

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

- A. Decision-Making Roles and Processes – The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
 2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes.
 - a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*
 - b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*
 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
 5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Use of FCMAT Professional and Legal Standards

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

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

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating
A. Decision-Making Roles and Processes				
Standard to be Addressed				
Communications - Community Relations and Governance				
1.3	Staff input into college operations is encouraged.	1	2	2
Community Collaboratives, Advisory Committees - Community Relations and Governance				
3.1	The board and president support partnerships and collaborations with community groups, local agencies and businesses.	2	2	3
3.2	The board and the president establish broad-based committees or councils to advise the college on critical college issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations – Shared Governance, Academic Senate, etc.	3	3	3
3.3	Community collaboratives and college Shared Governance, and Academic Senate have identified specific outcome goals that are understood by all members.	2		
3.4	The college encourages and provides the necessary training for collaborative and council members to understand the basic administrative structure, program processes and goals of all college partners.	3		
3.5	Community collaboratives and college councils effectively fulfill their responsibilities and provide a meaningful role for all participants.	3		

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

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

Professional Standard:

Staff input into college operations is encouraged.

Sources and Documentation:

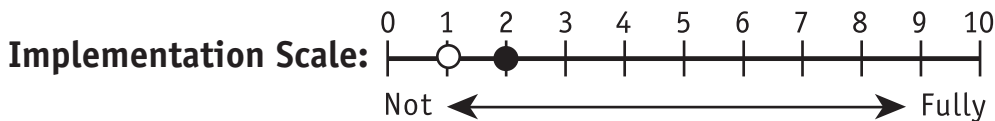
1. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change in the operations of the Compton Center’s task forces and committees. Therefore, it continues to be recommended that the district create opportunities for faculty and staff to communicate and provide suggestions to their supervisors, administrators and the Special Trustee. These opportunities should be part of the internal communications strategies that should be a part of the district’s comprehensive communications plan that is developed.
2. The district must continue to look at ways to expand opportunities for all staff to provide input regarding the district’s operations. Staff and faculty should be reassured that they are welcome to offer input and suggestions. Surveys and interviews should be conducted to determine the effectiveness of communication methods, and to seek input on how people would like to be engaged. A successful plan to improve communications at the Compton Center will require multiple means of gathering input and disseminating information – in print, in electronic forms, and through in-person meetings. A comprehensive plan for internal two-way communications must be developed and put into action.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

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

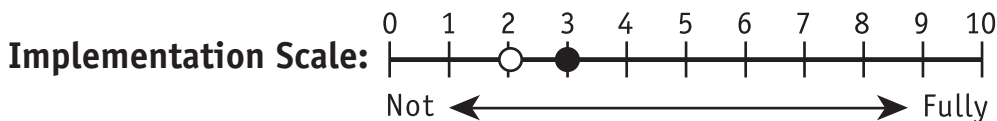
Progress on Implementing the Recommendations of the Recovery Plan:

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

The Compton Center was a participant in a town hall meeting on the future of the campus, but the meeting was convened by the Mayor of Compton rather than being organized by the Compton Center or held in partnership with the city. The district should endeavor to enhance and solidify its outreach to community collaboratives and partnerships that serve students. Such a coordinated strategy could help make additional resources available to students and the community. The members of the elected board and of the Board of Advisors can begin to make the formal connections between the district and community groups, agencies and businesses. The district's strategy should include a written plan that identifies the roles and responsibilities of the Special Trustee, administrators, and board. A coordinator should be designated to assess the effectiveness of the district's implementation of the strategy.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

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

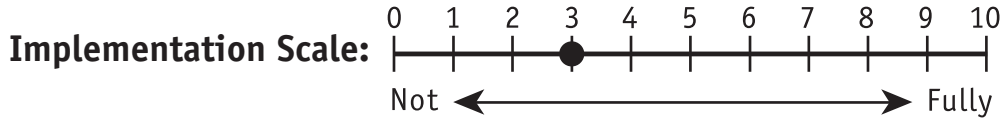
Progress on Implementing the Recommendations of the Recovery Plan:

