:

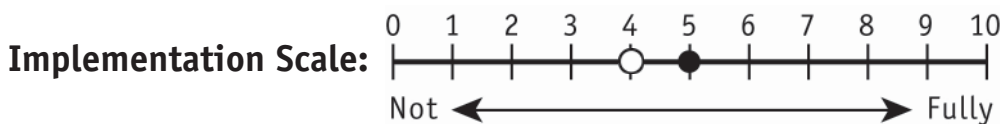
1. The Compton CCD budget, unaudited actuals, board policies and insurance policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. Workers' compensation is still underfunded according to documents reviewed for the 2007-08 budget.
2. Management estimates that the unfunded liability for the current workers' compensation program will be fully funded within one year.
3. Compton CCD has joined the other colleges in the JPA for the administration of workers' compensation through Keenan and Associates.
4. The current rate charged to the general fund did not reflect the actual rate or the amount to fully fund the program. Claims loss runs and reports were produced by staff and clearly identified improvement in this area.
5. Compton CCD has not implemented a risk management responsibility plan or assigned the risk management responsibilities to individual positions in the Business Office or in other departments.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 18.2 – Maintenance and Operations Fiscal Controls

Professional Standard:

The college has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.

Sources and Documentation:

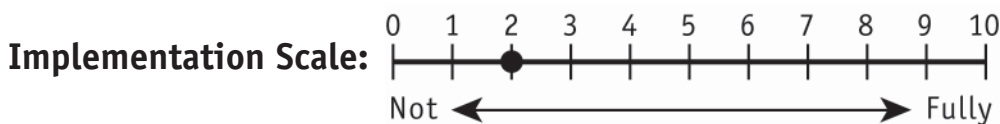
1. District documents
2. District employees

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD continues to utilize an automated work order software system called School Dude. The software system has been in place but has not been accepted or utilized by faculty or staff. Rather than wait for a work order from sites or departments by either e-mail or phone, the Facilities Department has taken a proactive approach and conducts regular site visits. According to the department, it will take some time to retrain faculty and staff to begin utilizing the work order process. While the process does not meet the professional standard, marked improvements in site and building maintenance, bathrooms and campus safety are visible.
2. El Camino College has recently hired a new Director of Facilities who will assist the district in determining the effectiveness of the current system versus a new approach. Any system change should parallel the decision-making process with the college's facilities master plan. Given the declining number of students, the facilities master plan could dictate different priorities and spending regarding maintenance programs for the buildings that are in use.
3. Part of the problem in utilizing the current work order system is that proper account codes are not consistently established for budgeting and tracking. Site budgets have not been established at the departmental level to assist in this process. The maintenance budget was decreased by 40% from the previous fiscal year without any departmental input.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.3 – Maintenance and Operations Fiscal Controls

Professional Standard:

The college controls the use of facilities and charges fees for usage in accordance with college policy.

Sources and Documentation:

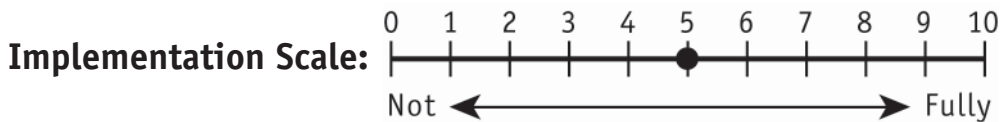
1. Compton CCD policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district is in the process of updating the current facilities usage policy. The update will include an updated fee structure, insurance requirements, campus usage, security requirements and compliance with the facilities master plan. The plan will identify the different groups that can access the facilities and the appropriate charges for each type of user.
2. The district has had difficulty determining the allocation of room and master keys and has retained a security consultant to assist with a campus-wide security program.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 18.4 – Maintenance and Operations Fiscal Controls

Professional Standard:

The Maintenance Department follows standard college purchasing protocols. Open purchase orders may be used if controlled by limiting the employees authorized to make the purchase and the amount.

Sources and Documentation:

1. Compton CCD documents and employee interviews

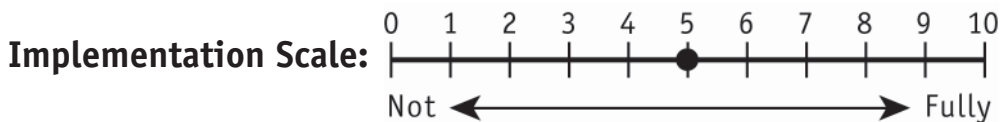
Progress on Implementing the Recommendations of the Recovery Plan:

1. Due to the Compton CCD's recent economic difficulties, there continues to be a policy of limited open purchase orders for maintenance. All purchasing for maintenance and operations is accomplished through the district's requisition/purchase order process. Purchasing limitations have been established with proper authorization from the Director of Facilities.
2. Because open purchase orders are not used, the district operates with one credit card that is available only for emergency purchasing needs.

Standard Implemented: Partially

April 2007 Rating: 5

January 2008 Rating: 5



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.5 – Maintenance and Operations Fiscal Controls

Professional Standard:

Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.

Sources and Documentation:

1. Compton CCD documents and employee interviews

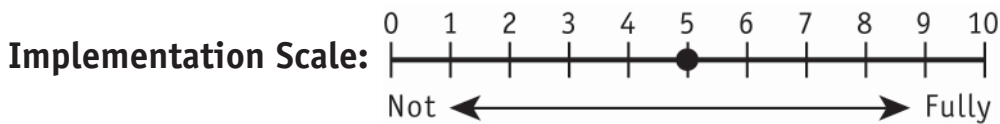
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD maintains a secured, inventoried supply area for maintenance and operations. The college uses the Allied Health Building as a staging center to inventory all equipment, tools and supplies. Items are issued to employees based on a standardized list and volume. Rate of use is then monitored for evidence of proper use or misuse.
2. The Compton CCD appears to have a capable physical inventory system although it is a manual system. The college anticipates acquiring and installing a new maintenance work order system. One of the considerations is whether the work order system can accommodate the inventory process for materials and equipment.

Standard Implemented: Partially

April 2007 Rating: 5

January 2008 Rating: 5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 21.1 – State-Mandated Cost

Professional Standard:

The college has procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures cover: the identification of changes to existing mandates; training staff regarding the appropriate collection and submission of data to support the filing of the mandated costs claims; forms, formats, and time lines for reporting mandated cost information; and review of data and preparation of the actual claims.

Sources and Documentation:

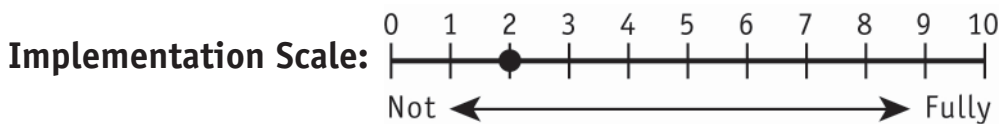
1. Centration’s list of documents needed for upcoming visit (examples)
2. Centration’s proposal for services for 2003/04

Progress on Implementing the Recommendations of the Recovery Plan:

1. At the time of fieldwork (November 2007), the Business Office had engaged the services of an outside consultant to prepare the state mandated cost claims. Claims were not available for review by the study team. The mandated cost claim process is being reviewed and El Camino’s contractor for filing claims will be used at the Compton Center. A permanent staff assignment will be made.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



Attachment: Guiding Principles 1, 2 and 3 - Draft

Working Draft September 26, 2007

Responsibilities for Administering Functions and Operations at the El Camino College Compton Community Educational Center

Roles and Responsibilities of the Key Administrative Personnel

The Compton Community Educational Center presents a unique and new model for the administration of an educational center. The infrastructure, including employees and facilities, from its previous college status remains largely in tact although faculty and support service staff have been downsized to reflect reduced Full-Time Equivalent Student (FTES). Two independent entities, El Camino Community College District and Compton Community College District, exist concurrently to provide oversight and operational management of separate but supportive functions.

