Compton Community College District

Comprehensive Assessment
Sixth Progress Report

November 2012

FCMAT
FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM
CSIS California School Information Services

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Introduction

This sixth progress report for the Compton Community College District (Compton CCD) provides the latest in a series of periodic assessments conducted by the Fiscal Crisis and Management Assistance Team (FCMAT) of the district's progress in implementing the recommendations made in the initial Compton CCD Comprehensive Review conducted by FCMAT in April 2007.

Background

On June 30, 2006, Assembly Bill (AB) 318 provided a state loan (line of credit) of $30 million to the Compton CCD and mandated that FCMAT conduct a comprehensive assessment of the district in five operational areas and develop a recovery plan for the district. FCMAT is required to file written status reports at regular intervals on the district's progress in implementing the recovery plan. The bill authorizes the Board of Governors of the California Community Colleges to suspend the authority of the Board of Trustees of the Compton Community College District for up to five years, plus a period lasting until the Chancellor, FCMAT, Director of Finance and the Governor concur with the special trustee that the district has sustained the progress and requirements of the assessment and recovery plan for two consecutive academic years, as provided in Education Code Sections 41329.59 and 71093.

In a letter dated July 21, 2006, the Accrediting Commission for Community and Junior Colleges (ACCJC) notified the Compton CCD that the accreditation of Compton Community College would terminate on August 22, 2006. The letter also required the Compton CCD to notify its students that the college's accreditation had been revoked. Under the authority of AB 318 and Education Code Section 74292 (d), the Compton CCD identified a partner district, the El Camino Community College District (El Camino CCD) that agreed to provide accredited instructional programs to students at the Compton Center. Under this partnership, instructional services are provided on the Compton CCD site by the El Camino Community College District Compton Community Educational Center (Compton Center) primarily to residents of Compton, Carson, Lynwood, Paramount, and parts of north Long Beach.

A Memorandum of Understanding (MOU) signed in August 2006 and updated in July 2008 as an "Agreement Between the El Camino CCD and the Compton CCD" outlines the agreement between the districts, and continues to be a redefined working document. The 2008 agreement is being updated by the parties to reflect the spirit of AB 318 and the relationship between the state, the El Camino CCD and the Compton CCD. The current agreement for the Compton Center includes operations under the direct management of El Camino CCD through a vice president on the Compton Center site who reports to the superintendent/president of El Camino CCD for the operational aspects of the Compton Center including its instructional programs and student services. All business services, facilities, personnel, governance components and other programs and services are managed by the Compton CCD's chief executive officer (CEO). The CEO reports to the state special trustee for the Compton CCD.

A formal Senior Management Group has been established and is composed of the El Camino CCD president, state special trustee, El Camino CCD vice president for the Compton Center, and the Compton CCD CEO. The management group is co-chaired by the El Camino CCD vice president for the Compton Center and the CEO for the Compton CCD. The goals and objectives of the Senior Management Group are to monitor and assist the Compton Center and the Compton CCD in meeting ACCJC eligibility requirements, standards and commission policies.

The provisions of AB 318 and the subsequent loss of the Compton Community College's accreditation are unprecedented and have necessitated an extremely complex governance and organizational structure to allow the partnering district to offer accredited courses. Compton Community College is the first California public community college to lose its accreditation, have a special trustee appointed to administer the college district, have the authority of its elected governing board suspended by legislation, and receive a multimillion-dollar state loan to continue operations. The transition of instructional procedures and systems has been challenging, including establishing the proper reporting relationships, lines of communication, and the appropriate names and references for the Compton Center, operating under the auspices of the El Camino CCD.

As the Compton CCD continues to address both the operational deficiencies that led to the loss of local governance and accreditation, FCMAT's work with the district and the Compton Center is intended to assist the district in improving its basic operations and preparing for an eventual return to local governance.

FCMAT has developed a set of legal and professional standards to provide a standards-based assessment process for these reviews and has endeavored to associate these standards with similar standards of the ACCJC. This standards-based process and a rubric to rate the standards is explained further in this report.

Use of FCMAT Professional and Legal Standards

Since 1998 the Fiscal Crisis and Management Assistance Team (FCMAT) has been engaged in assisting California K-12 school districts under state administration to return to local governance. FCMAT developed a standards-based assessment tool as part of this work, and has adapted it for use in assessing and monitoring the Compton CCD. FCMAT professional and legal standards are being used to help the Compton CCD maintain fiscal solvency, improve operations and move toward recovery in each operational area.

For each ACCJC standard, appropriate FCMAT standards from the operational areas of Community Relations and Governance, Academic Achievement, Personnel Management, Financial Management and Facilities Management have been used to measure district progress. However, the ACCJC will conduct its own independent review to determine when accreditation will be restored to the Compton Center.

Each professional and legal standard has been scored, on a scale of 0 to 10, as to the Compton CCD's implementation of the standard at this point in time. These ratings provide a basis for measuring the district's progress in subsequent reporting periods.

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

Not Implemented (Scaled Score of 0)

There is no significant evidence that the standard is implemented.

Partially Implemented (Scaled Score of 1 through 7)

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

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

Fully Implemented (Scaled Score of 8-10)

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

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

Study Team

The FCMAT team and partners for this sixth progress review included the following agencies and individuals.

Administration and Report Writing – Fiscal Crisis and Management Assistance Team
- Diane Branham, Chief Management Analyst
- Laura Haywood, Technical Writer

Financial Management – Fiscal Crisis and Management Assistance Team
- Marisa Ploog, Fiscal Intervention Specialist, CPA
- Julie Auvil, Fiscal Intervention Specialist, CPA
- Debbie Martin, Director of Accounting Services, CPA, Kern Community College District*

Academic Achievement – College Brain Trust
- Shirley Kelly, Retired Community College President
- Peggy Moore, Retired Community College Vice President of Instruction

Personnel Management – School Services of California, Inc.
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Community Relations and Governance – College Brain Trust
- Shirley Kelly, Retired Community College President
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*As a member of this study team, this consultant was not representing her respective employer but was working solely as an independent contractor for FCMAT.

Executive Summary

Summary of Progress

As described in this sixth progress review, improvement has been noted and the average ratings of the standards in the operational areas of Academic Achievement and Personnel Management of the Compton CCD and the El Camino Community College District Compton Community Educational Center (Compton Center) have increased during this reporting period. However, average ratings in the operational areas of Financial Management, Facilities Management, and Community Relations/ Governance have decreased compared with the previous reporting period and a greater number of standards have ratings that are less than four.

The partnership between the Compton CCD and the El Camino CCD continues to evolve under the leadership of the state special trustee, chief executive officer and El Camino College executive management team. Specific organizational roles and responsibilities of the governing entities and administrators continue to evolve and be clarified as they apply to the Compton CCD and the Compton Center. Reporting relationships are clearly communicated for all faculty, staff and students to navigate properly.

From a governance perspective, the special trustee provides decision making authority in lieu of the elected governing board and personnel commission. The CEO of the Compton CCD reports directly to the state special trustee, and the El Camino College vice president of the Compton Center reports to the superintendent/president of the El Camino CCD. This organizational structure is reflected in Administrative Regulation 3101, Management Organization Chart, dated March 15, 2010. Compton CCD requires active leadership from both the special trustee and the CEO to assist the district in developing and sustaining the internal capacity required to eventually return the district to local governance and regain the college's accreditation.

Positive progress continues to be made in advancing long-range planning for the Compton Center. The state special trustee, interim CEO and El Camino College executive management team have initiated planning strategies, implemented needed improvements, and brought organizational balance to the unique organizational reporting structure of the governance partners. Provisions of the MOU continue to ensure that the El Camino College Board of Trustees is engaged in issues of policy affecting students at the Compton Center.

Since the prior review period, a new state special trustee has been appointed and a new interim CEO and chief business official (CBO) have been hired. Typically, elected members of the board sit at the dais every other board meeting. The special trustee and the interim CEO engage the board members on agenda items whether the board sits at the dais or in the audience. The board members were not engaged in group trainings with the Community College League of California (CCLC) at the time of FCMAT's fieldwork; however, four members were planning to attend the annual CCLC conference and participate in a trustee workshop offered at the conference. The CCLC is a nonprofit public benefit corporation whose voluntary membership consists of all 72 local community colleges. The league provides services to community college districts in six areas that include education programs, research and policy analysis, fiscal service programs, governmental relations, communications, and governance of athletics.

The lack of confidence expressed during several previous reporting periods regarding the district's insufficient fiscal practices due to the constant turnover in the CBO position has materialized again

during this reporting period. The prior CBO left the district in July 2010. Since that time, two other employees have occupied the CBO position, making sustainability of the accomplishments noted during the previous reporting period difficult to maintain. At the time of FCMAT's fieldwork, a new employee had been in the CBO position for only a few weeks but was working diligently to familiarize himself with the district and re-establish necessary processes, procedures, and internal controls in the Business Services department. While an experienced business office staff should be able to maintain daily operations and critical functions for a period of time, the lack of consistent, strong leadership in the department was apparent during this review period.

The Compton CCD uses both Datatel and PeopleSoft, the financial reporting software system used by the Los Angeles County Office of Education (LACOE). Although the conversion was successfully made, the district's financial reporting processes continue to be complicated by the reconciliation of multiple financial reporting systems. There is little interaction and communication between these two operating systems, and a manual monthly reconciliation process that needs to be performed by the accounting staff is very time consuming and labor intensive. At the time of FCMAT's fieldwork, no reconciliations were being performed because the employee responsible for the task had resigned and the duties had not been reassigned. As previously recommended, transitioning from the current dual operating systems to one would be advantageous for consistent and timely reporting of financial data and reducing workload, and would lessen the risk of accounting errors and/or omissions subject to audit findings. However, because the El Camino CCD requires the use of Datatel and LACOE requires the use of PeopleSoft, Compton CCD needs to ensure that the systems are reconciled monthly to ensure that accurate and timely financial information is available.

The Compton CCD continues to face major challenges with its facilities and maintenance and operations functions. Turnover in the positions of CEO, CBO, and department management have continued during this reporting period, and have contributed to facility projects not being completed timely. The general campus appearance had improved at the time of FCMAT's visit, but the lack of safety measures continues to be a concern.

The Compton Center continues to make incremental progress toward meeting the FCMAT Academic Achievement standards. Enrollment is increasing, and recruiting efforts have been successful. There is a collaborative working relationship between the administration and faculty, and progress continues to be made in planning, curriculum management and assessment. Although improvement was noted by the review team, neither the design of student learning outcomes (SLOs) for courses and programs nor the assessment tools to measure program and course effectiveness for student learning were complete.

To achieve improvement in the Governance component of the comprehensive review, the elected board members need to develop more cooperative relationships with each other and be consistently respectful to each other, the special trustee and administrative staff. Board members need to deal with controversial and complex issues cooperatively and participate at board meetings in a professional and respectful manner.

The recovery process for the Compton CCD and Compton Center requires much time and improvement and will likely proceed incrementally. With the appointment of the current state special trustee, the partnership between the Compton CCD and the El Camino CCD remains strong, and the entities continue to navigate through this unique and complex circumstance.

FCMAT continues to anticipate that the Compton CCD, with the assistance of its partner, the El Camino CCD, and the special trustee will continue to make the progress necessary for an even-

tual return to local governance. Although responding to the FCMAT standards provides the basis of a review of district activities, it does not yield an accreditation self-study. The ACCJC has many standards not covered by the FCMAT review. Furthermore, the requirement for documentation to support the description of activities is very different. While the activities undertaken as part of the FCMAT review will be useful to the institution, the ACCJC has a distinct and separate process from FCMAT relative to accreditation.

Return to Local Governance

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

The initial *Compton Community College District Comprehensive Review, April 2007* assessed the Compton CCD using 335 professional and legal standards in five areas of district operations. The standards were aligned to the four standards of the Accrediting Commission of Community and Junior Colleges (ACCJC) to develop specific recommendations for operational improvements that would help prepare the district to return to fiscal solvency and local governance and enhance its readiness to re-establish accreditation. Scaled scores were assigned for each standard to provide a baseline measure of the district's implementation of the standards as of fall 2006**.** Each standard was measured and a scaled score from zero (not met) to 10 (fully met) was applied.

To focus the district's efforts on recovery, FCMAT selected a subset of these 335 standards in consultation with the appointed special trustee. The standards were selected as having the highest probability, if addressed successfully, to assist the Compton CCD with recovery. The 183 standards selected are identified in bold print in the Tables of Standards in later sections of this report. They were the focus of this visit and assessment, and will continue to be the focus of each progress review. An average of the scores for the subset of standards in each of the ACCJC standards was determined and became the baseline of data against which the district's progress can be measured over time, during each review and assessment.

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

When the average score of the subset of standards within an ACCJC standard or standard subdivision reaches a level of six, progress is considered to be substantial and sustainable, no individual standard in the subset is below a four, and the district has sustained the standards for two consecutive academic years, this particular operational area could be considered for return to the local district governing

board, provided that the Community Relations/Governance standards have been substantially met and are sustainable and that operational area has been returned to the local governing board. It is conceivable that the governing board will regain local authority incrementally as the criteria are met in each of the FCMAT standard areas.

The Personnel Management operational area has reached an average rating of six with no individual standard below a four and the district has sustained these ratings for two consecutive academic years; therefore, FCMAT will no longer review this area nor include it in progress reports. However, because the required criteria have not been met for the Community Relations/ Governance operational area, governance of Personnel Management cannot be returned to the local governing board and will remain with the special trustee until the provisions of AB 318 and Education Code Section 71093 have been met.

As mentioned previously, AB 318 and Education Code Section 71093 authorize the Board of Governors of the California Community Colleges to suspend the authority of the Board of Trustees of the Compton CCD for up to five years, plus a period lasting until the Chancellor, FCMAT, Director of Finance and the Governor concur with the special trustee that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment and the recovery plan, and that future compliance is sustainable. To meet the requirements and sustain the standards, the Compton CCD will need to remain financially solvent and demonstrate its ability to hire and monitor its own staff without external assistance. The return of legal powers and duties to the elected board is contingent on meeting all of these requirements.

The ACCJC will conduct its own assessment to determine the eligibility requirements for accreditation. The ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

Recovery Plan

The ***Compton Community College District Comprehensive Review, April 2007*** assessed the district using 335 professional and legal standards and provided an in-depth review and a baseline score for each standard. A subset of FCMAT standards that were similar in nature to the ACCJC's four broad topic areas was identified to assist the district in focusing its efforts to more successfully achieve recovery and a return to local governance. This subset of standards is the focus of this sixth progress report and the ongoing progress reviews to be conducted in the future. Although all professional and legal standards utilized in the comprehensive assessment process are important to any district's success, this identified subset of standards will enable the district to focus its efforts on making progress toward recovery.

Following the initial comprehensive review in April 2007, FCMAT, with the collaboration of the special trustee, identified a subset of 186 FCMAT standards in the four ACCJC standards areas to be reviewed during each progress review. Three of those standards were eliminated during the third progress review because they were repetitive of other standards or were not applicable to the college or district. The 183 FCMAT standards included in this sixth progress report are:

- 27 (now 26) of 37 standards in ACCJC Standard I-A and I-B, Mission and Effectiveness
- 16 (now 15) of 28 standards in ACCJC Standard II-A, II-B and II-C, Student Learning
- 40 of 82 standards in ACCJC Standard III-A, Human Resources
- 41 (now 40) of 71 standards in ACCJC Standard III-B, Physical Resources
- 41 of 88 standards in ACCJC Standard III-C, Technology, and III-D, Financial Resources
- 21 of 29 standards in ACCJC Standard IV-A and IV-B, Leadership and Governance

The subset of standards is identified in bold print in the Table of Standards displayed in each ACCJC standard section. Each progress review assesses only the identified subset of standards.

Later sections of this report provide greater detail on each of the standards in the identified subset of standards. For each standard, a description is provided of the district's progress in implementing the standard, and a rating, on a scale of 0-10, is provided of the district's progress at this point in time.

Summary Table of Progress

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

Standard	No. of Standards in Subset	No. of Standards Less than 4							Average Rating						
		April 2007	Jan. 2008	July 2008	June 2009	Jan. 2010	July 2010	June 2012	April 2007	Jan. 2008	July 2008	June 2009	Jan. 2010	July 2010	June 2012
ACCJC Standard I-A, Mission, and I-B, Institutional Effectiveness	26*	26	26	25	3	0	0	0	1.52	1.96	2.19	4.81	5.74	6.07	6.73
ACCJC Standard II-A, Instructional Programs; II-B, Student Support Services, and II-C, Library and Learning Support Services	15*	14	12	11	0	0	0	0	1.75	2.44	2.88	5.40	5.47	6.26	6.73
ACCJC Standard III-A, Human Resources	40	36	28	20	6	0	0	0	1.35	2.83	3.95	5.53	7.00	7.60	8.18
ACCJC Standard III-B, Physical Resources	40*	28	28	25	2	0	0	2	2.32	2.34	2.76	6.13	6.93	7.23	6.90
ACCJC Standard III-C, Technology, and III-D, Financial Resources	41	35	32	26	8	0	0	12	1.78	2.39	2.83	4.63	6.22	6.80	5.02
ACCJC Standard IV-A, Decision-Making Roles and Processes, and IV-B, Board and Administrative Organizations	21	17	17	17	1	0	0	6	2.10	2.14	2.71	5.33	7.10	6.61	5.48

* One standard eliminated because of redundancy or inapplicability to the college and/or district.

When the average rating of the subset of FCMAT standards in an operational area reaches a six, with no individual standard rated less than a four, and the district has sustained these ratings for two consecutive academic years, FCMAT will no longer review the area or include it in future progress reports.

Overview of Five Operational Areas of Management

Assembly Bill 318 required FCMAT to conduct a comprehensive assessment of the Compton Community College District (Compton CCD) and prepare a recovery plan addressing the five operational areas that include Financial Management, Academic Achievement, Personnel Management, Facilities Management, and Governance/Community Relations. FCMAT aligned the legal and professional standards used to assess these five operational areas with the four standards of the Accrediting Commission for Community and Junior Colleges (ACCJC) to assist the district in its recovery. Each of the identified subset of standards is presented in greater detail in later sections of this report. This section, however, provides an overall summary of the Compton CCD's management of these five operational areas.

Financial Management

Overview

The FCMAT team reviewed and assessed 41 Financial Management standards and prepared a comprehensive assessment based on the findings. These standards have been associated with similar ACCJC Accreditation Standards relating to Technology and Financial Resources (ACCJC Standard III-C and III-D) to assist the district with recovery and renewing accreditation. However, the ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

Interviews with administrative, management and classified staff as well as observations and review of supporting documentation show that the district has lost the momentum in progress observed by FCMAT during the last review. During this review period, the district did not sustain previous progress and regressed in several standard areas including the implementation of processes, procedures and development of policy. The inability to sustain progress is likely the result of multiple changes in essential district positions, including the chief executive officer (CEO) and chief business official (CBO). During the last reporting period, several board policies and administrative regulations had been implemented to strengthen the internal structure in the finance area. Although processes for budget development, budget monitoring, requisition processing, bidding, contracting and other accounting functions had been developed and implemented during the last review period, implementation of these processes has not continued in all areas. Under its new leadership, the Business Services department will need to work to redefine and solidify routine practices in many areas of operation to regain stability and ensure the operating structure is both effective and efficient.

The district has been unable to break the pattern of staffing instability in the Business Services department. Vacancies in essential positions have eroded the progress observed during FCMAT's previous reporting period. The district has hired a new CBO, and the interim CEO has set high expectations for this CBO to demonstrate leadership, re-establish departmental structure and provide necessary guidance to staff to ensure financial information is both accurate and timely. Re-establishing a strong operational structure, strengthening internal controls and providing proper oversight and management should be primary focuses of the new CBO.

Internal Control Climate

Effective internal control processes provide reasonable assurance that a district's operations are effective and efficient, that the financial information produced is reliable, and that the organization operates in compliance with all applicable laws and regulations. Internal controls are the princi-

pal mechanism for preventing and/or deterring fraud or illegal acts. Illegal acts, misappropriation of assets or other fraudulent activities can include an assortment of irregularities characterized by intentional deception and misrepresentation of material facts. The internal control structure includes policies and procedures used by district staff, accounting and information systems, the work environment and the professionalism of employees. Although all employees have some degree of responsibility for internal controls, the governing board/special trustee, CEO and senior management are ultimately responsible.

The integrity and ethical behaviors demonstrated by management on a daily basis set forth the expectation for all members of the organization and create an environment of high ethical and moral value. The presence of effective internal controls creates a strong foundation to deter fraud or illegal practices. Management-level personnel had previously demonstrated improvement in this area evidenced by numerous board policies and administrative regulations. However, further progress in developing and revising board policies and supporting administrative regulations relating to the business office was not observed during this review period and is likely the result of continued change in management level positions. Further, the operational procedures previously established have not been consistently followed.

