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.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness		April 2007 Rating	Jan. 2008 Rating	July 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**	**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**	**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**	**2**
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**	**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**	**2**
3.5	**The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.**	**1**	**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. While individual programs, such as Human Resources, have begun to develop procedures and draft policies, there has not been a systematic process for the identification, review, development, revision, and adoption of policy. Policies have not routinely or consistently been referenced at meetings as part of the decision-making process. Decisions appear to be made to address pressing issues or meet deadline requirements rather than to anticipate concerns that may arise in the future. The district should initiate and implement 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.
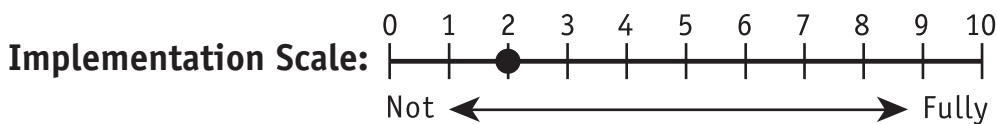
   The Special Trustee should reinforce his expectations regarding the consistent implementation of policies, and maintain accountability through periodic reviews of critical policies and through the staff evaluation process.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2

Implementation Scale:

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      Not  ◄──────────────────►  Fully
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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.

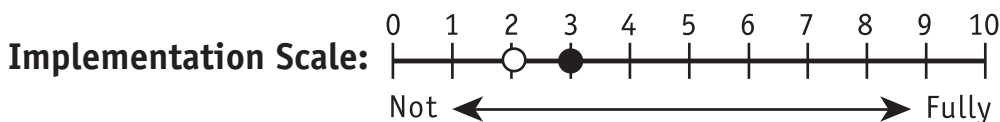### Sources and Documentation:
1. El Camino College Strategic Plan 2007-2010
2. El Camino College Catalog 2007-2008, Compton Center Edition
3. El Camino College Student Handbook 2007-2008, Compton Center Edition
4. Review of 206 Spring 2008 El Camino College, Compton Center Syllabi
5. Observations of 85 classes

Progress on Implementing the Recommendations of the Recovery Plan:

1. A mission statement for El Camino College, including the Compton Center, was developed in April 2007. Minimal progress has been made on this standard since the last visit.

2. A review of 206 course syllabi of classes taught at the Compton Center for spring 2008, excluding nursing courses, demonstrated that six syllabi from two faculty members made reference to the college's mission statement, compared to one syllabus in fall 2007. The review team did not find a common vision for student learning expressed by faculty to their students.

3. The Mission Statement has been distributed to faculty and staff, but the review of course syllabi illustrates that there has not been any reinforcement of the Vision Statement for students in the syllabi they receive from faculty. Nor was there any evidence of the Mission Statement appearing in any classroom visited as part of this review. Two workshops on preparing syllabi were conducted. Additionally, two templates for syllabi have been developed by faculty leaders. However, neither template contains any reference to a mission statement.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 3
July 2008 Self-Rating: 4
July 2008 Rating: 3

Implementation Scale:

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        0  1  2  3  4  5  6  7  8  9  10
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          Not ←——————————————→ Fully
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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 Center 2007-08 Enrollment Management Plan
6. Compton Community College District, Plan to Plan Meeting, Friday, November 10 [2007] Agenda [along with Planning Timeline by Activity and PowerPoint on the planning process]
7. El Camino College Compton Center Matriculation Program Plan, January 4, 2008
8. El Camino College Compton Center Student Equity Plan 2007-08 (draft)
9. El Camino College Compton Center Enrollment Management Plan 2007-08
10. Compton Community College District [Responses to November 2007] FCMAT Academic Achievement site visit, May 2008
11. El Camino Community College Compton Center 2007 FCMAT Academic Achievement site visit
12. El Camino College Compton Center Facilities Plan
13. Interviews with the Special Trustee and administrators of the Compton Community College District, and with the Superintendent/CEO, faculty and administrators of El Camino Community College District, including the El Camino Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been progress in both long- and short-term planning since the last review team visit. In November 2007, Compton District staff and Compton Center faculty conducted a "Planning to Plan" meeting. The agenda for that meeting included time lines for the production of plans for the district and Center. Plans now exist in the following areas: facilities, matriculation, enrollment management, and student equity, the latter providing a basis for equity planning through 2010.

2. The lack of progress by the Compton Center faculty and staff on the Education Plan (also known as the Academic Plan) is noteworthy. Since the Education Plan represents the core activity of the Compton Center, it would logically provide the basis for all other plans. In fact, a Compton District document states that this plan was to provide the basis for plans related to technology, staffing, and facilities. Although there have been attempts to initiate work on the Education Plan, a committee quorum could not be assembled. The Compton Center Provost had to reconstitute and expand the committee. According to administrators

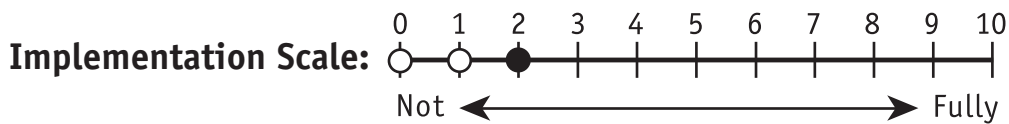and memoranda prepared for the review team, no work has been done on this document since the last visit.

3. Overall, the plans identified above represent progress. However, there are two elements to the standard: long-term goals and academics (student achievement). The matriculation and enrollment management plans were focused on the short-term and the Education (Academic) Plan does not exist. Additional work on these issues is required to meet the standard.

To fully comply with the standard, long-term plans must be developed to support 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 Rating:	1
July 2008 Self-Rating:	3
July 2008 Rating:	2

Implementation Scale:

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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. El Camino College – Institutional Self Study in Support of Reaffirmation of Accreditation
3. El Camino College Compton Center Spring 2008 schedule of classes
4. (July 2008) Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District
5. FCMAT Academic Achievement team site visit, Compton Community College May 2008
6. Minutes of CCC meetings
7. El Camino College Compton Center Bargaining Contract, Article X Evaluation
8. Curriculum Handbook for El Camino College
9. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. No revised El Camino College board policy was presented to the review team requiring that a course outline of record and faculty-created syllabus be filed for every course offered in keeping with ACCJC Standard II-A 1c.

2. Curriculum management planning for Compton Center now meets minimum adequacy when compared to the Quality Criteria (see Exhibit 2.3.1).

   Exhibit 2.3.1 lists the quality criteria for curriculum management planning and the review team's current assessment of El Camino College Compton Center curriculum management.

Exhibit 2.3.1
Quality Criteria for a Curriculum Management Planning Framework
and Review Team Assessment
El Camino College Compton Center, May 2008

	April 2007		May 2008	
Characteristic	**Adequate**	**Inadequate**	**Adequate**	**Inadequate**
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		X	
2. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members.	X		X	
3. Presents the format and components of aligned course outlines.	X		X	
4. Directs Title 5 requirements be included in the curriculum.	X		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		X	
7. Describes the timing, scope, and procedures for curriculum review.	X		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		X	

P* = Partially satisfied

As noted in Exhibit 2.3.1, eight of the 11 quality criteria have now been met. This is considered adequate by FCMAT and ACCJC standards. Characteristic 9 calls for specifying overall assessment procedures to determine curriculum effectiveness. The El Camino College Academic Senate has developed Guiding Principles of SLO Assessment Cycles, which call for curriculum planning, budget decisions, and evaluation of student learning to be informed by assessment results.

The following was noted concerning the remaining three inadequate characteristics:

Characteristic 5: No progress has been made to develop new policy or revise current policy directing Compton Center professional development or the design of a current Center professional development plan. (See Standards 5.1 and 5.2)
Characteristic 8: Formal procedures for monitoring curriculum delivery at Compton Education Center have not been developed or implemented. (See Standard 5.7)
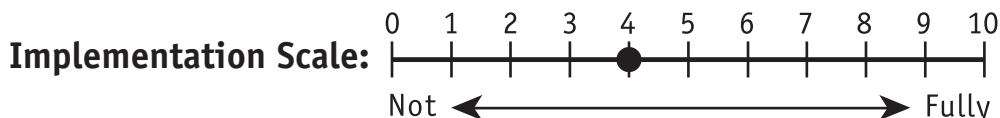**Characteristic 10:** The review team was not provided new or revised El Camino College board policy, procedures, or requirements for Compton Center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. (See Standard 1.2)

3. The rating for this recommendation has not progressed even though Compton Center personnel continue to work collaboratively with El Camino College personnel in development of SLO/Assessments (see Standard 5.7). The El Camino College Academic Senate ratified five core institutional student learning outcomes (referred to as core competencies) in May 2007. According to the El Camino College self-study for accreditation, 323 courses have developed SLOs, with 31 courses in the process of developing assessments. Compton Center and El Camino main campus personnel are considering the inclusion of SLOs as a link in the Curricuware database of course outlines of record.

