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

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

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

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

    a. *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*
    b. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*
    c. *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

    a. *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*
    b. *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*
    c. *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

    d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

    e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

    f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

    g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

    h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

    i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.
General education has comprehensive learning outcomes for the students who complete it, including the following:

    a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

    b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

    c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

4. All degree programs included focused study in at least one are of inquiry or in an established interdisciplinary core.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course

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

   a. *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*
   b. *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*
   c. *The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

   a. *Faculty distinguish between personal conviction and professionally accepted vies in a discipline. They present data and information fairly and objectively.*
   b. *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*
   c. *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Use of FCMAT Professional and Legal Standards

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

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

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

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

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

ACCJC Standard II-B Standard to be Addressed			April 2007 Rating	Jan. 2008 Rating
3.4	**Students are engaged in learning, and they are able to demonstrate and apply their knowledge.**	**2**	**2**	**3**
3.24	The college provides access and encourages student enrollment in transfer programs to four-year institution of higher learning.	1		

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

ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 1.6 – Planning Process – Student Support

Professional Standard:

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

Sources and Documentation:

1. El Camino Community College District Planning Summit Summary, April 2007, KH Consulting Group
2. El Camino Community College Compton Community Educational Center FCMAT Academic Achievement site visits, 2007 and May 2008
3. El Camino College Strategic Planning Process and El Camino Action Planning Process
4. Compton Community College District Institutional Standing Committees 2006-07
5. Compton and El Camino district policy manuals
6. Compton 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. Compton Board Policy 2.2, Institutional Standing Committees
8. Compton Center Budget and Planning Committee meeting minutes, 2007
9. Interviews with the Special Trustee, faculty and administrators of the Compton Center and administrators for the El Camino Community College District

Progress on Implementing the Recommendations of the Recovery Plan:

1. The review team was provided a flowchart that diagrammed the approval path for projects, plans, and policies. This chart was different from other information provided by Compton Center officials in that it omitted certain committees with planning responsibilities, such as the committees that developed the matriculation and enrollment management plans referred to in the findings under Standard 1.3. Documents provided the review team during its last visit identified at least seven committees responsible for producing plans; they were not reflected on the planning flowchart. The committee system outlined to the review team during its previous visit has been reconsidered (see findings for Academic Achievement Standard 1.4).

2. A written response to the review team's previous recommendations for this standard stated, in part: "It made sense to adopt the plans of El Camino and adapt them to fit Compton - at least for the present and possibly for the future." However, El Camino and Compton serve different populations and face different challenges.

3. Currently, there is no documented internal planning process for the Compton Center. The El Camino strategic and action planning process diagrams do not illustrate the processes unique to Compton Center.

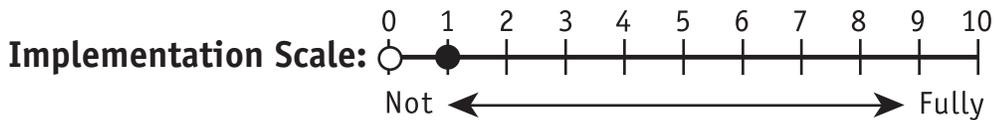   To fully comply with the standard, the following actions are recommended:

   • Create and/or revise policy and administrative instructions to clearly describe the planning process for Compton Center, the individuals and organizations responsible for planning (including committees), and their functions. Provide a written overview

and flowchart of the planning process to show how the responsible individuals and organizations interact with each other to produce recommendations and plans and what plans they produce for the Compton Center. Distribute these documents to the faculty and staff.

- • Designate joint committees composed of Compton District and El Camino faculty and staff members to scrutinize the Educational Master Plan and other plans prepared by the Compton Center faculty and staff to determine what, if any, elements of those plans can be salvaged.
- • Establish long-term goals and initiate planning to provide a bridge from the current crises to conditions of stability.

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 II-A: Instructional Programs
FCMAT Academic Achievement Standard 2.1 – Instructional Strategies – Curriculum Management