The special trustee, interim CEO and El Camino CCD executive management continue their efforts to communicate organizational expectations to employees during staff meetings, newsletters and other forums. However, the absence of an effective fraud prevention program and internal audit function leaves the district vulnerable to fraud, misappropriation of assets or other illegal acts. The district needs to establish and/or reinstate these programs and ensure that avenues exist to report suspected fraudulent activity. Internal audit and fraud prevention programs provide visibility and an awareness of management's intent to maintain a high level of focus on fraud deterrence and prevention.

An internal auditor position is designed to identify processes and procedures that protect against irregularities and illegal acts. The district no longer shares an internal auditor with the El Camino CCD, and has made no progress in implementing an internal audit program or establishing an internal auditor position exclusively for the Compton CCD. A fraud detection program, including an internal audit function, is essential to establish and sustain progress in the financial standards and to implement the proper internal controls in key operational areas. In the absence of an internal auditor position, the district must ensure that the duties and functions of the position are still accomplished.

As previously mentioned, the district continues to operate two separate financial reporting systems that must be continually reconciled. This process requires intensive labor hours and duplicative work by the accounting staff. Additionally, the process of manually updating data from one operating system to another increases the risk of errors and omissions. The absence of a routine reconciliation process further increases this risk. Systems are rarely in sync due to timing differences and are viewed by external auditors and FCMAT as discrepancies, which are characterized as a material weakness in the accounting systems.

Budget Process and Communications

Communication efforts pertaining to the district's budget continue throughout the organization. The team reviewed numerous documents including memorandums, board agendas and minutes, presentations, financial updates to the board, Budget Advisory Committee agendas, and Planning and Budget Committee meeting minutes. The Planning and Budget Committee met regularly throughout the year and was provided detailed information regarding the budget assumptions and projections for the 2011-12 final budget and 2012-13 tentative budget. Monthly board minutes show that regular updates

were provided beyond those associated with routine reporting requirements. However, it appears that many of these presentations were oral in nature as no written materials were included in board agenda materials. Budget approvals and subsequent updates were noted on board agendas for both the 2011-12 final budget and 2012-13 tentative budget. The district does not have a consistent process for presenting its quarterly financial reports to the board. During this review period, some reports were presented as consent items and others as informational items. No presentation of variance analysis was noted during FCMAT's review of documentation. Variance analysis should be performed to identify the differences in budget amounts presented from one reporting period to the next. This type of analysis provides the board and community with a greater understanding of the changes that have occurred between reporting periods.

The district follows a budget development process based on a calendar of events and deadlines leading up to the budget adoption. The CBO is responsible for overseeing the budget development process and its resulting budget. Due to the recurring vacancy in this position, the 2012-13 budget was developed with the assistance of a former district CBO under a consulting agreement. This process involved input from key constituents and other interested individuals. The budget development process reflected the district's academic goals, staffing needs and facility requirements, demonstrating a clear nexus of planning with the budgeting process. However, while the special trustee was involved in the process, the documentation provided to FCMAT did not demonstrate that the board was involved in an advisory capacity in developing the foundation for the goals and objectives. The district continues the use of the Plan Builder budget development software that allows individual departments to coordinate their goals and plans with the districtwide academic and recovery goals. Department plans include unit goals, multiyear strategic directions, timelines and resources necessary to achieve objectives. FCMAT noted little indication that department staff understood how their funding allocations are determined, including those associated with categorical funding, and staff were unable to provide any allocation formulas or documentation supporting revenue projections.

Compton CCD utilizes El Camino CC's student enrollment, registration, and attendance processes, forms, and systems to account for and report enrollment and attendance. Apportionment Attendance reports are prepared by El Camino CC staff and Enrollment Fee Revenue reports are prepared by Compton CCD staff. Review of the Enrollment Fee Revenue report submitted for the 2011-12 P2 reporting period identified notable errors in enrollment data. The report was signed by the Compton CCD director of fiscal affairs. The district CBO should review attendance/enrollment reports prepared by business office staff to ensure accuracy prior to submission and should also be the authorized signer. In the absence of the CBO, the CEO should review and sign reports. Proper review processes are lacking in the Business Services department, which was evident during FCMAT's review of the 2010-11 audited financial report that contained a finding related to the improper accounting of enrollment fees that resulted in a repayment obligation to the state of $524,000.

The CBO position is key in the recovery process, particularly for business operations. The district needs stability and strong leadership in the Business Services department to re-establish and strengthen operational procedures and to make advanced and sustainable progress in all areas managed by this department.

Academic Achievement

Overview

The role of the review team is to assess and analyze the extent to which the Compton Center's instructional operations have conformed to 25 priority FCMAT Academic Achievement standards. These standards have been associated with similar ACCJC Accreditation Standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Student Learning Programs and Services (ACCJC Standard II) to assist the district with recovery and renewing accreditation. However, the ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

Although responding to the FCMAT standards provides the basis of a review of El Camino Community College District Compton Community Educational Center (Compton Center) activities, it does not yield an accreditation self-study. The ACCJC has many standards not covered by the current review. Furthermore, the requirement for documentation to support activities (e.g., the assessment of student learning outcomes (SLOs) and the use in improvement of instruction, the relationship between plans and budget, etc.) is very stringent. And while the activities undertaken as part of the FCMAT review will be useful in eventually preparing a self-study, an additional effort will be required on the part of center staff.

During the visit, the Academic Achievement review team examined Compton Center documents and interviewed members of the administration, the faculty, students, and other key personnel. The center has made considerable improvement between the previous visit in July 2010 and this reporting period. The organizational structure for academic programs and student services has provided the center with a much-needed consistency with the structure of the Torrance campus of El Camino CCD.

The center had made progress on some important initiatives at the last visit and had plans to begin others prior to this visit. The center expected to develop an Educational Master Plan, restart program review, complete planning in technology and student service program areas, work with the faculty on the Torrance campus to develop and implement SLOs in hundreds of courses, continue to refine and implement staff development initiatives and provide training for faculty, write unit plans and deal with an enrollment increase of about 30%.

Status of Academic Achievement at El Camino College Compton Center

The El Camino College Compton Center has made progress toward meeting the FCMAT Academic Achievement standards since the team visit in summer 2010. At its last visit, the review team noted a number of improvements in planning, curriculum management and assessment, professional development and progress toward meeting ACCJC standards. At this visit, progress has continued to be made in these areas.

The collaborative working relationship between the administrative leadership and the faculty continues to allow planning efforts to move forward. The team found a spirit of dedication among the employees in the academic and student service areas. People are proud of the progress they are making toward meeting FCMAT, and ultimately ACCJC, standards.

Planning Processes

Since the last review team visit, progress has been made in developing and implementing both long- and short-term plans. The team noted the following:

- The comprehensive Technology Plan has been revised and is in use.
- The 2011-12 Enrollment Management Plan is in place and is being funded. Some activities have been completed, and the plan has timelines, identified lead staff members to complete the plan and if needed, an associated budget. The current enrollment increase is at least partly due to the use of this plan. The plan places increased emphasis on retention and success of students.
- A successful learning community that began in fall 2009 is continuing in areas involving basic skills.
- Outreach programs to both the community and local high schools are meeting success.
- Academic programs are engaged in the program review process and the cycle has been shortened.
- Unit plans are improved and contain more thoughtful analyses of the programs.
- The Student Success Initiative is well under way.
- The Compton Center has made progress on identification of SLOs and their assessment.

At an earlier visit, the review team noted that the El Camino College Educational Master Plan had been updated, and Compton faculty and staff were part of that effort. However, the Compton Center portion of the plan was only a compilation of current programs. At this visit, the team learned that the Compton Center has also published its own plan in a separate document that helps to focus the center on the specific areas that are important for its long-range planning to support student learning and achievement. The 52-page plan projects to 2020. It predicts future enrollment and full-time equivalent student (FTES) numbers and outlines six major goals. The document provides a reasonable road map for the center in its planning efforts and focuses it on manageable tasks to support and lead student learning and student success. It is an important achievement and received widespread review at the center.

The unit plans examined by the team were much improved over those seen at the last visit. They included goals and data that had been reviewed. During FCMAT's July 2010 visit, the center had plans for a new associate dean who would handle Student Learning Outcomes and assessment, help develop plans for initial accreditation and complete other assigned tasks, freeing the deans to work on programs, evaluations, planning and other essential responsibilities. This hire has occurred and the associate dean is very involved in the above-mentioned tasks.

Curriculum

The curriculum offered at Compton Center is managed and approved by the Curriculum Committee at El Camino College. While two Compton faculty members sit as voting members of that body, the ultimate decision about curriculum including the course outlines and the information contained therein is not made solely at the Compton Center.

The Curriculum Committee at El Camino now includes SLOs on the course outline of record. The CurricUNET system enables an easy linkage between outlines and the SLOs. Since FCMAT's last visit, the Curriculum Committee has agreed that all courses and course revisions going through the curriculum process will have also assessments on the document by fall 2012. The committee finalized the core competencies prior to the last visit in July 2010, and four of the five have been assessed. The fifth competency deals with community and collaboration, and an exit survey of students who are graduating is planned to assist in the assessment. The five core competencies are also the center's Institutional Student Outcomes (ISOs). The center is working to finish the fifth core competency in fall 2012.

Faculty at the Compton Center include SLOs and the techniques for assessing them on most of the syllabi that students receive for individual courses. By fall 2012, the center will have SLOs and assessment criteria for all courses taught. As of spring 2012, SLOs in 58% of the courses have been assessed. The student services programs have developed SLOs and have progressed to discussions about the results of their assessment and the way to improve programs based on the results.

To fully comply with FCMAT standards and to meet the ACCJC Standard II-A 1c, which establishes the expectation that "the institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements," the administration and faculty of Compton Center need to continue to collaborate with El Camino College personnel to complete the design of SLOs for courses and programs and assessment tools to measure program and course effectiveness for student learning. SLOs must be assessed and the results used to improve instruction. Documentation must be available to demonstrate the completion of these activities.

Instructional Strategies

Each Compton Center faculty member was expected to create an individual development plan based on what was learned in a review process conducted by outside faculty members. The plans were to be developed as part of the faculty evaluation process. The team found that the development of these plans has continued to falter. However, many faculty are engaged in faculty development activities, most notably the training in On Course.

Compton Center faculty are developing course syllabi based on the El Camino College course outlines. The faculty have adopted a template for the syllabi that includes several required components, including SLOs and the techniques of assessing them as noted above. The center plans to have this information on all syllabi by fall 2012.

No system is in place to provide data necessary to monitor the effectiveness of curriculum and instruction in preparing English language learners for transition to basic skills, credit, and transfer courses. ESL students are now tagged in the computer system; therefore, data should be available in the future. Current 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. Since the last visit, a research analyst has been hired. This should allow the center to obtain and use data for a variety of activities, including analysis of the ESL program and program review in general.

Assessment and Accountability

The ACCJC standards require the center to demonstrate its effectiveness and support student learning by developing SLOs at the course, program, and degree level. The standards further specify: "This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made." There have been improvements in this area with the continued work of the Curriculum Committee in identifying SLOs and their method of assessment. As noted above, Compton Center faculty continue to develop syllabi that include SLOs and their assessment, and work on core competencies has progressed. Actual assessment of the SLOs is progressing, and at the time of this visit, 58% of the courses had been assessed.

Professional Development

As noted above, each Compton Center faculty member is to create an individual development plan based on what was learned in the peer-review process. These plans and the implementation are to be included in the portfolio a faculty member prepares for his/her comprehensive evaluation. The development of these plans continues to falter. However, faculty are engaged in On Course training, and indicated that it has been a wonderful tool to help them improve instruction and student learning.

Learning and Support Services

Progress has been made since the last visit with respect to a career center plan. The director of outreach and school relations indicated there is now one joint plan for the Career/Transfer Center. In 2011-12 the career center plan and the transfer center plan were merged. The new plan focuses on increasing opportunities for students to explore opportunities in transfer/careers.

The inability to occupy the new Learning Resource Center (LRC) building and utilize its resources continues to hamper the delivery of learning support services.

Personnel Management

Overview

The Compton CCD continues to make consistent and documented improvements with regard to the Human Resources (HR) recovery plan. The review team assessed and analyzed the 40 FCMAT standards related to the personnel operations and have validated the progress since the last review period. These standards have been associated with similar ACCJC Accreditation Standards relating to Human Resources (ACCJC Standard III-A) to assist the district with recovery and renewing accreditation. However, the ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

The Compton CCD continues to operate under the Personnel Commission Rules and Regulations for the Classified Service even though the chancellor has delegated the powers and duties of the Compton Community College District Personnel Commission to the special trustee as authorized by AB 318.

Status of Operating Systems, Recruitment Activities and Compliance

The HR department continues to implement operational procedures that have increased efficiencies and provided clients with high quality service. The department has developed desk manuals that are key to progress in this area and are essential to ensuring department policies and procedures are implemented consistently.

The HR department maintains a calendar of events that includes critical deadlines, board meetings, training events, intradepartmental meetings and closing dates. The monthly activities calendar serves to keep faculty and staff informed of deadlines of campus-wide interest and is an effective external communication tool. The Compton CCD HR department should develop a similar internal document that lists essential, time-specific HR functions that require the regular and ongoing allocation of staff time, as well as tasks that are essential but infrequent. An annual HR calendar will ensure that essential HR functions that are not part of the day-to-day operations are not forgotten and that staff time is allocated to their completion. The calendar will help ensure that the responsibilities and operational

aspects of the Human Resources Division are clear. It also will ensure the sustainability of ongoing improvements and provide a mechanism for ongoing evaluation of the department.

A final report of the Classification Study for the Compton Community College District was completed in January 2010. The primary objectives of the study were to gather information regarding each position, prepare an updated classification plan, provide current class descriptions and supporting documentation for compliance with the Americans with Disabilities Act, and provide sufficient documentation to allow the district to maintain the classification system.

The classification study was a necessary first step in the continuous review and revision of job descriptions to ensure their accuracy and relevancy. However, FCMAT found all job descriptions reviewed during fieldwork to include "other duties as assigned" as an essential job function. As currently written, the district could not use its job descriptions as evidence of essential duties in accommodation cases. Nor should it use the job description in making employment decisions as they relate to an applicant's ability to perform duties listed as essential. To protect against disability discrimination claims from applicants and/or employees who may be eligible for reasonable accommodations under the Americans with Disabilities Act (ADA), the district should review and revise job descriptions to ensure duties are appropriately identified as essential prior to the posting of any position vacancies or when developing accommodation plans for current employees who may be eligible individuals. The district needs to implement a process of continuous and ongoing review of job descriptions to determine their relevance, application and compliance, and update them accordingly.

Job vacancy announcements published in various sources by the Compton CCD HR department contain provisions related to providing reasonable accommodations. However, written procedures have not been developed for engaging with applicants or employees who are or who may become eligible for accommodations under the ADA. No forms or processes are in place that would allow the department to engage in a timely and compliant interactive process for determining reasonable accommodations. The Compton CCD is required by the ADA to engage in an interactive process with applicants and employees who may be eligible for reasonable accommodations. The HR department should develop a written interactive process, identify an interactive process coordinator and provide training on the process to supervisory employees. Documentation is essential to ensuring a timely and legally compliant process. Meeting templates, physician questionnaires, medical release forms and letter templates should be developed.

The FCMAT team observed clear evidence that the Compton CCD HR staff has continued to solidify their working philosophy and approach to the recovery plan and process. Staff members work cooperatively and provide cross-training to each other. As a team, the HR staff encourages regular communication with other departments. They host monthly meetings with the Payroll department to ensure that any personnel and/or payroll issues are discussed and resolved. The HR department should also conduct regularly scheduled meetings for its staff members.

The changes in HR policies and processes continue to be systemic throughout the organization, with a continued need for periodic assessments to update and modify policy and procedural issues.

Facilities Management

Overview

The FCMAT team reviewed and assessed 40 Facilities Management standards and prepared a comprehensive assessment based on the findings. These standards have been associated with similar ACCJC Accreditation Standards relating to Physical Resources (ACCJC Standard III-B) to assist the district with recovery and renewing accreditation. However, the ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

The Compton CCD has not made progress in the facilities component since the last review, and has regressed in the ratings for some standards. Turnover in the positions of CEO, CBO, director of facilities planning and management, and director of facilities, maintenance and operations continue to plague the district. Most of the plans that were developed for facility projects have not been followed, few improvements have been completed and documentation to support the continued implementation of processes was not available or was not provided to the review team when requested.

At the time of FCMAT's fieldwork, the Compton CCD had a manager of facilities, maintenance, and operations position to oversee its facilities. The director of facilities planning and management position had been eliminated, the CBO position had just been filled, and the director of facilities planning and operations position was open and being advertised. This turnover and the lack of experienced management staff leads to a lack of internal capacity and knowledge needed for the district to be self-reliant in facilities management and meet the eligibility requirements for accreditation.

Compton Community College was originally constructed in the early 1950s and opened for classes in fall 1953. Since that time more facilities have been added to the campus, but the utility infrastructure has not been upgraded. Compton CCD completed an Infrastructure Master Plan dated June 2009 that includes a summary of findings and recommendations for mechanical and electrical requirements, technology and fire and safety issues and other critical areas that will help to address the campus infrastructure and utility requirements.

The district was successful in seeking state and local funds for capital improvements with the passage of Measure CC in November 2002, which authorized the issuance of $100 million in general obligation bonds. This bond measure authorized funds to repair and renovate instructional classrooms and job training facilities, and upgrade safety/security systems, electrical capacity, computer technology, energy efficiency, and roofing systems. The district sold $15 million in bonds in April 2012 and has approximately $30 million remaining in authorization. The Citizens' Bond Oversight Committee is not meeting consistently. However, the Compton CCD CEO stated he was working to re-establish the committee.

The Facilities Master Plan has been updated and was scheduled for adoption in June 2012. In addition to this planning document, the district annually prepares the Five-Year Construction Plan and the Deferred Maintenance Plan for submission to the Chancellor's Office. The Facilities Master Plan 2012 update combined with the 2013-2017 Five-Year Construction Plan prepared by HMC architects include infrastructure upgrades and the replacement of existing temporary and row buildings with permanent facilities.

Compton CCD has created and maintains a Facilities Project Priority List and continues to progress with a list of projects meeting these criteria. This list is created annually and updated monthly through communication and prioritization between the CEO, manager of facilities, maintenance, and

other key members of cabinet. The budget for 2011-12 included $198,000 to fund site improvements. The projects in the budget included $35,000 for boiler and mechanical system repairs; $45,000 for roofing maintenance and repairs; $10,000 for restroom refurbishment; $15,000 to repair damage from a water leak in the police briefing room; $14,960 for campus walkway repairs; $29,000 for door hardware and repairs; $2,000 for ceiling tile replacement; $30,000 for sports field maintenance; $8,000 for exterior and interior lighting; and $4,200 for cafeteria equipment and repairs.

The district had contracted with construction management consultants to assist with three active projects at the time of review. The Learning Resource Center glass sill replacement was complete and the district was negotiating a settlement agreement before moving forward with additional improvements. In the meantime, the LRC continues not to be open for occupancy. The MIS building project was under construction and the district was working under temporary alternative arrangements. The district had also secured another consultant group to assist with its three state funded projects, including Infrastructure Replacement Phase I that was bid and in the award process and Infrastructure Replacement Phase II that had been bid and was pending approval from the State Department of Finance regarding the award of funds. The Infrastructure Replacement Phase I and Phase II projects include utility improvements that consider energy efficiency and should prove cost-effective.

A complete upgrade of the campus lighting infrastructure that was scheduled to occur in two phases ending in October 2011 had not yet occurred. The campus-wide plan was in the design stages and under review with the Division of the State Architect (DSA). Both phases combined are estimated to cost over $2.2 million. The plan includes the development of an exterior site lighting system that will extend the use of classrooms in the evening, increase safety and security and reduce energy cost. The lighting plan will play a key role in identifying lighted pathways and building entrances. The district continues to provide sufficient exterior lighting for most of the campus, but the general lighting infrastructure is insufficient and unreliable. A mobile lighting unit acquired from military surplus is being used to light an area of the campus determined by the campus police as most in need.

The general campus appearance and common areas were improved over the previous FCMAT visit. Lawns and landscape areas were green, groomed and maintained. Walkways were free of obstructions and tripping hazards and many areas of degeneration were repaired or replaced. However, weeds became progressively more apparent toward the back of the campus, and the maintenance yard area was not well maintained, with large piles of debris and no apparent organization of materials and equipment.

Department efficiency remains a concern. In an effort to better track and prioritize open work orders, the online work order system implemented during the last review period was discontinued and replaced by an add-on to El Camino CCD's system. Through a supply vendor, standard operating procedures are in development for custodial staff, and a system to track, control, and order supplies is being implemented. Board policies identify requirements for an evaluation and accountability process, and training for supervisory personnel was provided regarding documentation of performance and completing evaluations. One example of a completed performance evaluation was provided to FCMAT subsequent to fieldwork.