The review team will review newly created and revised course outlines of record using the quality curriculum criteria during the next visit.

Standard Implemented: Partially

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

Implementation Scale:

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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 Center FCMAT Academic Achievement site visits, 2007 and May 2008
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 and are making substantial progress, but SLOs have not been developed for many Compton Center courses (see Standard 2.3). However, there is a plan or time line for completing SLOs for all courses and activities.

2. Individual student education plans are automated, but controls to ensure that each student has an education plan and that the plan is current are lacking. Compton Center officials do not conduct random quality checks of student education plans or generate lists of students who have no plans. Officials state they have no plans to implement these controls.

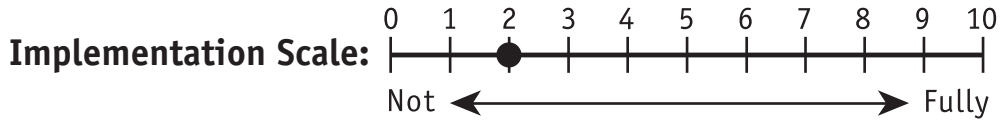   The following actions are recommended to meet the standard:

   • Compton Center and El Camino faculty and staff members should continue and accelerate their joint efforts to develop all SLOs as required by ACCJC.
   • Whenever practical, these efforts should draw on the work already completed by the Compton Center faculty.

   With regard to individual education plans, the Compton Center staff should:

   • Establish and/or enforce controls that require students to complete and update their individual plans at appropriate times.
   • Automatically generate periodic reports to identify students who have not prepared 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 Rating: 2
July 2008 Self-Rating: 4
July 2008 Rating: 2

Implementation Scale:

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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 206 Spring 2008 El Camino College, Compton Center syllabi
4. California Postsecondary Educational Commission (CPEC) Transfer Pathways
5. Interviews of five students
6. Observations of 85 classes
7. Interviews with six counselors
8. Interviews with three administrators

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. There is increasing evidence that the behavioral expectations for students are being reinforced in class materials distributed to students, in particular, course syllabi. Exhibit 3.5.1 presents a break-down of references to behavioral expectations cited in syllabi:

Exhibit 3.5.1
Behavioral Expectations from Course Syllabi Review (N=206)
May 2008

Catalog/Student Handbook Reference	Individual Instructor Policy	Individual Policy & Catalog/ Student Handbook Reference	No Policy
5	69	9	123

As a percentage of syllabi reviewed compared to the Fall 2007 semester, there are now fewer syllabi without any behavioral expectations policy statement and a doubling of syllabi with individual faculty policy statements. This shows improvement in communicating high expectations for the behavior of students. On the other hand, almost 60% of syllabi don't include these expectations.
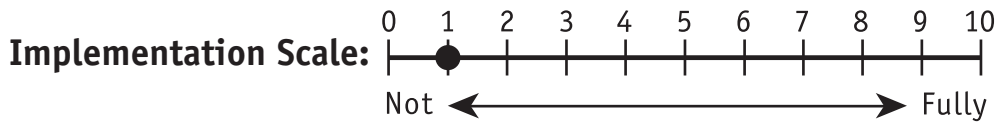
Observations of classes this during this visit found fewer students walking in and out of classrooms during instruction, receiving cell phone calls in class, or walking out of class to talk on the phone. However, chronic tardiness of students continues to be a substantial problem. The review team observed students walking into class 15, 20, 30 and in one case 40

minutes late. In two instances when visiting classes at the beginning of the scheduled time, faculty members told the review team to return in 10 or 15 minutes since students come in late and classes don't begin on time. In these cases, the observations indicate that high expectations for attendance are not reinforced at the classroom level.

3. The El Camino Catalog and Student Handbook, Compton Center, reflect high academic expectations and academic standards.

4. Counselors are becoming more accustomed to using the on-line educational plan system introduced by the El Camino College staff. It does appear, however, that the training needs to be reinforced. Some counselors still fill out the education plans by hand and then type them into the computer, rendering the process inefficient. The Colleague student database provides the ability to monitor student educational plans online to determine if they are following the plan, but this aspect has not yet been implemented.

5. The Fall 2007 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 about 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 and raising transfer rates. The Fall 2007 Demographic and Enrollment Characteristics Summary revealed that about 40% of Compton Center students indicate "transfer" as their educational goal on 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 data 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 Compton Center in 2006-07 compared to 168 in 2005-06. While student goals are a lagging indicator of achievement, and because over 88% of Compton Center students attend part-time, transfer numbers do not always reflect the achievement of current student goals. Nevertheless, these transfer numbers are shockingly low. Additionally, transfer from Compton Center to universities will become even more difficult to track, given that the students are now El Camino College students.

6. No poll of students concerning expectations has been conducted, 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 to solicit student feedback if a poll is not taken.

Standard Implemented: Partially

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

Implementation Scale:

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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.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness	April 2007 Rating	Jan. 2008 Rating	July 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**
1.2 **Information is communicated to the staff at all levels in an effective and timely manner.**	**2**	**2**	**2**
1.3 **Staff input into college operations is encouraged.**	**1**	**2**	**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**	**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**
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**

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	July 2008 Rating
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**	**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		
4.2	**Policies and administrative regulations are up to date and reflect current law and local needs.**	**2**	**2**	**2**
4.3	**The board has adopted all policies mandated by state and federal law.**	**1**	**1**	**1**
4.6	**Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.**	**2**	**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**	**2**
1.4	**The college directs its resources fairly and consistently to accomplish its objectives.**	**0**	**1**	**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**	**4**

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	July 2008 Rating
2.4	**A process is in place to maintain alignment among standards, practices and assessments.**	**1**	**1**	**3**
2.10	**The college has adopted a plan for integrating technology into curriculum and instruction.**	**2**	**3**	**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**	**2**
3.5	**The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.**	**1**	**1**	**1**
3.11	**Class size and faculty assignments support effective student learning to achieve student learning outcomes.**	**2**	**5**	**6**
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**	**2**
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**	**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**	**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	July 2008 Rating
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**	**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**	**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**	**2**
5.2	**Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.**	**1**	**2**	**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**	**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
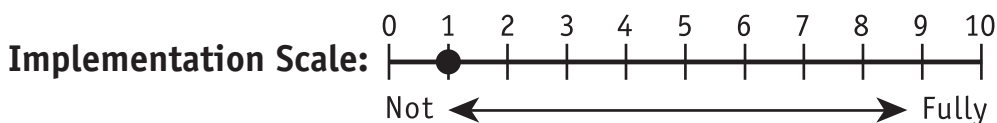4. District Web site
5. Newsletters

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 such a plan should be a priority for Compton, as the lack of communications tends to be an underlying problem that is pervasive across all areas. With a change in 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 Compton Center needs to create a comprehensive communication plan that effectively combats rumors, streamlines the dissemination of information and improves opportunities for two-way interaction. As the district moves forward with the development of a comprehensive communications plan, it will be essential to include input from both staff and students in the methods and strategies identified.

   Compton's enrollment and recruitment plan includes a strategy for 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 on-site 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.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
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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.
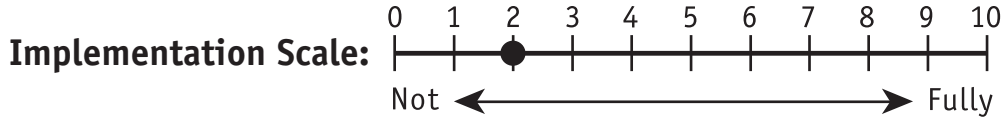
Sources and Documentation:
1. Faculty, staff, and administration interviews
2. Board member interviews
3. Student interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviewees continue to raise concerns about the lack of two-way internal communications. The turnover in key administrative positions has contributed to this perception, as the development of communication tools and reliable sources of information is lacking. 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 need to be developed and implemented at the Compton Center.