The Compton Community College District is the funded entity and retains oversight and fiduciary responsibility for the District's assets and current employees. A Special Trustee has been appointed by the State Chancellor, pursuant to AB 318, Community Colleges; Compton Community College District, to act as his representative on all issues and matters which would typically be addressed by the former elected Board of Trustees. El Camino Community College District, in the capacity of the accredited college district, has assumed management responsibilities for the academic and operational functions of the Compton Community Educational Center. In this capacity of coexisting dual organizations, several senior positions have cross-functional responsibilities which require clarity of purpose and fluidity of evolving operations, for example, Special Trustee, Superintendent/President, Provost, and Vice Presidents.

In addition to the complexity of the reporting structure, the Compton Community Educational Center is an evolving organization which cannot remain static if Accreditation is to be realized. For instance, as presented in the El Camino College response to the Compton Request for Proposals (RFP), the assumption of training needs, the rebuilding of the management and staff hierarchy and expertise to be able to function on new systems and within El Camino College's established policies and procedures, requires an evolutionary approach to management and oversight of the Center. The scope and significant milestone expectations to assist Compton Community Educational Center to successfully recover its Accreditation as a college is anticipated to take eight to ten years, comprised of the following milestones: Two years waiting period required by the Accrediting Commission for Community and Junior Colleges; two years Accreditation Application period; four to six years to go through process.

The plan submitted to the Accrediting Commission for Community and Junior Colleges with the El Camino Community College District Substantive Change Request and noted below for the business operations, reflects how all areas of the Compton Community Educational Center will be expected to transition over the next five years.

1. First Year: Crisis Management

- a. The initial year will focus on developing procedures and processes to establish routine functions. This will require significant El Camino College involvement in the operations and oversight. Initially, several key El Camino College managers, for example, Human Resources, may be assigned on a full-time temporary basis.
- b. A substantial amount of transaction processing will be completed at El Camino College, for example, in financial aid, payroll and purchasing. This will be facilitated by the current configuration of Datatel and Los Angeles County Office of Education Information Technology System consistencies between the two campuses. El Camino College will provide training and supervision for faculty, staff and managers as appropriate.
- c. El Camino College will provide training and supervision for preliminary data entry. This will give the employees time to develop skills and written procedures for the ongoing operation of Compton Center.

2. Year Two: Stabilization. Hiring Management Team.

- a. Managers will be hired at the Compton Community Educational Center to provide direct supervision and assume responsibility for evaluation, staff development and performance review. A culture of understanding that evaluations will be performed will be established.
- b. Some functions, such as Purchasing, will begin to shift back to the Compton Center.

3. Year Three: Multi-Campus District Fiscal Operations

- a. This will be a significant transition year as the Compton Community Educational Center will begin assuming full input and supervisory responsibilities.
- b. Activities remaining at El Camino College will be offered on a direct reimbursable basis.
- c. El Camino College will assume a strong audit and oversight role in assuring that good fiscal and business practices are being followed.
- d. Compton Community Educational Center will begin to function in a multi-college mode gaining more independence while following El Camino College guidelines and policies.

4. Year Four: Multi-College Operations

- a. Continue trend toward independence with El Camino College performing functions made practical via cost efficiencies, for example, computer processing.
- b. El Camino College procedures and fiscal policies remain in practice.

5. Year Five: Single Campus Contracted Partnership

- a. El Camino College and Compton Community Educational Center to develop long-term operational and process-oriented agreements to continue business relationship in a cost-benefit arrangement.
- b. El Camino College is contracted to provide fiscal oversight to the Compton Community Educational Center.

The administrative leadership model needed to succeed in the early stages of this recovery process is projected to become less hierarchical and more collaborative. The following key administrative

positions reflect the manner in which the leadership roles shall interact when operating the Compton Community Educational Center (not the Compton Community College District).

Special Trustee

This position has direct oversight responsibilities for the Compton Community College District. The Special Trustee functions in all respects like an elected Board of Trustees. The Special Trustee's primary point of contact with the Compton Community Educational Center is through the Provost. In general, all rules, codes and regulations that apply to elected governing boards are assumed to exist for this position. Special Trustee is exempt from Brown Act requirements.

(Role of the Chief Executive Officer at Compton District to be defined and added here.)

Superintendent/President

The El Camino College President is the senior administrator with ultimate oversight responsibility for the operation and control of the Compton Community Educational Center. The primary point of contact with the Compton Community Educational Center is through the Provost and the El Camino College Vice Presidents. The operational management team is identified as the President's Cabinet which includes the Provost of the Compton Community Educational Center. The Chief Executive Officer of the Compton Community Center is the Provost and is the primary contact for the Compton Community College District.

Provost

As the overall team leader when working collaboratively with the El Camino College Vice Presidents on Compton Community Educational Center issues and decisions, the Provost will take full responsibility for the execution of all agreed upon actions. This person is the on-sight senior administrator and is the official spokesperson for the El Camino College Compton Community Educational Center or designee of the Superintendent/President.

Vice Presidents

Each Vice President shall assume full oversight responsibilities for the management of her or his respective area of operation. While working collaboratively with the Provost, direction operational responsibility for each functional area remains with the Vice Presidents. In this capacity, the Vice Presidents will be required to implement all El Camino College policies and procedures related to academic and support functions. The Provost retains the responsibility of the chief employment administrator. This split between the process control responsibility of the Vice Presidents and the employee supervision of the Provost marks the primary difference in the leadership team. For example, the decision to temporarily transfer Compton Community Educational Center staff to El Camino College to learn processing procedures is a Vice President's decision. The actual transfer of Compton Community Educational Center employees requires the Provost's agreement.

This collaborative model of decision making will result in regular meetings with the Vice Presidents and Provost to discuss issues and suggest directions to be taken. The President's Cabinet will collaborate on issues that require El Camino College resources or impacts the El Camino Community College District, for example, Accreditation.

Guiding Principle #2

Definition of the ECC Compton Community Educational Center and the Compton Community College District

Purpose of Guideline #2: Definition of Compton Center

The scope of Guideline #1: Responsibilities for Functions and Operations at the ECC Compton Community Educational Center, clarified the reporting roles and responsibilities of the key administrators at the:

- Compton Community College District (Special Trustee);
- Compton Community Educational Center (Provost); and
- El Camino Community College District--ECCD (President and Vice Presidents).

Lines of authority and clarification of purpose and intent of these positions were addressed in Guideline #1.

Guideline #2 will focus on defining the Compton Community Educational Center. This has become important as the roles and responsibilities of the Special Trustee and the ECC President have been clarified. It remains unclear as to what constitutes the Compton Community Educational Center. This guideline will clarify the functions that reside within the parameters of the Center, and by omission, what constitutes the responsibilities of the Special Trustee.

The purpose of Guideline #2 is to:

- reaffirm the legislative language regarding the definition of Compton Community College District;
- review the State of California's Assembly Bill (AB) 318 language to confirm legislative intent regarding the partnership district's role in managing that Center;
- using draft (December 14, 2006) MOU language identify the Compton Center functional areas for which ECC is responsible to manage; and
- restate the ACCJC's position concerning ECC's accreditation responsibility for managing the Compton Center.

Executive Summary:

1. The District is defined as all functions and programs that are included in Section 14 A and B of the approved MOU.
2. The Special Trustee exercises, through the Provost-CEO, direct managerial responsibility for Compton Community College District functions that "do not exist primarily to support the Center" (draft MOU December 14, 2006) and that are also defined in AB 318 and the approved MOU.
 - A. Bond-funded construction and other capital improvement projects associated with the facilities in Compton at which the Center is located.