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

Sources and Documentation:
1. Compton District and El Camino College policy manuals
2. El Camino College policies 40201, Curriculum Review and Approval; 4260.1, Prerequisites and Other Limitations on Enrollment; and 6123, Curriculum Review and Approval
3. Curriculum Handbook for El Camino College
4. El Camino Community College Compton Community Educational Center FCMAT Academic Achievement site visits 2007 and 2008
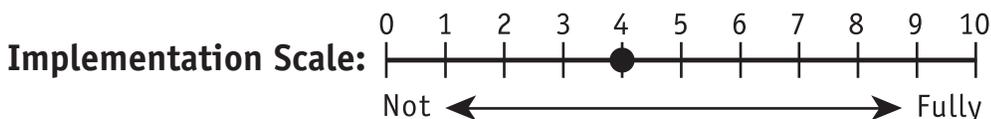5. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. No progress has been made on the recommendation for Compton Community College District to prepare for the return of Compton Center to local control by (1) adopting a policy that contains the curriculum management characteristics specified in Exhibit 2.3.1 and (2) adopting and refining the El Camino College Curriculum Handbook to meet the requirements of Compton Center students, faculty, and the ACCJC. Academic leaders maintain that guidance in El Camino documents is sufficient for now while they deal with more pressing matters (See Standard 2.3).

2. Faculties at both campuses report increasing collaborative contacts on curriculum matters. Cooperation is most notable on development of student learning outcomes (SLOs). Reports indicated that 323 courses have developed SLOs, with 31 courses in the process of developing assessments (See Standard 2.3).

   To comply with the standard, Compton Center faculty should increase involvement in curriculum management, and the El Camino College curriculum management framework should be transplanted to the Compton District to satisfy the provisions of the MOU pertaining to the re-accreditation of the Compton Community College.

Standard Implemented: Partially

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

Implementation Scale:

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ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

Professional Standard:

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

Sources and Documentation:

1. ACCJC Standard II-A
2. 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 Compton Center now meets minimum adequacy when compared to the FCMAT 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 Community Educational 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. 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)
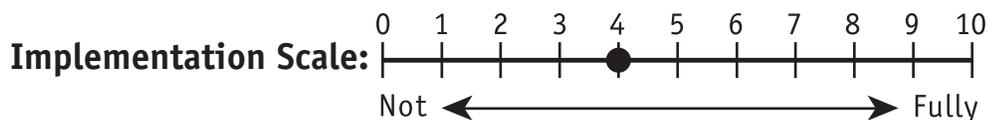
Characteristic 10: The review team was not provided new or revised El Camino College board policy, procedures, or requirements for Compton Center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. (See Standard 1.2)

3. 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 II-A: Instructional Programs
FCMAT Academic Achievement Standard 2.4 - Curriculum Alignment

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

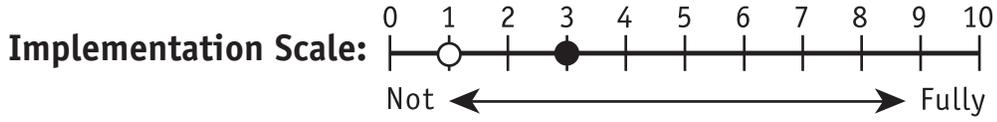### Sources and Documentation:
1. ACCJC Standard II
2. El Camino College Compton Center Bargaining Unit Contract, Article X, Evaluation
3. Curriculum Handbook for El Camino College
4. FCMAT Academic Achievement Site Visit, Compton Community College, May 2008
5. Faculty and administrator interviews
6. 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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      Not ◄────────────────────► Fully
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ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 2.6 – Curriculum – Sufficient Materials

Professional Standard:
Sufficient instructional materials are available for students to learn.
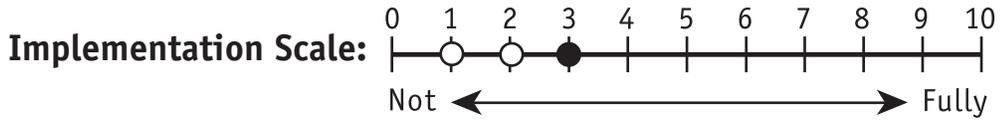
Sources and Documentation:
1. Visits to the library and the Learning Center
2. Interview with Learning Center Coordinator
3. Interviews with Compton Center Administrators
4. Interview with Librarian

Progress on Implementing the Recommendations of the Recovery Plan:

1. Because of flaws in the construction of the new library, the move into the new building has been postponed indefinitely. The LRC and library now have a budget to purchase materials and $60,000 has been spent on purchasing new print materials. Some old materials have been culled from the collections in both locations as more new material has arrived on campus. There continues to be no evidence of a systematic plan to review and renew the collections, nor is there evidence of a comprehensive outreach plan to involve faculty in collection decisions, though faculty input is solicited in informal ways. In general, the approach to faculty involvement seems inconsistent. Noticeable progress has been made on this standard since the last visit. Besides new print materials in the Learning Center, two significant new software programs have been obtained for use on the new computers. These are New Century, which adds to the PLATO system, and Key Train for use with career/technical students. Finally, new DVDs in selected academic disciplines have been added to the collection. These developments are positive advances for the Learning Center and have significant potential to help students learn.