2. There has been no formal, consistent process to engage the public or staff in policy discussions. Some interviewees indicated that the process used to search for and interview candidates for the Provost position was a step in the right direction, providing an opportunity for interested parties to attend forums to meet the candidates and listen to their responses to questions. The Compton Center still must pursue opportunities in addition to the public comment at board meetings and Shared Governance Committee meetings to provide formal means of communications between staff and administrators. 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. Since the last progress report, the Provost began to hold breakfast and lunch events in an attempt to engage groups in the local community. These events were generally regarded as successful, but do not appear to be part of a larger comprehensive strategy and plan of communications and community outreach. The Compton Center was also a participant in a town hall meeting on the issue of the future of the campus, but the meeting was convened by the Mayor of Compton, rather than being organized by the Compton Center or held in partnership with the city. The Compton Center should take a proactive stance on communication, initiating conversations instead of responding after the fact.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2

Implementation Scale:

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

Professional Standard:
Staff input into college operations is encouraged.
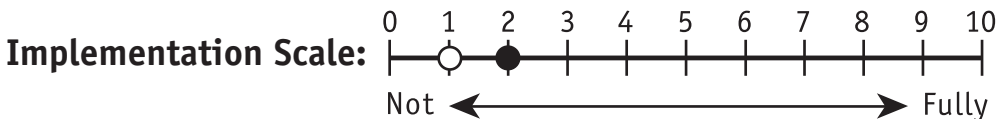
Sources and Documentation:
1. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change in the operations of the Compton Center's task forces and committees. Therefore, 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. 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
July 2008 Rating: 2

Implementation Scale:

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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.
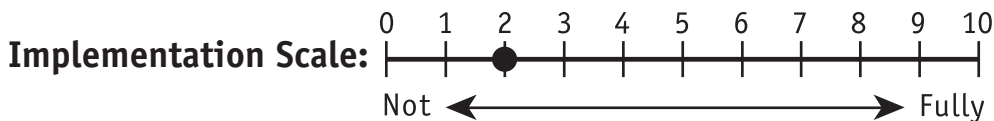
Sources and Documentation:
1. Faculty, staff, and administration interviews
2. Board member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. While it appears that only individuals authorized to speak on behalf of the college comment on programs and decisions, Compton still lacks clear, written policies and protocols on the issue of spokespersons. A policy addressing this topic 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
July 2008 Rating: 2

Implementation Scale:

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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

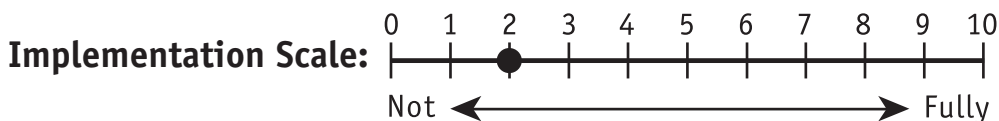### Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no update to the complaint policies of the Compton Community College District. No specific training has been provided to staff or to students on preventing or resolving complaints.

   Interviews with students indicated that they still have questions regarding who to contact at the Compton Center or El Camino College to resolve particular issues. Frustrations continued to be voiced about a perceived lack of communications and a lack of recognition of student complaints. The Compton 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
July 2008 Rating: 2

Implementation Scale:

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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
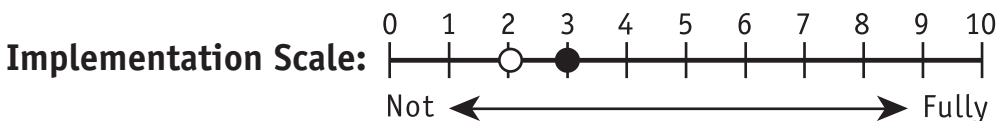3. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. A formal strategy to develop and sustain community partnerships has not been adopted. Since the last progress report, the Provost began to hold breakfast and lunch events in an attempt to engage groups within the local community, including pastors and business leaders. These events were generally regarded as successful, but do not appear to be part of a larger comprehensive strategy and plan of community outreach. Additionally, the Compton Center has worked to engage local high school students and counselors, but this should be just one aspect of a multipart approach to effectively engage as many segments of the potential student population as possible.

   The Compton Center was a participant in a town hall meeting on the future of the campus, but the meeting was convened by the Mayor of Compton rather than being organized by the Compton Center or held in partnership with the city. The district should endeavor 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 elected board and of the Board of Advisors can 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 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
July 2008 Rating: 3

Implementation Scale:

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        Not ←                          → Fully
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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
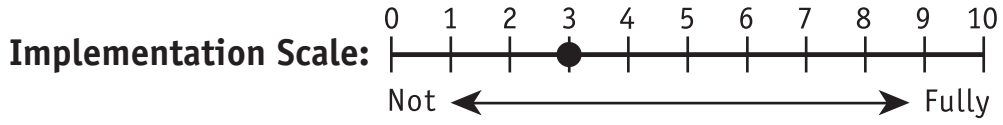3. Compton Community College District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. A lack of clarity over responsibilities and decision-making between El Camino College and the Compton Community College District continues to be raised by interviewees. The resulting confusion over the proper role for committees sometimes hampers action. The proposed revision of the memorandum of understanding between ECC and CCCD is a means toward resolving some of this confusion, and continuing to clarify and address these concerns must be a key priority for the Compton Center to begin to demonstrate progress. 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 continued to hold meetings of the 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.

   Since the last progress report, the Provost began to hold breakfast and lunch events to try to engage groups in the local community, including pastors and business leaders. These events were generally regarded as successful, but do not appear to be part of a larger comprehensive strategy and plan of community outreach. Additionally, the process for interviewing Provost candidates and the composition of the search committee was cited by some interviewees as an example of a model that successfully engaged in broader campus and community representation.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3

Implementation Scale:

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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:
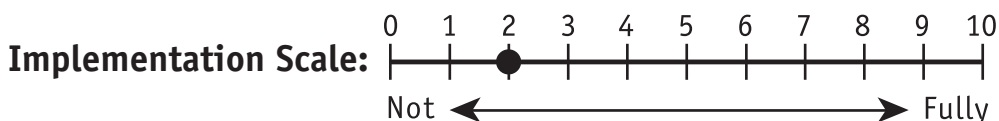
1. No changes to the policy manual of the Compton Community College District were noted during the last six months. The district continues to have a policy manual that was last updated in 2003. Many of the polices are outdated and require revision.

    While individual programs such as Human Resources have begun to develop procedures and draft policies, there is no systematic process to identify, review, develop, revise, and adopt policies. A comprehensive policy review process should be initiated and a practice instituted for effective and consistent implementation. It is still recommended for the district to conduct a complete review of the policy manual and the Community College League's template policies 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 align 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. 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.

2.   Once these policies are reviewed and amended, all district and site staff should be held accountable for adhering to district policies. By more effectively using technology to post and share the policy manual, the information will be more readily accessible for 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 should 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 policies to the district's Web site.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2

Implementation Scale:

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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

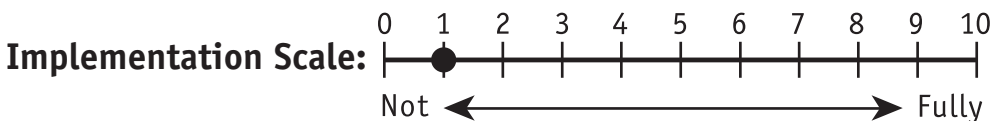## Progress on Implementing the Recommendations of the Recovery Plan:

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

   While individual programs such as Human Resources have begun to develop procedures and draft policies, there has been no systematic process to identify, review, develop, revise, and adopt policies. A comprehensive policy review process should be initiated and a practice instituted for effective and consistent implementation. It is still recommended for the district to 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 District policies do not conflict with the El Camino College policies that affect students attending the Compton Center. It should also outline a process to ensure opportunities to introduce and discuss new policies to reflect both practice and changes in the law. The Special Trustee should establish a specific plan and time line to amend and adopt district policies. The plan should include a process for the effective dissemination, distribution, and consistent implementation of policy. Administrators, staff, students, and the community should have ready access to the policies through the district's Web site.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1

Implementation Scale:

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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.
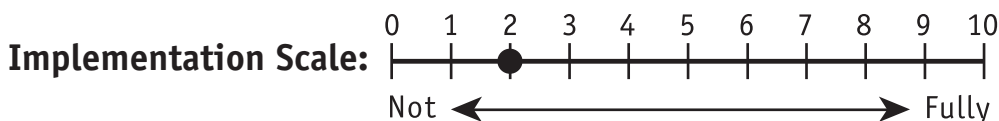
   The Special Trustee should reinforce his expectations regarding the consistent implementation of policies, and maintain accountability through periodic reviews of critical policies and through the staff evaluation process. As part of the board development and training that is being conducted with a Community College League of California consultant, the members of the elected board and Special Trustee should begin to develop board bylaws and policies addressing the meetings and operations of the board.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ←   → Fully

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. 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 Center 2007-2008 Enrollment Management Plan
6. Compton Community College District, Plan to Plan Meeting, Friday, November 10 [2007] Agenda [along with Planning Timeline by Activity and PowerPoint on the planning process]
7. El Camino College Compton Center Matriculation Program Plan, January 4, 2008
8. El Camino College Compton Center Student Equity Plan 2007-08 (draft)
9. El Camino College Compton Center Enrollment Management Plan 2007-2008
10. Compton Community College District [Responses to November 2007] FCMAT Academic Achievement site visit, May 2008
11. El Camino Community College Compton Center 2007 FCMAT Academic Achievement site visit
12. El Camino College Compton Center Facilities Plan
13. Interviews with the Special Trustee and administrators of the Compton Community College District, and with the Superintendent/CEO, faculty and administrators of El Camino Community College District, including the El Camino Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been progress in both long- and short-term planning since the last review team visit. In November 2007, Compton District staff and Compton Center faculty conducted a "Planning to Plan" meeting. The agenda for that meeting included time lines for the production of plans for the district and Center. Plans now exist in the following areas: facilities, matriculation, enrollment management, and student equity, the latter providing a basis for equity planning through 2010.