Safety measures including campus security and employee safety have not improved. The key control policies and procedures cover the return of keys but do not include control of stock supplies and distribution, thereby limiting the knowledge of key issuance and control. Campus lighting remains an ongoing issue. No evidence was provided supporting continued appropriate chemical inventory

and handling. While campus police maintain emergency response procedures, FCMAT found no efforts to maintain inventory and Material Safety Data Sheets (MSDS). The district's Injury and Illness Prevention Plan (IIPP) includes plans for scheduled and unscheduled safety inspections, but no records were provided to confirm that the inspections occur as required. While a safety training schedule was developed to include MSDS, electrical safety, blood borne pathogens, heat stress, confined space, forklift use ladder safety, eye safety and IIPP, records provided did not confirm that the schedule was maintained and that all employees attended. In addition, no first aid training was provided since the last review.

Governance and Community Relations

Overview

The role of the review team is to assess and analyze the extent to which the Compton Community College District operations have conformed to 28 priority FCMAT Community Relations/Governance standards. These standards have been associated with similar ACCJC Accreditation Standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Governance (ACCJC Standard IV) to assist the district with recovery and renewing accreditation. However, the ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

Although responding to the FCMAT standards provides the basis of a review of district activities, it does not yield an accreditation self-study. The ACCJC has many standards not covered by the current review. Furthermore, the requirement for documentation to support the description of activities is very different. While the activities undertaken as part of the FCMAT review will be useful to the institution, the ACCJC accreditation process is separate and distinct from FCMAT's process.

During the visit, the governance review team examined documents and interviewed the special trustee, administrators, staff, faculty, members of the Board of Trustees of the Compton CCD, and community members. In addition, FCMAT teams attended a meeting of the Special Trustee's Advisory Committee and two meetings of the Board of Trustees of the Compton CCD.

The last Compton CCD trustee election took place in November 2009 with the seating of the full board in December 2009. Pursuant to AB 318, the elected board is not authorized to perform the functions of a community college board and serves in an advisory capacity to the state appointed special trustee. While the opinions of the members are solicited by the special trustee, the board does not have an official vote nor may it participate in closed session meetings. Thus, compliance with many of the standards must be based on the limited role of the elected board.

Although the FCMAT standards do not explicitly address the unique nature of the Compton CCD and the Agreement Between the El Camino CCD and the Compton CCD, dated July 1, 2008, it is necessary to comment on this feature of the partnership. The board must understand and support the agreement that describes the relationship between the Compton Center, Compton CCD and El Camino CCD. In addition, it must completely understand the recovery plan and be able to articulate it to the public. The members must develop a cooperative working relationship with each other and with the special trustee and administrative staff to achieve improvement in the governance component.

Communications

External communication is formally handled through the director of community relations for the El Camino CCD. Communications are handled in a variety of ways that include the district website and

a bimonthly newsletter to the Compton CCD community. The interim CEO is seriously committed to communicating information about the district, the campus facilities, the budget and the progress of initiatives. District information is provided to the board regularly. The Consultative Council also provides a forum for the exchange and discussion of information. Members of the council share the information received with their constituent groups. However, the team did not find a formalized plan for either external or internal communication.

Board agendas and minutes are posted in the administration building for both campus and public information. Most of the 2011-12 board agendas and minutes were posted to the district's website; however, one special meeting agenda and a few sets of minutes were not posted. The district should ensure that all relevant information is posted to the website regularly and timely.

Community Relations

The information about complaint procedures for students is included in the catalog and the schedule of classes. Complaints received by the board are referred to the interim CEO for resolution. The Board of Trustees is aware of its role regarding informal public concerns. It is important, however, that the board members do not speak or appear to be speaking for the entire board unless authorized to do so.

Community Collaboratives and District Committees

The outreach strategy for the Compton Center has been formalized in the Enrollment Management Plan and implementation is well under way. The district has supported the implementation by providing staffing and funding for the activities. The interim CEO has made a priority of developing relationships in the community.

Within the district, the Consultative Council and its committees provide the opportunity for individuals to provide advice and counsel. The district needs to continue its examination of committees and their functions and should ensure that constituency members of the Consultative Council and committees report information to their respective groups so that staff and students are informed.

Policy

A system for developing board policies and administrative rules and regulations is in place and continues to be used effectively. The system includes an opportunity for the district's various constituencies to have input before the policy is presented to the board/special trustee. Board meeting agendas include proposed board policies and administrative regulations associated with the policies as part of the agenda. The policies and regulations have gone through the consultative process on campus before being placed on the board agenda. Board policies and administrative regulations should be developed, reviewed and approved on a regularly scheduled timeline so they remain current and meet legal requirements.

Board Roles/Boardsmanship

As noted above, the Compton CCD has a full board serving in an advisory capacity as of the November 2009 election. The board has engaged in numerous training sessions that have addressed the areas of expectations, roles and responsibilities for members and provide a framework for operations at board meetings. The team found general agreement about the importance of board training. This training will enable the board to assume its full role when the college/district again becomes an independent entity. The board should continue its commitment to training and should work to fully

understand the appropriate role and conduct of a board member at meetings and when dealing with the public and staff.

The board is informed on issues of importance. Staff members regularly provide reports, the interim CEO and special trustee meet with board members to review operational issues and the interim CEO provides background information and data in advance of public meetings.

The board is learning to work as a unified whole. The members must show respect for one another and support the decisions of the majority. The board needs to continue work to develop a coherent, unified voice. Board members need to improve their working relationships with the special trustee and administration and consistently treat them with respect.

Board Meetings

Agendas and minutes of board meetings are posted in the Administration Building timely. In addition, some of this material is available on the website. Members of the public have an opportunity to address both agenda and non-agenda items during board meetings. With the appointment of the new special trustee in fall 2011, the elected board does not sit at the dais during all board meetings and does not attend closed session meetings. The board is engaged by the special trustee through the process of asking their opinion on items but does not have voting authority. While interviews indicated that the board is working hard to understand the issues and work together rather than as five individuals, board members need to learn to deal with controversial and complex issues in a cooperative manner.

During the May 16, 2012 board meeting, the board did not conduct themselves in a professional manner in regard to establishing trustee areas, and the team observed that some of the board members were not cooperative with the special trustee. While the meeting did deal with a sensitive topic, such topics are frequently included on board agendas. To be able to fully assume their role as a decision-making board, the members will need to be able to deal with all topics in a professional manner.

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

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

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

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

Use of FCMAT Professional and Legal Standards

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

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

Each professional and legal standard has been provided a score, on a scale of 0 to 10, as to the district's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress over the course of time.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
A. Mission							
Standard to be Addressed							
Policy - Community Relations and Governance Standards							
4.1 Policies are well written, organized and readily available to all members of the staff and to the public.	2						
4.6 Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.	2	2	2	3	6	6	7
Planning Process - Academic Achievement Standards							
1.1 A common vision of what all students should know and be able to do exists and is put into practice.	2	3	3	5	5	7	7
1.2 The administrative structure of the college promotes student achievement.	1						
1.3 The college has long-term goals and performance standards to support the improvement of student achievement.	0	1	2	4	4	5	7
Curriculum - Academic Achievement Standards							
2.3 The college has clear and valid objectives to promote student learning and a process for curriculum development.	4	4	4	6	6	7	7
Instructional Strategies - Academic Achievement Standards							
3.1 The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007]	1						
3.2 Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident.	1	2	2	5	5	6	7
3.5 The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.	1	1	1	6	6	7	7

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

ACCJC Standard I-A: Mission
FCMAT Community Relations/Governance Standard 4.6 – Policy

Professional Standard:
Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.
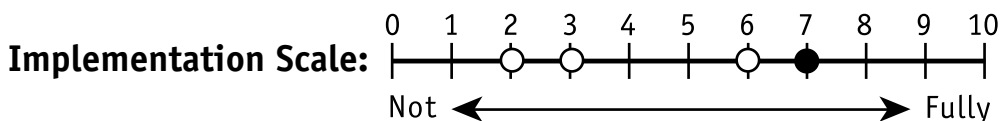
Sources and Documentation:
1. Board minutes and agendas from January 2011 through April 2012
2. Interview with the interim CEO
3. Interview with the special trustee
4. Board policies and administrative procedures

Progress on Implementing the Recommendations of the Recovery Plan:

1. There are no board bylaws. Board policies and administrative regulations are developed by the appropriate district administrators and, through the CEO and the special trustee, taken to the Consultative Council for review and discussion. The faculty leadership (who have three members on the Consultative Council) confirmed that the policies and administrative regulations are carefully reviewed by the constituency groups prior to the council meeting and then discussed at the council. The district should continue to evaluate the process for forwarding reviewed policies and regulations to the board to ensure that it allows for appropriate feedback from the campus constituency groups.

2. Once the board/state trustee has adopted the policies and administrative regulations, they are posted on the website and reflected in the board minutes. The district should ensure approved policies are posted timely so that both the external community and the campus community have access to them.