- B. Business, legal and other administrative functions that relate exclusively to the management of the Compton Community College District;
 - C. Labor relations provided however, that Compton shall consult with El Camino on matters that are likely to have a substantial effect on the operation of the Center.
 - D. Community and governmental relations that relate primarily to the District and not to the Center, including, but not limited to, organization and operations of the Compton governing board and the office of the Special Trustee.
3. The Special Trustee has oversight responsibilities (employer, fiscal agent, contract approving agent, construction bond administrator) for the instructional, student support and business functions of the Center.
 4. The Center is defined as all other functions not included in the Compton Community College District and as delineated in the proposed MOU (December 13, 2006); sections 5, 6, and 18:
 - instructional and student services;
 - categorical programs, ASB and athletics; and
 - business operations that support the Center.
 5. Legislative intent called for the partner district (ECC) to “provide oversight and management” of the instructional programs and supporting services—AB 318 (section 11 (74293)).
 6. The ECC President is the senior Center operational administrator and has the “exclusive management and control” over the Center—MOU and AB-318.
 7. A failure to adhere to the guiding ACCJC principle that El Camino College and the Compton Center are operationally synonymous could place ECC into an accreditation dilemma that would be in violation of the approved MOU (Section 14—MOU).
 8. The Provost and College Vice Presidents, who report directly to the President, are members of the President’s Cabinet and operate in a collaborative, or “circle of leadership” model, when administering the Center.

Review Guideline #1:

- a. Each Vice President shall assume full oversight responsibilities for the management of their respective areas of operation.
- b. While working collaboratively with the Provost, direct operational responsibility for each functional area remains with the Vice Presidents—e.g., financial aid and Vice President of Student Services.
- c. In this capacity, the Vice Presidents will be required to implement all ECC policies and procedures related to academic and support functions.
- d. The Provost assumes the responsibility as the chief employment administrator.
- e. This split in responsibility between process control (Vice Presidents) and employee supervision (Provost) marks the primary difference between the leadership team.

Clarification of Management Responsibilities Per AB 318

In anticipation that the Compton Community College District would lose its accreditation, Assembly Bill Number 318 authorized the State Community College Chancellor "...to assume, and delegate to the special trustee, those powers and duties of the Board of Trustees of the Compton Community College District that the chancellor determines, with the approval of the board of governors, are necessary for the management of that district (Section 10 (c)(1))."

The special trustee's authority is further defined in Section 10 (f) as being able to:

- (1) "Implement substantial changes in the fiscal policies and practices of the Compton Community College District.
- (2) Revise the academic program of the Compton Community College District to reflect realistic income projections in response to the dramatic effect of the changes in fiscal policies and practices upon program quality."

It is understood that the special trustee has the same fiduciary responsibilities that the former, and now defunct, Compton Community College District Board of Trustees assumed under the pre AB 318 legislation. However, with the pending loss of accreditation, the legislature also understood that future Compton Community College students would not qualify for federal financial aid. Therefore, the bill required that the special trustee, acting on behalf of the Chancellor's Office and the Compton Community College District, identify a partner district that would agree to provide accredited instructional programs to students--Section 2 (a). The bill clarified the role of the partner district by indicating that the special trustee and the partner district,

"...are authorized to enter into one or more agreements to provide instructional services or other services, and to make any other necessary preparations to implant the educational programs described in this article, as well as any related necessary administrative or support services...(Section 11 (d)(1))."

While recognizing the Compton Community College District as the primary employer, the roles and responsibilities of the partner district were identified to provide both direct instructional and supportive functions.

Section 11 (74293) (3)

"The partner district shall have the primary right to direct activities under the contract or contracts in a manner that is consistent with the role of Compton Community College District as the employer of the individuals who are assigned duties under the agreements by the partner district."

Section 11 (74293) 3(d)

"Nothing in this section shall be construed to limit the ability of the partner district to assign its existing personnel to oversee or manage services provided under instructional services or other agreements described in Section 74292 or to employ employees of any type or class as otherwise authorized by law as needed to provide oversight and management of those services."

CONCLUSION:

The partner district (ECC) shall have the primary right to direct activities under the contract (Section 11 (74293) (3) ...to oversee or manage services provided under instructional services or other agreements (Section 11 (74293) 3(d).

ACCJC Accreditation Position Concerning the ECC Center

Dr. Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (ACCJC), has indicated on several occasions that both El Camino College's existing and the Center's pending accreditation status is dependent upon the center becoming successfully merged into the El Camino College processes and operational (instructional and support) culture. ECC has been informed that successful accreditation requires not only adherence to instructional criteria standards, but must also embrace the standards (e.g., Standard III – Resources; Human Resources, Physical Resources, Technology Resources, and Financial Resources) that requires ECC to assume control over support activities and financial resources.

The approved MOU between ECCCD and CCCD also notes that, "Compton shall not assume any responsibility that requires status as an accredited institution or which, if performed by Compton, would pose a demonstrable risk to El Camino's accreditation." (Section 14)

CONCLUSION:

A failure to adhere to the guiding ACCJC principle that El Camino College and the Compton Center are operationally synonymous could place ECC into an accreditation dilemma.

Functions Identified as Compton Center Per the MOU

Under the approved MOU (Section 14), functions that remain independent of the Center and are to be managed exclusively by the Compton District, include:

- A. Bond-funded construction and other capital improvement projects associated with the facilities in Compton at which the Center is located.
- B. Business and other administrative functions that relate exclusively to the management of the Compton Community College District.

The existing MOU language, combined with guidance provided by the ACCJC President concerning the maintenance of control over programs and operations concludes that El Camino is responsible for all Center activities and programs. The Center is defined as all functions and programs that are not included in Section 14 A and B of the approved MOU.

In the draft MOU submitted on December 13, 2006 by Special Trustee Tom Henry to President Fallo, there is apparent agreement between the parties as to the definition of "Center." The proposed language clarifies Section 14 of the approved MOU and identifies Center functions that are under the "exclusive management and control of El Camino as being:

- Instructional and student services—proposed Section 5;
 - A. All credit and non-credit courses and programs;
 - B. Library and learning resource center services;
 - C. Counseling and matriculation services;
 - D. Admissions and records;
 - E. Financial aid;
 - F. Student life and other student affairs programs;
 - G. Categorical programs such as EOPS, DSPS, CalWorks, GAIN, etc.
 - H. Transfer center services;
 - I. Athletics;

- J. Relations with schools; and
 - K. Special programs and services such as AmeriCorps, Foster/Kinship Care, etc.
- Categorical programs, ASB and athletics—proposed section 6:
 - A. EOPS, DSPS, CalWorks, GAIN and other categorical programs that are separate from and independent of equivalent programs at El Camino’s main campus;
 - B. An Associated Student Body organization at the Center that is separate from and independent of the Associated Student Body organization at El Camino’s main campus; and
 - C. Subject to approval by the Commission on Athletics of the Community College League of California, intercollegiate athletic teams that are separate from and independent of the athletic teams at El Camino’s main campus.
 - Business operations that support the Center—proposed section 18.
 - A. Accounting services, including accounts receivable, accounts payable, general accounting and maintenance of the general ledger, and cashier services;
 - B. Payroll
 - C. Human resources
 - D. Purchasing
 - E. Auxiliary services, including bookstore and cafeteria operations, grants administration, etc.
 - F. Facilities maintenance and operations
 - G. Police and security services
 - H. Management information services

Section 19 of the proposed MOU identifies operations “that do not exist to primarily support the Center (underlined for emphasis) and are the exclusive responsibility of the Compton District” to include:

- A. Bond-funded construction and capital improvement projects;
- B. Business, legal and business functions related exclusively to the CCCD;
- C. Labor relations; and
- D. Government relations such as the governing board and office of the Special Trustee.