2. The lack of progress by the Compton Center faculty and staff on the Education Plan (also known as the Academic Plan) is noteworthy. Since the Education Plan represents the core activity of the Compton Center, it would logically provide the basis for all other plans. In fact, a Compton District document states that this plan was to provide the basis for plans related to technology, staffing, and facilities. Although there have been attempts to initiate work on the Education Plan, a committee quorum could not be assembled. The Compton Center Provost had to reconstitute and expand the committee. According to administrators

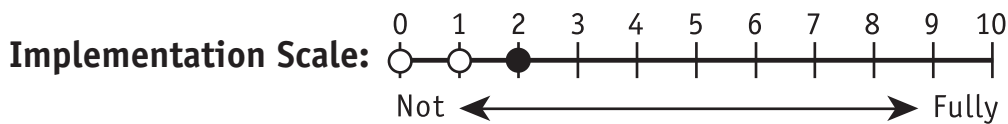and memoranda prepared for the review team, no work has been done on this document since the last visit.

3. Overall, the plans identified above represent progress. However, there are two elements to the standard: long-term goals and academics (student achievement). The matriculation and enrollment management plans were focused on the short-term and the Education (Academic) Plan does not exist. Additional work on these issues is required to meet the standard.

    To fully comply with the standard, long-term plans must be developed to support 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 Rating: 1
July 2008 Self-Rating: 3
July 2008 Rating: 2

Implementation Scale:

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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 2004-07
8. El Camino Community College Strategic Plan 2007 through 2010
9. El Camino College Compton Center Student Equity Plan 2007-08 (draft)
10. Compton Community College District (Responses to November 2007) FCMAT Academic Achievement site visit, May 2008
11. Interviews with the Special Trustee and administrators of the Compton Community College District, and with the Superintendent/CEO, faculty and administrators of El Camino Community College District, including the El Camino Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last review team visit, progress toward fair distribution of resources has been primarily in the form of developing a draft Compton Center Student Equity Plan 2007-08. If approved, this document will provide the basis for equity planning and actions through 2010. However, assessment of actions to support the standard will have to await implementation of the plan.

2. As noted in the previous progress report, the one-page El Camino Community College Strategic Plan 2007 through 2010 contained no specific objectives and 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.

3. In the previous report, the review team also noted that the Planning and Budgeting Committee was active in advising the Compton Center Provost and the Compton District Special Trustee regarding resource allocation, but that the formal linking of planning and budgeting in a single committee was new for the Compton Center. At that time, the committee had no track record in merging planning and budgeting, and the review team had no basis on which to judge consistency or fairness in the allocation of resources to pursue objectives. During the May 2007 visit, the review team requested minutes of the Planning and Budgeting Committee to assess its progress; those minutes were not provided. Further, a senior member of the Compton District staff told the review team there was concern that the current configura-

tion of committees might not be appropriate for managing Compton Center and that a new committee configuration was being considered. For these reasons, the review team could not assess the activities of the Planning and Budgeting Committee regarding distribution of resources.
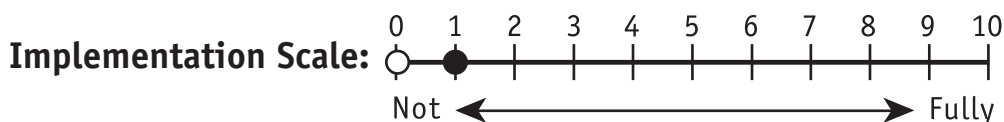
3. Resource allocations continued to be inconsistent with the objectives of categorical programs. In the previous two reports, training and written procedures for categorical program managers and business office staff overseeing those programs were recommended. Compton Center officials provided no substantial evidence that these recommendations had been addressed. The lack of action on recommendations and continuing lack of precision in the management of categorical funds was substantiated by the Compton District's financial audit for the year ending June 30, 2007 and by the Compton Center's Provost in a written response to the January 2008 findings. (See Standard 1.5 for details on categorical and compensatory funds management.)

    The following actions are still needed:

    • 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.

    • 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.

    • Fully staff and render fully operational the committee structure for the Compton Center.

    • 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 Rating: 1
July 2008 Self-Rating: 1
July 2008 Rating: 1

Implementation Scale:

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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 II-A
2. Standard II-A El Camino College – Institutional Self Study in Support of Reaffirmation of Accreditation
3. El Camino College Compton Center Spring 2008 schedule of classes
4. (July 2008) Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District
5. FCMAT Academic Achievement site visit, Compton Community College May 2008
6. Minutes of CCC meetings
7. El Camino College Compton Center Bargaining Contract, Article X Evaluation
8. Curriculum Handbook for El Camino College
9. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. No revised El Camino College board policy was presented to the review team requiring that a course outline of record and faculty-created syllabus be filed for every course offered in keeping with ACCJC Standard II-A 1c.

2. Curriculum management planning for the Compton Center now meets minimum adequacy when compared to the Quality Criteria (see Exhibit 2.3.1).

   Exhibit 2.3.1 lists the quality criteria for curriculum management planning and the review team's current assessment of El Camino College Compton Center curriculum management.

Exhibit 2.3.1
Quality Criteria for a Curriculum Management Planning Framework and Review Team Assessment
El Camino College Compton Center, May 2008

Characteristic	April 2007		May 2008	
	Adequate	Inadequate	Adequate	Inadequate
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		X	
2. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members.	X		X	
3. Presents the format and components of aligned course outlines.	X		X	
4. Directs Title 5 requirements be included in the curriculum.	X		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		X	
7. Describes the timing, scope, and procedures for curriculum review.	X		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		X	

P* = Partially satisfied

As noted in Exhibit 2.3.1, eight of the 11 quality criteria have now been met. This is considered adequate by FCMAT and ACCJC standards. Characteristic 9 calls for specifying overall assessment procedures to determine curriculum effectiveness. The El Camino College Academic Senate has developed Guiding Principles of SLO Assessment Cycles, which call for curriculum planning, budget decisions, and evaluation of student learning to be informed by assessment results.

The following was noted concerning the remaining three inadequate characteristics:

Characteristic 5: No progress has been made to develop new policy or revise current policy directing Compton Center professional development or the design of a current Center professional development plan. (See Standards 5.1 and 5.2)
Characteristic 8: Formal procedures for monitoring curriculum delivery at Compton Education Center have not been developed or implemented. (See Standard 5.7)
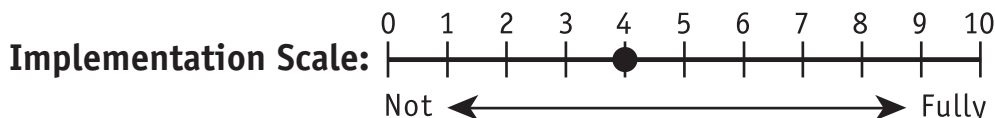**Characteristic 10:** The review team was not provided new or revised El Camino College board policy, procedures, or requirements for Compton Center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. (See Standard 1.2)

3. This standard has not yet been met even though Compton Center personnel continue to work collaboratively with El Camino College personnel in development of SLO/Assessments (see Standard 5.7). The El Camino College Academic Senate ratified five core institutional student learning outcomes (referred to as core competencies) in May 2007. According to the El Camino College self-study for accreditation, 323 courses have developed SLOs, with 31 courses in the process of developing assessments. Compton Center and El Camino main campus personnel are considering the inclusion of SLOs as a link in the Curricuware database of course outlines of record.

The review team will review newly created and revised course outlines of record using the quality curriculum criteria during the next visit.

Standard Implemented: Partially

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

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
        |---|---|---|---|-●-|---|---|---|---|---|
       Not  ←                        →  Fully
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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.
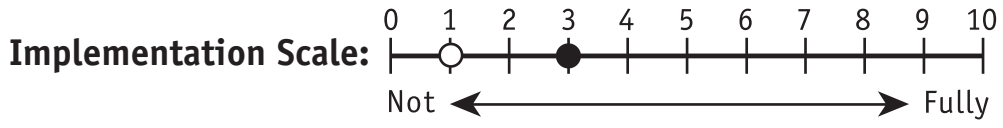
Sources and Documentation:
1. ACCJC Standard II
2. El Camino College Compton Center Bargaining Unit Contract, Article X, Evaluation
3. Curriculum Handbook for El Camino College
4. FCMAT Academic Achievement site visit, Compton Community College, May 2008
5. Faculty and administrator interviews
6. Draft Compton Center faculty-created course syllabi templates

Progress on Implementing the Recommendations of the Recovery Plan:

1. The El Camino Curriculum Handbook has not been updated to include the requirement that Compton Center faculty align their syllabi course objectives in content and context with the course outlines of record.