3. During its fieldwork, the review team found no evidence indicating that approved board policies are not followed.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 3
January 2010 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        |---+---○---○---+---+---○---●---+---+---|
          Not  ◄───────────────────►  Fully
```

ACCJC Standard I-A: Mission
FCMAT Academic Achievement Standard 1.1 - Planning Process – Vision

Professional Standard:

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

Sources and Documentation:

1. El Camino College Strategic Plan, 2010-15
2. El Camino College Catalog 2011-2012, Compton Center Edition
3. El Camino College Educational Master Plan 2010-2015
4. Selected spring 2012, Compton Center course syllabi
5. Interviews with faculty, vice president of Compton Center, the associate dean of academic affairs, four division chairs and three academic administrators
6. Selected student service program reviews (Compton Center)
7. Recently completed academic program reviews (Compton Center)
8. Selected course outlines of record (academic area)
9. Selected first-day student handouts

Progress on Implementing the Recommendations of the Recovery Plan:

1. The review team selected random examples of course outlines of record to examine, including those for: business, chemistry, child development, English, history, math, music, psychology, sociology, welding and theater. Improvement has been made in this area since the prior review period. For example, all of the boilerplate material such as the mission and vision statement, policies on student attendance, grading, and discrimination were included. During this review the course objectives were more complete. The center should ensure that all course outlines are similar in the quality of information provided to students.

2. Discussions with student learning outcome (SLO) coordinators and the associate dean regarding the SLO process revealed that SLOs, including assessment techniques, are present for approximately 90% of the courses being taught and many have assessment criteria. Interviews indicated that by fall 2012, the Compton Center will have SLOs and assessment criteria on all courses taught. As of spring 2012, 58% of the courses have been assessed by appropriate discipline faculty members. The center should adhere to its fall 2012 timeline for all courses taught at the center to have SLO and assessment criteria.

3. Discussions with the three academic deans (career technical, academic affairs and health and human services), the associate dean of academic affairs and the SLO coordinators indicated that the process of communicating the need for SLOs is clear. Once the SLOs and assessment criteria are determined, they are placed on CurricUNET, an online curriculum development and automated workflow system where the faculty and academic administrators have access to them. The team reviewed 11 first-day student handouts and found that they include the SLOs and assessment criteria so that students are aware of them.
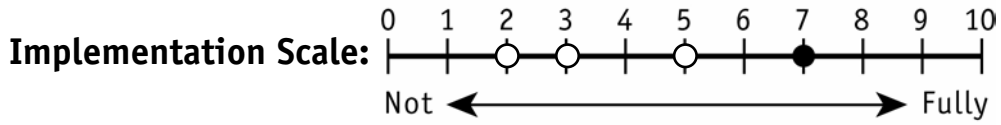
    The program learning outcomes (PLOs) are on CurricUNET but are not included in the center catalog. The center should adhere to the ACCJC mandate to list all PLOs in the catalog to inform students.

4. As with the previous two review periods, the team found that both the clarity and quality of the course syllabi varied. Interviews with the faculty and administrators directly involved in coordinating the SLO efforts revealed that the Compton Center needs to make additional connections between program reviews and SLOs.

5. The El Camino Torrance Curriculum Committee drives the curriculum for the Compton Center. Discussions with the Compton Center Curriculum Committee members indicated that the curriculum process works well; all courses are thoroughly examined and passed through both curriculum committees. However, it takes almost a full year for a course to be approved through this process. This is a lengthy timeline that may impede the center's ability to act quickly to respond to industry needs in the career technical areas.

6. During the prior review period, FCMAT focused on the annual plans in academic affairs (which were completed in March 2010), career and technical education (also completed in March 2010) and health and human services (completed in June 2010). During this review period, the team reviewed the annual plans in student services and found them to be appropriate and thorough.

7. El Camino Community College shortened the program review cycle from six years to four years. The Compton Center has adopted the same timeline. Since some disciplines have one or two courses and really cannot be considered a program, these courses have been combined as a cluster (for example, sociology might include ethnic studies and women's studies). This will ensure that all courses are placed in a review cycle. Although the center has adopted a template for program review, not all programs follow the adopted format, and discussions with the vice president indicated that some adjunct faculty use more individualized formats. The center should ensure that all programs follow the adopted program review template.

8. The team's examination of the document that outlines the cycle of program review adopted for all academic and student service programs at the Compton Center found that the center is following the adopted schedule. The program review forms contain the data necessary for faculty to complete comprehensive reviews, including full-time equivalent students (FTES) by program, retention and completion data. They also include SLOs for each course and an analysis of the data as it relates to assessment. In some, specific recommendations for improvement are provided along with costs. The program reviews in math and biological science provide good examples of thorough reviews.

    Numerous program reviews are on the schedule for spring 2012, to be completed by the end of fall semester 2012. These include political science, auto collision, repair and painting with auto technology, business, kinesiology, welding, English and learning resources. The center should continue to follow the cycle of program reviews that has been adopted for all academic and student service programs.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	3
July 2008 Rating:	3
March 2009 Rating:	5
November 2009 Rating:	5
July 2010 Rating:	7
June 2012 Rating:	7

Implementation Scale:

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ACCJC Standard I-A: Mission
FCMAT Academic Achievement Standard 1.3 - Planning Process - Goals and Performance Standards

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

Sources and Documentation:
1. Interview with the vice president of Compton Center
2. Minutes and/or reports of planning groups at the Compton Center (Technology, Library, Curriculum committees)
3. Interviews with the academic deans overseeing technology and library and the coordinator of the library
4. Documents that support long-range planning to improve student achievement at the Compton Center, since July 2010
5. El Camino Community College Strategic Plan, 2010-2015
6. Interviews with three academic deans
7. Interviews with the vice president of student services and the vice president of academic affairs at El Camino College, Torrance campus
8. Enrollment Management Plan, 2011-12
9. Interviews with SLO coordinators and associate dean overseeing SLOs
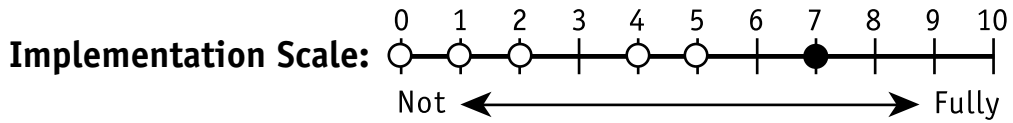10. Meeting with the Student Success Committee

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has developed an Educational Master Plan that is part of the El Camino College Torrance campus plan. However, the center has also published its plan in a separate document that helps to focus the Compton Center on the specific long-range planning areas it is working on to support student learning and achievement. The 52-page plan projects to 2020. It predicts future enrollment and FTES numbers and outlines six major goals. While educational master plans typically include projections for longer than eight years, the center is planning and hoping for accreditation status by then. If that occurs, the center will need to have a master plan that takes into consideration its new status and goals that are part of a fully accredited institution, rather than a center. The current Educational Master Plan provides a reasonable road map for the center in its planning efforts and focuses it on manageable tasks to support and lead student learning and student success. It is an important achievement and received widespread review at the center. The center should continue its work to implement the Educational Master Plan.

2. The 2011-12 Enrollment Management Plan for the Compton Center contains nine objectives including increasing the percent of transfer students, increasing the degree/certificate completers and improving retention. It outlines marketing strategies and methods of advertising (direct mail, publications, etc). The document generally assigns the task, the timeline for completion and the individuals responsible for implementation. The Compton Center should continue to implement the objectives outlined in the Enrollment Management Plan, and use the plan (as it is revised annually) to guide the center in outreach, retention and completion and continually evaluate the elements of the plan for effectiveness.

3. The team reviewed 12 annual program plans and found them to be much improved compared to the plans reviewed during the last visit. The plans included goals and the review of data, such as course completions. During the prior visit in 2010, the center had plans to hire a new associate dean who would handle SLOs and assessment, help develop plans for initial accreditation and complete other assigned tasks, thus freeing the deans to work on programs, evaluations, planning and other essential tasks. This hire has occurred, and the associate dean is very involved in the above-mentioned tasks. The working relationship of the three academic deans continues to be collaborative. There continues to be a significant amount of support in institutional planning which, although it is coordinated at the Torrance campus, includes participation from staff, faculty and administration at the Compton Center. The collaborative leadership provided by the vice president of the center is appreciated by staff and has helped to move the center forward in a variety of ways. For example, the center is affected by the statewide work reduction mandate, forcing it to reduce course sections. The vice president has implemented a task force of representative faculty to work with her to develop a process on how to handle the necessary cuts. Once developed, this plan will be taken to both the Academic Senate and the Compton Community College Federation of Employees for review.

4. The Student Success Committee, which was formed in part to address the new statewide student success initiative, deals with the academic side of student success, according to its members. The committee is composed of a broad-based group of representatives from the center. It addresses services provided by the writing center, tutoring, the library, the learning labs, the resource center and additional academic support services as they develop. The center's administration is in the process of hiring an individual to lead these efforts, and hopes, when funding becomes available, to also hire a director. Examples of strategies the center has begun to implement based on input from the Student Success Committee include a fast track English 1 cohort in spring 2012, with two scheduled in fall 2012. It also offers a basic accelerated math class (two hours of class, one hour of supplemental instruction and two more hours of class). The course material covers arithmetic, pre-algebra and half of elementary algebra; the equivalent of 2½ math classes. Data on future course retention and success in the classes will be examined and used in determining future configurations to enhance student success. The center should continue to enhance the student success efforts to improve transfer and certificate completion and to support students with different and varied support services to improve student learning.

5. Prior review periods included recommendations to continue working with industry partners to provide short-term career certificates for students to enhance local career opportunities. During this visit, the dean of the Career Technical Division indicated that the aerospace program is now offered. As discussed in prior visits, the center should consider and develop more programs in this area.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 2
March 2009 Rating: 4
November 2009 Rating: 4
July 2010 Rating: 5
June 2012 Rating: 7

Implementation Scale:

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ACCJC Standard I-A: Mission
FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

Professional Standard:

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

Sources and Documentation:

1. Selected course syllabi (Compton Center)
2. Interview with vice president of the Compton Center
3. El Camino College Compton Center schedule of classes, summer 2011, fall 2011, winter/ spring 2012, summer 2012
4. Interviews with two El Camino Curriculum Committee members and two Compton Center Curriculum Committee members
5. El Camino Curriculum Handbook
6. Compton Center Curriculum Committee minutes, fall 2011 to April 2012
7. El Camino Curriculum Review Timeline – spring 2012
8. Interviews with academic deans
9. Selected program reviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviews with the academic deans indicated that more than 90% of all courses had both SLOs and assessment criteria, and 58% of the courses have been assessed. Interviews further indicated that 100% of the courses will have SLOs and assessment criteria by fall 2012. The SLOs and assessment criteria are housed in CurricUNET. The center should ensure that SLOs and assessment criteria are complete for all courses and that all courses have been assessed.

2. One of the areas tied to student learning is a strong program review document that is research based and provides thoughtful analysis of the data related to student learning. The Institutional Effectiveness Committee has changed its mission and function, and it now focuses on the oversight of program review. The committee is charged with ensuring that the reviews address the appropriate issues, ensuring consistency and quality, evaluating the plans and linkages and tying the program reviews to budget and planning. During the spring 2012 semester the Biology program review is going to the Institutional Effectiveness Committee for review; three additional program reviews will follow. The program review documents reviewed by FCMAT during this visit included stronger data identifying the relationship between learning outcomes and assessment and tying program needs to budget. The center should develop a method to assess the effectiveness of the Institutional Effectiveness Committee's work, including its relationship to student success.

3. The curriculum relationship between the faculty at the Compton Center and the Torrance campus continues to be good, and this bodes well for the whole SLO/assessment effort at the center. The faculty leadership group stated "the relationship has never been better between the two campuses." The center should continue to support the collegial relationships between the faculties on both campuses.
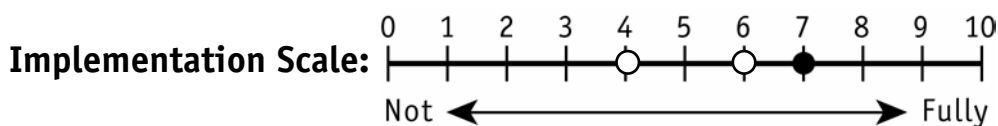
4. The Professional Development Committee has its own budget that is generally used for improving student learning. The committee at the Compton Center is chaired by the director of human resources and the new associate dean of academic affairs and includes four faculty members. One of the committee's goals is to provide training for faculty doing peer evaluations. Effective evaluations can support a better learning environment for students, so including staff training as part of this important activity should help to improve the learning environment. Another area of staff development will be to provide support for the recently developed Educational Master Plan (EMP). As individuals review the new EMP, discussion should emerge about the future focus of the center, and student learning and student success should be at the core of these discussions. The center should continue to review and assess the staff development activities and tie the activities to student learning.

5. The refocusing of the Institutional Effectiveness Committee on Program Review, the advent of the Educational Master Plan, the conscious correlation of program review to the budget and the attention to SLOs, PLOs and assessment should bode well for student success and student learning.

6. Standard 2.1 provides additional information on the curriculum process.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
April 2009 Rating:	6
November 2009 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7

Implementation Scale:

ACCJC Standard I-A: Mission
FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:

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

Sources and Documentation:

1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. Course outlines of record approved by El Camino College
3. Interviews with Compton Center administrators and faculty and El Camino College administrators
4. Compton Center course syllabi

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College formed a joint committee to develop SLOs. They have made substantial progress; every course has at least one SLO identified. Course level SLO assessment has been a high priority for the Compton Center during the 2011-12 academic year. All courses offered at the center have one or more SLO statements developed jointly between the Compton Center faculty and the Torrance campus faculty. The faculty has made an effort to assess all courses offered at the center by the internally developed deadline of fall 2012. As a result, the assessment rate has been raised from 7% to 58% in less than two years.

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

    Program-level learning outcome assessment has not progressed as quickly as course-level assessment. Efforts to assess program-level learning outcomes have been delayed by the decision to consolidate programs for the purpose of developing program outcomes. Thirteen consolidations have occurred and many of the consolidated programs have not yet developed outcomes. Outcomes for the separated programs on the Torrance campus do exist. For example, the Torrance campus physics and astronomy programs have outcomes identified; the combined program at the Compton Center does not. Program consolidation may not have been a successful initiative and should be re-examined by the center.

    Core competencies (degree-level learning outcomes) have also been developed. The development is part of an assessment cycle that is well-integrated between the Torrance and Compton locations. There are six core competency statements in the areas of content knowledge; critical, creative and analytical thinking; communication and comprehension; professional

and personal growth; community and collaboration; and information and technology literacy. Core competency assessment is coordinated by the Assessment of Learning Committee, and assessments are conducted by randomly surveying students and their professors in courses that are strongly tied to these competencies. Assessments have been performed for critical, creative and analytical thinking (spring 2011) and communication and comprehension (fall 2011). Assessment for professional and personal growth is occurring in spring 2012, and the assessment of community and collaboration is planned for fall 2012. Dialog about the results of the assessment of communication and comprehension occurred during a summit held in October 2011.

The development, assessment, and use of results of learning outcomes have been enhanced by the adoption of a facilitator model. Three faculty facilitators work directly with other faculty to assist in the effort. Additionally, the center has a new dean of academic affairs that has a responsibility for implementing SLOs.

The Compton Center conducted a mandatory afternoon workshop during its spring 2012 flex day. The session was devoted to analyzing course-level SLO assessment reports and to making recommendations to improve student learning. During the workshop, faculty reviewed their program assessment reports and created specific plans to improve student learning. The facilitators compiled the reports and are following up with faculty during the semester to ensure that progress is made toward the program's self-identified objectives. Evaluation comments from this workshop indicated that faculty would like more frequent opportunities to continue this dialog. As a result, the facilitators are planning program-level workshops during the semester. The center should ensure that the dialog on results that was started at the flex-day workshop continues.

Much progress has been made in identifying, assessing and reflecting on SLOs. Multiple opportunities for training have been offered, and it appears that the faculty has taken advantage of them. By 2012, the ACCJC expects all community colleges to be at the proficiency level for SLOs. This means that the results of assessments are being used for improvement, with widespread institutional dialogue about the results. Compton Center and El Camino faculty and staff members must continue their joint efforts to develop all learning outcomes and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction and student services, including some demonstration of actual changes made in courses or programs. This should be documented in program reviews.

2. El Camino College has completed a review of all courses. The team was given a sample of course outlines, and the dates on these outlines were all within the last year. Although they did not entirely follow the template the institution has adopted, the outlines were substantially complete. El Camino College has decided to include SLOs as part of the course outline of record. However, the institution decided not to include either assessment methods or rubrics on the outlines.

The CurricUNET system will enable an easy link between outlines and the SLOs. Interviews indicated that this system is very useful because it allows the user to see materials produced at other community colleges.

3. An examination of course syllabi produced by Compton Center faculty showed that most of the syllabi contained at least one SLO. However, every program review submitted during the 2010 academic year contained at least one SLO, and, in some cases, assessment data and suggestions for changes to improve the results.

4. The Student Services Division at the Compton Center continues to make progress on documenting SLOs. The previous review revealed that most programs had assessed their outcomes and were engaged in dialog about the results.

5. Student Education Plans (SEPs) are now completed for most students and are available online. A report of which students have completed their plan and which are due to be updated is available, and all counselors use the SEP online system to develop SEPS. The center has adopted orientation for all students. As a result, the assessment procedure is now being taken more seriously and many students are asking for assistance in the subject matter prior to taking an assessment exam.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	5
November 2009 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	7

Implementation Scale:

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

Professional Standard:

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

Sources and Documentation:

1. El Camino College Catalog 2011-12, Compton Center Edition
2. El Camino College, Compton Center syllabi
3. ARCC College Level Indicators, 2012 Report
4. Interviews with administrators, classified staff and faculty
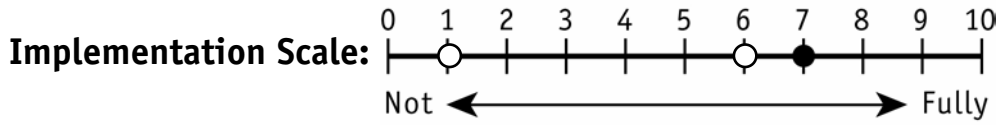5. Compton Center Student Handbook and Planner

Progress on Implementing the Recommendations of the Recovery Plan:

1. The expectations for student learning and behavior are communicated to students in official publications of the Compton Center, such as the El Camino Catalog, Compton Center edition, and the Compton Center Student Handbook and Planner. The planner includes a section on student conduct and an excellent section on study skills emphasizing the difference between expectations in high school and college. For example, grades are primarily based on quality of work and not attendance and class participation.

2. The behavioral expectations for students are communicated through course syllabi. The template for syllabi includes a section on behavior. An examination of Compton Center course syllabi revealed that most syllabi included sections on the instructor's expectations for student behavior.

3. The El Camino College Catalog and Student Handbook, Compton Center, reflect high academic expectations and academic standards. Students are informed that the college is dedicated to maintaining an optimal learning environment (Standards of Student Conduct, Board Policy 5138). Violations of the Standards of Student Conduct are handled by the dean of student services with the right of appeal, if any, to El Camino College's vice president of student and community advancement.

4. Counselors are becoming more accustomed to using the online educational plan system introduced by the El Camino staff. During the prior visit, some counselors reported that the electronic SEPs are going well because they can see the last SEP completed, which is helpful when students come in for an updated educational plan. In December 2008, the El Camino information technology staff created the Student Education Plan Report, which is a report of currently registered students who have no educational plan or have not updated one since a certain date. The report has provided the student services administrators at the Compton Center with useful data on the total number of students lacking an updated educational plan so that counselors can provide follow-up services.

5. The fall 2007 Student Profile report for Compton Center showed that 30% of students did not stay in their courses until the end of the semester, and only about 57% of students successfully passed their courses. These statistics indicate that there had been little headway in improving basic skills instruction, increasing degree and certificate completion rates and raising transfer rates at that time. In June 2009, the Compton Center invited a visiting team of basic skills experts to aid in shaping an approach to the college's basic skills initiative. For three months (March to May 2009) the visiting team met with administrators, instructional faculty, non-instructional faculty, staff, researchers, committees, and program directors. In addition, they reviewed a number of college documents, including reports and plans. The Hope report, as the findings of the visiting team is commonly referred to on campus, provided the college with a number of short- and long-term recommendations in the areas of: 1) Campus Culture and Climate, 2) Administrative and Organizational Practices, 3) Program Components, 4) Staff Development, 5) Instructional Practices, and 6) Research Considerations as they relate to the college's basic skills student population. The Hope report was named after team lead Laura Hope, who has assisted a number of colleges in evaluating the effectiveness of their basic skills initiative. This report has now been translated into the Student Success Plan that is currently being implemented (see Standard II-A, 3.4 for additional details).

6. The Compton Center Accountability Report for the Community Colleges (ARCC) gives data on student progress and achievement. The center has remained relatively constant on these measures with the notable exception of the ESL improvement rate, which has increased from 24.1% for the period 2006-07 to 2008-09 to 66.7% in the period 2008-09 to 2010-11. This measure involves an extremely small number of students. Of the seven ARCC indicators (student progress and achievement rate, percent of students who earned at least 30 units, persistence rate, annual successful course completion rate for credit vocational courses, annual successful completion rate for credit basic skills courses, improvement rate for credit basic skills courses, and improvement rate for credit ESL courses), Compton Center's performance rates remain the lowest in the peer group. The center exceeds the peer group average on two indicators, the improvement rate for credit basic skills courses and the improvement rate for credit ESL courses.

7. The Enrollment Management Plan is placing more emphasis on student success and less on growth in student population. In addition, the orientation now required of students before they take placement tests should allow for more accurate placement of students and improved results in the basic skills areas.

8. No poll of students concerning expectations has been conducted, and students typically are not regularly involved in faculty evaluations. The evaluation policy included in the collective bargaining agreement provides for student evaluations as part of the comprehensive evaluation process, though it is not mandatory. There is no consistent way to solicit student feedback if a poll is not taken.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

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

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

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

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
B. Improving Institutional Effectiveness							
Standard to be Addressed							
Community Relations/Governance Standards – Communications							
1.1 **The college has developed a comprehensive plan for internal and external communications, including media relations.**	1	1	1	5	7	5	7
1.2 **Information is communicated to the staff at all levels in an effective and timely manner.**	2	2	2	5	7	5	6
1.3 **Staff input into college operations is encouraged.**	1	2	2	4	7	6	7
1.4 Media contacts and spokespersons who have the authority to speak on behalf of the college have been identified.	2						
1.5 **Individuals not authorized to speak on behalf of the college refrain from making public comments on board decisions and college programs.**	2	2	2	6	7	6	7
Parent and Community Relations - Community Relations/Governance Standards							
2.3 The college has developed and annually disseminates procedures on the handling of complaints of unlawful discrimination.	2						