CONCLUSION:

- As provided under the existing and proposed MOU, the CCCD Special Trustee has oversight responsibilities (e.g., expenditure approval, employment authorization, contract negotiations, etc.) for the Center.
- The Special Trustee exercises, through the Provost-CEO, direct managerial responsibility for Compton Community College District functions—i.e., functions that do not exist to primarily support the Center.
- El Camino College has the “exclusive management and control” of the Center.

Guiding Principle #3

Development of the ECC Compton Community Educational Center Budget

The development of the Compton Community Educational Center budget shall be guided by Section 18 of the memorandum of understanding as noted below:

18. El Camino shall provide fiscal and administrative oversight for the operation of the Center and all matters related to the Center. The budget for the Center shall be jointly developed and approved by El Camino and Compton. Compton shall provide fiscal and administrative oversight of any activities of Compton which are separate from, and unrelated to, the Center; e.g., Compton’s bond program.

(August 24, 2006/January 22, 2007)

To coordinate the development schedule, help assure that the information is gathered and presented in a consistent manner, and verify that consistent budget development practices are implemented at both campuses, the following calendar and budget development steps shall be followed by the El Camino Community College District.

Calendar Development Schedule

| Planning & Budget Development Calendar | | |
|---|---|--|
| Dates | Activity | Responsible |
| September – January | <ol style="list-style-type: none"> 1. Establish Planning Priorities 2. Determine Budgets for Highest Priority Action Plans | Planning & Budget Committee (PBC) |
| January -- February | <ol style="list-style-type: none"> 1. Determine preliminary revenue estimates 2. Identify Budget Development Assumptions 3. Begin Assessment of Key Budget Issues— Including the Funding of High Priority Planning Initiatives | Vice President of Administrative Services PBC/Provost |
| April | <ol style="list-style-type: none"> 1. Instructional Costs--Vice President Academic Affairs (ECC) and Provost (CCC) determine enrollment targets, sections to be taught, and full-time/adjunct FTEF 2. Institutional Costs—Planning and Budget Committees identify mandatory instructional costs including: <ul style="list-style-type: none"> • Full-time salaries • Benefits • Utilities • Legal and contract obligations • GASB 3. Department & Operating Costs <ul style="list-style-type: none"> • Vice Presidents Develop Line Item Budgets for Operational Areas • Continue Assessment of Key Budget Issues | Vice Presidents/Provost with Cabinet approval PBC & Vice President of Administrative Services (services and benefits) Cabinet for full-time positions Vice Presidents/Provost |

| Planning & Budget Development Calendar | | |
|---|---|--|
| Dates | Activity | Responsible |
| April/May | <ol style="list-style-type: none"> All budget information is input into a draft (Datatel) statement Proposed tentative budget is reviewed for approval All planning and budget assumptions are finalized | Campus Business Offices President's Cabinet |
| May | <ol style="list-style-type: none"> Provost submits Compton Center tentative budget to Special Trustee for first reading presentation. President submits ECC tentative budget to Board of Trustees for first reading presentation. | Provost President |
| June | Tentative Budget is Presented To Board/Special Trustee | President—ECC Provost—Compton Center |
| July | Tentative Budget is Rolled Into Active File | Accounting |
| July/August | Final Revenue and Expenditure Adjustments are Made to Budget | PBC/Provost Cabinet |
| August | Final Budget is Reviewed for Approval | PBC President/Provost |
| September | Final Budget Submitted to Board/Special Trustee | President/Provost |

Budget and Planning Model – Linking Planning and Budgeting

In addition to one-time fund allocation decisions, the ongoing budget development model links institutional planning to the operational budget. To move away from implementing budgets that are based largely on prior year expenditures, the focus has been shifted to anticipate institutional needs that correspond to three strategic areas—i.e., “instructional,” “institutional” and planning driven “area/departmental operating” activities.

The following describes the three areas, what is included, and how the planning process is incorporated into the budget development process.

Instructional budgets reflect direct relationships between the student and the persons providing the classroom instruction. The planning process encompasses the intended number of sections to be offered and the configuration of full-time and part-time faculty to execute the plan. Planning strategies would include:

- number of sections taught by full-time and part-time faculty;
- class size;
- cost of instruction by program area; and
- faculty load as regulated by contract agreement.

Planning initiatives can be initiated from:

- enrollment management committees;
- faculty load reports and review processes;
- Faculty Senate;
- Dean’s Council; and
- Faculty hiring committees.

The linkage of planning and budget development processes is provided by the analysis of input-outcome assessments as provided by these and other institutional review and forecasting processes.

Institutional budgets reflect support services and salaries that are needed to support the instructional effort. The costs consist of required expenditures to operate the college—e.g., utilities, full-time salaries, benefits, debt service, etc. The challenge is to more efficiently utilize limited resources.

Planning efforts would include looking for new operational efficiencies and then implanting action plans to revise the expenditures—e.g., reducing utilities. Initiating points for planning would include the:

- Insurance and Benefits Committee;
- Facilities Steering Committee;
- Planning and Budgeting Committee; and
- Technology Committee.

Department Operating costs are critical to the quality of the program, but can only be funded once the instructional and institutional costs are determined. Budgets used in this category by the divisional Vice Presidents fund planning developed action plans. Redirecting funds within this category creates the strongest linkage to the planning process as mechanism for redirecting institutional resources that are shifted from the instructional and institutional categories towards new department outcome oriented initiatives.

Planning at this level of effort includes the:

- Area Councils;
- Division Councils;
- Technology Committee;
- Planning and Budget Committee
- College Council; and
- Faculty Senate.

This budget development model gives an opportunity for the college to look at functions and efficiencies in each of the three critical areas of the institution—i.e., instructional, institutional and area/departmental. It also requires collaborative efforts by the leaders to make certain that adequate funds are available to meet the institutional plans, goals and objectives. Finally, it places a reality check in place to help make the planning process reality (FTES) driven.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

- A. Decision-Making Roles and Processes – The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**
1. *Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.*
 2. *The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes.*
 - a. *Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*
 - b. *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*
 3. *Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*
 4. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*
 5. *The role of leadership and the institution's governance and decision-making structures 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.*

Use of FCMAT Professional and Legal Standards

Since 1998 the Fiscal Crisis and Management Assistance Team (FCMAT) has been involved in assisting California K-12 school districts under State Administration to return to local governance. FCMAT developed a standards-based assessment tool as part of this work, and has adapted it for use in assessing and monitoring the Compton Community College District. FCMAT professional and legal standards are being used in conjunction with the Accrediting Commission for Community and Junior Colleges (ACCJC) standards, as Compton Community College District seeks not only to return to local governance but also seeks to re-establish its academic accreditation.

For ACCJC Standard IV – Leadership and Governance, appropriate FCMAT standards from the operational area of Community Relations/Governance have been used to measure progress on ACCJC Standards IV-A and IV-B. The Accrediting Commission for Community and Junior Colleges will conduct its own accreditation review to determine when accreditation will be restored to the Compton Community College District. It is hoped that by addressing the recommendations made in this report to implement the FCMAT professional and legal standards, the Compton Community College District will be assisted in readying itself for the ACCJC accreditation review in the future.