2. The review team was presented with draft syllabi templates developed by Compton Center personnel with plans for requiring faculty to craft their syllabi using agreed-upon templates. Two workshops for syllabus construction were held. Included in the seminar agenda and facilitator PowerPoint was a reference to aligning syllabi with the course outlines of record. Center administrators reported that 25 of 81 faculty members were in attendance. Compton administrators expressed concern over the lack of personnel to conduct sufficient reviews of course syllabi as required in the bargaining unit contract. El Camino College administrators explained that the newly appointed Associate Dean of Academic Affairs will have the responsibility for assisting the Center's deans in reviewing the course syllabi.

   a. The review team will review newly created and revised course outlines of record using the quality curriculum criteria during the next visit (see Standard 2.3). In addition, when syllabi are developed for these courses, the review team will check them for alignment with course outlines of record.
   b. Progress has been made concerning requirements for alignment of textbooks and supplemental materials. The review team was provided a draft board policy designed to replace current El Camino College board policy on textbooks and instructional materials. This draft policy states, "The official course outline of record sets forth the goals and objectives of each individual course of study. All texts and other materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of study."
   c. Linkage of instructional strategies with course objectives in the syllabi still needs to be addressed.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Self-Rating: 6
July 2008 Rating: 3

Implementation Scale:

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  0   1   2   3   4   5   6   7   8   9   10
  ├───○───┼───●───┼───┼───┼───┼───┼───┼───┤
  Not ◄─────────────────────────► Fully
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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. Update to 2004 El Camino College Technology Plan, revised April 16, 2007
4. FCMAT Academic Achievement site visit, El Camino College Compton 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, El Camino and Compton Center technology personnel, administrators, and students

Progress on Implementing the Recommendations of the Recovery Plan:

1. Due to the suspension of the Technology Committee in 2006-07, progress on the technology planning recommendations of the Assessment and Recovery Plan of April 2007 has been slow. Most of the progress reported was in equipment acquisition and online program expansion. However, the Information Technology leaders from the Compton Center and the main El Camino College campus have revived the committee and have scheduled a meeting during the last week of the semester. The planning will begin with an audit of what is working and what is not. If this first step is successful, the leaders envision the full five-year, comprehensive, strategic plan development for technology to begin this summer.
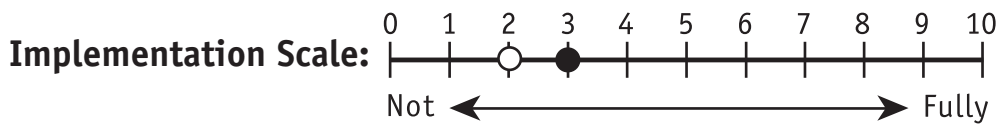
   The Compton Center faculty and administration should collaborate with El Camino College faculty and administration to accomplish the following:

   a. 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 this summer to develop a comprehensive, long-range technology plan that addresses the quality components specified below:

   • A technology philosophy including a 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, and 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 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 competence and the integration of technology into the curriculum.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 3
July 2008 Self-Rating: 4
July 2008 Rating: 3

Implementation Scale:

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        |---+---○-●-+---+---+---+---+---+---+---|
           Not ◄──────────────────────► Fully
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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 Center FCMAT Academic Achievement site visits, 2007 and May 2008
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 and are making substantial progress, but SLOs have not been developed for many Compton Center courses (see Standard 2.3). However, there is a plan or time line for completing SLOs for all courses and activities.

2. Individual student education plans are automated, but controls to ensure that each student has an education plan and that the plan is current are lacking. Compton Center officials do not conduct random quality checks of student education plans or generate lists of students who have no plans. Officials state they have no plans to implement these controls.

   The following actions are recommended to comply with the standard:

   • Compton Center and El Camino faculty and staff members should continue and accelerate their joint efforts to develop all SLOs as required by ACCJC.
   • Whenever practical, these efforts should draw on the work already completed by the Compton Center faculty.

   With regard to individual education plans, the Compton Center staff should:

   • Establish and/or enforce controls that require students to complete and update their individual plans at appropriate times.
   • Automatically generate periodic reports to identify students who have not prepared 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 Rating: 2
July 2008 Self-Rating: 4
July 2008 Rating: 2

Implementation Scale:

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      Not  ◄─────────────────────►  Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
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 206 Spring 2008 El Camino College, Compton Center syllabi
4. California Postsecondary Educational Commission (CPEC) Transfer Pathways
5. Interviews of five students
6. Observations of 85 classes
7. Interviews with six counselors
8. Interviews with three administrators

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. There is increasing evidence that the behavioral expectations for students are being rein-forced in class materials distributed to students, in particular, course syllabi. Exhibit 3.5.1 presents a break-down of references to behavioral expectations cited in syllabi:

Exhibit 3.5.1
Behavioral Expectations from Course Syllabi Review (N=206)
May 2008

Catalog/Student Handbook Reference	Individual Instructor Policy	Individual Policy & Catalog/ Student Handbook Reference	No Policy
5	69	9	123

As a percentage of syllabi reviewed compared to the Fall 2007 semester, there are now fewer syllabi without any behavioral expectations policy statement and a doubling of syllabi with individual faculty policy statements. This shows improvement in communicating high expec-tations for the behavior of students. On the other hand, almost 60% of syllabi don't include these expectations.
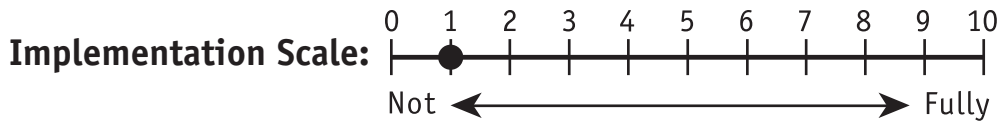
Observations of classes during this visit found fewer students walking in and out of class-rooms during instruction, receiving cell phone calls in class, or walking out of class to talk on the phone. However, chronic tardiness of students continues to be a substantial problem. The review team observed students walking into class 15, 20, 30 and in one case 40 minutes late.

In two instances when visiting classes at the beginning of the scheduled time, faculty members told the review team to return in 10 or 15 minutes since students come in late and classes don't begin on time. In these cases, the observations indicate that high expectations for attendance are not reinforced at the classroom level.

3. The El Camino Catalog and Student Handbook, Compton Center, reflect high academic expectations and academic standards.

4. Counselors are becoming more accustomed to using the on-line educational plan system introduced by the El Camino College staff. It does appear, however, that the training needs to be reinforced. Some counselors still fill out the education plans by hand and then type them into the computer, rendering the process inefficient. The Colleague student database provides the ability to monitor student educational plans online to determine if they are following the plan, but this aspect has not yet been implemented.

5. The Fall 2007 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 about 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 and raising transfer rates. The Fall 2007 Demographic and Enrollment Characteristics Summary revealed that about 40% of Compton Center students indicate "transfer" as their educational goal on 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 data 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 Compton Center in 2006-07 compared to 168 in 2005-06. While student goals are a lagging indicator of achievement, and because over 88% of Compton Center students attend part-time, transfer numbers do not always reflect the achievement of current student goals. Nevertheless, these transfer numbers are shockingly low. Additionally, transfer from the Compton Center to universities will become even more difficult to track, given that the students are now El Camino College students.

6. No poll of students concerning expectations has been conducted, 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 to solicit student feedback if a poll is not taken.

Standard Implemented: Partially

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

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
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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. Spring 2008 Schedule of Classes
4. FCMAT Academic Achievement site visit, El Camino College Compton Center, October 2007
5. Visits to 84 classrooms, the library, and the learning resource center (LRC)
6. Interviews with El Camino College and Compton Center administrators, the Special Trustee, faculty, and students

Progress on Implementing the Recommendations of the Recovery Plan:

1. The class schedule for fall semester 2007 was redesigned to eliminate the problems noted in the FCMAT Comprehensive Assessment, 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. Currently, classes are generally well-balanced, with a minimum of 15 students in most sections. The class fill average increased in fall 2007 to 46.9%, up from the previous fall semester average of 39.9%. For spring 2008, the class fill average rose to 64.3%, up from the previous spring semester average of 50.2%.

2. To further refine the schedule, division chairs met with the faculty in their areas to develop four semester plans of course offerings. The division chairs also created and implemented Friday/Saturday offerings as a further convenience for students. The fall 2008 Schedule of Classes will contain the first schedule of weekend/evening classes offered in a pattern that makes all general education class requirements for degree or transfer available during these time frames over a four-semester period.