2. Through a contractual arrangement, El Camino College Bookstore operates the Compton Center bookstore on a very limited basis. The store has been open about one day per week. The contract is being redone and arrangements will be made for the store to be open two days per week. This arrangement, while better than not having a bookstore on campus as was the case last year, causes hardships for students. As the Center continues to grow in enrollment, these hardships will be increased unless bookstore hours continue to expand. Of course, the key to supporting a bookstore is adequate enrollment. The Center Enrollment Management Plan has the potential to increase enrollments and, hence, increase the bookstore hours.

3. The Title V grant that was in limbo for about a year has become active again, and a few grant-writing workshops have been conducted. This is a vehicle for library and learning center personnel to possibly write grants to supplement the Compton Center's instructional materials resources.

Standard Implemented: Partially

January 31, 2007 Rating:	1
January 2008 Rating:	2
July 2008 Self-Rating:	4
July 2008 Rating:	3

Implementation Scale:

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ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 2.10 - Curriculum - Integrating Technology

Professional Standard:

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

Sources and Documentation:

1. El Camino College District board policies
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Update to 2004 El Camino College Technology Plan, revised April 16, 2007
4. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007
5. Classroom observations
6. Visits to classrooms, labs, the library, and the Learning Resource Center (LRC)
7. Interviews with librarians, Learning Resource Center faculty, 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.

2. 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:
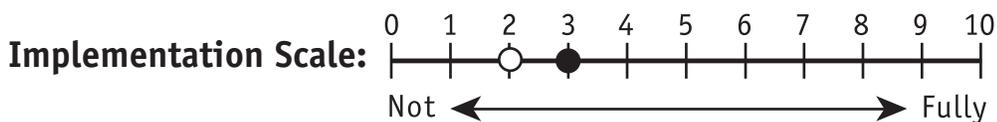
ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

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

Sources and Documentation:
1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. El Camino Community College Compton Community Educational Center 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:	1
January 2008 Rating:	2
July 2008 Self-Rating:	4
July 2008 Rating:	2

Implementation Scale:

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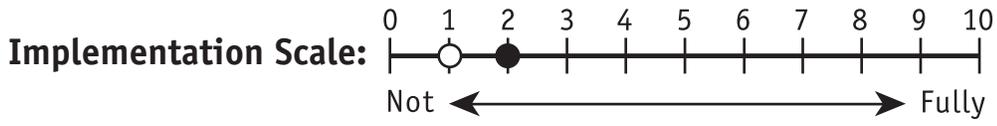
ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 3.4 – Instructional Strategies

Professional Standard:
Students are engaged in learning, and they are able to demonstrate and apply their knowledge.

Sources and Documentation:
1. Review of 206 spring 2008 El Camino College, Compton Center Syllabi
2. Observations of 85 Classes
3. Interviews with five students
4. Interviews with five division chairs
5. Interviews with five instructional faculty and six counselors
6. Interviews with three administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Overall, there has been observable progress on this standard since the last visit. However, at this point no professional development plan has been developed for Compton Center faculty.

   The professional development committee had been active and was planning a number of activities geared to student learning including a book club focused on improving instruction, a DVD on creating a classroom climate to support student learning, and a lecture club. These activities had been placed on hold to accommodate the peer review involving each full-time faculty member collaborating with faculty in their disciplines from other colleges. Based on the peer review, each faculty member created a personal professional development plan. Reviews of the plans revealed unevenness in their specificity. However, almost all of the documents contain general direction for improvement. One plan out of the 25 reviewed contained a fully developed specific plan. Overall, these plans provide little direction for engaging students in learning and having them demonstrate their knowledge. Some faculty attended a professional development activity in February, the Celebrating Teaching and Learning Conference, which dealt with some aspects of engaging students in learning. Observations of 85 classes revealed that in 48% of the classrooms students assumed a passive role in learning, typically listening to lectures. In 25% of other classes, students were engaged in some aspects of a large group question-and-answer period, typically involving a limited number of students answering questions. In only 3% of classes were students involved in small group work. Yet, these numbers showed improvement since the fall 2007 visit.

2. The Title V grant has been reactivated and the director has held two workshops on grant writing for Compton Center staff. These grant-writing workshops might help staff to secure funds for faculty development on a large scale or for individual faculty development to enhance faculty efforts to engage students in learning and demonstrate their knowledge.