2.4 **Students' and community members' complaints are addressed in a fair and timely manner.**	2	2	2	5	6	7	7
2.7 Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.	1						
Community Collaboratives - Community Relations/Governance Standards							
3.1 **The board and president support partnerships and collaborations with community groups, local agencies, and businesses.**	2	2	3	5	8	7	8

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
3.2 **The board and the President/Provost establish broad-based committees or councils to advise the district on critical district issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations - Shared Governance, Academic Senate, etc.**	**3**	**3**	**3**	**4**	**6**	**6**	**7**
Policy - Community Relations/Governance Standards							
4.1 Policies are well written, organized and readily available to all members of the staff and to the public.	2						
4.2 **Policies and administrative regulations are up to date and reflect current law and local needs.**	**2**	**2**	**2**	**3**	**6**	**5**	**6**
4.3 **The board has adopted all policies mandated by state and federal law.**	**1**	**1**	**1**	**2**	**6**	**5**	**6**
4.6 **Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.**	**2**	**2**	**2**	**3**	**6**	**6**	**score reflected in Sect. I-A**
Planning Processes - Academic Achievement Standards							
1.2 The administrative structure of the college promotes student achievement.	1						
1.3 **The college has long-term goals and performance standards to support the improvement of student achievement.**	**0**	**1**	**2**	**4**	**4**	**5**	**score reflected in Sect. I-A**
1.4 **The college directs its resources fairly and consistently to accomplish its objectives.**	**0**	**1**	**1**	**not reviewed**	**not reviewed**	**not reviewed**	**not reviewed**
Curriculum - Academic Achievement Standards							
2.2 Policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Governing Board.	8						
2.3 **The college has clear and valid objectives to promote student learning and a process for curriculum development.**	**4**	**4**	**4**	**6**	**6**	**7**	**score reflected in Sect. I-A**

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
2.4 **A process is in place to maintain alignment among standards, practices and assessments.**	1	1	3	5	5	6	7
2.10 **The college has adopted a plan for integrating technology into curriculum and instruction.**	2	3	3	6	6	7	7
2.11 The college optimizes all funding to install technology in classrooms and offices.	4						
Instructional Strategies - Academic Achievement Standards							
3.1 The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007]	1						
3.2 **Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident.**	1	2	2	5	5	6	score reflected in Sect. I-A
3.5 **The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.**	1	1	1	6	6	7	score reflected in Sect. I-A
3.11 **Class size and faculty assignments support effective student learning to achieve student learning outcomes.**	2	5	6	8	8	8	9
3.12 **Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.**	1	1	2	5	5	6	7
Assessment and Accountability - Academic Achievement Standards							
4.1 **The college has developed content and learning standards for all subject areas that are understood and followed by college faculty.**	3	3	3	5	6	6	7
4.2 **Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).**	1	1	1	4	4	6	7

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
4.3	The assessment tools are clear measures of what is being taught and provide information for the administration and faculty to improve learning opportunities for all students.	1	1	1	4	4	6	6
4.4	Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze, evaluate and solve issues of student learning outcomes.	1	1	1	5	5	6	6
4.10	The board and college understand the elements of state and federal accountability programs and communicate the availability of options and special services to students.	1						
Professional Development - Academic Achievement Standards								
5.1	Professional development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.	1	2	2	5	5	6	5
5.2	Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.	1	2	2	6	6	6	6
5.6	Administrative support and training are provided to all faculty members, and new faculty members and administrators are provided with training and support opportunities.	1						
5.7	Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.	1	2	2	4	5	5	5

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

Professional Standard:

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

Sources and Documentation:

1. Website - Compton Center
2. District Policies and Procedures Manual
3. Newsletters
4. Interview with the interim CEO
5. Interview with the special trustee
6. Interview with El Camino director of community relations
7. Interviews with faculty leaders
8. Memos sent and news articles regarding the Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. External communication for the Compton Center is formally handled through the director of community relations for the El Camino CCD. News releases about the center are provided through the office. This partnership should be continued.

   Recent examples of materials of interest to the community included: a five-year report to the community about the Compton Center, a variety of releases on student successes, information on the relatively new Advisory Committee to the special trustee, and the routine update on Compton Center events.
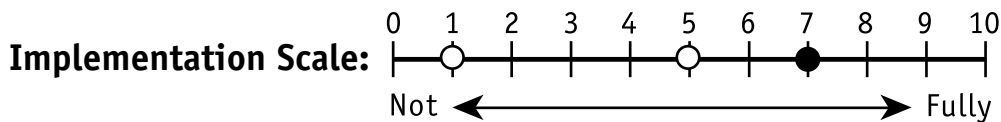
2. District information is provided on the website at www.district.compton.edu. The Compton Center should ensure that the website is current and maintained.

3. Communications are handled in a variety of ways, which include the website and a bi-monthly newsletter sent to residents in the Compton CCD. The newsletter averages approximately 10 pages and includes a message/update from both the CEO and the vice president of the Compton Center. It has a number of items including stories on student successes, facilities projects, election results and other items that are of general interest to the district community.

4. The interim CEO sends out a letter the Friday before each board meeting that is posted on the website and a monthly letter with a focused message to the campus community. In April 2011 the message focused on the Foundation for Compton CCD and discussed the benefits of the foundation, introduced the board members and encouraged support of the foundation.

5. The interim CEO sends a letter to the board members the Friday before board meetings, alerting them of pertinent district items.

6. The interim CEO schedules time one day per week from 2 p.m.-4 p.m. to meet with anyone on the campus. No appointment is necessary, and the agenda is up to the person dropping in.

Conversations with staff and faculty indicate that the regularity of these meetings and the opportunity to meet with the interim CEO is appreciated and they feel comfortable talking with him.

7. The interim CEO has made a significant effort to be out in the community representing the district. He attends service club meetings, such as Rotary and Kiwanis, and reaches out to community members and leaders in all of the district's service areas. These outreach efforts appear to be effective and present a positive image and message to the community about the Compton Center, and should be continued.

8. The Standing Committee document states "All committee meeting calendars, agendas and minutes, are to be posted on the designated space on the Center's webpage." A review of the website finds this requirement is followed and provides a good example of the district's commitment to widespread communication. The interim CEO should continue holding meetings with groups on campus.

9. The team did not find a formalized plan for either external or internal communication. The Compton CCD should consider developing a formalized plan for internal and external communication.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 5
June 2012 Rating: 7

Implementation Scale:

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

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

Sources and Documentation:
1. Interview with the interim CEO
2. Interviews with faculty leaders
3. Consultative Council agendas and minutes
4. ECC Compton Center News (January 2011 through April 2012)
5. Interview with classified union representatives
6. Internal campus communication, including newsletters
7. Attendance at Consultative Council meeting

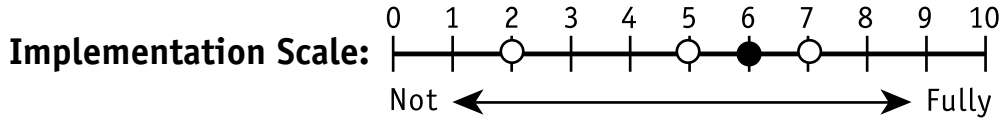### Progress on Implementing the Recommendations of the Recovery Plan:

1. As stated in Standard 1.1, newsletters provide a source of information to all campus members. In addition, the interim CEO continues to hold meetings on campus to communicate information about the district, the campus facilities, the budget and the progress of initiatives, including a budget update for all campus faculty and staff members during FCMAT's fieldwork. District management and the CEO should continue to conduct informational meetings on campus for communication and feedback.

2. Board agendas and minutes are posted in the administration building for both campus and public information. The CEO's staff is responsible for keeping board meeting information current on the website, and interviews indicate that improvement is needed in this area. The district should ensure that all relevant information is posted to the website regularly and timely.

3. The Center has a Consultative Council, which is composed of one management employee, the Academic Senate president and president elect, the certificated union chapter president, the classified union chapter president, the Associated Student Body (ASB) president, and one confidential employee. This body serves as the shared governance group for the Compton Center. Its purpose is to review materials provided from the various Consultative Council committees and provide recommendations to the CEO. The committee members are the leadership from each campus-wide constituent group, and committees meet weekly. The district should ensure that constituency members of the Consultative Council report information to their respective groups so that staff and students are informed.

   Agenda items from the meeting FCMAT attended during fieldwork included: FCMAT, Planning Summit (to be held on May 8), Board Policies and Administrative Procedures, and Facilities MOU with El Camino College. The district should continue to have regular meetings of the committees and ensure that minutes from all committee meetings, including the Library Advisory, Technology Advisory, Student Service and Institutional Effectiveness committees are available campus-wide so that clear and correct information is disseminated.

4. Compton CCD staff has developed a document that lists the members of each standing committee, its purpose and the body to which it is responsible (i.e., Consultative Council, Operational Committees, and Committees of the Academic Senate). This is an organized approach and provides a clear picture of the Compton Center structure both for governance and functional purposes.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 5
June 2012 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 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. Interviews with faculty leaders (Academic Senate and Union)
2. Interviews with administrators (deans, vice president, interim CEO)
3. Agendas and minutes of the Consultative Council
4. Interview with the special trustee
5. Board policies and administrative procedures
6. Attendance at Consultative Council meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has a Consultative Council and two committees, Institutional Effectiveness and Planning and Budget, under the council. The center also has eight operational campus committees: Facilities; Health and Safety; Technology; Enrollment Management; Student Success; Professional Development; Auxiliary Services; and Health Benefits. There are also four Academic Senate committees. All of the committees are listed on one document that provides information regarding the composition of members and function of each committee. The district should continue the standing committee structure and ensure that the actions and deliberations of the council and committees are published and disseminated to help guarantee widespread communication.

2. The review team attended a Consultative Council meeting on April 25, 2012, at which most of the council members were present. The district should ensure that each member is responsible for communicating appropriate information back to their constituency.

3. In separate meetings with the special trustee, interim CEO and vice president of the center, it was clear that they value and encourage faculty, staff and student input on matters that affect the Compton Center.

4. Discussions with both administrators and faculty demonstrate that collaborative decisions are supported and there are a variety of avenues for members of the campus community to provide input on matters affecting the Compton Center.

5. As mentioned in other sections of this report, the interim CEO has a weekly time set aside for members of the campus community to meet with him informally on any matter of concern, to share ideas and ask questions.

6. The review team met with a variety of groups and individuals during fieldwork, including division chairs, deans, the vice president, faculty leadership, student leaders, student learning outcomes (SLO) coordinators, and members of the Student Success, Professional Development and Library committees. Meetings indicated that the leadership of the Compton Center welcomes and encourages ideas, input and suggestions, and takes them seriously.
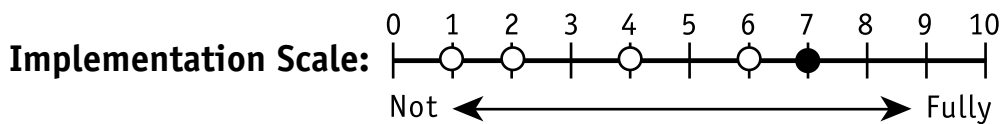
7. During prior reviews, there was considerable confusion about the function of the Institutional Effectiveness Committee. Some committee members thought it was for shared governance and final budget decisions, and others did not. The function of the committee and its membership (10 people from six constituency groups) was clarified during this review period.

The committee is to review and provide recommendations about each of the district's program reviews to help strengthen and support programs and program analysis. The committee is responsible for reviewing the El Camino College Compton Center Educational Master Plan, Facilities Master Plan, Staffing Plan and Technology Master Plan to ensure these plans and all program reviews are consistent, aligned and current. The committee is also to monitor the status of these documents and review the responses to FCMAT recommendations.

The prior Institutional Effectiveness Committee seldom met because it lacked a quorum and did not have a focused set of functions. Interviews indicated that the new committee will be meeting more regularly to accomplish its tasks. This approach should provide the center with a valuable tool to help the Consultative Council complete its work. The district should regularly evaluate the Institutional Effectiveness Committee structure to ensure it provides necessary information to the Consultative Council.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

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          Not  ◄──────────────────►  Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 1.5 – Communications

Professional Standard:

Individuals not authorized to speak on behalf of the college refrain from public comments on board decisions and college programs.
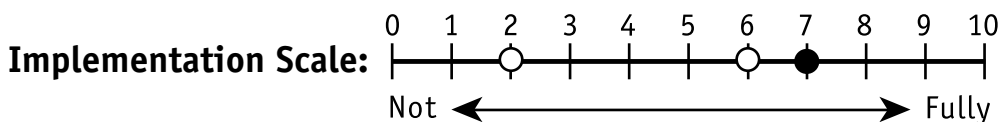
Sources and Documentation:
1. Interview with the special trustee
2. Interview with the interim CEO
3. Interview with the director of community relations
4. Newspaper articles regarding the Compton CCD
5. Interviews with faculty leaders

Progress on Implementing the Recommendations of the Recovery Plan:

1. Discussions with various individuals indicated that most district employees understand that the CEO speaks on behalf of the Compton CCD and the director of community relations at El Camino CCD speaks on behalf of the Compton Center to the media about programs, items of community interest and other information normally assigned to the public information office of a campus. Members of the board, particularly those that are new to their role, should be routinely reminded by the interim CEO and special trustee that when they speak about district matters, caution should be used because some individuals may perceive that the individual is speaking for the entire board.

2. The director of community relations at El Camino CCD is at the Compton Center every week and works well with the interim CEO. Prior concerns about who spoke for the center and the Compton CCD seem to have been resolved during this review period.

3. The issue of speaking on behalf of the district when not authorized to do so is not a significant problem in the Compton CCD. However, the district should consider adopting a policy that addresses the process for communicating to the media or public about board decisions and college programs.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	6
June 2012 Rating:	7

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ⟵ ⟶ Fully

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

Professional Standard:

Students' and community members' complaints are addressed in a fair and timely manner.
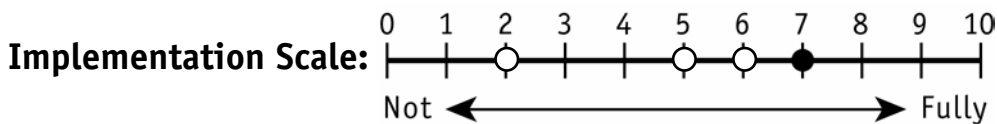
Sources and Documentation:
1. Interviews with faculty, staff, and administration
2. Interviews with Board of Trustees members
3. District policies
4. El Camino College Compton Center Schedule of Classes
5. El Camino College Catalog
6. Attendance at Compton CCD Board of Trustees meeting
7. Compton CCD Board of Trustees meeting minutes 2011-2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The information about complaint procedures for students is included in the catalog. The catalog cites El Camino CCD Board Policy 5310 on student grievances, which includes steps for resolution. Some information also is included in the schedule of classes. This documentation includes clear information about how students are to proceed with grievances and the complaint process. As the district continues its comprehensive policy review and update process, it should ensure that written policies and forms are also in place.

2. An examination of board minutes did not reveal any instances of complaints being presented to the board. However, in the past such complaints were referred to the CEO for resolution. The district should continue its current practice of handling grievances. In addition, it should ensure that forms for student complaints are available.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
January 2010 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 3.1 – Community Collaboratives and District Committees

Professional Standard:

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

Sources and Documentation:

1. Interviews with Board of Trustees members
2. Interviews with faculty, staff, and administration
3. Attendance at Special Trustee's Advisory Committee meeting
4. Council and Committee Structure – Compton CCD
5. El Camino College Compton Community Educational Center 2010-2011 Enrollment Management Plan
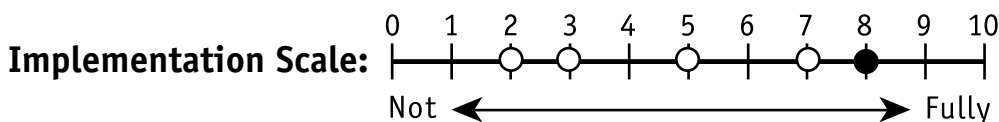
Progress on Implementing the Recommendations of the Recovery Plan:

1. The outreach strategy for the Compton Center has been formalized in the Enrollment Management Plan and implementation is under way. The district has supported the implementation by providing funding and staffing for the activities in the plan. The Enrollment Management Committee is a committee of the Consultative Council, and develops marketing, recruitment and retention plans. The enrollment management and marketing plans include specific outreach strategies to engage local school districts and charter schools and provide information to middle and high school students within the district boundaries. The interim CEO has made a priority of developing relationships with local businesses, and continues to build partnerships with community and civic organizations. He makes a practice of informing the community of Compton Center activities and goals through meetings with church groups and local councils.

   The district should continue its outreach to community groups and the formation of partnerships that will serve the district and its students. Board members also should participate in community outreach with each of their constituencies.

Standard Implemented: Fully - Substantially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 8
July 2010 Rating: 7
June 2012 Rating: 8

Implementation Scale:

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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 3.2 – Community Collaboratives and District Committees

Professional Standard:

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

Sources and Documentation:

1. Interviews with faculty, staff, and administration
2. Attendance at Special Trustee's Advisory Committee meeting
3. Compton CCD board policies
4. Council and Committee Structure – Compton CCD
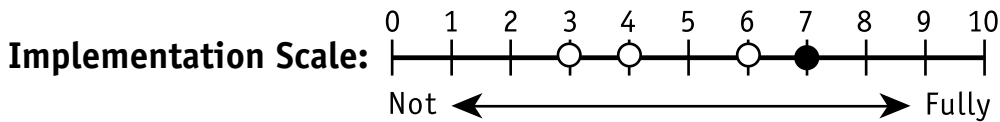5. Attendance at Consultative Council meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board/special trustee passed Board Policy 2410 (10/20/09) that states that employees and students shall have the opportunity to participate in the development of board policies and administrative regulations through a consultative process. The board/special trustee also passed Board Policy 2510 (7/20/10), Participation in Local Decision Making. This policy states that, although the board is the ultimate decision maker, it is committed to ensuring that appropriate members of the district participate in developing policies and procedures. Additionally, the policy states that the board will not take any action on matters subject to this policy until the appropriate constituent groups have been provided the opportunity to participate. Although these policies have been adopted, they are not fully operational because at present the special trustee is the decision maker.

2. The Consultative Council and its subcommittees are responsible for providing input for decision-making. The membership of the Consultative Council has been reduced to eight: three faculty members, one student, one classified employee, one manager, the vice president for academic affairs and the CEO.

3. The Institutional Effectiveness Committee, a committee of the Consultative Council, recently has been reactivated. Its charge is to focus on the Program Review to ascertain that the questions raised are being addressed and to ensure the consistency of documents. The district should continue to review the effectiveness of the Institutional Effectiveness Committee.

4. Advisory committees are required for all technical programs. If properly constituted, they can provide valuable advice for program changes and development. Recently the Compton Center had an advisory committee dinner to thank the members of the committees, and committee meetings were held in conjunction with the dinner. The district should continue use of advisory committees.

5. Recently the special trustee established the Special Trustee's Advisory Committee. The committee consists of seven members, and at the time of the review team's fieldwork six members had been identified. The role of the committee is to provide advice to the special trustee regarding policy matters that affect the district and its operations; promote community awareness of the district's efforts, focus on quality instruction, educational mission, fiscal stability, and ultimately accreditation; and foster community support for the district and the Compton Center. At the time of the review team's fieldwork, the committee had conducted three meetings. The team was present at the April 2012 meeting and observed that the members in attendance were informed, engaged, and took their role as advisors seriously. The meeting was largely devoted to the issue of redistricting trustee boundaries. Future agenda items include facilities, the partnership agreement with El Camino CCD, the 2012-13 budget, audit findings and business operations.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

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

Professional Standard:
Policies and administrative regulations are up to date and reflect current law and local needs.
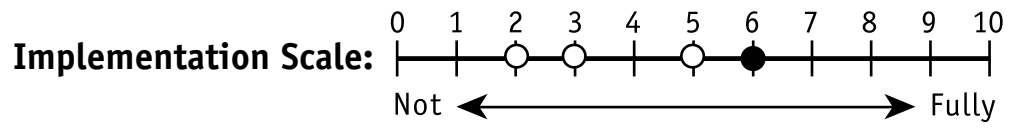
Sources and Documentation:
1. Board policies and administrative regulations
2. Board meeting agendas and minutes (January 2011 – April 2012)
3. Interview with the interim CEO
4. Interview with the special trustee

Progress on Implementing the Recommendations of the Recovery Plan:

1. A system for developing board policies and administrative regulations is in place and being used effectively. A review of the board policies and administrative regulations supports that the Compton CCD has been working on implementing and updating them. Discussions with the special trustee confirmed that the template provided districts by the Community College League of California (CCLC) was used. While there is a policy indicating that the policies will be reviewed on a regular cycle, that cycle has not yet been established.

2. Board meeting agendas include proposed board policies and administrative regulations. The policies and regulations go through the consultative process on campus before being placed on the board agenda. The board policies and administrative rules and regulations follow the numbering and format adopted by CCLC and provided to districts in 2008. Board policies and administrative regulations and procedures should be developed, reviewed and approved on a regularly scheduled timeline so they remain current and meet legal requirements.

3. Once approved, policies and regulations are posted on the website (www.district.compton. edu) so the public and the campus community may view them. However, some of the documents posted online are not consistent with those provided to FCMAT. For example, the district's website includes AP 6701A, Civic Center Permit and Other Facilities Use, dated April 16, 2009 that includes a facility fee schedule, but the facility fee schedule provided to FCMAT was dated February 20, 2009. In addition the website includes AR 3601, Auxiliary Organization Protocols, dated March 16, 2010, but the copy provided to FCMAT with the same date included different language in Section XIX. The district should ensure that the documents posted online are consistent with those provided in hard copy format.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 3
January 2010 Rating: 6
July 2010 Rating: 5
June 2012 Rating: 6

Implementation Scale:

0　1　2　3　4　5　6　7　8　9　10

Not ⟵　　　　　　　⟶ Fully

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

Professional Standard:
The board has adopted all policies mandated by state and federal law.
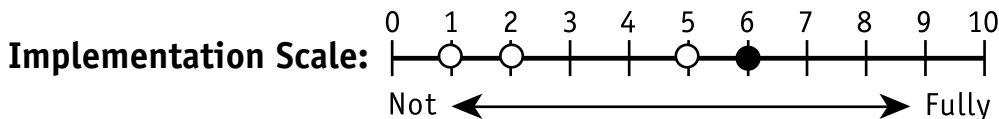
Sources and Documentation:
1. Interview with the interim CEO
2. Interview with the special trustee
3. Board policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. A review of the Board Policy Manual, which contains the approved board policies, shows that the district continues to make progress in adopting required board policies. The district should continue to review and adopt policies as suggested by CCLC.

2. Some administrative regulations associated with the board policies also have been adopted, but the district should ensure that all policies needing a procedure are developed and adopted.

3. Under the guidance of the special trustee, board policies are presented to the board for discussion and adoption after the Consultative Council has reviewed them, and ensured they follow the appropriate format developed by CCLC and meet legal standards. The district should develop and adhere to a schedule to ensure that policies and procedures are reviewed timely.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 2
January 2010 Rating: 6
July 2010 Rating: 5
June 2012 Rating: 6

Implementation Scale:

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

Professional Standard:

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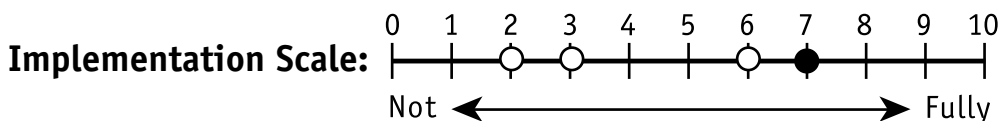
Sources and Documentation:

1. Board minutes and agendas from January 2011 through April 2012
2. Interview with the interim CEO
3. Interview with the special trustee
4. Board policies and administrative procedures

Progress on Implementing the Recommendations of the Recovery Plan:

1. There are no board bylaws. Board policies and administrative regulations are developed by the appropriate district administrators and, through the CEO and the special trustee, taken to the Consultative Council for review and discussion. The faculty leadership (who have three members on the Consultative Council) confirmed that the policies and administrative regulations are carefully reviewed by the constituency groups prior to the council meeting and then discussed at the council. The district should continue to evaluate the process for forwarding reviewed policies and regulations to the board to ensure that it allows for appropriate feedback from the campus constituency groups.

2. Once the board/state trustee has adopted the policies and administrative regulations, they are posted on the website and reflected in the board minutes. The district should ensure approved policies are posted timely so that both the external community and the campus community have access to them.

3. During its fieldwork, the review team found no evidence indicating that approved board policies are not followed.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 3
January 2010 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 1.3 - Planning Process - Goals and Performance Standards

Professional Standard:

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

Sources and Documentation:

1. Interview with the vice president of Compton Center
2. Minutes and/or reports of planning groups at the Compton Center (Technology, Library, Curriculum committees)
3. Interviews with the academic deans overseeing technology and library and the coordinator of the library
4. Documents that support long-range planning to improve student achievement at the Compton Center, since July 2010
5. El Camino Community College Strategic Plan, 2010-2015
6. Interviews with three academic deans
7. Interviews with the vice president of student services and the vice president of academic affairs at El Camino College, Torrance campus
8. Enrollment Management Plan, 2011-12
9. Interviews with SLO coordinators and associate dean overseeing SLOs
10. Meeting with the Student Success Committee