   The Compton Center has also implemented a comprehensive outreach and student recruitment plan that included 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.
   b. Utilize a standardized schedule for class start and end times.
   c. 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 their high schools.
   d. 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 Rating: 5
July 2008 Self-Rating: 6
July 2008 Rating: 6
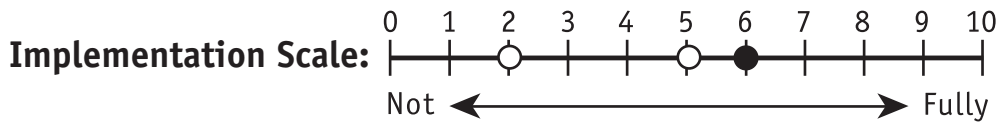
Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
        |---+--O--+---+---O---●---+---+---+---|
         Not  ◄───────────────────►  Fully
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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 February 2008 Flex Day Compton Center Faculty Attendance Data
2. El Camino College, Compton Center Edition, 2007-08 Catalog
3. El Camino College Compton Center Spring 2008 Course Schedule
4. ACCJC Standard II-A 1b, 2c
5. Faculty Development Project Summary and individual faculty plans
6. Class and computer lab sessions observation data
7. FCMAT Academic Achievement site visit, Compton Community College, May 2008
8. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. A comprehensive, long-range professional development plan has not been developed for the Compton Center. Efforts in Compton Center staff development planning and implementation have only recently been reinstituted with the hiring of an adjunct faculty member (20% load) to serve as staff development coordinator and the implementation of the Faculty Development Project. The Staff Development and Flex Day Committees have not yet been reinstated.

2. Efforts 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 were set aside in favor of utilizing the services of such personnel at El Camino College.

3. The review team was not able to review new or revised course outlines of record for specific examples of how to teach key concepts/skills in the classroom during this visit. This review will be conducted during the next visit. (See Standard 2.3.)

4. Evidence of ongoing faculty professional development in the use of varied instructional strategies was not presented to the review team. Professional development offerings since the last visit consisted primarily of syllabus and SLO development activities. Only 25 of the Center faculty attended the flex day devoted to syllabus development. The Center has not utilized the El Camino College professional development database to monitor faculty participation in professional development for follow-up and on-the-job application (see Standard 5.2).

   Exhibit 3.12.1 includes faculty activities observed in the 65 classes visited along with observations made in earlier visits. The segments of classroom activities observed were brief, normally 5-10 minutes in duration.

Exhibit 3.12.1
Snapshot Record of Faculty Activities During On-Site Visit
El Camino College Compton Center, May 2008

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%
2008	9	0	0%	8	88.88%	0	0%	0	0%	0	0%	3	33.33%	1	11.11%
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%
2008	12	0	0%	5	41.66%	0	0%	6	50%	0	0%	1	8.33%	1	8.33%
Industry and Technology (Voc-Tech)															
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%
2008	2	1	50%	0	0%	0	0%	0	0%	0	0%	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%
2008	11	1	9.09%	4	36.36%	0	0%	2	18.18%	0	0%	0	0%	4	36.36%
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%
2008	6	2	33.33%	3	50%	0	0%	0	0%	0	0%	0	0%	1	16.66%
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%
2008	13	0	0%	7	53.84%	0	0%	5	38.46%	1	7.69%	0	0%	0	0%
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%
2008	5	1	20%	3	60%	0	0%	1	20%	0	0%	2	40%	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%
2008	7	0	0%	1	14.28%	0	0%	2	28.57%	4	57.14%	0	0%	0	0%
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%
Subtotals 2008	65	5	7.69%	31	47.69%	0	0%	16	24.61%	5	7.69%	6	9.23%	8	12.30%
Totals	175	36	20.57%	75	42.85%	2	1.14%	22	12.57%	17	9.71%	14	8%	23	13.14%

*Use Tech: PowerPoint presentation, Using overhead projector, Showing film
**Other: Monitoring testing or other student activities, not engaged in instructional activities
Note: In some cases, the number of activities observed is not equal to the number of classrooms visited since technology may be used in combination with other classroom activities.

Exhibit 3.12.2 displays the type of activities in which students were involved at the time of the classroom observations in May 2008 and in observations made during the November 2006 and November 2007 visits.

Exhibit 3.12.2
Snapshot Record of Student Activities During On-Site Visit
El Camino College Compton Center, May 2008

Division	#Classes Visited	Seatwork		Q & A		Large Group Passive		Small Group		*Use Tech.		**Other	
		#	%	#	%	#	%	#	%	#	%	#	%
Natural Sciences													
Nov 06	5	1	20%	0	0%	4	80%	0	0%	0	0%	0	0%
Nov 07	12	2	16.66%	8	66.66%	0	0%	0	0%	0	0%	2	16.66%
May 08	9	0	0%	0	0%	8	88.88%	0	0%	0	0%	1	11.11%
Mathematical Sciences													
Nov 06	13	3	23.07%	3	23.07%	5	38.46%	1	7.69%	0	0%	1	7.69%
Nov 07	11	3	27.27%	1	9.09%	7	63.63%	0	0%	0	0%	0	0%
May 08	12	0	0%	6	50%	5	41.66%	0	0%	0	0%	1	8.33%
Industry and Technology													
Nov 06	11	5	45.45%	1	9.09%	0	0%	4	36.36%	4	36.36%	1	9.09%
Nov 07	2	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%
May 08	2	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%
Behavioral and Social Sciences													
Nov 06	4	1	25%	0	0%	2	50%	1	25%	0	0%	0	0%
Nov 07	7	1	14.28%	0	0%	3	42.85%	0	0%	0	0%	3	42.85%
May 08	11	1	9.09%	2	18.18%	4	36.36%	2	18.18%	0	0%	2	18.18%
Fine Arts													
Nov 06	1	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
Nov 07	2	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%
May 08	6	1	16.66%	0	0%	3	50%	0	0%	0	0%	2	33.33%
Humanities													
Nov 06	10	6	60%	0	0%	3	30%	0	0%	0	0%	1	10%
Nov 07	10	0	0%	5	50%	4	40%	0	0%	0	0%	1	10%
May 08	13	1	7.69%	5	38.46%	7	53.84%	0	0%	0	0%	0	0%
Business													
Nov 06	7	2	28.57%	1	14.28%	2	28.57%	0	0%	1	14.28%	2	28.57%
Nov 07	6	4	66.66%	1	16.66%	1	16.66%	0	0%	4	66.66%	1	16.16%
May 08	5	0	0%	1	20%	3	60%	0	0%	1	20%	1	20%
Health Sciences and Athletics													
Nov 06	6	2	33.33%	0	0%	1	16.66%	0	0%	0	0%	3	50%
Nov 07	3	0	0%	0	0%	1	33.33%	2	66.66%	1	33.33%	0	0%
May 08	7	0	0%	2	28.57%	1	14.28%	0	0%	0	0%	4	57.14%
Subtotals Nov 06	57	20	35.08%	5	8.77%	18	31.57%	6	10.52%	5	8.77%	8	14.03%
Subtotals Nov 07	53	10	18.86%	7	13.20%	25	47.16%	3	5.66%	5	9.43%	8	15.09%
Subtotals May 08	65	4	6.15%	16	24.61%	31	47.69%	2	3.07%	1	1.53%	12	18.46%
Totals	175	34	19.42%	28	16%	74	42.28%	11	6.28%	12	6.85%	28	16%

*Use Tech.: Following instructor PowerPoint on laptop, individual use of technical equipment
** Other: Testing, giving presentations, watching film, not engaged in educational activity
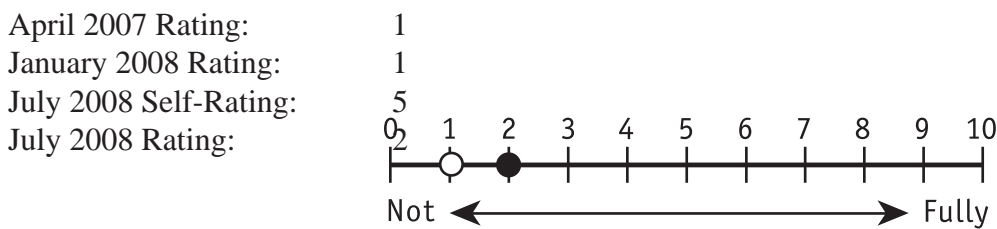
Note: In some cases, the number of activities observed is not equal to the number of classrooms visited since technology may be used in combination with other classroom activities.