3. A review of the 206 syllabi for the Spring 2008 semester, excluding nursing and telecourse syllabi, revealed ways in which faculty provide for students to demonstrate their learning. Exhibit 3.4.1 presents a breakdown of these activities:

Exhibit 3.4.1
Assessment Procedures from Course Syllabus Review (N=206)
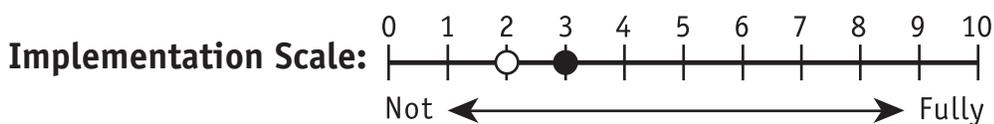**May 2008**

No Description	Exams Only	Exams and Quizzes	Exams, Quizzes, and Homework	Writing Assignments (term paper, essay, report)	Multiple (four or more) Techniques	Specialized Technique (e.g., demonstration)
19	7	24	94	10	42	10

There was some evidence of the use of authentic assessment techniques for students to demonstrate their learning. The use of journals, portfolios, student presentations, and problem-based projects appeared within the Multiple Techniques or Specialized Technique categories in Exhibit 3.4.1 above. These authentic techniques were demonstrated in a limited number of disciplines/programs. There was an increase in the use of multiple techniques compared to the fall 2007 semester and a decrease in the use of writing assignments only. The courses offered in the spring may vary from the courses offered in the fall semester.

4. This year there have been two workshops on syllabus construction with about 25-30 faculty members in attendance, and there have been two syllabus templates developed by faculty leaders. One template includes a section on assessment activities, and the other template contains a section on evaluation criteria. These templates may encourage faculty to reconsider the ways in which they have students demonstrate and apply their knowledge.

5. There is little use of learning communities beyond a few linked classes in the Humanities and Social Sciences. Problems have arisen in the scheduling of these linked classes and in counseling students into these blocked sections. The Center is anticipating, in cooperation with the El Camino College campus, beginning a "first-year experience" program in fall 2009 that has the potential to offer many more opportunities for learning communities, with linked classes and other interactive learning approaches. There has been some preliminary training of faculty in the first-year experience.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
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
        |---+--o--●--+---+---+---+---+---+--+---|
          Not  ◄——————————————————————►  Fully
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Standard II: Student Learning Programs and Services

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

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

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

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

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

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

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

    d. Locations or publications where other policies may be found

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

   a. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*
   b. *The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*
   c. *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*
   d. *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*
   e. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*
   f. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating
B. Student Support Services			
Standard to be Addressed			
Planning Process - Academic Achievement			
1.5 Categorical and compensatory program funds supplement students in their pursuit of postsecondary education.	**0**	**1**	**1**
Instructional Strategies - Academic Achievement			
3.10 Clearly defined student conduct practices have been established and communicated among the students, staff, board, and community.	4		
3.11 Class size and faculty assignments support student learning outcomes.	**2**	**5**	**6**
3.12 Faculty uses a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.	**1**	**1**	**2**
3.13 Faculty is provided with professional development on special needs, language acquisition, timely interventions, and culturally responsive teaching.	**1**	**1**	**1**
3.14 The identification and placement of English language learners into appropriate courses is conducted in a timely and effective manner.	3		
3.15 Curriculum and instruction for English language learners prepares these students to transition to regular class settings and achieve at a high level in all subjects.	**2**	**2**	**2**
3.16 Programs for English language learners comply with state and federal regulations.	3		
3.18 Individual education plans are reviewed and updated on time.	3		
3.26 College counselors are knowledgeable about individual student academic needs and work to support postsecondary education goals.	3		
3.27 College students have access to career and post-secondary education guidance and counseling.	**3**	**3**	**4**

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

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

Sources and Documentation:
1. El Camino Community College Compton Community Educational Center 2007-08 Academic Year (Categorical Programs)
2. El Camino Community College Compton Community Educational Center 2007-08 list of federal and state programs
3. Categorical Programs Self-Evaluation for El Camino Community College District, February 7, 2007
4. El Camino Community College Compton Community Educational Center FCMAT Academic Achievement site visits, 2007 and May 2008
5. Student Support Services Program Review, El Camino Community College Compton Community Educational Center, June 15, 2007
6. Various e-mail messages between categorical/compensatory program directors and Business Office staff, and between the El Camino Business Office staff and review team members
7. Interviews with Compton District, Compton Center, and El Camino College administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the first review team visit, there has been little substantial, documented progress to address concerns in categorical fund operations. The Compton District's financial audit for the year ending June 30, 2007 (p. 62) found "material weaknesses" in the management of categorical funds including a lack of written procedures, as well as knowledgeable staff to oversee financial transactions, validate the transactions for legal compliance, and maintain appropriate records.