1. A lack of clarity over responsibilities and decision-making between El Camino College and the Compton Community College District continues to be raised by interviewees. The resulting confusion over the proper role for committees sometimes hampers action. The proposed revision of the memorandum of understanding between ECC and CCCD is a means toward resolving some of this confusion, and continuing to clarify and address these concerns must be a key priority for the Compton Center to begin to demonstrate progress. The district should examine the effectiveness of its existing committees and analyze how to make improvements, including the clarification of protocols and the provision of training to help participants better understand their charge. Through more effective participation by stakeholders, the district will be better positioned to make progress toward its mission and goals.
2. The Special Trustee has continued to hold meetings of the Board of Advisors, whose membership has been structured to engage a broader cross-section of community members than past task forces and committees. The district has created written protocols and expectations for this body, and this information should be broadly shared with staff and the community. By understanding the goals of the Board of Advisors, there can be greater accountability toward achieving successful results.

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

Standard Implemented: Partially

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



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

- B. Board and Administrative Organizations – In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.
 - a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence of pressure.*
 - b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*
 - c. *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*
 - d. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*
 - e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*
 - f. *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity or board membership and staggered terms of office.*
 - g. *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*
 - h. *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*
 - i. *The governing board is informed about and involved in the accreditation process.*
 - j. *The governing board has the responsibility for selecting and evaluating the college chief administrator (most often known as the president). The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the college.*
 2. The president has primary responsibility for the quality of the institution he/she leads. He/She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
 - a. *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/She delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

- b. The president guides institutional improvement of the teaching and learning environment by the following:*
- establishing a collegial process that sets values, goals, and priorities;*
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
 - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
 - establishing procedures to evaluate overall institutional planning and implementation efforts.*
- c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*
- d. The president effectively controls budget and expenditures.*
- e. The president works and communicates effectively with the communities served by the institution.*

3. DOES NOT APPLY – it addresses the multi-college district.

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating
B. Board and Administrative Organizations				
Standard to be Addressed				
Community Relations - Community Relations and Governance				
2.5	Board members refer informal public concerns to the appropriate staff for attention and response.	3	3	3
2.9	Board members are actively involved in building community relations.	2		
Policy - Community Relations and Governance				
4.5	The college has established a system of securing staff and citizen input in policy development and review.	2		
Board Roles/Boardsmanship - Community Relations and Governance				
5.2	Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties functions, authority and responsibilities of members.	1	1	3
5.3	The board has established a vision/mission and uses that vision/mission as a framework for college action based on the identified needs of the students, staff and educational community through a needs assessment process.	3	3	3
5.4	The board makes decisions based on the study of all available data, including the recommendation of the president.	3	3	3
5.5	Functional working relations are maintained among board members.	1	1	3
5.6	Individual board members respect the decisions of the board majority and support the board's actions in public.	1	1	3
5.7	Functional working relations are maintained between the board and administration.	1	1	2
5.8	The board publicly demonstrates respect for and support for the district staff.	1	1	2

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

ACCJC Standard IV-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating
5.9	The board publicly demonstrates respect for public input at meetings and public hearings.	1	1	2
5.10	Board members respect confidentiality of information shared by the administration.	1	1	1
5.11	Board members do not involve themselves in operational issues that are the responsibility of the President and staff.	1	1	1
5.12	The board acts for the community and in the interests of all students in the district.	1	1	2
Board Meetings - Community Relations and Governance				
6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting.	3		
6.2	The board agenda is made available to the public in the manner and under the time lines prescribed by law.	4	4	4
6.3	Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	1	1	2
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	1		
6.5	Open and closed sessions are conducted according to the Ralph M. Brown Act.	5	5	5
6.6	Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.	5	5	5
6.7	The Board has adopted bylaws for the placement of items on the board agenda by members of the public.	4		
6.8	Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings and to bring before the board matters that are not on the agenda.	4	4	4
6.9	Board meetings focus on matters related to student educational attainment.	1	1	1

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

ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 2.5 - Community Relations

Professional Standard:

Board members refer informal public concerns to the appropriate staff for attention and response.