Exhibits 3.12.1 and 3.12.2 reveal the following:

- The review team observed the faculty lecturing (while sitting at their desk or standing at the front of the class) in 47.69% of classes visited. Teachers were engaged in discussion (usually generating discussion by asking students questions) in 24.61% of classes visited for an increase of 11.41%. Faculty were conducting other activities (usually monitoring tests or other student activities) in 12.3% of the classes visited.
- Students were observed in large group passive activities in 47.69% of the classes during this current visit. In 24.61% of classes visited, students were involved in large group question and answer discussions with the instructor. The review team observed students in other activities (testing, giving presentations, watching a film, not engaged in educational activity) in 18.46% of the classes visited.
- Use of technology by faculty for instruction was observed in six of the 65 classes visited. Faculty were playing a video, using an overhead projector, or conducting a PowerPoint presentation. Use of technology by students in other than computer labs was observed in one of the 65 classes visited.
- The review team counted approximately 317 computers in the lab sessions visited. A total of 30 (9.46%) lab computers were being used by students 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 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 Rating: 1
July 2008 Self-Rating: 5
July 2008 Rating: 2

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Implementation Scale:

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 outlines of record
3. Course schedule spring 2008
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, Compton Community College, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. All course outlines of record and most of the syllabi presented to the review team contain course objectives. Objectives in some syllabi are not aligned with the objectives in the course outlines of record. Training in syllabus production was provided to the faculty during the spring 2008 semester. The application of this training to syllabus production cannot be evaluated until new syllabi are produced for upcoming sessions. Advice for improved syllabi production was offered to several faculty members by the consultants in the Faculty Development Project conducted during the 2007-08 academic year. The ACCJC expectation is that "In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline" (ACCJC Standard II.A.6).

   The development of student learning outcomes (SLOs) to direct delivery of course objectives is in the design phase. The design of SLOs is a collaborative effort between the faculties of Compton Center and El Camino College. This effort began in 2006 and is ongoing. So far, several divisions have courses with at least one SLO. The El Camino College Instructional Self Study in Support of Reaffirmation of Accreditation (May 19, 2008) projects completion of SLOs and accompanying assessments for regularly offered courses by fall 2009.

   There is a lack of a consensus among faculty members regarding the nature and use of SLOs.

   • As commonly defined, a program SLO identifies what students will know and be able to do after completing a sequence of courses that constitute a program, e.g., ESL. A course-level SLO identifies what a student will know and be able to do on completion of a single course, e.g., ESL 2A.

   • Course-level SLOs are designed to target the desired learning outcomes students should be able to demonstrate in some measurable form after instruction based on course objectives. Course objectives specify discrete knowledge, skills, and attitudes that constitute the body of learning in a single course; SLOs specify what students should be able to do on a macro

level as they use the discrete learning of a course to think in a comprehensive manner about a relevant topic that demands synthesis and application of several/all course objectives.

- Tight alignment between the body of knowledge in course objectives and the body of knowledge described by SLOs is essential if the college is to "award credit based on student achievement of the course's stated learning outcomes" and the "program's stated learning outcomes" (ACCJC Standard II, 2h and 2i). This alignment implies that SLOs are course-bound, meaning that they are designed per course and are used by all who instruct that course to ensure that student achievement is a measure of the course's learning objectives.

The question of academic freedom was raised in connection with the design and use of SLOs. Curriculum, defined as what serves to focus and connect what gets taught and learned, is two-pronged. It involves design and delivery. Design refers to written documents that specify course content; delivery refers to how that written curriculum gets translated in the classroom through teaching and learning. The design (written courses of study, SLOs) is integral to the body of knowledge to be taught/learned and directs what gets taught; delivery is the art and science of teaching and promotes the academic freedom of faculty as they use professional ingenuity to help students learn. The designed curriculum is narrowed to specific knowledge and skills to be mastered within a course; delivery is broad to promote the academic freedom to use methodologies instructors find most beneficial to aid student learning.

Each SLO is measurable and may be measured by several assessment tasks: hands-on project, written explanation or solution, presentation, research report, interpretative essay, etc. The measurability of an SLO is specified by the verbs used to describe the learning outcome. Verbs that are not open to interpretation such as "describe," "explain," and "solve" are measurable, whereas those that are open to interpretation such as "discuss," "show appreciation," and "understand" can be misinterpreted and are unlikely to be used by all instructors to measure the same learning. A measurable SLO that is aligned with the content and skill of course objectives can be readily used to create assessments that are true measures of student attainment of course objectives.

2. A board policy to direct the alignment of course objectives, student learning outcomes (SLO), 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 learning objectives established in the approved course outline of record.

- An expectation that the delivery of instruction adhere to the course objectives established in the approved course outline of record.

- An expectation that SLOs will be designed for every course outline of record and used by instructors to direct the measurement of student learning of course objectives.

- Board policy to direct the ongoing development of official course outlines of record that specify content and learning objectives for each course in every subject.
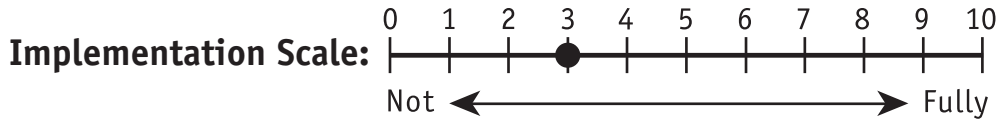
Standard Implemented: Partially

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

Implementation Scale:

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      0   1   2   3   4   5   6   7   8   9   10
      |---+---+---•---+---+---+---+---+---+---|
      Not  <-----------------------> Fully
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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 outlines of record
3. Standards set by the Accrediting Commission for Community and Junior Colleges, 2002
4. Board policies for El Camino College and Compton Center
5. FCMAT Academic Achievement site visit, Compton Center, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. The self-evaluation report prepared by Compton staff (May 2008) indicated that assessment tools are being developed to measure student learning outcomes (See Standard 4.1). Of the SLOs submitted by several divisions, a few included assessments. According to the report prepared by staff, assessments have been designed for 39 out of 394 SLOs across eight divisions. From the small sample of SLO assessments provided, an adequate evaluation could not be made of how SLOs are measured or the nature of assessment tools used. The syllabi for Spring 2008 included an expanded list of measurement tools over previously reviewed syllabi. However, the review team did not have access to actual tools used to measure learning. To meet this standard, the faculty at the Compton Center, in collaboration with El Camino College personnel, needs to continue to address the intention of the ACCJC accreditation standards regarding measuring student learning: "… 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 well 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.
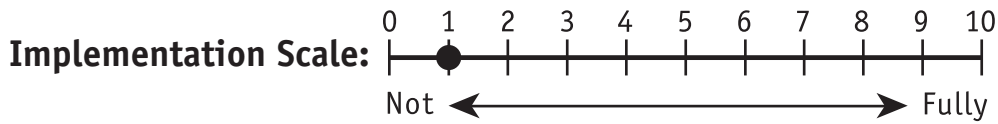
   The administration and faculty of El Camino College and the Compton Center should continue collaboratively to accomplish the following:

   • 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 re-teaching 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 assessments to measure student learning.

Standard Implemented: Partially

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

Implementation Scale:

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          Not ←————————————————————→ Fully
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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 outlines of record
3. Board policies for El Camino College
4. Interviews with administrators and faculty
5. Standards established by the ACCJC, 2002
6. FCMAT Academic Achievement site visit, Compton Center, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since assessment tools to accompany course level SLOs are in the design phase and a sizable sample was not available for examination (see Standard 4.2), the review team could not evaluate whether such tools are clear measures of course objectives. The major focus of current work on designing SLOs and assessments is at the course level (completion date Fall 2009), with a projected goal of having SLOs and assessments at the program level by Fall 2010.
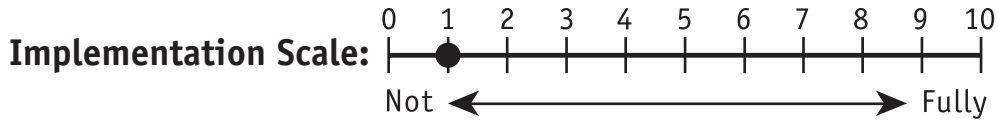
   To fully comply with this standard and to meet the ACCJC Standard II-A 1c, which establishes the expectation that "the institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements," the administration and faculty of Compton Center need to collaborate with El Camino College personnel to complete the design of assessment tools to measure program and course effectiveness for student learning.

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 complete the design of assessment tools to evaluate courses and certificate and degree programs.

Standard Implemented: Partially

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

Implementation Scale:

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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 with 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, Compton Center, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. A plan was not presented describing how data from student assessment or program evaluation will be managed and used by faculty and administration to improve program delivery and learning opportunities for students. The Program Review process allows for macro level evaluation of program effectiveness in a six-year cycle; however, processes for ongoing systematic evaluation during intervening years is not in place to maintain quality control.