Each professional and legal standard has been provided a score, on a scale of 1 to 10, as to the district's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress over the course of time.

| | | | |
|--|--|-------------------------|------------------------|
| Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance | | April 2007 Rating | Jan. 2008 Rating |
| A. Decision-Making Roles and Processes | | | |
| Standard to be Addressed | | | |
| Communications - Community Relations and Governance | | | |
| 1.3 | Staff input into college operations is encouraged. | 1 | 2 |
| Community Collaboratives, Advisory Committees - Community Relations and Governance | | | |
| 3.1 | The board and president support partnerships and collaborations with community groups, local agencies and businesses. | 2 | 2 |
| 3.2 | The board and the president establish broad-based committees or councils to advise the college on critical college issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations – Shared Governance, Academic Senate, etc. | 3 | 3 |
| 3.3 | Community collaboratives and college Shared Governance, and Academic Senate have identified specific outcome goals that are understood by all members. | 2 | |
| 3.4 | The college encourages and provides the necessary training for collaborative and council members to understand the basic administrative structure, program processes and goals of all college partners. | 3 | |
| 3.5 | Community collaboratives and college councils effectively fulfill their responsibilities and provide a meaningful role for all participants. | 3 | |

ACCJC Standard IV-A: Decision-Making Roles and Processes
FCMAT Community Relations/Governance Standard 1.3 - Communications

Professional Standard:

Staff input into college operations is encouraged.

Sources and Documentation:

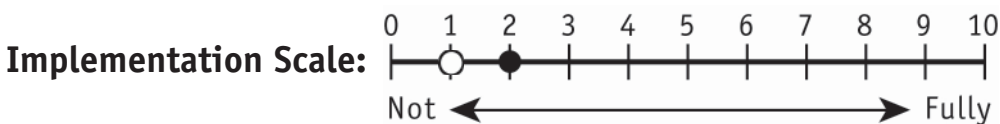
1. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has not made effective use of task forces and committees. The district should create opportunities for faculty and staff to communicate and provide suggestions to their supervisors, administrators and the Special Trustee. These opportunities should be part of the internal communications strategies that should be a part of the district’s comprehensive communications plan that is developed.
2. While the Provost/CEO has conducted several campus-wide forums during the time period of this progress report, stakeholder interviews indicated that such events were not well-publicized nor the purpose clearly explained. The district must continue to look at ways to expand opportunities for all staff to provide input regarding the district’s operations. Staff and faculty should be reassured that they are welcome to offer input and suggestions. Surveys and interviews should be conducted to determine the effectiveness of communication methods, and to seek input on how people would like to be engaged. A successful plan to improve communications at the Compton Center will require multiple means of gathering input and disseminating information – in print, in electronic forms, and through in-person meetings. A comprehensive plan for internal two-way communications must be developed and put into action.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2



ACCJC Standard IV-A: Decision-Making Roles and Processes

FCMAT Community Relations/Governance Standard 3.1 – Community Collaboratives and District Committees

Professional Standard:

The board and president support partnerships and collaborations with community groups, local agencies and businesses.

Sources and Documentation:

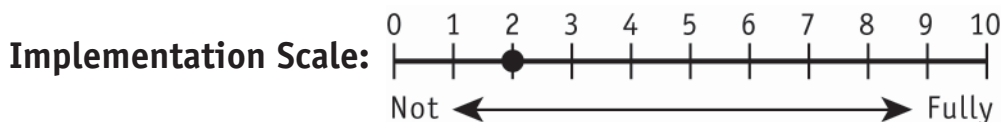
1. Board member interviews
2. Faculty, staff, and administration interviews
3. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no formal strategy being implemented to build and maintain partnerships. There have been some informal attempts at outreach to the faith-based community and to some community-based groups during the time period of this progress report, but the district should make efforts to enhance and solidify its outreach to community collaboratives and partnerships that serve students. Such a coordinated strategy could help make additional resources available to students and the community. The members of the Board of Advisors can serve as liaisons to help begin to make the formal connections between the district and community groups, agencies and businesses. The district's strategy should include a written plan that identifies the roles and responsibilities of the Special Trustee, administrators, and the board. A coordinator should be designated to assess the effectiveness of the district's implementation of the strategy.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2



ACCJC Standard IV-A: Decision-Making Roles and Processes
FCMAT Community Relations/Governance Standard 3.2 – Community Collaboratives and District Committees

Professional Standard:

The board and the president establish broad-based committees or councils to advise the college on critical college issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations – Shared Governance, Academic Senate, etc.

Sources and Documentation:

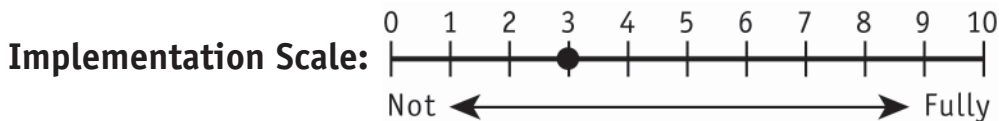
1. Faculty, staff, and administration interviews
2. Community member interviews
3. Compton Community College District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. There continues to be a lack of clarity over decision-making between El Camino College and the Compton Community College District, and the resulting confusion over the proper role for committees sometimes hampers action. Resolving these conflicts must be a key priority for the Compton Center to begin to move forward. The district should examine the effectiveness of its existing committees and analyze how to make improvements, including the clarification of protocols and the provision of training to help participants to better understand their responsibilities. Through more effective participation by stakeholders, the district will be better positioned to make progress toward its mission and goals.
2. The Special Trustee has begun to meet with members of the citizens’ Board of Advisors, whose membership has been structured to engage a broader cross-section of community members than past task forces and committees. The district has created written protocols and expectations for this body, and this information should be broadly shared with staff and the community. An understanding of the goals of the Board of Advisors can offer greater accountability toward achieving successful results.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

- B. Board and Administrative Organizations – In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**
1. *The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*
 - a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence of pressure.*
 - b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*
 - c. *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*
 - d. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*
 - e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*
 - f. *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity or board membership and staggered terms of office.*
 - g. *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*
 - h. *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*
 - i. *The governing board is informed about and involved in the accreditation process.*
 - j. *The governing board has the responsibility for selecting and evaluating the college chief administrator (most often known as the president). The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the college.*
 2. *The president has primary responsibility for the quality of the institution he/she leads. He/She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*
 - a. *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/She delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

- b. The president guides institutional improvement of the teaching and learning environment by the following:*
- establishing a collegial process that sets values, goals, and priorities;*
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
 - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
 - establishing procedures to evaluate overall institutional planning and implementation efforts.*
- c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*
- d. The president effectively controls budget and expenditures.*
- e. The president works and communicates effectively with the communities served by the institution.*
3. *DOES NOT APPLY – it addresses the multi-college district.*

| | | | |
|---|---|-------------------------|------------------------|
| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance</i> | | April 2007 Rating | Jan. 2008 Rating |
| B. Board and Administrative Organizations | | | |
| Standard to be Addressed | | | |
| Community Relations - Community Relations and Governance | | | |
| 2.5 | Board members refer informal public concerns to the appropriate staff for attention and response. | 3 | 3 |
| 2.9 | Board members are actively involved in building community relations. | 2 | |
| Policy - Community Relations and Governance | | | |
| 4.5 | The college has established a system of securing staff and citizen input in policy development and review. | 2 | |
| Board Roles/Boardsmanship - Community Relations and Governance | | | |
| 5.2 | Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties functions, authority and responsibilities of members. | 1 | 1 |
| 5.3 | The board has established a vision/mission and uses that vision/mission as a framework for college action based on the identified needs of the students, staff and educational community through a needs assessment process. | 3 | 3 |
| 5.4 | The board makes decisions based on the study of all available data, including the recommendation of the president. | 3 | 3 |
| 5.5 | Functional working relations are maintained among board members. | 1 | 1 |
| 5.6 | Individual board members respect the decisions of the board majority and support the board's actions in public. | 1 | 1 |
| 5.7 | Functional working relations are maintained between the board and administration. | 1 | 1 |
| 5.8 | The board publicly demonstrates respect for and support for the district staff. | 1 | 1 |
| 5.9 | The board publicly demonstrates respect for public input at meetings and public hearings. | 1 | 1 |

The standards in bold text are the identified subset of standards for ongoing reviews.