Sources and Documentation:

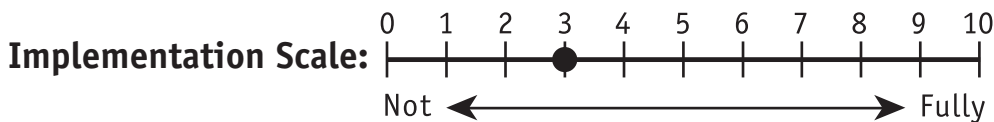
1. Board member interviews
2. Faculty, staff, and administration interviews
3. District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. While the members of the elected board have returned to the dais at board meetings, the Special Trustee chairs the meetings. When public concerns are raised at meetings, the Special Trustee generally directs concerns to the Provost/CEO's office. As part of the comprehensive policy review process, the district should work to ensure that the policy regarding the referral of informal public concerns is consistent with the practice. The Special Trustee should reaffirm Board Policy 1.2 to validate and formalize the practice of referring concerns to the Provost/CEO.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.2 - Board Roles/Boardsmanship

Professional Standard:

Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties, functions, authority and responsibilities of members.

Sources and Documentation:

1. Interviews with administrators and board members

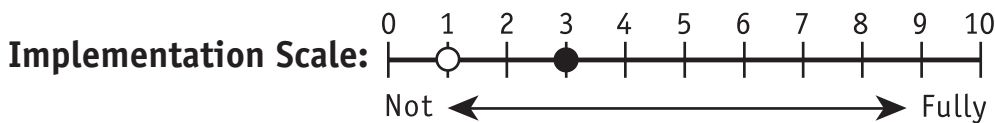
Progress on Implementing the Recommendations of the Recovery Plan:

1. The members of the elected board, along with the Special Trustee and Provost, have begun to engage in an agenda of training and professional development with a consultant from the Community College League of California. This training will address the areas of expectations, roles, and responsibilities for board members and provide a framework for operations at board meetings. The elected board members must commit to participating in these continuing education opportunities designed to help increase their understanding to effectively fulfill their governance responsibilities.

A policy addressing a continuing education agenda and/or the adoption of an annual schedule of workshops and conferences could be developed to help facilitate this process. Additionally, the members of the Board of Advisors should receive training, where appropriate, on the issues on which they advise the Special Trustee.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations

FCMAT Community Relations/Governance Standard 5.3 - Board Roles/Boardmanship

Professional Standard:

The board has established a vision/mission and uses that vision/mission as a framework for college action based on the identified needs of the students, staff and educational community through a needs assessment process.

Sources and Documentation:

1. District documents and Web site
2. Board member interviews
3. Faculty, staff, and administration interviews
4. Community member interviews
5. Board agendas and minutes
6. Observations of board meetings
7. District policies

Progress on Implementing the Recommendations of the Recovery Plan:

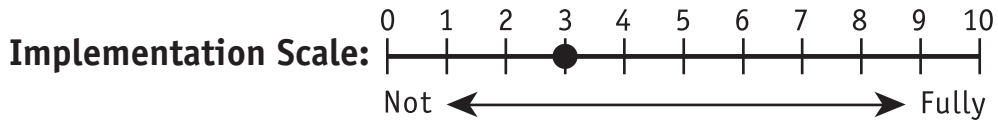
1. In the last six months, district action still has mainly been driven by prioritizing crisis issues as they arise rather than through planned action. While the district has a mission statement and goals, they do not appear to be the main strategic initiatives that drive decision-making. The district should create a strategic plan with specific objectives and ensure that processes are in place for measuring progress. While the creation of such a plan is a major undertaking that will take time, there should not be any delay in developing strategies for improvement. The district can no longer delay engaging in strategic long-range planning.

Involving the board, staff, students and the community in identifying the district's needs and updating the district's vision/mission and goals is a critical step in moving forward. The purpose of such planning should be to build the district's long-term capacity to sustain improvements once local authority is restored. To address this, the district's goals should be a routine part of board meeting agendas and could be tied to each action item on the agenda, with a notation of how the action item will affect achievement of the goals.