2. A board policy has not been developed to direct the management of data on program effectiveness and to evaluate relevancy and quality of courses and course sequences for degree and certificate attainment.
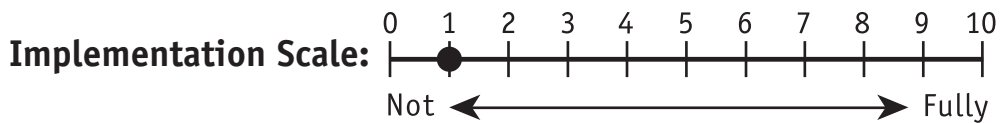
   The El Camino College and the Compton Center should continue to address the following:

- 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 plan for data management to provide the faculty and administration at the Compton Center with adequate 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.)

- 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 for analyzing course and program effectiveness, tracking cohorts and conducting 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

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

Implementation Scale:

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      |---●---|---|---|---|---|---|---|---|---|
      Not  ◄───────────────────►  Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 5.1 – 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 February 2008 Flex Day agenda
3. El Camino College Fall 2008 Flex Day, Compton Center Faculty Attendance Data
4. ACCJC Standard I
5. Faculty Development Project Summary and Individual Faculty Plans
6. FCMAT Academic Achievement site visit, Compton Center, May 2008
7. El Camino College, Compton Center Edition, 2008-09 Catalog
8. Various professional development workshop documents
9. Interviews with Center administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. Little progress has been made toward developing a comprehensive, long-range professional development plan that addresses all of the quality components recommended by FCMAT. However, renewed efforts in Compton Center staff development planning and implementation have recently been reinstituted with the hiring of an adjunct faculty member (20% load) to serve as staff development coordinator. In addition, Center personnel state that data collected from the Faculty Development Project will be used in development of a campus professional development plan. To date the board has not reinstated the Center Faculty Development Committee. Center and El Camino College personnel concur that Center faculty are not currently formal participants on the El Camino College Faculty Development Committee.

   Exhibit 5.1.1 presents the criteria and the review team's ratings of the Compton Center's professional development program against those criteria and compares current status with initial status in 2006.

Exhibit 5.1.1
Quality Criteria for Professional Development Planning and Review Team's Assessment
El Camino College Compton Center, May 2008

Criteria	November 2006		May 2008	
	Adequate	**Inadequate**	**Adequate**	**Inadequate**
1. Has a policy that directs professional development effort	*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
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 clearinghouse function in place		Inadequate		Partially Satisfied
18. Provides the necessary funding to carry out professional development goals		Inadequate		Partially Satisfied
Percent Adequate or Partially Satisfied	33%		39%	

*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 2008: Dialogue about professional development activities and planning for professional development continues but no formalized plan developed and implemented.

Exhibit 5.1.1 illustrates that during this current visit, El Camino College Compton Center professional development program planning design partially satisfies seven of the 18 criteria for professional development planning, or 39%. This is 6% higher than it was in November 2008. None of the criteria for a high quality professional development program was rated as fully adequate.

When the Compton Center designs and implements a long-range professional development plan including at least 70% of the 18 criteria for planning design listed in Exhibit 5.1.1, this standard will be met.

Criterion 17 has been partially satisfied. A staff development coordinator has been identified to coordinate professional development activities and serve a clearinghouse function at the Center. The Compton Center Staff Development and Flex committees have not yet been re-instated by the board. There is no Compton Center representation on the El Camino College Faculty Development Committee to ensure coordination of efforts between the two campuses.

No significant progress has been made for Criteria 1-9, 11, 13, and 18.

The review team observed and Center administrators concurred that most of the initial data collected by external consultants for the Faculty Development Project is not explicit enough for planning professional activities for improving and varying instructional pedagogy in Center courses. A plan for next steps for this project has not been developed and implemented. Such a plan should provide for refinement of individual plans, including constructive feedback about instructional pedagogy, follow-up professional development activities and on-the-job application. Until this happens, Criteria 10, 12, 14, and 15 will not be fully satisfied.

Standard Implemented: Partially

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

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ⟵   ⟶ Fully
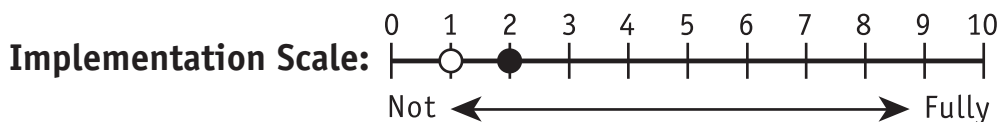
ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 5.2 – Professional Development to Improve Instruction

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 February 2008 Flex Day agenda
2. El Camino College February 2008 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. FCMAT Academic Achievement site visit, Compton Center, May 2008
6. Faculty Development Project summary and individual faculty plans
7. Various professional development workshop documentations
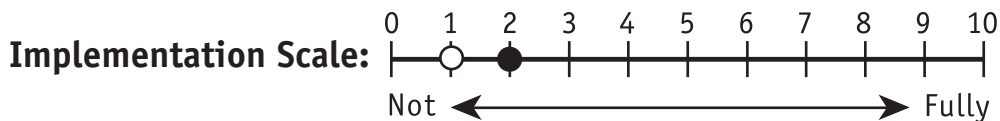
Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center personnel report that faculty from all divisions are encouraged to attend professional development activities as well as meetings related to their specific disciplines at the El Camino College main campus. Center personnel also reported that Center faculty participation in these El Camino College offerings varies with technology professional development being the most popular.

    a. Flex day trainings since the review team's last visit have consisted primarily of SLO development and syllabus construction training. A "Celebrating Teaching and Learning Conference" in February 2008 held on the Compton Center campus focused on classroom practices/management. No other information about professional development offerings held on the Compton Center campus was provided; nor was evidence produced that professional development decisions are made based on a clearly articulated theory or model of adult learning. Reports were provided of professional development offerings held exclusively on the El Camino campus. These activities included technology workshops, facilitating active learning, service learning, brown bag activities in departments, and a workshop for classified personnel. Center faculty receive notice of professional development offerings via flyers, the Compton Center Web site, and by e-mail. Faculty members register for workshops online. Verification of professional development attendance occurs when faculty sign in at the workshop.

    b. There is no specific directive in the new faculty evaluation process to link evaluation with professional development (see Standard 5.7). Compton administrators reported that the Faculty Development Project was an attempt to collect individual faculty evaluation data for professional development planning. Center faculty involved in making the decision to implement the project reported a different purpose for the project, stating that Center administrators informed them that this activity might ultimately serve as a model for other colleges to emulate (see Standard 5.1).

c. The job description for Staff Professional Development Coordinator has been finalized and an adjunct faculty person hired for the position. The Compton Center Staff Development Committee as well as the Flex Day Subcommittee will resume work now that there is a staff development coordinator and once the board reinstates these entities. There are no agreed upon plans currently for continuing implementation of the Faculty Development Project (see Standard 5.1).

d. A database of participation in professional development activities located on the Center campus has not been utilized 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 in activities located on the El Camino campus. This database has been programmed to separate data about Center faculty but only for professional development on the El Camino campus. El Camino personnel stated that it is possible to program this database for collecting data on Center faculty participation in activities held on the Compton Center campus.

e. No documentation was presented to indicate that Compton Center professional development activity evaluation is ongoing, uses multiple sources of information, focuses on all levels of the organization, or is based on actual changed behavior. The Faculty Development Project data source as described in Standard 5.1 contains information lacking specificity about individual faculty, division, and campus needs for professional development.

Standard Implemented: Partially

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

Implementation Scale:

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        Not ←------------------------→ Fully
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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. Collective bargaining contract, Article X, Evaluation, adopted May 10, 2007
2. Interviews with Compton Center and El Camino College administrators and faculty
3. FCMAT Academic Achievement site visit, Compton Center, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. The faculty evaluation process, ratified in the collective bargaining contract for 2007, was suspended for tenured faculty for the academic year 2007-08 and replaced with a mandatory Faculty Professional Development planning process conducted by the California College Brain Trust (CCBT). The regular evaluation process was conducted for the probationary faculty members. The regular evaluation process will be reinstated for all faculty in Fall 2008.

   The review team examined the protocols designed to conduct the Faculty Professional Development program during the 2007-08 academic year and interviewed some participating faculty members. The review team examined a set of documents prepared as feedback by consultants to Compton Center faculty participants. Names of faculty members were redacted to protect privacy. Overall trends in feedback provided to faculty members included the following:

   - support for faculty attending conferences;
   - support for faculty to participate in professional organizations;
   - support for upgrading instructional technology;
   - suggestions for improvements to syllabi.

   One document addressed specific areas for improvement of teaching and learning for enhanced student attainment of course objectives including content clarity, student engagement, assessment, and feedback.

2. The administration and faculty of El Camino College and the Compton 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 Rating: 2
July 2008 Self-Rating: 5
July 2008 Rating: 2

Implementation Scale:

```
       0   1   2   3   4   5   6   7   8   9  10
       |───○──●──|───|───|───|───|───|───|───|
        Not ←─────────────────────→ Fully
```