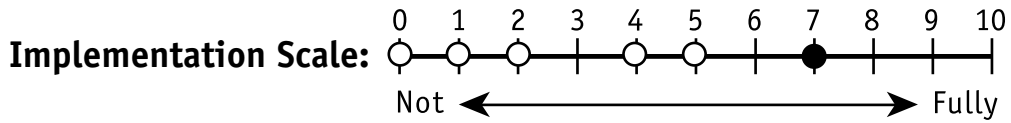### Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has developed an Educational Master Plan that is part of the El Camino College Torrance campus plan. However, the center has also published its plan in a separate document that helps to focus the Compton Center on the specific long-range planning areas it is working on to support student learning and achievement. The 52-page plan projects to 2020. It predicts future enrollment and FTES numbers and outlines six major goals. While educational master plans typically include projections for longer than eight years, the center is planning and hoping for accreditation status by then. If that occurs, the center will need to have a master plan that takes into consideration its new status and goals that are part of a fully accredited institution, rather than a center. The current Educational Master Plan provides a reasonable road map for the center in its planning efforts and focuses it on manageable tasks to support and lead student learning and student success. It is an important achievement and received widespread review at the center. The center should continue its work to implement the Educational Master Plan.

2. The 2011-12 Enrollment Management Plan for the Compton Center contains nine objectives including increasing the percent of transfer students, increasing the degree/certificate completers and improving retention. It outlines marketing strategies and methods of advertising (direct mail, publications, etc). The document generally assigns the task, the timeline for completion and the individuals responsible for implementation. The Compton Center should continue to implement the objectives outlined in the Enrollment Management Plan, and use

the plan (as it is revised annually) to guide the center in outreach, retention and completion and continually evaluate the elements of the plan for effectiveness.

3. The team reviewed 12 annual program plans and found them to be much improved compared to the plans reviewed during the last visit. The plans included goals and the review of data, such as course completions. During the prior visit in 2010, the center had plans to hire a new associate dean who would handle SLOs and assessment, help develop plans for initial accreditation and complete other assigned tasks, thus freeing the deans to work on programs, evaluations, planning and other essential tasks. This hire has occurred, and the associate dean is very involved in the above-mentioned tasks. The working relationship of the three academic deans continues to be collaborative. There continues to be a significant amount of support in institutional planning which, although it is coordinated at the Torrance campus, includes participation from staff, faculty and administration at the Compton Center. The collaborative leadership provided by the vice president of the center is appreciated by staff and has helped to move the center forward in a variety of ways. For example, the center is affected by the statewide work reduction mandate, forcing it to reduce course sections. The vice president has implemented a task force of representative faculty to work with her to develop a process on how to handle the necessary cuts. Once developed, this plan will be taken to both the Academic Senate and the Compton Community College Federation of Employees for review.

4. The Student Success Committee, which was formed in part to address the new statewide student success initiative, deals with the academic side of student success, according to its members. The committee is composed of a broad-based group of representatives from the center. It addresses services provided by the writing center, tutoring, the library, the learning labs, the resource center and additional academic support services as they develop. The center's administration is in the process of hiring an individual to lead these efforts, and hopes, when funding becomes available, to also hire a director. Examples of strategies the center has begun to implement based on input from the Student Success Committee include a fast track English 1 cohort in spring 2012, with two scheduled in fall 2012. It also offers a basic accelerated math class (two hours of class, one hour of supplemental instruction and two more hours of class). The course material covers arithmetic, pre-algebra and half of elementary algebra; the equivalent of 2½ math classes. Data on future course retention and success in the classes will be examined and used in determining future configurations to enhance student success. The center should continue to enhance the student success efforts to improve transfer and certificate completion and to support students with different and varied support services to improve student learning.

5. Prior review periods included recommendations to continue working with industry partners to provide short-term career certificates for students to enhance local career opportunities. During this visit, the dean of the Career Technical Division indicated that the aerospace program is now offered. As discussed in prior visits, the center should consider and develop more programs in this area.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 2
March 2009 Rating: 4
November 2009 Rating: 4
July 2010 Rating: 5
June 2012 Rating: 7

Implementation Scale:

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         0   1   2   3   4   5   6   7   8   9   10
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            Not ◄─────────────────────► Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

Professional Standard:

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

Sources and Documentation:

1. Selected course syllabi (Compton Center)
2. Interview with vice president of the Compton Center
3. El Camino College Compton Center schedule of classes, summer 2011, fall 2011, winter/ spring 2012, summer 2012
4. Interviews with two El Camino Curriculum Committee members and two Compton Center Curriculum Committee members
5. El Camino Curriculum Handbook
6. Compton Center Curriculum Committee minutes, fall 2011 to April 2012
7. El Camino Curriculum Review Timeline – spring 2012
8. Interviews with academic deans
9. Selected program reviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviews with the academic deans indicated that more than 90% of all courses had both SLOs and assessment criteria, and 58% of the courses have been assessed. Interviews further indicated that 100% of the courses will have SLOs and assessment criteria by fall 2012. The SLOs and assessment criteria are housed in CurricUNET. The center should ensure that SLOs and assessment criteria are complete for all courses and that all courses have been assessed.

2. One of the areas tied to student learning is a strong program review document that is research based and provides thoughtful analysis of the data related to student learning. The Institutional Effectiveness Committee has changed its mission and function, and it now focuses on the oversight of program review. The committee is charged with ensuring that the reviews address the appropriate issues, ensuring consistency and quality, evaluating the plans and linkages and tying the program reviews to budget and planning. During the spring 2012 semester the Biology program review is going to the Institutional Effectiveness Committee for review; three additional program reviews will follow. The program review documents reviewed by FCMAT during this visit included stronger data identifying the relationship between learning outcomes and assessment and tying program needs to budget. The center should develop a method to assess the effectiveness of the Institutional Effectiveness Committee's work, including its relationship to student success.

3. The curriculum relationship between the faculty at the Compton Center and the Torrance campus continues to be good, and this bodes well for the whole SLO/assessment effort at the center. The faculty leadership group stated "the relationship has never been better between the two campuses." The center should continue to support the collegial relationships between the faculties on both campuses.
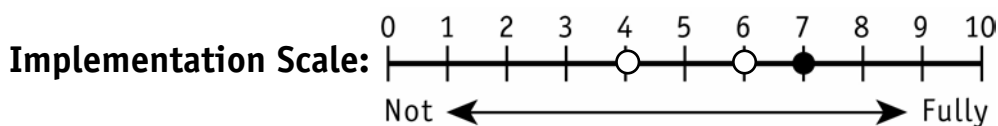
4. The Professional Development Committee has its own budget that is generally used for improving student learning. The committee at the Compton Center is chaired by the director of human resources and the new associate dean of academic affairs and includes four faculty members. One of the committee's goals is to provide training for faculty doing peer evaluations. Effective evaluations can support a better learning environment for students, so including staff training as part of this important activity should help to improve the learning environment. Another area of staff development will be to provide support for the recently developed Educational Master Plan (EMP). As individuals review the new EMP, discussion should emerge about the future focus of the center, and student learning and student success should be at the core of these discussions. The center should continue to review and assess the staff development activities and tie the activities to student learning.

5. The refocusing of the Institutional Effectiveness Committee on Program Review, the advent of the Educational Master Plan, the conscious correlation of program review to the budget and the attention to SLOs, PLOs and assessment should bode well for student success and student learning.

6. Standard 2.1 provides additional information on the curriculum process.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
April 2009 Rating:	6
November 2009 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7

Implementation Scale:

ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 2.4 - Curriculum Alignment

Professional Standard:

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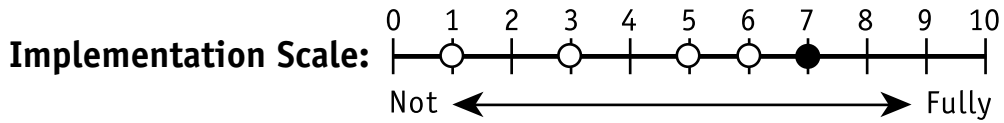
Sources and Documentation:

1. Compton Center course syllabi
2. Interview with vice president of Compton Center
3. Curriculum Handbook for El Camino College
4. Interviews with three Compton Center faculty involved in curriculum development
5. Interviews with three academic deans
6. Interviews with the associate dean of academic affairs and the SLO coordinators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Approximately 90% of courses have SLOs and most have assessment criteria. Fifty-eight percent of courses have assessed their SLOs. The SLOs and assessment criteria are listed on CurricUNET. The center should continue to work with the El Camino College Curriculum Committee to develop SLOs and assessment criteria for all courses and ensure that all courses have been assessed.

2. The Compton Center has provided compensation to three faculty members to assist the associate dean of academic affairs with the SLO and assessment project. The faculty SLO facilitators have been working individually and collectively with faculty to develop SLOs and assessment criteria. Discipline faculty has been working collectively, where appropriate, to develop assessable SLOs and place them in CurricUNET. The center should continue to use the assessment criteria for SLOs and PLOs to assess student learning in all courses and programs.

3. The course syllabi reviewed by FCMAT during this visit were more complete and standardized than during the prior visit, having incorporated the templates and, in most cases, the SLOs and assessment criteria. Some courses still need SLOs and some also need assessment criteria. The inclusion of information such as attendance policies, cheating policies, classroom decorum, grading and other course information in the standard format makes it easier and clearer for students to understand what is expected of them in each class. The addition of the SLO and assessment information is critical. The center should continue to ensure that all course syllabi include all of the required information to facilitate student understanding of the course and center requirements necessary to help them become successful.

4. The center continues to conduct professional development workshops for faculty on developing assessment tools and incorporating them into their courses. The center should continue to support professional development opportunities in these areas and assess the effectiveness of the offerings.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
April 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

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         0   1   2   3   4   5   6   7   8   9   10
         ├──○──┼──○──┼──○──○──●──┼──┼──┤
         Not ←─────────────────────→ Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 2.10 - Curriculum - Integrating Technology

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

Sources and Documentation:
1. Technology Committee minutes
2. El Camino College Compton Center Technology Plan, 2011-16
3. Interviews with librarian and Compton Center deans
4. Interview with vice president of Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:
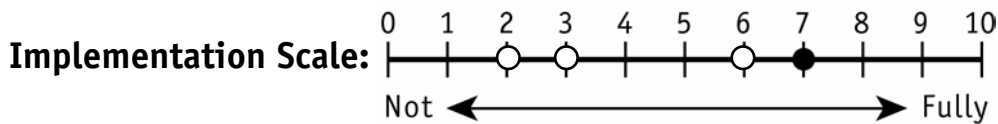
1. The Compton Center has completed an updated Technology Plan that reflects advances since the previous plan and provides planning direction through 2016. The plan includes all aspects of technology at the Compton Center and continues to focus on instructional technology directly in the classroom and to support the administration of technology (such as CurricUNET). A number of the buildings throughout the campus have had technology upgrades. There are Smart classrooms in several of the buildings and audiovisual carts are also used to provide Smart technology to classrooms. Alternative solutions such as smart carts can stretch financial resources while providing needed technology to students. The center should continue to provide training for faculty on integrating technology in their classes and assess the effectiveness of the technology for student learning.

2. A review of Technology Committee minutes from numerous meetings indicates that the committee discusses the Technology Plan and issues involving technology on the campus. Some of the annual plans contain requests associated with technology. During the previous review period, the center conducted a survey asking faculty and staff about their classroom technology needs. The Compton Center should continue this practice to help with technology planning for each upcoming academic year and evaluate the success of the previous year's plan.

3. Because the center now has an Educational Master Plan, the Technology Plan should be easily tied to it. The continued attention to updating the Technology Plan is essential as technology changes and needs to be at the forefront of center planning to be kept current. The center should tie the Technology Plan to the Educational Master Plan to help ensure direct linkages for student learning and success.

4. The dean of career and technical programs oversees academic technology and continues to involve the campus community in evaluating technology needs. Clickers, which were requested by some faculty during the last review period, are readily available on campus and are used for direct classroom instruction, in-service activities and staff development training sessions. The dean oversees the 11-member Technology Committee that includes three managers, one classified staff member and seven faculty members. The breadth of the committee allows for robust discussion and planning.

5. During previous review periods, there were concerns regarding the lack of student use of the technology labs. Interviews indicate that student use has increased considerably during this review period. Students are taking advantage of the labs for individual work and for group work, and staff indicated that students are taking greater advantage of the support services available to them. As part of its student retention plan, the center should continue to actively encourage students to use campus labs and support services.

6. The Compton Center is aware of the value of technology to support student learning, and staff now have a good sense of the planning needed for technology. However, as discussed in the Technology Resources section of this report, the technology infrastructure is lacking and must be upgraded immediately for services to continue uninterrupted.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 3
July 2008 Rating: 3
April 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:

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

Sources and Documentation:

1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. Course outlines of record approved by El Camino College
3. Interviews with Compton Center administrators and faculty and El Camino College administrators
4. Compton Center course syllabi

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College formed a joint committee to develop SLOs. They have made substantial progress; every course has at least one SLO identified. Course level SLO assessment has been a high priority for the Compton Center during the 2011-12 academic year. All courses offered at the center have one or more SLO statements developed jointly between the Compton Center faculty and the Torrance campus faculty. The faculty has made an effort to assess all courses offered at the center by the internally developed deadline of fall 2012. As a result, the assessment rate has been raised from 7% to 58% in less than two years.

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

   Program-level learning outcome assessment has not progressed as quickly as course-level assessment. Efforts to assess program-level learning outcomes have been delayed by the decision to consolidate programs for the purpose of developing program outcomes. Thirteen consolidations have occurred and many of the consolidated programs have not yet developed outcomes. Outcomes for the separated programs on the Torrance campus do exist. For example, the Torrance campus physics and astronomy programs have outcomes identified; the combined program at the Compton Center does not. Program consolidation may not have been a successful initiative and should be re-examined by the center.

   Core competencies (degree-level learning outcomes) have also been developed. The development is part of an assessment cycle that is well-integrated between the Torrance and Compton locations. There are six core competency statements in the areas of content knowledge; critical, creative and analytical thinking; communication and comprehension; professional

and personal growth; community and collaboration; and information and technology literacy. Core competency assessment is coordinated by the Assessment of Learning Committee, and assessments are conducted by randomly surveying students and their professors in courses that are strongly tied to these competencies. Assessments have been performed for critical, creative and analytical thinking (spring 2011) and communication and comprehension (fall 2011). Assessment for professional and personal growth is occurring in spring 2012, and the assessment of community and collaboration is planned for fall 2012. Dialog about the results of the assessment of communication and comprehension occurred during a summit held in October 2011.

The development, assessment, and use of results of learning outcomes have been enhanced by the adoption of a facilitator model. Three faculty facilitators work directly with other faculty to assist in the effort. Additionally, the center has a new dean of academic affairs that has a responsibility for implementing SLOs.

The Compton Center conducted a mandatory afternoon workshop during its spring 2012 flex day. The session was devoted to analyzing course-level SLO assessment reports and to making recommendations to improve student learning. During the workshop, faculty reviewed their program assessment reports and created specific plans to improve student learning. The facilitators compiled the reports and are following up with faculty during the semester to ensure that progress is made toward the program's self-identified objectives. Evaluation comments from this workshop indicated that faculty would like more frequent opportunities to continue this dialog. As a result, the facilitators are planning program-level workshops during the semester. The center should ensure that the dialog on results that was started at the flex-day workshop continues.

Much progress has been made in identifying, assessing and reflecting on SLOs. Multiple opportunities for training have been offered, and it appears that the faculty has taken advantage of them. By 2012, the ACCJC expects all community colleges to be at the proficiency level for SLOs. This means that the results of assessments are being used for improvement, with widespread institutional dialogue about the results. Compton Center and El Camino faculty and staff members must continue their joint efforts to develop all learning outcomes and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction and student services, including some demonstration of actual changes made in courses or programs. This should be documented in program reviews.

2. El Camino College has completed a review of all courses. The team was given a sample of course outlines, and the dates on these outlines were all within the last year. Although they did not entirely follow the template the institution has adopted, the outlines were substantially complete. El Camino College has decided to include SLOs as part of the course outline of record. However, the institution decided not to include either assessment methods or rubrics on the outlines.

The CurricUNET system will enable an easy link between outlines and the SLOs. Interviews indicated that this system is very useful because it allows the user to see materials produced at other community colleges.

3. An examination of course syllabi produced by Compton Center faculty showed that most of the syllabi contained at least one SLO. However, every program review submitted during the 2010 academic year contained at least one SLO, and, in some cases, assessment data and suggestions for changes to improve the results.

4. The Student Services Division at the Compton Center continues to make progress on documenting SLOs. The previous review revealed that most programs had assessed their outcomes and were engaged in dialog about the results.

5. Student Education Plans (SEPs) are now completed for most students and are available online. A report of which students have completed their plan and which are due to be updated is available, and all counselors use the SEP online system to develop SEPS. The center has adopted orientation for all students. As a result, the assessment procedure is now being taken more seriously and many students are asking for assistance in the subject matter prior to taking an assessment exam.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	5
November 2009 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	7

Implementation Scale:

ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 3.5 – Instructional Strategies – Expectations for Students

Professional Standard:

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

Sources and Documentation:

1. El Camino College Catalog 2011-12, Compton Center Edition
2. El Camino College, Compton Center syllabi
3. ARCC College Level Indicators, 2012 Report
4. Interviews with administrators, classified staff and faculty
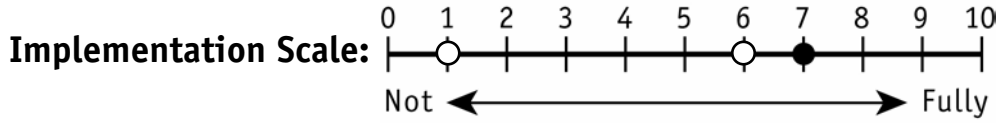5. Compton Center Student Handbook and Planner

Progress in Implementing the Recommendations of the Recovery Plan:

1. The expectations for student learning and behavior are communicated to students in official publications of the Compton Center, such as the El Camino Catalog, Compton Center edition, and the Compton Center Student Handbook and Planner. The planner includes a section on student conduct and an excellent section on study skills emphasizing the difference between expectations in high school and college. For example, grades are primarily based on quality of work and not attendance and class participation.

2. The behavioral expectations for students are communicated through course syllabi. The template for syllabi includes a section on behavior. An examination of Compton Center course syllabi revealed that most syllabi included sections on the instructor's expectations for student behavior.

3. The El Camino College Catalog and Student Handbook, Compton Center, reflect high academic expectations and academic standards. Students are informed that the college is dedicated to maintaining an optimal learning environment (Standards of Student Conduct, Board Policy 5138). Violations of the Standards of Student Conduct are handled by the dean of student services with the right of appeal, if any, to El Camino College's vice president of student and community advancement.

4. Counselors are becoming more accustomed to using the online educational plan system introduced by the El Camino staff. During the prior visit, some counselors reported that the electronic SEPs are going well because they can see the last SEP completed, which is helpful when students come in for an updated educational plan. In December 2008, the El Camino information technology staff created the Student Education Plan Report, which is a report of currently registered students who have no educational plan or have not updated one since a certain date. The report has provided the student services administrators at the Compton Center with useful data on the total number of students lacking an updated educational plan so that counselors can provide follow-up services.

5. The fall 2007 Student Profile report for Compton Center showed that 30% of students did not stay in their courses until the end of the semester, and only about 57% of students successfully passed their courses. These statistics indicate that there had been little headway in improving basic skills instruction, increasing degree and certificate completion rates and raising transfer rates at that time. In June 2009, the Compton Center invited a visiting team of basic skills experts to aid in shaping an approach to the college's basic skills initiative. For three months (March to May 2009) the visiting team met with administrators, instructional faculty, non-instructional faculty, staff, researchers, committees, and program directors. In addition, they reviewed a number of college documents, including reports and plans. The Hope report, as the findings of the visiting team is commonly referred to on campus, provided the college with a number of short- and long-term recommendations in the areas of: 1) Campus Culture and Climate, 2) Administrative and Organizational Practices, 3) Program Components, 4) Staff Development, 5) Instructional Practices, and 6) Research Considerations as they relate to the college's basic skills student population. The Hope report was named after team lead Laura Hope, who has assisted a number of colleges in evaluating the effectiveness of their basic skills initiative. This report has now been translated into the Student Success Plan that is currently being implemented (see Standard II-A, 3.4 for additional details).

6. The Compton Center Accountability Report for the Community Colleges (ARCC) gives data on student progress and achievement. The center has remained relatively constant on these measures with the notable exception of the ESL improvement rate, which has increased from 24.1% for the period 2006-07 to 2008-09 to 66.7% in the period 2008-09 to 2010-11. This measure involves an extremely small number of students. Of the seven ARCC indicators (student progress and achievement rate, percent of students who earned at least 30 units, persistence rate, annual successful course completion rate for credit vocational courses, annual successful completion rate for credit basic skills courses, improvement rate for credit basic skills courses, and improvement rate for credit ESL courses), Compton Center's performance rates remain the lowest in the peer group. The center exceeds the peer group average on two indicators, the improvement rate for credit basic skills courses and the improvement rate for credit ESL courses.

7. The Enrollment Management Plan is placing more emphasis on student success and less on growth in student population. In addition, the orientation now required of students before they take placement tests should allow for more accurate placement of students and improved results in the basic skills areas.

8. No poll of students concerning expectations has been conducted, and students typically are not regularly involved in faculty evaluations. The evaluation policy included in the collective bargaining agreement provides for student evaluations as part of the comprehensive evaluation process, though it is not mandatory. There is no consistent way to solicit student feedback if a poll is not taken.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

Professional Standard:

Class size and faculty assignments support effective student learning to achieve student learning outcomes.
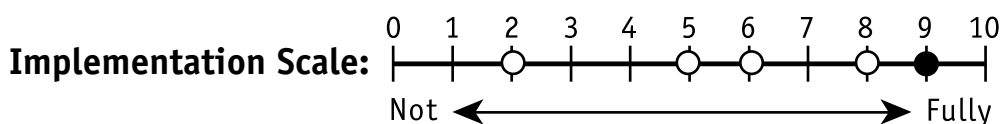
Sources and Documentation:
1. Schedule of Classes, fall 2011 and spring 2012
2. El Camino College Compton Community Educational Center 2011-12 Enrollment Management Plan
3. Interviews with administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. Management of the class schedule continues to be fine-tuned. Administrators indicated that the current schedule is "very tight" but few sections have been cancelled. The curriculum is broad-based and there is a reasonable balance between day and evening classes. Weekend classes have been reduced. The center should continue to closely monitor the class schedule to ensure that the appropriate classes are offered at the times needed for students.

2. Compton Center has continued its increased presence in the local high schools and the community. As called for in the Enrollment Management Plan, the center has implemented comprehensive outreach and student recruitment activities that have contributed to its growth. The plan includes goals for retention and quality improvement. Action steps, identification of responsible personnel, timelines and resources needed are also included. The center should monitor the implementation of the Enrollment Management Plan and the effectiveness of related activities.

3. As a result of the various activities engaged in by the Compton Center personnel, enrollment at the center has continued to increase.

Standard Implemented: Fully - Substantially

April 2007 Rating: 2
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 8
November 2009 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 9