2. The financial audit report stated the following finding regarding specific categorical funds:
   - Findings 2007-21 through 2007-25 (pp. 72-78) contained descriptions of "material weaknesses" and "serious deficiencies" in the management of TRIO categorical funds that included the following:

     a. Failure to implement financial controls recommended in a previous audit,
     b. Lack of data to support expenditures in the amount of $78,403,
     c. Overdrafts or inappropriate drafts of funds for expenditures not incurred in the amount of $16,934,
     d. Lack of controls to prevent serving ineligible individuals, and
     e. Contracts with ineligible vendors.

   - Finding 2007-27 (pp. 79-80), CalWORKS Program, identified transactions in the amount of $165,126 that "do not appear to meet program requirements."
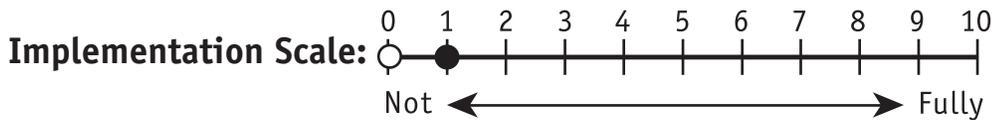
3. To correct these deficiencies, the financial auditing firm recommended the following actions: "A dedicated accountant should be assigned to the function of posting activity to the accounting records and preparing the required report schedules. Written procedures as to the individual Federal and State grant requirements should be prepared and updated for each grant/award received."

4. In a written response to the financial audit report, prepared before the March 2008 publication of that report, district officials agreed with both the audit findings and the recommendations to correct the deficiencies. However, one month later, in April 2008, the district's response to almost identical (January 2008) recommendations by the review team was that there was no need for written guidance because procedures for categorical funds were covered adequately in Title 5 of California state law. During the review team's May 2008 visit, officials told the review team that instructions for management of categorical funds were needed, but could not be developed until a permanent Business Manager was hired for Compton Center. The review team did not consider this an acceptable statement. The absence of a Business Manager is precisely the type of circumstance in which written procedures are required to maintain continuity of operations. Further, expert assistance in writing such procedures was available from the El Camino Community College.

5. Also during the May 2008 visit, the review team was told that key business office staff and categorical program managers had been trained in how to document activity involving federal grants. (State grants were not mentioned.) The review team repeatedly requested a written list of the individuals who had been trained; the district staff did not provide the list. Therefore, the review team was unable to verify that training had taken place.

6. The review team was provided a one-page, unsigned Compton campus memorandum discussing expenditure verifications and cash drawdowns from the U.S. Department of Education. The document did not contain the level of detail necessary to address the problems that financial auditors and FCMAT have repeatedly identified. The memorandum and interviews with categorical fund program managers indicated that managers met monthly with business office representatives to review expenses and resolve discrepancies. However, there was no adequate written guidance to address the issues.

7. Responding to the recommendation that business office representatives experienced in management of categorical and compensatory funds should be assigned to monitor expenditures from those funds, the Compton District staff provided a list of employees said to be qualified for this task. However, as the Compton Center employees on that list were the same individuals overseeing the funds when deficiencies occurred and are the same individuals overseeing the funds while the deficiencies have remained unresolved, the review team concludes that the oversight recommendation has not been implemented and that the lack of expertise issue has not been satisfactorily resolved.

8. In summary, as of the May 2008 review team visit, there was no substantial documentary evidence the management of categorical funds had improved or that the recommendations of financial auditors or the review team had been implemented.

To fully comply with the standard, the following actions should be addressed:

- Prepare detailed administrative instructions regarding management and oversight proce-
dures for categorical and compensatory funds. These instructions should be program-spe-
cific, describe authorized expenditures for the respective categorical funds, and describe
procedures for the interactions between fund managers and the business office staff.
- Distribute these policies and administrative instructions to the categorical fund managers
and the business office staff.
- Provide appropriate training in categorical fund management for program managers, pro-
gram staffs, and financial management personnel.
- Employ/designate an employee with experience in categorical fund management to moni-
tor categorical fund expenditures frequently and provide technical advice to categorical
fund program managers.