As part of the board members' continuing education opportunity that is guided by the CCLC consultant, the mission and vision of the district should be addressed. As these statements are revised to reflect the district's direction and priorities and ensure that the goals are aligned to its work, it will be important for the district to evaluate its progress toward achieving these goals, including whether the long-term staff capacity and resources to sustain progress are in place.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.4 - Board Roles/Boardmanship

Professional Standard:

The board makes decisions based on the study of all available data, including the recommendations of the President.

Sources and Documentation:

1. Board member interviews
2. Faculty, staff, and administration interviews
3. Board agendas and minutes
4. Observations of board meetings

Progress on Implementing the Recommendations of the Recovery Plan:

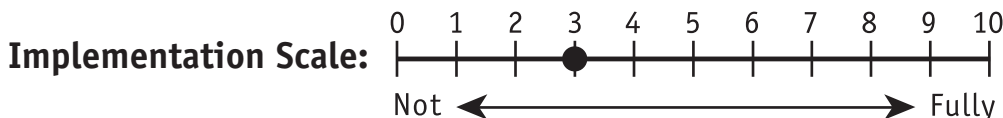
1. The Special Trustee continues to ask for reports and background data before reaching decisions at board meetings. Staff members provide reports and presentations at board meetings. Information is not always clear or well-explained for the benefit of the public. For example, an outside expert provided information with the presentation of the district’s draft facilities master plan. However, this item should have given the Provost an opportunity to offer context about the long-term plans for the campus, talk about communication and community outreach, and discuss academic engagement, all as a part of the conversation about facilities.

The Provost/CEO must work to improve the background materials provided to the Special Trustee and the public before board meetings. This should include specific cost estimates for proposals, related board policy, data on program effectiveness, relationship of a presentation to district goals, criteria for staff recommendations, and other relevant information. This information must be made available in advance of meetings, and provided to the public as well as to administrators, the board, and the Special Trustee.

2. Decisions continue to be made without all the necessary information. The district lacks much of the specific and accurate data it needs to make good decisions. A key focus for the district must be to continue building capacity to produce, understand, and analyze data to ensure accountability. The Board of Advisors and Board of Trustees should be given training to understand the types of questions to ask when reviewing information, to provide proper oversight.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.5 - Board Roles/Boardmanship

Professional Standard:

Functional working relations are maintained among board members.

Sources and Documentation:

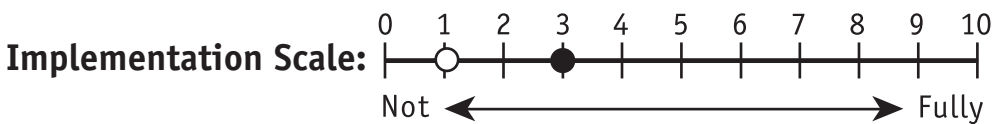
1. Interviews with staff, faculty, administrators and board members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. With an official role in the meetings to provide advice and feedback, board members should work together to ensure they are effectively fulfilling this advisory role. The training and professional development the board is engaged in with the Community College League of California should help them understand their roles and responsibilities as well as progress toward rebuilding the board’s credibility, communicate in a professional and respectful manner, and focus the meeting agenda on matters related to student educational attainment.
2. At the appropriate time, the board president should attend training on conducting effective meetings to ensure that all members of the board are adequately heard during the discussion of issues.
3. As part of the CCLC training in which the board and Special Trustee are engaged, they should consider affirming a code of ethics to formalize the expectations for the conduct of the participants at the public board meetings.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.6 - Board Roles/Boardmanship

Professional Standard:

Individual board members respect the decisions of the board majority and support the board’s actions in public.