Implementation Scale:

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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 3.12 – Instructional Strategies

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center Course Schedule, fall 2011 and spring 2012
2. El Camino College course outlines
3. Compton Center course syllabi
4. Interviews with faculty and administrators

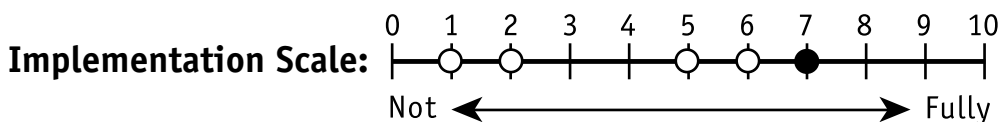### Progress on Implementing the Recommendations of the Recovery Plan:

1. Each Compton Center faculty member is to create an individual development plan to be included in the portfolio submitted for the comprehensive evaluation that occurs every three years for tenured faculty members. At the time of the current visit, the development of plans had not progressed much beyond the previous visit. The center should continue with development of the individual faculty development plans and show evidence that the plans are being implemented.

   The emphasis for staff development is on training sessions for On Course, a program for faculty that assists students to be successful in college and in life. In this program faculty are given tools to assist students to take ownership for their own success. Eighty percent of the faculty members have completed the training (see additional information in Standard II-A, 3.4).

2. The review team examined course syllabi from spring 2012. In only a few of the syllabi were diverse teaching methods given. In general, neither course outlines nor syllabi demonstrate a commitment to using strategies to meet diverse learning styles. However, the On Course staff development activities will provide tools for faculty to better meet student needs. Course syllabi should, in the future, show several diverse teaching methods (e.g. lecture, discussion groups and student presentations).

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 4.1 - Assessment and Accountability – Content and Learning Standards

Professional Standard:

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

Sources and Documentation:

1. Compton Center course syllabi
2. El Camino College Compton Center courses outlines
3. El Camino College Compton Center Course Schedule, fall 2011 and spring 2012
4. Interviews with administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

See Standard I-A 3.2, items 1-4.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 5
November 2009 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

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     |---+---+---O---+---O---O---●---+---+---|
     Not  <------------------------>  Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 4.2 – Assessment and Accountability – Measurement of Learning Outcomes

Professional Standard:

Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).
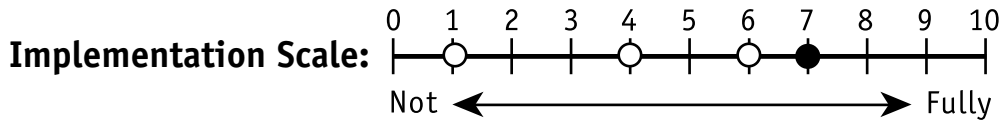
Sources and Documentation:
1. Compton Center course syllabi
2. El Camino College Compton Center courses outlines of record
3. Compton Center Academic Affairs program reviews
4. Interviews with faculty and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. As noted earlier (see Standard I-A, 3.2), most course syllabi included SLOs, but fewer listed assessment techniques. Nevertheless, there are indications that faculty are aware of multiple techniques of assessing SLOs. Exams and surveys are the predominant means of assessment. Future visits should include a review of this area as more assessment activities are carried out. All of the program reviews submitted during the 2010 academic year contained at least one SLO, and, in some cases, assessment data and suggestions for changes to improve the results. The center should continue to develop a variety of assessment tools and approaches to measure student progress in achieving the learning outcomes.

2. The faculty at the Compton Center, in collaboration with El Camino College personnel, needs to continue to address the intent of the ACCJC accreditation standards regarding measuring student learning: "… demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made." The measurement of how well learning is occurring will involve a variety of assessment tools that are aligned to course objectives and designed to include a range of cognitive processes and means of demonstrating learning that include authentic problem solving and application. Faculty need to use the data from such assessments to improve learning and teaching and to engage in discussions of ways to deliver instruction to maximize student learning. The next team visit should again include a review of progress on assessment of learning outcomes and core competencies assessment at the course, program and institution levels. In addition, the results of assessment should be used to improve instruction; data from the assessments should be used to "engage in discussions of ways to deliver instruction to maximize student learning" for all students (see ACCJC Standards, 2002). These results and the changes that come from them should be documented.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 4
November 2009 Rating: 4
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

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    0   1   2   3   4   5   6   7   8   9  10
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        Not  ◄─────────────────────►  Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 4.3 Assessment and Accountability – Alignment of Assessments and Use of Data

Professional Standard:

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

Sources and Documentation:

1. Compton Center course syllabi, Spring 2012
2. El Camino College Compton Center courses outlines
3. Interviews with administrators and faculty

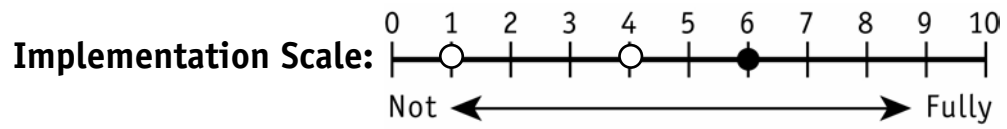### Progress on Implementing the Recommendations of the Recovery Plan:

1. Since assessment tools to accompany course and program level leaning outcomes are still in the design phase (see Standard I-A, 3.2), the review team could not fully evaluate whether such tools are clear measures of course objectives. Assessment tools are agreed upon by discipline faculty, and the center has begun the process of developing and assessing core competencies.

   To fully comply with this standard and to meet ACCJC Standard II-A 1c, which establishes the expectation that "the institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements," Compton Center administration and faculty need to collaborate with El Camino College personnel to complete the design of assessment tools to measure program and course effectiveness for student learning. See additional information in Standard I-B, 4.2. The center should design a variety of assessment tools that are clear measures of what is being taught and use the results of assessment to improve instruction. These results and the changes that come from them should be documented.

2. Although much is still in the design phase, some progress has been made since the last visit. SLOs have been identified for most courses and all student services programs. Assessment tools and rubrics are under development and there has been some use of the assessment results conducted thus far.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	4
November 2009 Rating:	4
July 2010 Rating:	6
June 2012 Rating:	6

Implementation Scale:

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     0   1   2   3   4   5   6   7   8   9   10
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     Not  ◄───────────────────►  Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 4.4 – Assessment and Accountability – Availability of Data

Professional Standard:

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

Sources and Documentation:
1. Interviews with administrators and faculty
2. Standards established by the ACCJC, 2002

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Office of Institutional Research and the Office of Academic Affairs at El Camino College provide technical support and data for Compton Center faculty and staff to enable them to make data-driven decisions. Data for the preparation of program reviews and the Educational Master Plan are available. Additionally, California community colleges receive data from the Chancellor's Office that enables them to compare their performance in key areas (e.g., graduation rates, transfer rates, completion rates) to other colleges.

   Since the last visit a research analyst has been hired. The work of this individual is directed by El Camino College. In addition, the college will participate in the Bridging Research, Information and Culture (BRIC) project, which will enable the end-user to obtain and use data.
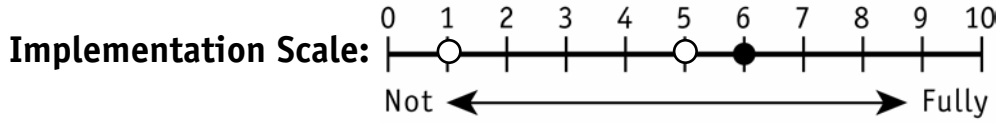
   The Compton Center should design a plan for data management to provide the faculty and administration with adequate data to systematically review all courses and programs to determine "their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans." (ACCJC Standards, 2002.) The system should collect valid and reliable data at the course, program, certificate and degree levels. Protocols should be established for data analysis so it is presented in user-friendly formats.

2. As more learning outcomes are assessed, the faculty will need the results to enable them to improve instruction. Since these measurements are still in the beginning phase, it is unknown how the data will be analyzed and shared. Further, faculty may need training in interpreting the data. To fully meet this standard, the institution will need to show evidence of the collection, interpretation and use of the assessment data.

   The Compton Center should establish protocols for data use by administration, faculty, and staff at all levels of the institution to continuously examine and improve services for student success. There should be a systematic cycle for examining data to ensure that the educational program at the center remains relevant and current to the changing needs of the client. Personnel should be assigned and trained to administer the design and delivery of data collection, analysis and use. Training in data interpretation and use should be provided for administrators and faculty to address issues of student learning. The collection, interpretation and use of assessment data should be documented.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 6

Implementation Scale:

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        |---O---+---+---+---O---●---+---+---+---|
        Not ◄───────────────────────►  Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 5.1 – Professional Development Planning

Professional Standard:

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

Sources and Documentation:

1. Interview with faculty chair of staff development
2. Interview with vice president of Compton Center
3. Sample faculty evaluations
4. Interviews with three academic deans
5. Interview with the associate dean working with SLOs
6. Professional Development Committee minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. The faculty at the Compton Center and the El Camino College Torrance campus continue to collaborate on staff development plans, to the benefit of both entities.

2. During prior review periods, FCMAT recommended that the center continue to monitor the relationship of the Institutional Priorities and the Faculty Professional Development Project to ensure that the projects mirror the priorities. In discussion with the vice president of the Compton Center and in reviewing applicable documents, this area still needs attention. There is an overall concern that professional development programs should help faculty to continue to be better teachers. With this in mind, some of the focus for future development programs will be to assist faculty to attend more conferences on teaching and learning, rather than only discipline conferences, and to work collaboratively with colleagues in different disciplines to promote student learning. In an effort to provide these types of professional development opportunities with limited financial resources, the center should investigate the possibility for staff members to work with colleagues in the same discipline in the Los Angeles/Long Beach area and have meetings with staff members in different disciplines at one of the colleges to allow for the sharing of ideas, methods and assessments among colleagues. These options provide lower cost opportunities to continue a robust staff development focus on academic disciplines.

3. Discussions with the dean of academic programs indicated that professional development is lacking. The process in place requires that full-time faculty complete 24 hours of professional development a year; 12 hours each semester, six individual hours and six through the college. The individual flex activities must be approved by the dean and reported online. The center provided two flex days with attention on accreditation issues including SLOs, institutional planning and effectiveness and administrative capacity. Interviews indicated that the center plans for these to remain at the forefront. The center should continue to provide interactive, collaborative professional development opportunities on accreditation issues and student learning outcomes.

4. The basic skills report that was provided to the center in 2010 was supposed to be used for staff development in fall 2010. It was used to develop the center's own student success model, and the faculty was asked to develop professional development plans based in part on the

information from the report. However, funding was not provided to support this endeavor until the 2011-12 academic year. Faculty members have been requested to send information to the vice president regarding their plans so that the information may be compiled and shared with the faculty. The center should ensure that the proposed process for assessing professional development plans is implemented.
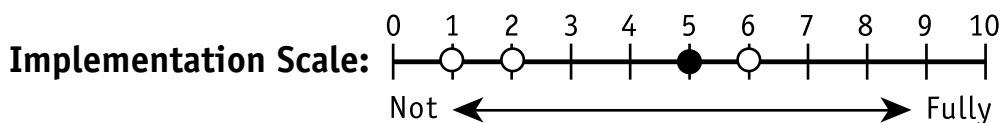
5. There are no written goals for professional development. Not all faculty members have developed professional development plans.

6. A concern that still needs to be addressed is evaluation deficiencies. The Compton Center has plans for training in peer evaluations. With new hires planned for the upcoming academic year and more for the next several years, the turnover in full-time faculty will require new members of the academic community to be well trained in peer evaluation. Staff development is an area that can focus on these activities, which will also improve communication between faculty members and improve student learning through stronger teaching.

   The relationship and connection between employee evaluation and professional development still needs to be improved. The evaluation process is controlled by the faculty, based on the collective bargaining agreement. Applicable committees have not ensured that evaluations help create professional development plans. The dean should be involved in this process so that the connection can be ensured and the professional development activities can be clearly tied to the evaluation. Some of the faculty members indicated their professional development activities center on student success through workshops and/or conferences, but a clearer relationship needs to occur between assessment and employee evaluations.

7. Professional Development Committee minutes indicate that the center is still involved in seeking input from the faculty on their needs for professional development. This will bode well for offering professional development that is needed and wanted and encourage participation on the part of the faculty so that the training opportunities are more appreciated and utilized. The center should continue requesting input from the faculty regarding professional development needs and monitor the effectiveness of the training provided because it is essential to a successful professional development program.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
April 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 5

Implementation Scale:

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       0   1   2   3   4   5   6   7   8   9   10
       |---O---O---|---|---●---O---|---|---|---|
       Not  <------------------------>  Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 5.2 – Professional Development
To Improve Instruction

Professional Standard:

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

Sources and Documentation:

1. Interview with staff development chair
2. Interviews with academic deans and associate dean
3. Interview with vice president of Compton Center
4. Unit plans
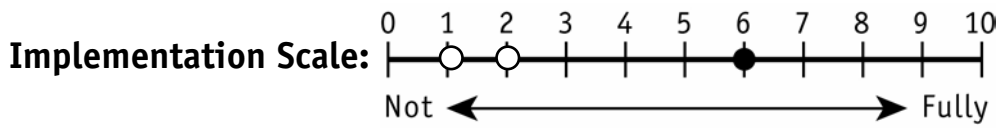5. Professional Development Committee documents and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Professional Development Committee meets monthly, September through May. There are six voting members (the Academic Senate vice president, two faculty selected by the Senate, two classified staff (one from the confidential group) and one administrator. The committee has two co-chairs, one from the faculty and one from the committee at large. There are general guidelines that provide priorities for selecting activities. FCMAT reviewed a draft of the guidelines and plan of this committee, which included a mission statement, goals, objectives, criteria for distribution of funds and the duties of the co-chairs. This committee structure allows for input from the entire Compton Center staff and faculty regarding professional development activities.

2. Previous review periods included a recommendation to adhere to the faculty evaluation process that includes a professional development plan and to assess the effectiveness of the plans as they support the institutional priorities. Interviews with the academic deans indicated that in fall 2012, the center will finalize the evaluation and professional development plan process. The schedule for faculty evaluations is in place, with the years identified for each full-time faculty member. The joining of the evaluation and the staff development plan will begin to occur regularly with the 2012-13 academic year. The Compton Center should implement the faculty evaluation process to support stronger teaching, which will in turn support student learning. The center should also evaluate the success of professional development activities.

3. The new plan for flex days, as discussed in Standard 5.1, is 24 hours of professional development for full-time faculty each year; 12 hours each semester that includes six hours of individual professional development and six hours of institutional activities. Interviews indicated that institutional emphasis for professional development in the near future will be accreditation issues (particularly SLOs, institutional planning and effectiveness and administrative capacity). The relationship between SLOs, institutional planning and improving curriculum and instruction should be clear, and including these issues in center-wide discussions can help solidify the planning agenda and focus the center faculty on effective teaching and learning. The center should continue to work collaboratively with the faculty and staff and the Torrance campus, where appropriate, to provide professional development opportunities in stu-

dent learning and integration of different learning techniques to support student success and implement a process for assessing these activities.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
April 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 6

Implementation Scale:

ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 5.7 – Professional Development – Evaluation and Constructive Feedback

Professional Standard:

Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.
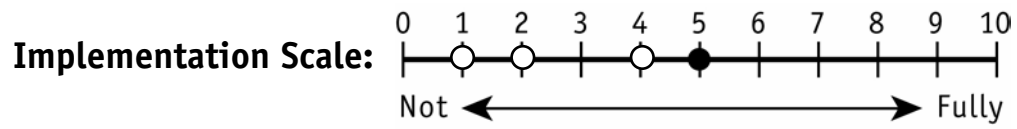
Sources and Documentation:
1. Collective bargaining agreement with CCCFE (certificated unit), Article X – Evaluation
2. Interview with vice president of Compton Center
3. Interviews with three deans
4. Professional development activities documents

Progress on Implementing the Recommendations of the Recovery Plan:

1. Previous review periods included a recommendation for the center to develop an assessment process for individual professional development plans that tie to student learning and student success. Discussions with the campus administration indicated that this has not been done except in the counseling area and some in the nursing area. Discussions further indicated that in fall 2012 all faculty going through the evaluation process will have the assessment portion as a mandatory part of the process. The deans will be responsible for ensuring this is done. The center should implement the plan for evaluation of professional development and tie assessment to each evaluation.

2. Professional development plans at the Compton Center are individualized and thus tailored to specific needs of individual instructors. However, this is only one side of effective professional development. The center, though the On Course program, seems to be moving to a more collaborative approach to professional development activities that focus on direct classroom techniques to increase student involvement and thus student retention. The center should continue to provide professional development activities, individualized where appropriate, that will assist the faculty in improved instruction and increased student success.

3. As mentioned in previous standards, the tie-in and relationship between evaluation and professional development activities need to be clearer and a central part of evaluations. Accountability in this area can be improved if the deans are more involved.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
April 2009 Rating:	4
November 2009 Rating:	5
July 2010 Rating:	5
June 2012 Rating:	5

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully

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 0 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	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 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**	**5**	**5**	**6**	**7**
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**	**7**	**7**	**7**	**7**
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**	**6**	**6**	**7**	**7**
2.4 A process is in place to maintain alignment among standards, practices, and assessments.	**1**	**1**	**3**	**5**	**5**	**6**	**7**
2.6 Sufficient instructional materials are available for students to learn.	**1**	**2**	**3**	**5**	**5**	**6**	**6**
2.10 The college has adopted a plan for integrating technology into curriculum.	**2**	**3**	**3**	**6**	**6**	**7**	**7**
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**	**5**	**5**	**6**	**7**

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
3.4 **Students are engaged in learning, and they are able to demonstrate and apply their knowledge.**	**2**	**2**	**3**	**5**	**5**	**6**	**7**
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. Flow chart of planning process
2. Educational Master Plan
3. Interviews with the division chairs
4. Interviews with the vice president of student services and the vice president of academic affairs, El Camino College Compton Center
5. Long range planning documents prepared since July 2010
6. Program Review status document and program reviews in student services and academic affairs
7. First Year Experience documents
8. Interview with the vice president of the Compton Center
9. Enrollment Management Plan, 2011-12
10. Meeting with the Student Success Committee
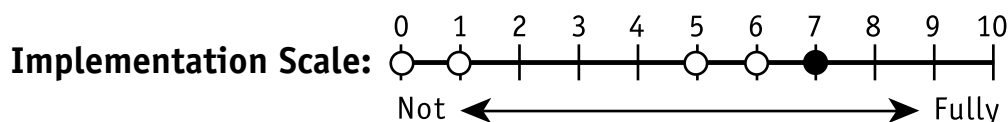11. Professional Development Committee minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviews indicated a continuing concern with the English as a Second Language (ESL) program; this concern was also expressed during the previous review period. Specifically, the relationship between noncredit and credit ESL continues to be problematic. Students have been misplaced in the ESL classes for a variety of reasons (lack of a Spanish speaking counselor, misunderstanding about the value of noncredit ESL courses, testing issues). The Compton Center has continued to work diligently since the last review to rectify placement and student retention issues. However, with the statewide workload reduction, faculty in the ESL program are concerned that these students will not be served. The workload reduction has placed a serious roadblock in the path of colleges and centers that are growing because enrollment growth is not being funded and reduction is being encouraged. The center should continue to work on the ESL program and outreach to the community, focusing on a seamless transition between noncredit and credit ESL.

2. During the prior two review periods, FCMAT reviewed the learning communities project with appropriate staff and administrators. This project, called the First Year Experience, has been operational for three years and continues to be successful. The Compton Center institutionalized the program through funding in 2010. The program has a full-time coordinator/counselor. This configuration should help ensure the continued success of the program. The center will have four cohorts of students for 2012-13. Most students enrolled in the First Year Experience have been successful, as measured by the examination of course completion numbers and retention rates. The center should evaluate data from the assessment of the First Year Experience program and use the data to plan and strengthen the program.

3. The Compton Center faculty continues to be involved in the On Course program and indicated that it has been a wonderful tool to help them improve instruction and student learning. In 2010, 80% of the faculty had completed the On Course program, and during the fall 2011 semester another group, mostly new hires, participated in the Faculty Inquiry Participation program, which uses the principles of the On Course program. This was a semester-long program, and faculty members continue to share how they use what was learned in the training.

4. Another program that continues to help with student retention is the Supplemental Instruction program. This program has been expanded and is now incorporated into some of the accelerated math classes. As the Student Success Committee continues to work with ideas to support and enhance student success, interviews indicated that more techniques will be explored and piloted as funds are available. This committee should provide leadership for continued initiatives in this area, and the center should implement the committee's plans and evaluate them at the end of each semester to determine how they affect student success.

5. As noted during the previous review period, the Compton Center has an ambitious Enrollment Management Plan, which includes elements of both recruitment and retention. The retention sections of the plan provide specific tasks the center staff will undertake to increase persistence and develop intervention methods. The growth in the center's enrollment this past year is evidence of successful outreach efforts. The statewide work load reduction mandates are discouraging the traditional enrollment management functions of outreach and increased enrollment; however, the center should analyze recruitment in high schools and in the community so that when cap restrictions are lifted for all area colleges, the center will have plans in place to recruit new students and maintain the growth it has achieved. The center should also continue to implement the Enrollment Management Plan and assess specific activities to verify the effectiveness of the strategies.

6. A variety of initiatives at the Compton Center are directly focused on student success. These include programs in the academic areas (Supplemental Instruction, learning communities/ First Year Experience) as well as student support programs from the student services area. The center should continue to offer these programs, pending assessment of them, and plan other programs that will provide opportunities for student success.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	1
April 2009 Rating:	5
November 2009 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	7

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully

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. Interviews with two Compton Center Curriculum Committee members and the two El Camino Curriculum Committee members from the Compton Center
2. El Camino College Compton Educational Center curriculum development/approval process
3. Curriculum Handbook for El Camino College
4. Interviews with Compton Center academic administrators
5. El Camino College Compton Center syllabi template sample
6. Student Learning Outcomes document, Compton Center
7. Student Learning Outcomes and Assessment Handbook (El Camino College, Torrance campus)
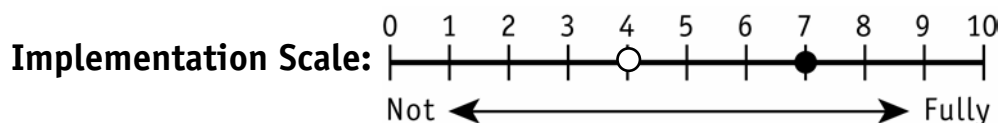8. May 14, 2010 SLO progress campuswide meeting report

Progress on Implementing the Recommendations of the Recovery Plan:

1. The responsibility for curriculum development rests with El Camino College. Since the Compton Center is an educational center of its governance partner, El Camino College, it is not permitted to develop curriculum outside the established and board-approved process of El Camino College. This relationship is mandated by WASC and the MOU between El Camino College and the Compton Center. El Camino College and thus the Compton Educational Center follow the curriculum policies developed by the statewide Senate and the El Camino College Board of Trustees. The El Camino CCD Curriculum Committee meets twice a month and has two faculty members from the Compton Center as voting members. The Compton Center should continue to work collaboratively with El Camino College to support the curriculum.

2. During this review period, the El Camino College Curriculum Committee has agreed that all courses and course revisions going through the curriculum process will have assessments completed by fall 2012. During the prior review period, the committee finalized the core competencies and four of the five have been assessed. The fifth competency deals with community and collaboration. An exit survey of students who are graduating in spring 2012 is planned to assist in the assessment, to be completed in fall 2012. The five core competencies are also the center's Institutional Student Outcomes (ISOs). The center should complete the review and analysis of the fifth ISO (core competency) by the end of fall 2012.

3. The use of CurricUNET and housing the SLOs and PLOs in the online system provides the centralization needed and a way to monitor the completion of the outcomes and assessments. The center provided one CurricUNET training for faculty in March 2012 and another was scheduled for May 1, 2012. The goal to complete all SLOs by fall 2012 (over 90% are currently complete with 58% having been assessed) supports the commitment of the center in