Standard Implemented: Partially

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

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9  10
        ○──●──┼───┼───┼───┼───┼───┼───┼───┼───┤
          Not ◄─────────────────────► Fully
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ACCJC Standard II-B: Student Support Services
FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

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

Sources and Documentation:
1. El Camino College District board policies
2. El Camino College Compton Center bargaining unit contract
3. Spring 2008 Schedule of Classes
4. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational 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 some of 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
    |———+———○———+———+———○———●———+———+———+———|
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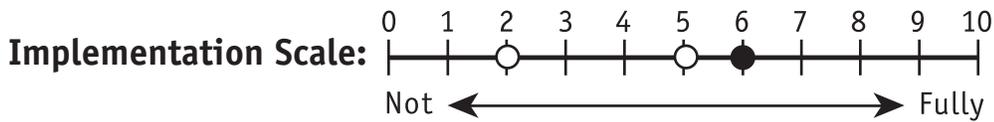
ACCJC Standard II-B: Student Support Services
FCMAT Academic Achievement Standard 3.12 – Instructional Strategies

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

Sources and Documentation:
1. El Camino College 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. 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.
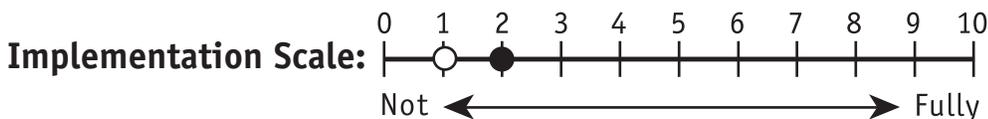
Exhibits 3.12.1 and 3.12.2 reveal the following:

- 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

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 II-B: Student Support Services
FCMAT Academic Achievement Standard 3.13 – Professional Development for Special Needs

Professional Standard:

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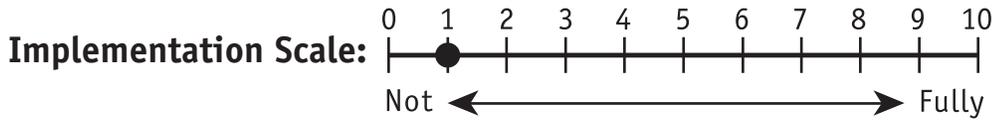
Sources and Documentation:

1. ACCJC Standard II-A 1a
2. Compton Center February 2008 flex day agenda
3. El Camino College February 2008 flex day, Compton Center faculty attendance data
4. El Camino College Compton Center Bargaining Unit Contract, Article X, Evaluation
5. Faculty Development Project summary and individual faculty plans
6. FCMAT Academic Achievement Site Visit, Compton Community College, May 2008
7. Various professional development workshop documents
8. Interviews with Center administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. A comprehensive, long-range professional development plan for the Compton Center has not been developed. Efforts in staff development planning and implementation at the Compton Center have only recently been reinstituted with the hiring of an adjunct faculty member (20% load) to serve as staff development coordinator. In addition, Center administrators reported that data collected from the Faculty Development Project is to be used in developing a campus professional development plan.

2. The review team received no evidence that professional development opportunities were provided to faculty on special needs, language acquisition, timely interventions, and culturally responsive teaching as specified by ACCJC Standard II-A 1a. (See Standard 5.2.)

3. The Center has implemented the Faculty Development Project in an effort to provide individualized professional development for faculty (see Standard 5.7). A component of this project involves development of an individualized professional development plan for each Compton faculty member based on a self-assessment, interviews, observations, review of syllabi, and other data. These plans tend to include general recommendations such as conference attendance, using technology, participation in professional organizations, and enhancement of syllabi. Implementation of the new faculty evaluation system was postponed until fall 2008. Center administrators reported that the forms to be used for collecting data as part of this new evaluation system have not been developed, and further agreements with the faculty association are being negotiated in this regard.

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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       Not ◄─────────────────────► Fully
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ACCJC Standard II-B: Student Support Services
FCMAT Academic Achievement Standard 3.15 – Instructional Strategies – Curriculum and Instruction of English Learners

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

Sources and Documentation:
1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center course outlines of record
3. El Camino College Compton Center course schedule for spring 2008
4. Classroom observations
5. Interviews with administrators, faculty, staff, and students
6. Assessment and accountability documentation for Compton Educational Center
7. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:
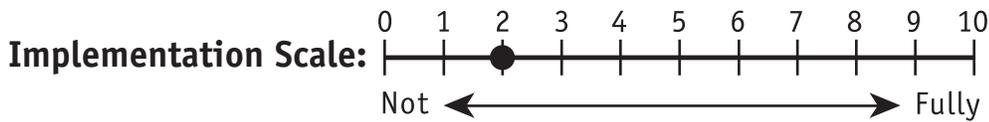
1. A system is not in place to provide data necessary to monitor the effectiveness of curriculum and instruction in preparing English learners for transition to basic skills, credit, and transfer courses.