Sources and Documentation:

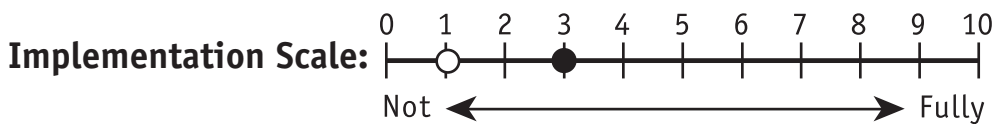
1. Interviews with staff, faculty, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. With an official role in the meetings to provide advice and feedback, board members should work together to ensure they are effectively fulfilling this advisory role. The training and professional development the board is engaged in with the Community College League of California should help them better understand their roles and responsibilities as well as progress toward rebuilding the board’s credibility, communicate in a professional and respectful manner, and focus the meeting agenda on matters related to student educational attainment.
2. The Special Trustee should consider affirming a code of ethics to formalize the expectations for the conduct of the participants at the public board meetings.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.7 - Board Roles/Boardsmanship

Professional Standard:

Functional working relations are maintained between the board and administration.

Sources and Documentation:

1. Interviews with administrators and board members

Progress on Implementing the Recommendations of the Recovery Plan:

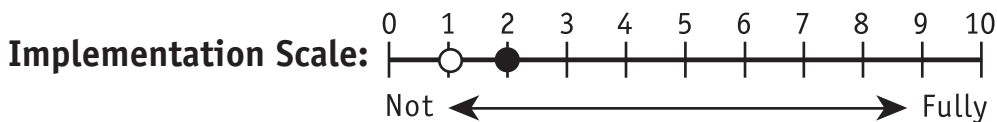
1. The Special Trustee continues to meet with elected members of the Board of Trustees before each board meeting. By providing the board with an opportunity to meet and discuss the agenda, and now to participate in the discussion at meetings, the relationship between the Special Trustee and the members of the board appears to have been sustained.

As one aspect of a plan to improve communications overall, the Provost/CEO should engage in regular, proactive communication with the El Camino College Board of Trustees about the business of the Compton Community College District. Currently, the reports to the El Camino board are mainly informal updates, and do not provide any opportunity for substantive conversation or discussion of policy where appropriate. When reinstated, the elected board of the Compton Community College District should engage in regular, proactive communication with the administration.

Additionally, the Special Trustee has initiated the meetings of the Board of Advisors, and has set written roles and expectations for the committee. By putting into place specific goals and desired outcomes, this group will be able to hold itself accountable, with the expectation having been set that functional working relationships will be maintained.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.8 - Board Roles/Boardmanship

Professional Standard:

The board publicly demonstrates respect for and support for the district staff.

Sources and Documentation:

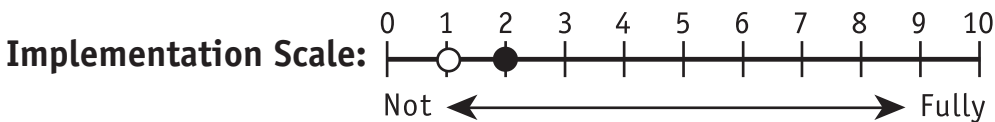
1. Interviews with staff, faculty, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. With an official role in the meetings to provide advice and feedback, board members should work together to ensure they are effectively fulfilling this advisory role. In general, the board acts in a professional and businesslike manner, and treats district staff who make presentations during the meeting respectfully. While the Provost/CEO and Special Trustee recognize the contributions of district employees during board meetings, the issue of low morale on the part of staff and faculty was mentioned by multiple interviewees during this progress report. District employees consistently voice a desire for greater advance communications and consultation before decisions are made. To improve employee morale, retain quality staff, and increase motivation, the district should develop a formal program for staff recognition. The Special Trustee, administrators and the board should ensure that positive employee performance is recognized.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.9 - Board Roles/Boardmanship

Professional Standard:

The board publicly demonstrates respect for public input at meetings and public hearings.