| ACCJC Standard IV-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating |
|--|--|-------------------------|------------------------|
| 5.10 | Board members respect confidentiality of information shared by the administration. | 1 | 1 |
| 5.11 | Board members do not involve themselves in operational issues that are the responsibility of the President and staff. | 1 | 1 |
| 5.12 | The board acts for the community and in the interests of all students in the district. | 1 | 1 |
| Board Meetings - Community Relations and Governance | | | |
| 6.1 | An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting. | 3 | |
| 6.2 | The board agenda is made available to the public in the manner and under the time lines prescribed by law. | 4 | 4 |
| 6.3 | Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting. | 1 | 1 |
| 6.4 | Board meetings are conducted according to a set of bylaws adopted by the board. | 1 | |
| 6.5 | Open and closed sessions are conducted according to the Ralph M. Brown Act. | 5 | 5 |
| 6.6 | Board meetings proceed in a businesslike manner while allowing opportunity for full discussion. | 5 | 5 |
| 6.7 | The Board has adopted bylaws for the placement of items on the board agenda by members of the public. | 4 | |
| 6.8 | Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings and to bring before the board matters that are not on the agenda. | 4 | 4 |
| 6.9 | Board meetings focus on matters related to student educational attainment. | 1 | 1 |

The standards in bold text are the identified subset of standards for ongoing reviews.

ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 2.5 - Community Relations

Professional Standard:

Board members refer informal public concerns to the appropriate staff for attention and response.

Sources and Documentation:

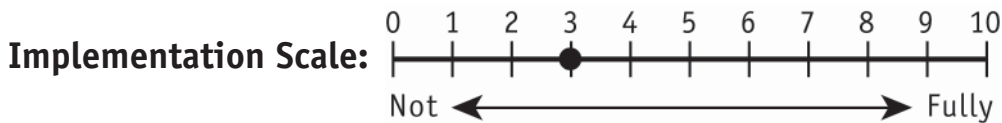
1. Board member interviews
2. Faculty, staff, and administration interviews
3. District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Special Trustee generally directs concerns to the Provost/CEO's office. As part of the comprehensive policy review process, the district should work to ensure that the policy regarding the referral of informal public concerns is consistent with the practice. The Special Trustee should reaffirm Board Policy 1.2 to validate and formalize the practice of referring concerns to the Provost/CEO.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.2 - Board Roles/Boardsmanship

Professional Standard:

Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties, functions, authority and responsibilities of members.

Sources and Documentation:

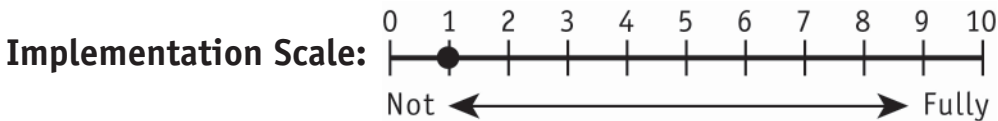
1. Interviews with administrators and board members

Progress on Implementing the Recommendations of the Recovery Plan:

1. As part of the long-term plan to re-engage the board, the Special Trustee should ensure that members of the Board of Trustees have an opportunity to receive training on critical topics affecting the college. The elected board members should participate in continuing education designed to help increase their understanding of effectively fulfilling their governance responsibilities. The district should formalize a training program policy to allow a board to better understand its role. A policy addressing a continuing education agenda and/or the adoption of an annual schedule of workshops and conferences could be developed to help facilitate this process. Likewise, the members of the Board of Advisors should receive training, where appropriate, on the issues on which they advise the Special Trustee.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.3 - Board Roles/Boardmanship

Professional Standard:

The board has established a vision/mission and uses that vision/mission as a framework for college action based on the identified needs of the students, staff and educational community through a needs assessment process.

Sources and Documentation:

1. District documents and Web site
2. Board member interviews
3. Faculty, staff, and administration interviews
4. Community member interviews
5. Board agendas and minutes
6. Observations of board meetings
7. District policies

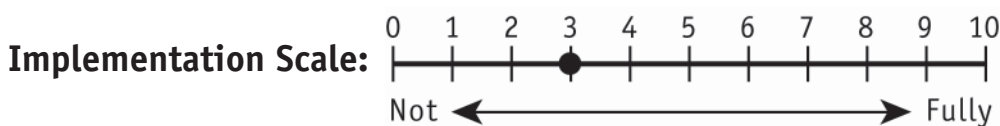
Progress on Implementing the Recommendations of the Recovery Plan:

1. District action is driven mainly by crisis-level issues. While the district has a mission statement and goals, they do not appear to be the main strategic initiatives that drive decision-making. The district should create a strategic plan with specific objectives and ensure that processes are in place for measuring progress. While the creation of such a plan is a major undertaking that will take time, there should not be any delay in developing strategies for improvement. The district can no longer delay engaging in strategic long-range planning.

Involving the board, staff, students and the community in identifying the district’s needs and updating the district’s vision/mission and goals is a critical step in moving forward. The purpose of such planning should be to build the district’s long-term capacity to sustain improvements once local authority is restored. To address this, the district’s goals should be a routine part of board meeting agendas and could be tied to each action item on the agenda, with a notation of how the action item will affect achievement of the goals.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.4 - Board Roles/Boardsmanship

Professional Standard:

The board makes decisions based on the study of all available data, including the recommendations of the President.

Sources and Documentation:

1. Board member interviews
2. Faculty, staff, and administration interviews
3. Board agendas and minutes
4. Observations of board meetings

Progress on Implementing the Recommendations of the Recovery Plan:

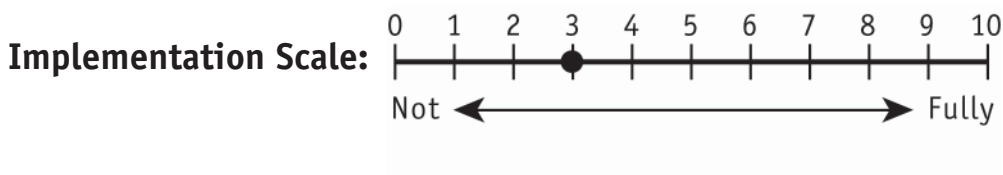
1. The Special Trustee continues to ask for reports and background data before reaching decisions at board meetings. Staff members provide reports and presentations at board meetings. Information is not always clear or well-explained for the benefit of the public.

The Provost/CEO must work to improve the background materials provided to the Special Trustee and to the public before board meetings. This information should include specific cost estimates for proposals, related board policy, data on program effectiveness, relationship of a presentation to district goals, criteria for staff recommendations, and other relevant information.

2. Decisions continue to be made without all the key pieces of information available. The district lacks much of the specific and accurate data it needs to make good decisions. A key focus for the district must be to continue building capacity to produce, understand, and analyze data to ensure accountability. The Board of Advisors and Board of Trustees should also be provided with training to understand the types of questions to ask when reviewing information, to provide proper oversight.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.5 - Board Roles/Boardsmanship

Professional Standard:

Functional working relations are maintained among board members.

Sources and Documentation:

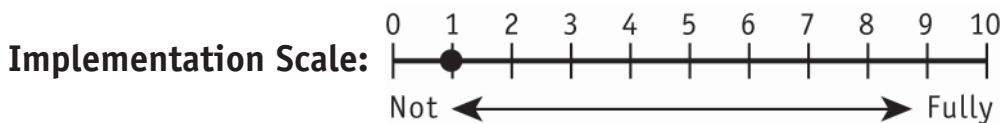
1. Interviews with staff, faculty, administrators and board members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Direct observation of board member interactions was not possible for this review because board members no longer participate in the business of the public meeting. When reinstated, board members should work together to rebuild the credibility of the board, communicate in a professional and respectful manner, and focus the meeting agenda on matters related to student educational attainment. Ongoing training related to communications is recommended.
2. When reinstated, the board president should attend training on conducting effective meetings to ensure that all members of the board are adequately heard during the discussion of issues.
3. The Special Trustee currently, and the reinstated board in the future, should consider affirming a code of ethics to formalize the expectations for conduct of the participants in the public board meetings.
4. The Special Trustee should consider ways that elected board members might be appropriately engaged at the public board meetings.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.6 - Board Roles/Boardsmanship

Professional Standard:

Individual board members respect the decisions of the board majority and support the board’s actions in public.