2. Data on English learners' enrollment in ESL courses has been prepared for fall 2006 through spring 2008. The data show the number enrolled per course per semester. The data do not provide statistics on student progression through a sequence of courses to determine if coursework prepares students to transition to higher level ESL courses and/or credit courses.

3. Enrollment in non-credit ESL courses continues to grow, but transfer to credit courses has not occurred because most enrollees have not completed the full sequence of preparatory non-credit classes.

   • A part-time counselor was hired in January 2008 to facilitate academic planning for ESL students and promote student access to student services.
   • A five-year ESL/Basic Skills plan has been developed (May 2008), with one of its goals to increase the performance of ESL students as reported in the Accountability Report for Community Colleges (ARCC) published March 2008. The ARCC report shows that ESL improvement rates in the Compton Center range from 5.6% from 2003-04 to 2005-06 and 9.4% from 2004-05 to 2006-07. These rates are the lowest in the state compared to other colleges.
   • Placement in ESL courses is based on assessment. A diagnostic assessment, CELSA, is used for initial placement and LEOP is used to place students in credit courses. Assessment of language acquisition in each course to transition to the next level is based on teacher-made tests. Well-aligned course-level assessments to qualify ESL students to move to the next level course are lacking. Student placements, therefore, may not promote growth in language acquisition.

- Intervention services are available through tutorials and the language laboratory. Instructors refer students to these services. No data are collected on the effect of such interventions on student learning and there is no feedback loop to the referring instructor. Attendance records in the language lab show that few students attend regularly, and less than 5% of attendees completed 50% or more of the modules.
- Professional development in sheltered instruction has not been provided for instructors across disciplines to support English learner students' access to subject-specific content so they can achieve at a high level in all subjects.

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

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 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 II-B: Student Support Services
FCMAT Academic Achievement Standard 3.27 – Instructional Strategies – Career Guidance

Professional Standard:
College students have access to career and postsecondary education guidance and counseling.
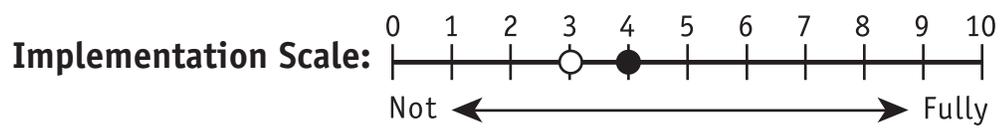
Sources and Documentation:
1. Interview with Dean of Students
2. Interviews with six counselors
3. Interview with Career Center administrator
4. Visit to Career Center and review of Career Center materials
5. Interview with Transfer Center Coordinator
6. Review of Transfer Center materials

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Center does not yet have a comprehensive career guidance and information system. However, two adjunct vocational counselors recently have been hired, providing about 40 hours per week of coverage for counseling career/technical students. This is a significant improvement since the October 2007 visit when there were no vocational counselors.

2. There still is no formal collaboration between career/technical faculty and counseling to provide up-to-date information about careers for students, nor is there a plan to implement this.

3. Outdated materials have been culled from the Career Center collection and some new materials have been ordered, but after almost three months they have not been received. The Center administrator has written an internal grant to begin a Soft-Skills Academy.

4. Activities being conducted by the Transfer Center to help increase the transfer rate from Compton Center include university tours locally and in Northern California, transfer center visits, and field trips involving universities. A Transfer Counselor was added three hours a day, two days per week. One issue is that Compton will no longer get credit for transfer students because they all are now El Camino College students. The universities to which these students transfer will not know the students attended Compton Center. Reports to the California Postsecondary Education Commission (CPEC) from universities concerning transferring institutions will eventually stop reporting the Compton District.

Standard Implemented: Partially

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

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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Standard II: Student Learning Programs and Services

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

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

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

    a. *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*
    b. *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*
    c. *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*
    d. *The institution provides effective maintenance and security for its library and other learning support services.*
    e. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

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

ACCJC Standard II-C: Library and Learning Support Services
FCMAT Academic Achievement Standard 6.1 – Learning Support Services – Equipment and Materials