Sources and Documentation:

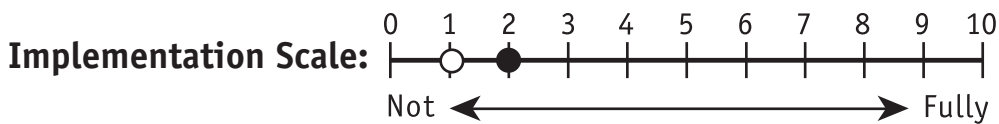
1. Interviews with staff, faculty, students, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. With an official role in the meetings to provide advice and feedback, board members should work together to ensure they are effectively fulfilling this advisory role. Public hearings and forums on critical issues should continue to be a routine part of board meetings, allowing for meaningful opportunities for input by the public. The board is respectful and cordial, and a formal process for public engagement is beginning to be developed through the CCLC training. The Special Trustee should continue to ensure that these events are widely publicized and when governing authority is returned, the board should maintain these practices.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.10 - Board Roles/Boardsmanship

Professional Standard:

Board members respect confidentiality of information shared by the administration.

Sources and Documentation:

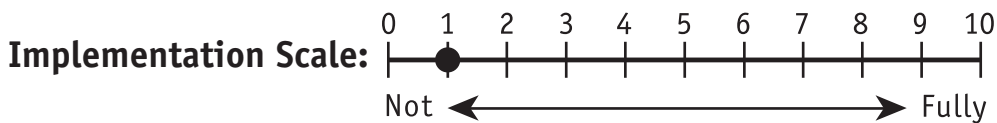
1. Interviews with staff, faculty, and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. While the board now sits at the dais during meetings, the board members do not participate in closed session. The Special Trustee should continue to ensure that the confidentiality of closed session items is maintained. As part of its professional development agenda with the CCLC consultant, the board should review confidentiality requirements and should be trained on the expectation to maintain the confidentiality of closed session items.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.11 - Board Roles/Boardsmanship

Professional Standard:

Board members do not involve themselves in operational issues that are the responsibility of the President and staff.

Sources and Documentation:

1. Interviews with staff, faculty, and administrators

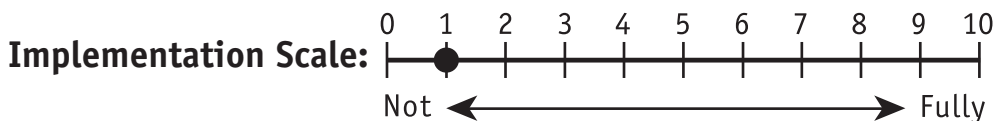
Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. With an official role in the meetings to provide advice and feedback, board members should work together to ensure they are effectively fulfilling this advisory role. The training and professional development the board is engaged in with the Community College League of California should help them understand their roles and responsibilities and progress toward rebuilding the board’s credibility, communicate in a professional and respectful manner, and focus the meeting agenda on matters related to student educational attainment.

As part of the comprehensive review of policy that should be undertaken, the Special Trustee should reaffirm the policy clarifying the separation in roles between the board and the Provost/CEO. Additionally, board members should continue to be committed to the continuing education opportunity of working with the Special Trustee and CCLC consultant on roles and responsibilities of effective board governance.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.12 - Board Roles/Boardsmanship

Professional Standard:

The board acts for the community and in the interest of all students in the district.

Sources and Documentation:

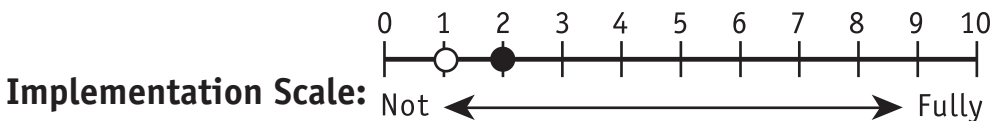
1. Interviews with staff, faculty, students, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. The members of the elected board now participate in discussions during board meetings and sit at the dais. While students and their educational attainment have not always been a consistent focus for the board, the board members are now using the opportunity to ask questions and raise concerns on behalf of their constituency. To demonstrate further progress in this area, the board members should partner more closely with students, and serve as a voice in public comment representing the needs of this diverse population. The recruitment and retention of students continues to be one of the most critical components of success for the district, and the board should make efforts to support specific programs being implemented to increase student enrollment. This area must be continually monitored and efforts refined.
2. The Special Trustee continues to meet with the Board of Advisors. He must ensure that the group from which he is soliciting input represents a diverse cross-section of the entire community of stakeholders in the district. The training and professional development the Special Trustee has engaged in with the members of the elected board, guided by the Community College League of California consultant, represents progress toward helping the board to understand its role in effectively advising the district.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.2 - Board Meetings