Sources and Documentation:

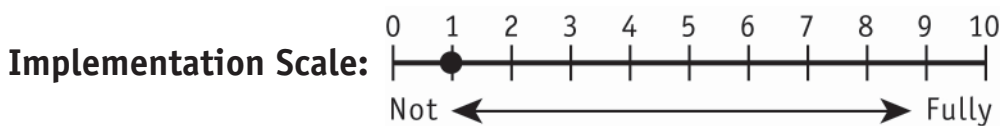
1. Interviews with staff, faculty, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Direct observation of board member interactions was not possible for this review because the members of the board no longer participate in the business of the public meeting. When reinstated, all board members should work together to ensure that board decisions are not undermined by individual members. When reinstated, board members should engage in workshops or training related to effective board governance.
2. The Special Trustee should consider affirming a code of ethics to formalize the expectations for conduct of the participants in the public board meetings.
3. The Special Trustee should consider ways that elected board members might be appropriately engaged at the public board meetings.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.7 - Board Roles/Boardmanship

Professional Standard:

Functional working relations are maintained between the board and administration.

Sources and Documentation:

1. Interviews with administrators and board members

Progress on Implementing the Recommendations of the Recovery Plan:

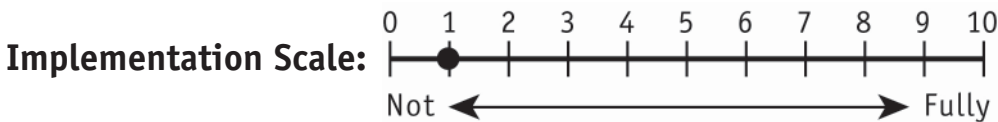
1. The Special Trustee has begun to meet with elected members of the Board of Trustees prior to each board meeting. By providing the board with an opportunity to meet and discuss the agenda, the relationship between the Special Trustee and the members of the board appears to have improved and tensions have eased.

As one aspect of a plan to improve communications overall, the Provost/CEO should engage in regular, proactive communication with the El Camino College Board of Trustees about the business of the Compton Community College District. Currently, the reports to the El Camino board are mainly informal updates, and do not provide any opportunity for substantive conversation or discussion of policy where appropriate. When reinstated, the elected board of the Compton Community College District should engage in regular, proactive communication with the administration.

Additionally, the Special Trustee has initiated the meetings of the Board of Advisors, and has set written roles and expectations for the committee. By putting into place specific goals and desired outcomes, this group will be able to hold itself accountable, with the expectation having been set that functional working relationships will be maintained.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.8 - Board Roles/Boardsmanship

Professional Standard:

The board publicly demonstrates respect for and support for the district staff.

Sources and Documentation:

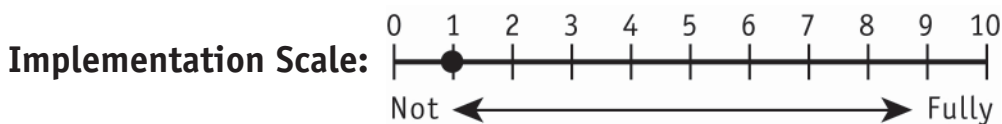
1. Interviews with staff, faculty, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Direct observation of board member interactions was not possible for this review because the members of the board no longer participate in the business of the public meeting. While the Provost/CEO and Special Trustee do recognize the contributions of district employees during board meetings, the issue of low morale on the part of staff and faculty was mentioned by multiple interviewees during this progress report. District employees consistently voice a desire for greater advance communications and consultation before decisions are made. To improve employee morale, retain quality staff, and increase motivation, the district should develop a formal program for staff recognition. The Special Trustee, current administrators, and, when reinstated, the board should ensure that positive employee performance is recognized.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.9 - Board Roles/Boardmanship

Professional Standard:

The board publicly demonstrates respect for public input at meetings and public hearings.

Sources and Documentation:

1. Interviews with staff, faculty, students, administrators and community members

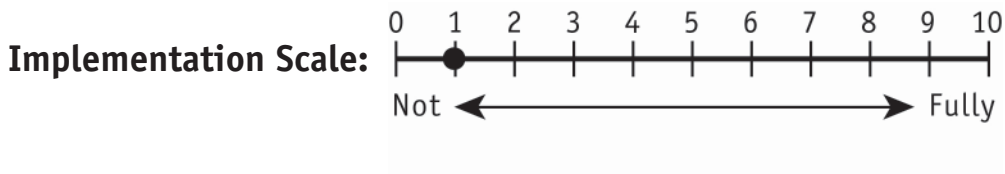
Progress on Implementing the Recommendations of the Recovery Plan:

1. Direct observation of board member actions was not possible for this progress report because the members of the board no longer participate in the business of the public meeting. The Special Trustee should continue to hold public hearings and forums on critical issues, allowing for meaningful opportunities for input by the public. The Special Trustee should continue to ensure that these events are widely publicized. When reinstated, the board should maintain these practices.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 1



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.10 - Board Roles/Boardsmanship

Professional Standard:

Board members respect confidentiality of information shared by the administration.

Sources and Documentation:

1. Interviews with staff, faculty, and administrators

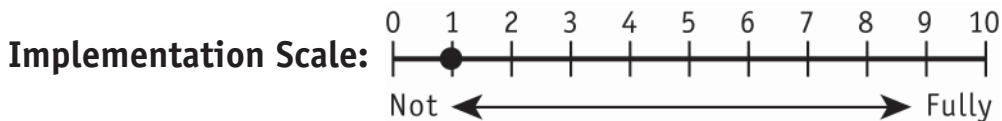
Progress on Implementing the Recommendations of the Recovery Plan:

1. Direct observation of board member actions was not possible for this standard because the members of the board no longer participate in the business of the public meeting. The Special Trustee should continue to ensure that the confidentiality of closed session items is maintained. When reinstated, the board should participate in training to review confidentiality requirements with legal counsel, the Special Trustee, and administrators, and maintain the confidentiality of closed session items.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 1



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.11 - Board Roles/Boardsmanship

Professional Standard:

Board members do not involve themselves in operational issues that are the responsibility of the President and staff.

Sources and Documentation:

1. Interviews with staff, faculty, and administrators

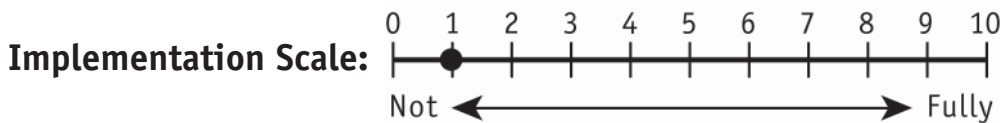
Progress on Implementing the Recommendations of the Recovery Plan:

1. The members of the board no longer participate in the business of the public meeting and do not involve themselves in operational issues. As part of the comprehensive review of policy that should be undertaken, the Special Trustee should reaffirm the policy clarifying the separation in roles between the board and the Provost/CEO. Additionally, when the board is reinstated, board members should receive training about appropriate and effective board governance.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 1



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.12 - Board Roles/Boardsmanship

Professional Standard:

The board acts for the community and in the interest of all students in the district.