Professional Standard:
The college selects and maintains appropriate, current, and sufficient educational equipment and materials to support student learning.
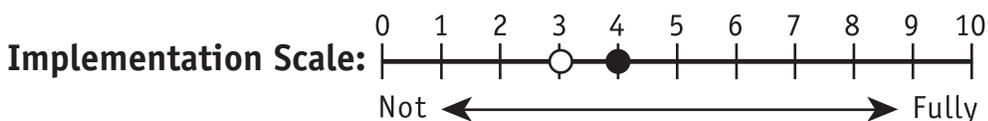
Sources and Documentation:
1. El Camino College Compton Educational Center Computer Resources Student Labs Report
2. Visit to Learning Center
3. Visit to Library
4. Visit to campus computer labs
5. Interview with MIS Director
6. Interview with Learning Lab personnel

Progress on Implementing the Recommendations of the Recovery Plan:

1. No significant progress has been made on this standard since the last visit. The Center still has many computer labs available for student use, 20 labs with approximately 600 computers. There appeared to be more use made of the labs by students than in the fall 2007 visit, yet many labs only had a few students using the equipment both in the day and evening. The replacement process seems to be disconnected from some of the needs expressed by faculty. In fall 2007, faculty prioritized their requests for equipment and supplies, and this is certainly a constructive step. A process is under way to develop a replacement system for hardware and software. Purchasing processes at the Center are still cumbersome, and it was reported that there is no automated system to order equipment. A faculty and staff audit of equipment and software needs is still needed. Also, the time to repair equipment was deemed unsatisfactory by some people working in computer labs. Infrastructure deficiencies with electrical power continue to be a problem.

2. A new repair and replacement process for educational equipment and materials, actively involving faculty, needs to be developed to ensure that the proper equipment and materials are available for student use. The Technology Committee on campus continues to be inactive and faculty have not been actively involved in determining technology needs.

Standard Implemented: Partially

April 2007 Rating: 3
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
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           Not  ←                      →  Fully
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ACCJC Standard II-C: Library and Learning Support Services
FCMAT Standard 6.5 Learning Support Services—Library Evaluation

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

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

Progress on Implementing the Recommendations of the Recovery Plan:

1. Continuing construction and legal problems have prevented the opening of the Compton Center's new library and media facility. Consequently, little progress has been made implementing the recommendations of the April 2007 comprehensive review relating to evaluation of the Compton Center's library operations. The last formal evaluation of the Library/Learning Support Services at the center was in 2005, according to the Accrediting Commission for Community and Junior College Standards.

2. Based on the 2005 evaluation and subsequent informal evaluations, the Compton Center has increased its support to the library and learning support services. In 2006-07, the allocation for new Library/Learning Support Services materials was augmented by $30,000 from block grants, and this year $60,000 was allocated from the general fund for library acquisitions. A Library Director position has been created but is not currently filled.

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

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

3. To comply with this standard, the Compton Center must develop a comprehensive program assessment and student assessment programs using the ACCJC quality standards as a guide. Consider the following recommended processes:

a. Design and implement a program assessment component using the following steps:

- Systematically assess library and learning resource needs and analyze the data collected. Use the Compton Center's computer capabilities to collect and process the data.
- Identify the problems or gaps in operations on a regular yearly cycle.
- Propose and examine alternative program improvement proposals.
- Select alternatives that best address the problems/gaps.
- Develop goals and measurable objectives for each alternative program improvement proposal selected for implementation.
- Provide fiscal and human resources as needed through the redistribution of resources.
- Implement program improvement proposals with well-defined mechanisms for monitoring progress.
- Evaluate the program improvement proposals implemented.
- Adjust the program as needed, based on data gathered. (Consider continuation, modifications with cost factors attached, and/or whether the program should be discontinued because goals were not achieved.)
- Implement modifications based on adjustments made.

b. Once the move to the new facility is complete, schedule a full evaluation of all existing library and learning resource programs in operation at the Compton Center as soon as possible and on a regular schedule afterward.

c. Develop administrative regulations/procedures that spell out the appropriate implementation time lines, procedures, and monitoring expectations for all assessment efforts.

d. Design and implement a student assessment component that includes the following:

- Criterion-referenced tests for significant selected objectives to assess student learning related to the intended student learning outcomes for the library and learning resource services at the Compton Center.
- A variety of formative assessment strategies with a focus on feedback for improvement. Assessments chosen should produce the data needed for modifying instruction.
- Schedules and time lines linking results of assessments to a continual curriculum review and revision process.
- Other appropriate measures of student success, such as open-ended assessment items, performance-based demonstrations, and portfolios with clearly delineated measurement criteria.
- Expectations of how the faculty and staff will use evaluation data and the role of library faculty and staff in the assessment process.
- Expectations regarding how the assessment data and process will be communicated to the Compton Center faculty.

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

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 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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