Legal Standard:

The board agenda is made available to the public in the manner and under the time lines prescribed by law. (Government Code 54954.1, 54954.2)

Sources and Documentation:

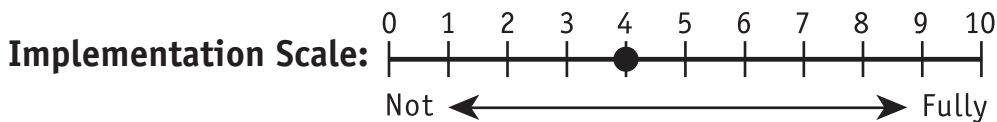
1. Board member interviews
2. Faculty, staff, and administration interviews
3. District Web site
4. District bylaws
5. Board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. While board meeting agendas continue to be posted near the Provost’s office in compliance with Government Code 54954.2 at least 72 hours prior to a regular meeting, the full agenda packet with background materials is frequently unavailable until the day of the meeting. These materials should be made available as early as possible to allow time to read, review, and analyze the information and recommendations. Meeting agendas are posted to the district’s Web site, although locating the information can be challenging. A comprehensive communications plan for the district must address this area of board meetings, board agendas, and meeting minutes.
2. As part of the comprehensive review of district policy, the Special Trustee should revise the following policies: Board Policy 1.7, Agenda and Meetings of the Board of Trustees, and Board Policy 1.9, Meetings of the Board.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.3 – Board Meetings

Professional Standard:

Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.

Sources and Documentation:

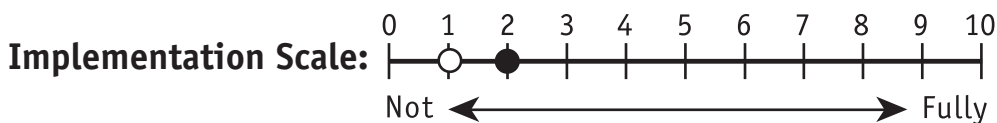
1. Interviews with administrators and board members
2. Review of board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. During meetings, the members of the board generally appear prepared and to have reviewed background materials in advance of the meeting. Nevertheless, the Provost/CEO must work with staff to increase the lead time for the creation of agendas. While the background documents and information in the agenda packets are distributed in a manner that complies with the law, these supplemental materials should be distributed as early as possible before each board meeting. The public should be able to access timely, accurate and meaningful background data for analysis in advance of the meetings. When reinstated as a governing body, board members should receive training about appropriate and effective board governance and accept responsibility for reviewing agenda materials before meetings.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.5 - Board Meetings

Legal Standard:

Open and closed sessions are conducted according to the Ralph M. Brown Act. (Government Code 54950 et seq.)

Sources and Documentation:

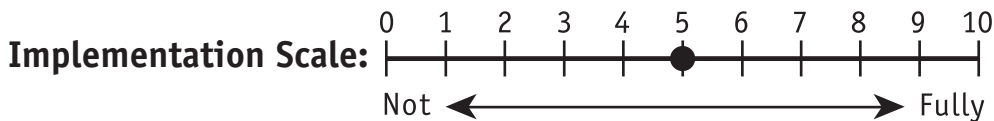
1. District policies/bylaws
2. Board agendas and minutes
3. Board member interviews
4. Faculty, staff, and administration interviews
5. Observations of board meetings

Progress on Implementing the Recommendations of the Recovery Plan:

1. While the Special Trustee does not have to adhere to aspects of the Brown Act that address multi-member boards, he does report in open session any decisions made in closed session. It would be a good practice for the Special Trustee to revise the district policies on open and closed sessions, as part of the comprehensive policy review that has been suggested, to ensure that these bylaws reflect current legislation. These policies include: Board Policy 1.7, Agenda and Meetings of the Board of Trustees, and Board Policy 1.9, Meetings of the Board.
2. The Special Trustee should ensure that the newly elected member of the board and the members of the Board of Advisors receive an orientation regarding the Brown Act, even though they do not routinely participate in closed sessions.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 5



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.6 - Board Meetings

Professional Standard:

Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.