Sources and Documentation:

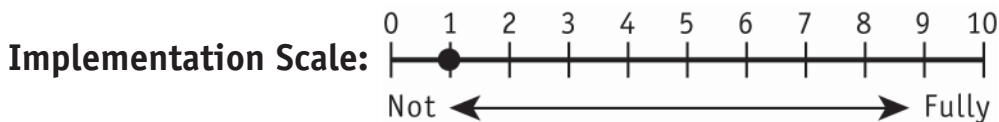
1. Interviews with staff, faculty, students, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Students and their educational attainment have not always been a consistent focus for the board. To demonstrate progress in this area, the board members should partner more closely with students, and serve as a voice in public comment representing the needs of this diverse population. The recruitment and retention of students continues to be one of the most critical components of success for the district, and the board should make efforts to support specific programs being implemented to increase student enrollment. This area must be continually monitored and efforts refined. The Special Trustee continues to meet with the Board of Advisors. He must ensure that the group from which he is soliciting input represents a diverse cross-section of the entire community of stakeholders in the district.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.2 - Board Meetings

Legal Standard:

The board agenda is made available to the public in the manner and under the time lines prescribed by law. (Government Code 54954.1, 54954.2)

Sources and Documentation:

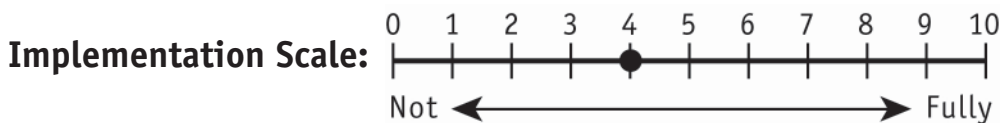
1. Board member interviews
2. Faculty, staff, and administration interviews
3. District Web site
4. District bylaws
5. Board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. While board meeting agendas are posted near the Provost’s office in compliance with Government Code 54954.2 at least 72 hours prior to a regular meeting, the full agenda packet with background materials is often not available until the day of the meeting. These materials should be made available as early as possible, to allow for time to read, review, and analyze the information and recommendations. Meeting agendas are posted to the district’s Web site before the meetings, although the difficult-to-navigate page does not make the documents easy to locate.
2. As part of the comprehensive review of district policy, the Special Trustee should revise the following policies: Board Policy 1.7, Agenda and Meetings of the Board of Trustees, and Board Policy 1.9, Meetings of the Board.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.3 – Board Meetings

Professional Standard:

Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.

Sources and Documentation:

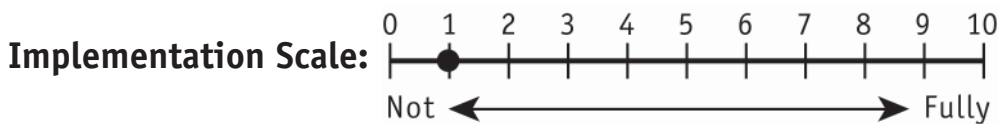
1. Interviews with administrators and board members
2. Review of board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. The members of the board no longer participate in the business of the public meeting. The Provost/CEO must work with staff to increase the lead time for the creation of agendas. While the background documents and information in the agenda packets are being distributed in a manner that complies with the law, these supplemental materials should be distributed as early as possible before each board meeting. The public should be able to access timely, accurate and meaningful background data for analysis in advance of the meetings. When reinstated, board members should receive training about appropriate and effective board governance and accept responsibility for reviewing agenda materials before meetings.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.5 - Board Meetings

Legal Standard:

Open and closed sessions are conducted according to the Ralph M. Brown Act. (Government Code 54950 et seq.)

Sources and Documentation:

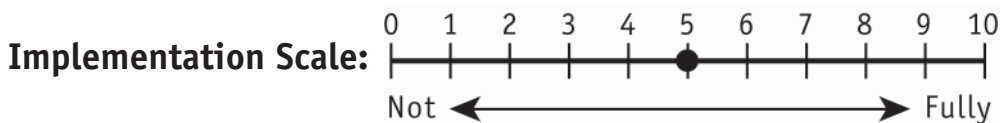
1. District policies/bylaws
2. Board agendas and minutes
3. Board member interviews
4. Faculty, staff, and administration interviews
5. Observations of board meetings

Progress on Implementing the Recommendations of the Recovery Plan:

1. While the Special Trustee does not have to adhere to aspects of the Brown Act that address multi-member boards, he does report in open session any decisions made in closed session. It would be a good practice for the Special Trustee to revise the district policies on open and closed sessions, as part of the comprehensive policy review that has been suggested, to ensure that these bylaws reflect current legislation. These policies include: Board Policy 1.7, Agenda and Meetings of the Board of Trustees, and Board Policy 1.9, Meetings of the Board.
2. The Special Trustee should ensure that the newly elected member of the board and the members of the Board of Advisors receive an orientation regarding the Brown Act.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.6 - Board Meetings

Professional Standard:

Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.

Sources and Documentation:

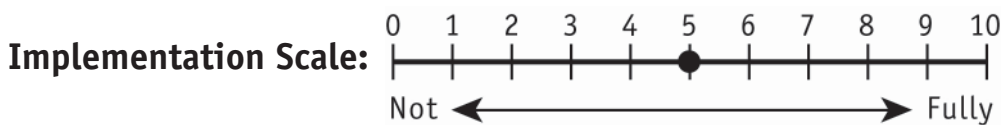
1. Board member interviews
2. Faculty, staff, and administration interviews
3. Community member interviews
4. Observations of board meetings
5. District bylaws
6. Board agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. Meetings observed during the time period for this progress report generally proceeded according to the agenda and were conducted in a businesslike manner. The Special Trustee provides the public, union representatives, committee chairs, student leaders, and members of the board opportunities to speak on particular agenda topics and allows for public comment during meetings.
2. While the Special Trustee is not required to reach consensus or engage in discussion before making a decision, asking questions as part of the process is especially important in helping the public to understand the rationale for the Special Trustee’s decisions and the implications of each decision for the district. This practice should continue.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.8 - Board Meetings

Legal Standard:

Members of the public have an opportunity to address the board before or during the board’s consideration of each item of business to be discussed at regular or special meetings, and to bring before the board matters that are not on the agenda (Education Code 35145.5).

Sources and Documentation:

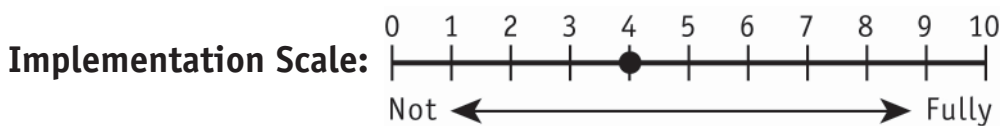
1. District bylaws
2. Board agendas and minutes
3. Observations of board meetings
4. Board member interviews
5. Faculty, staff, and administration interviews
6. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district’s Board Policy 1.8 describes procedures for public participation at board meetings. The community members interviewed for this progress report did not express concerns about a lack of opportunity to address the Special Trustee at meetings. The Special Trustee should formalize the process for community input and public participation at board meetings by reaffirming the pertinent policies to reinforce the practices already in place.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.9 Board Meetings

Professional Standard:

Board meetings focus on matters related to student educational attainment.

Sources and Documentation:

1. Board agendas and minutes
2. Observations of board meetings
3. Board member interviews
4. Faculty, staff, and administration interviews
5. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Community College District board meeting agendas typically address matters related to fiscal recovery, budget, legal issues, and ongoing operational issues such as the management of student enrollment. It is rare for meetings to focus on policy or planning and analysis. The Special Trustee should ensure that matters related to the educational achievement of students are incorporated into board meetings more frequently. Working with the Provost/CEO, the Special Trustee should develop meeting agendas that explicitly link the goals of the district to discussion items. Agendas should more clearly define the educational impact of each item; they should be planned to allow maximum time for the most important items rather than for operational issues.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1