Sources and Documentation:

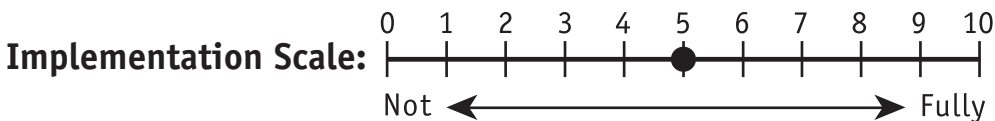
1. Board member interviews
2. Faculty, staff, and administration interviews
3. Community member interviews
4. Observations of board meetings
5. District bylaws
6. Board agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board meetings observed since the last progress report generally proceeded according to the agenda and were conducted in a businesslike manner. The Special Trustee provides the public, union representatives, committee chairs, student leaders, and members of the board opportunities to speak on particular agenda topics and allows for public comment during meetings. The members of the elected board conduct themselves in a professional manner, participate in discussions and offer their advice and opinions.
2. While the Special Trustee is not required to reach consensus or engage in discussion before making a decision, asking questions as part of the process is especially important in helping the public to understand the rationale for the Special Trustee’s decisions and the implications of each decision for the district. This practice should continue. The elected members of the board should continue to be afforded opportunities to engage in discussion on agenda items and provide their input and feedback before action is taken by the Special Trustee.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 5



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.8 - Board Meetings

Legal Standard:

Members of the public have an opportunity to address the board before or during the board’s consideration of each item of business to be discussed at regular or special meetings, and to bring before the board matters that are not on the agenda (Education Code 35145.5).

Sources and Documentation:

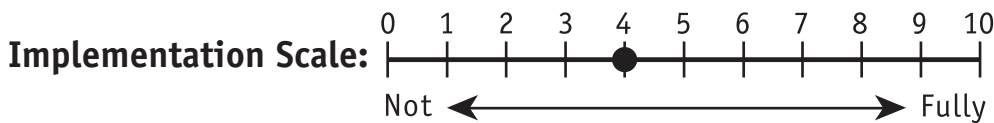
1. District bylaws
2. Board agendas and minutes
3. Observations of board meetings
4. Board member interviews
5. Faculty, staff, and administration interviews
6. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Public comment is a routine part of each board meeting agenda. Members of the public have an opportunity to speak and address the board and Special Trustee. The district’s Board Policy 1.8 describes procedures for public participation at board meetings. The community members interviewed for this progress report did not express concerns about a lack of opportunity to address the Special Trustee at meetings. The Special Trustee should formalize the process for community input and public participation at board meetings by reaffirming the pertinent policies to reinforce the practices already in place.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.9 Board Meetings

Professional Standard:

Board meetings focus on matters related to student educational attainment.

Sources and Documentation:

1. Board agendas and minutes
2. Observations of board meetings
3. Board member interviews
4. Faculty, staff, and administration interviews
5. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Student educational attainment has not been the main focus of Compton Community College District board meeting agendas in the last six months. As noted in prior progress reports, board meeting agendas are most frequently focused on business issues including fiscal recovery, budget, and facilities. Agenda items sometimes also address pressing legal issues and ongoing operational issues such as the management of student enrollment. It remains rare for meetings to focus on policy or planning and analysis. The Special Trustee should ensure that matters related to the educational achievement of students are incorporated into board meetings more frequently. The Provost/CEO should develop meeting agendas that explicitly link the goals of the district to discussion items. The board agenda should define the objective for each item and its relationship to the overall goals of the district. The agenda should also be prioritized to allow for items of the greatest importance to have the most time and discussion devoted to them.

Standard Implemented: Partially

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