meeting this accreditation mandate. The center should complete the student learning out-
comes and the appropriate assessment criteria for all courses it offers. The SLOs and assess-
ment criteria should be placed on all first-day handouts and continue to be housed in Curri-
cUNET for accessibility. In addition, all PLOs should be placed in the catalog.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
April 2009 Rating: 7
November 2009 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

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. Selected course syllabi (Compton Center)
2. Interview with vice president of the Compton Center
3. El Camino College Compton Center schedule of classes, summer 2011, fall 2011, winter/ spring 2012, summer 2012
4. Interviews with two El Camino Curriculum Committee members and two Compton Center Curriculum Committee members
5. El Camino Curriculum Handbook
6. Compton Center Curriculum Committee minutes, fall 2011 to April 2012
7. El Camino Curriculum Review Timeline – spring 2012
8. Interviews with academic deans
9. Selected program reviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviews with the academic deans indicated that more than 90% of all courses had both SLOs and assessment criteria, and 58% of the courses have been assessed. Interviews further indicated that 100% of the courses will have SLOs and assessment criteria by fall 2012. The SLOs and assessment criteria are housed in CurricUNET. The center should ensure that SLOs and assessment criteria are complete for all courses and that all courses have been assessed.

2. One of the areas tied to student learning is a strong program review document that is research based and provides thoughtful analysis of the data related to student learning. The Institutional Effectiveness Committee has changed its mission and function, and it now focuses on the oversight of program review. The committee is charged with ensuring that the reviews address the appropriate issues, ensuring consistency and quality, evaluating the plans and linkages and tying the program reviews to budget and planning. During the spring 2012 semester the Biology program review is going to the Institutional Effectiveness Committee for review; three additional program reviews will follow. The program review documents reviewed by FCMAT during this visit included stronger data identifying the relationship between learning outcomes and assessment and tying program needs to budget. The center should develop a method to assess the effectiveness of the Institutional Effectiveness Committee's work, including its relationship to student success.

3. The curriculum relationship between the faculty at the Compton Center and the Torrance campus continues to be good, and this bodes well for the whole SLO/assessment effort at the center. The faculty leadership group stated "the relationship has never been better between the two campuses." The center should continue to support the collegial relationships between the faculties on both campuses.

4. The Professional Development Committee has its own budget that is generally used for improving student learning. The committee at the Compton Center is chaired by the director of human resources and the new associate dean of academic affairs and includes four faculty members. One of the committee's goals is to provide training for faculty doing peer evaluations. Effective evaluations can support a better learning environment for students, so including staff training as part of this important activity should help to improve the learning environment. Another area of staff development will be to provide support for the recently developed Educational Master Plan (EMP). As individuals review the new EMP, discussion should emerge about the future focus of the center, and student learning and student success should be at the core of these discussions. The center should continue to review and assess the staff development activities and tie the activities to student learning.

5. The refocusing of the Institutional Effectiveness Committee on Program Review, the advent of the Educational Master Plan, the conscious correlation of program review to the budget and the attention to SLOs, PLOs and assessment should bode well for student success and student learning.

6. Standard 2.1 provides additional information on the curriculum process.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
April 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

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.

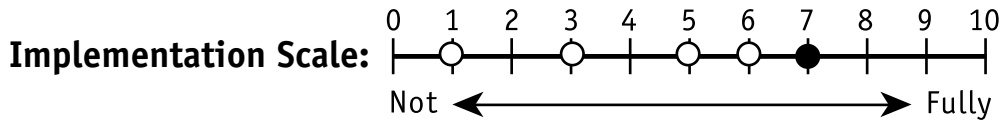### Sources and Documentation:
1. Compton Center course syllabi
2. Interview with vice president of Compton Center
3. Curriculum Handbook for El Camino College
4. Interviews with three Compton Center faculty involved in curriculum development
5. Interviews with three academic deans
6. Interviews with the associate dean of academic affairs and the SLO coordinators

Progress on Implementing the Recommendations of the Recovery Plan:
1. Approximately 90% of courses have SLOs and most have assessment criteria. Fifty-eight percent of courses have assessed their SLOs. The SLOs and assessment criteria are listed on CurricUNET. The center should continue to work with the El Camino College Curriculum Committee to develop SLOs and assessment criteria for all courses and ensure that all courses have been assessed.

2. The Compton Center has provided compensation to three faculty members to assist the associate dean of academic affairs with the SLO and assessment project. The faculty SLO facilitators have been working individually and collectively with faculty to develop SLOs and assessment criteria. Discipline faculty has been working collectively, where appropriate, to develop assessable SLOs and place them in CurricUNET. The center should continue to use the assessment criteria for SLOs and PLOs to assess student learning in all courses and programs.

3. The course syllabi reviewed by FCMAT during this visit were more complete and standardized than during the prior visit, having incorporated the templates and, in most cases, the SLOs and assessment criteria. Some courses still need SLOs and some also need assessment criteria. The inclusion of information such as attendance policies, cheating policies, classroom decorum, grading and other course information in the standard format makes it easier and clearer for students to understand what is expected of them in each class. The addition of the SLO and assessment information is critical. The center should continue to ensure that all course syllabi include all of the required information to facilitate student understanding of the course and center requirements necessary to help them become successful.

4. The center continues to conduct professional development workshops for faculty on developing assessment tools and incorporating them into their courses. The center should continue to support professional development opportunities in these areas and assess the effectiveness of the offerings.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
April 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

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. Interviews with faculty
2. Interviews with Compton Center librarian and library staff
3. Interviews with dean of academic affairs and supervising administrator of the LRC
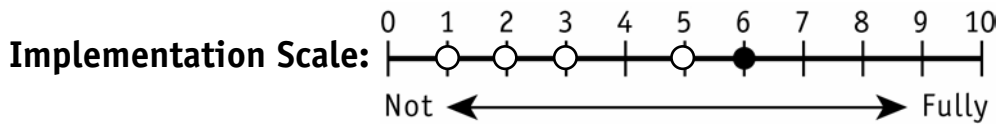4. Meeting with student leaders
5. Review of area annual plans

Progress on Implementing the Recommendations of the Recovery Plan:

1. The new Learning Resource Center (LRC) has flaws in the construction, and the date for opening has been delayed numerous times. During the prior visit, staff indicated that the building was to become operational in fall 2011; however, it was still not opened at the time of this visit. The new estimated date for opening is fall 2013. The Compton Center continues to work on the design issues with the appropriate parties. In the meantime, students are using the former LRC building. The Compton CCD should continue to push for opening the new LRC because the center can provide students with a variety of learning support tools and traditional library services.

2. The Compton Center faculty continues to be actively involved in updating the library collection, and some faculty members participate in the removal process for older materials. The library relies more on databases, especially given the tight budget and the high cost of books.

3. The center has hired a new librarian who has been on campus for approximately one year. The center is searching for an instructional specialist; once the individual is in place, this will allow the previous chief librarian to move out of the learning/tutoring center and back to the library. There is optimism that with the new and proposed staff, the library will be able to expand services to students and faculty and support student learning in a more comprehensive way.

4. The student success plan is an important component of this standard as the plan focuses on basic skills students. The Student Success Committee continues to meet and is focusing on different ways to configure core courses to provide alternative support for student learning. The center should continue to support the efforts of the Student Success Committee as its members explore different ways to provide direct and indirect student support for classes and learning.

5. The tutoring center provides numerous resources for students. It has updated Plato and New Century resources and includes Rosetta Stone for ESL students. Student use of the tutoring center has increased and more students are taking advantage of the services offered.

6. The statewide TTIP funding, used to support materials and programs, is no longer available to colleges and centers. Therefore, the center should develop a plan that will address the budget implications from the previous loss of TTIP money and the statewide loss of funding for education. More campus reliance on databases rather than books may be a solution, but these options need to be explored and evaluated prior to implementation.

Standard Implemented: Partially

January 31, 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 3
April 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 6

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-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. Technology Committee minutes
2. El Camino College Compton Center Technology Plan, 2011-16
3. Interviews with librarian and Compton Center deans
4. Interview with vice president of Compton Center

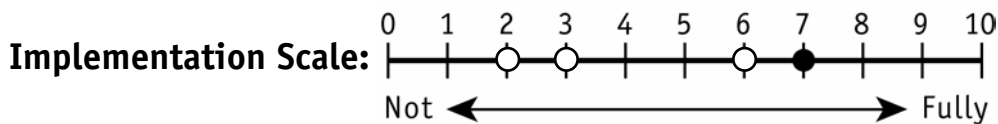### Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has completed an updated Technology Plan that reflects advances since the previous plan and provides planning direction through 2016. The plan includes all aspects of technology at the Compton Center and continues to focus on instructional technology directly in the classroom and to support the administration of technology (such as CurricUNET). A number of the buildings throughout the campus have had technology upgrades. There are Smart classrooms in several of the buildings and audiovisual carts are also used to provide Smart technology to classrooms. Alternative solutions such as smart carts can stretch financial resources while providing needed technology to students. The center should continue to provide training for faculty on integrating technology in their classes and assess the effectiveness of the technology for student learning.

2. A review of Technology Committee minutes from numerous meetings indicates that the committee discusses the Technology Plan and issues involving technology on the campus. Some of the annual plans contain requests associated with technology. During the previous review period, the center conducted a survey asking faculty and staff about their classroom technology needs. The Compton Center should continue this practice to help with technology planning for each upcoming academic year and evaluate the success of the previous year's plan.

3. Because the center now has an Educational Master Plan, the Technology Plan should be easily tied to it. The continued attention to updating the Technology Plan is essential as technology changes and needs to be at the forefront of center planning to be kept current. The center should tie the Technology Plan to the Educational Master Plan to help ensure direct linkages for student learning and success.

4. The dean of career and technical programs oversees academic technology and continues to involve the campus community in evaluating technology needs. Clickers, which were requested by some faculty during the last review period, are readily available on campus and are used for direct classroom instruction, in-service activities and staff development training sessions. The dean oversees the 11-member Technology Committee that includes three managers, one classified staff member and seven faculty members. The breadth of the committee allows for robust discussion and planning.

5. During previous review periods, there were concerns regarding the lack of student use of the technology labs. Interviews indicate that student use has increased considerably during this review period. Students are taking advantage of the labs for individual work and for group work, and staff indicated that students are taking greater advantage of the support services available to them. As part of its student retention plan, the center should continue to actively encourage students to use campus labs and support services.

6. The Compton Center is aware of the value of technology to support student learning, and staff now have a good sense of the planning needed for technology. However, as discussed in the Technology Resources section of this report, the technology infrastructure is lacking and must be upgraded immediately for services to continue uninterrupted.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 3
July 2008 Rating: 3
April 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 7

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. Course outlines of record approved by El Camino College
3. Interviews with Compton Center administrators and faculty and El Camino College administrators
4. Compton Center course syllabi

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College formed a joint committee to develop SLOs. They have made substantial progress; every course has at least one SLO identified. Course level SLO assessment has been a high priority for the Compton Center during the 2011-12 academic year. All courses offered at the center have one or more SLO statements developed jointly between the Compton Center faculty and the Torrance campus faculty. The faculty has made an effort to assess all courses offered at the center by the internally developed deadline of fall 2012. As a result, the assessment rate has been raised from 7% to 58% in less than two years.

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

   Program-level learning outcome assessment has not progressed as quickly as course-level assessment. Efforts to assess program-level learning outcomes have been delayed by the decision to consolidate programs for the purpose of developing program outcomes. Thirteen consolidations have occurred and many of the consolidated programs have not yet developed outcomes. Outcomes for the separated programs on the Torrance campus do exist. For example, the Torrance campus physics and astronomy programs have outcomes identified; the combined program at the Compton Center does not. Program consolidation may not have been a successful initiative and should be re-examined by the center.

   Core competencies (degree-level learning outcomes) have also been developed. The development is part of an assessment cycle that is well-integrated between the Torrance and Compton locations. There are six core competency statements in the areas of content knowledge; critical, creative and analytical thinking; communication and comprehension; professional

and personal growth; community and collaboration; and information and technology literacy. Core competency assessment is coordinated by the Assessment of Learning Committee, and assessments are conducted by randomly surveying students and their professors in courses that are strongly tied to these competencies. Assessments have been performed for critical, creative and analytical thinking (spring 2011) and communication and comprehension (fall 2011). Assessment for professional and personal growth is occurring in spring 2012, and the assessment of community and collaboration is planned for fall 2012. Dialog about the results of the assessment of communication and comprehension occurred during a summit held in October 2011.

The development, assessment, and use of results of learning outcomes have been enhanced by the adoption of a facilitator model. Three faculty facilitators work directly with other faculty to assist in the effort. Additionally, the center has a new dean of academic affairs that has a responsibility for implementing SLOs.

The Compton Center conducted a mandatory afternoon workshop during its spring 2012 flex day. The session was devoted to analyzing course-level SLO assessment reports and to making recommendations to improve student learning. During the workshop, faculty reviewed their program assessment reports and created specific plans to improve student learning. The facilitators compiled the reports and are following up with faculty during the semester to ensure that progress is made toward the program's self-identified objectives. Evaluation comments from this workshop indicated that faculty would like more frequent opportunities to continue this dialog. As a result, the facilitators are planning program-level workshops during the semester. The center should ensure that the dialog on results that was started at the flex-day workshop continues.

Much progress has been made in identifying, assessing and reflecting on SLOs. Multiple opportunities for training have been offered, and it appears that the faculty has taken advantage of them. By 2012, the ACCJC expects all community colleges to be at the proficiency level for SLOs. This means that the results of assessments are being used for improvement, with widespread institutional dialogue about the results. Compton Center and El Camino faculty and staff members must continue their joint efforts to develop all learning outcomes and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction and student services, including some demonstration of actual changes made in courses or programs. This should be documented in program reviews.

2. El Camino College has completed a review of all courses. The team was given a sample of course outlines, and the dates on these outlines were all within the last year. Although they did not entirely follow the template the institution has adopted, the outlines were substantially complete. El Camino College has decided to include SLOs as part of the course outline of record. However, the institution decided not to include either assessment methods or rubrics on the outlines.

The CurricUNET system will enable an easy link between outlines and the SLOs. Interviews indicated that this system is very useful because it allows the user to see materials produced at other community colleges.

3. An examination of course syllabi produced by Compton Center faculty showed that most of the syllabi contained at least one SLO. However, every program review submitted during the 2010 academic year contained at least one SLO, and, in some cases, assessment data and suggestions for changes to improve the results.

4. The Student Services Division at the Compton Center continues to make progress on documenting SLOs. The previous review revealed that most programs had assessed their outcomes and were engaged in dialog about the results.

5. Student Education Plans (SEPs) are now completed for most students and are available online. A report of which students have completed their plan and which are due to be updated is available, and all counselors use the SEP online system to develop SEPS. The center has adopted orientation for all students. As a result, the assessment procedure is now being taken more seriously and many students are asking for assistance in the subject matter prior to taking an assessment exam.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 7

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. El Camino College Compton Center syllabi
2. Interviews with division chairs, faculty and administrators
3. Educational Master Plan
4. Student Success Plan, Update 4/18/12

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty undertake professional development activities to learn effective ways of engaging students in learning and techniques for having students demonstrate and apply their knowledge. Each Compton Center faculty member is to create an individual development plan to be included in the portfolio submitted for the comprehensive evaluation that occurs every four years. The basic evaluation schedule calls for one-third of the faculty to be evaluated in the fall of each academic year. At the time of the current visit, the development of plans had not progressed much beyond the previous visit. In the career and technical education area, the two faculty members that were scheduled for evaluation submitted development plans. Funding for implementing some elements of development plans remains an issue; however, the center should continue with development of individual plans and show evidence that the plans are being implemented.

   Flex-day activities are an important component of staff development at El Camino CCD and the center. Each faculty member is required to complete 24 hours of activities annually. Recently, the requirement was changed to allow faculty to complete individual work for 12 of the required hours. This is tracked online by the faculty member and reviewed by the dean.

2. Emphasis for staff development continues to be on training sessions for On Course, a program for faculty that assists students to be successful in college and in life. In this program faculty are given tools to assist students to take ownership for their own success. Eighty percent of the faculty members have completed the training. Each one is now participating with a colleague from another discipline to create a Faculty Inquiry Partnership Program to develop ways to use the information in their classrooms. A survey of faculty taken during the previous review period showed a great increase in the active involvement of students in the classroom, an increase in active learning on the part of students, an increase in their own confidence to address difficult student behavior, and an increase in individual student responsibility for his/her own learning and success. Several Compton Center faculty members recently attended the national conference on On Course in Long Beach. One administrator indicated that in recent interviews for new faculty, the strongest candidates had completed this training. This appears to be a highly successful project, and the center should continue the On Course training.

3. The Compton Center continues to be involved in a comprehensive student success initiative. The purpose of the initiative is to develop an integrated approach to the delivery of classes

and services for underprepared students. A team of community college professionals who possess expertise in the basic skills areas visited the college in May 2009 to evaluate the existing efforts in this area. Center personnel visited three community colleges to learn of their activities. They decided to adopt Long Beach City College's plan as the foundation for their own plan. Strategies and objectives have been completed, involved individuals have been identified, and timelines have been set for completion of the objectives. The updated Student Success Plan indicates that the plan is being implemented.

The Student Success Committee has been reactivated, and the center is engaged in hiring an individual who will assist in coordinating the various student success services. The center should continue implementation of the Student Success Plan.

4. The center is continuing the successful First Year Experience project. Recruitment is underway for the fall semester. The goal is to have 140 students involved during the next academic year. This program is now funded by the Compton Center.

5. The center continues to offer supplemental instruction in math and science. Among other activities, tutors attend class and meet with students after class to provide assistance.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 7

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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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.

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	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 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	not reviewed	not reviewed		
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**	**8**	**8**	**8**	**9**
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**	**5**	**5**	**6**	**7**
3.13 Faculty is provided with professional development on special needs, language acquisition, timely interventions, and culturally responsive teaching.	**1**	**1**	**1**	**5**	**5**	**6**	**6**
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**	**4**	**4**	**5**	**5**
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						

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
3.27	**College students have access to career and post-secondary education guidance and counseling.**	3	3	4	5	5	6	6

ACCJC Standard II-B: Student Support Services
FCMAT Academic Achievement Standard 3.11 - Instructional Strategies

Professional Standard:

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

Sources and Documentation:

1. Schedule of Classes, fall 2011 and spring 2012
2. El Camino College Compton Community Educational Center 2011-12 Enrollment Management Plan
3. Interviews with administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. Management of the class schedule continues to be fine-tuned. Administrators indicated that the current schedule is "very tight" but few sections have been cancelled. The curriculum is broad-based and there is a reasonable balance between day and evening classes. Weekend classes have been reduced. The center should continue to closely monitor the class schedule to ensure that the appropriate classes are offered at the times needed for students.

2. Compton Center has continued its increased presence in the local high schools and the community. As called for in the Enrollment Management Plan, the center has implemented comprehensive outreach and student recruitment activities that have contributed to its growth. The plan includes goals for retention and quality improvement. Action steps, identification of responsible personnel, timelines and resources needed are also included. The center should monitor the implementation of the Enrollment Management Plan and the effectiveness of related activities.

3. As a result of the various activities engaged in by the Compton Center personnel, enrollment at the center has continued to increase.

Standard Implemented: Fully - Substantially

April 2007 Rating: 2
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 8
November 2009 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 9

Implementation Scale:

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      0   1   2   3   4   5   6   7   8   9   10
      |---|---O---|---|---O---O---|---O---●---|
      Not  ◀————————————————————▶  Fully
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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 Compton Center Course Schedule, fall 2011 and spring 2012
2. El Camino College course outlines
3. Compton Center course syllabi
4. Interviews with faculty and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Each Compton Center faculty member is to create an individual development plan to be included in the portfolio submitted for the comprehensive evaluation that occurs every three years for tenured faculty members. At the time of the current visit, the development of plans had not progressed much beyond the previous visit. The center should continue with development of the individual faculty development plans and show evidence that the plans are being implemented.

   The emphasis for staff development is on training sessions for On Course, a program for faculty that assists students to be successful in college and in life. In this program faculty are given tools to assist students to take ownership for their own success. Eighty percent of the faculty members have completed the training (see additional information in Standard II-A, 3.4).

2. The review team examined course syllabi from spring 2012. In only a few of the syllabi were diverse teaching methods given. In general, neither course outlines nor syllabi demonstrate a commitment to using strategies to meet diverse learning styles. However, the On Course staff development activities will provide tools for faculty to better meet student needs. Course syllabi should, in the future, show several diverse teaching methods (e.g. lecture, discussion groups and student presentations).

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

ACCJC Standard II-B: Student Support Services
FCMAT Academic Achievement Standard 3.13 – Instructional Strategies

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. El Camino College Compton Center Course Schedule, fall 2011 and spring 2012
2. El Camino College course outlines
3. Compton Center course syllabi
4. Interviews with faculty and administrators

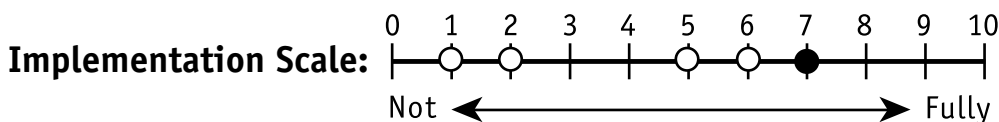### Progress on Implementing the Recommendations of the Recovery Plan:

1. See items 1 and 2 in Standard II-B, 3.12.

2. The center is involved in a comprehensive student success initiative. The purpose of the initiative is to develop an integrated approach to the delivery of classes and services for under-prepared students. A team of community college professionals who possess expertise in the basic skills areas visited the college in May 2009 to evaluate the existing efforts in this area. The report from this group (the Hope Report) has been translated into the Student Success Plan. See item 3 in Standard II-A, 3.4 for more details. The center should continue to implement the Student Success Plan. In addition, the Compton Center should demonstrate development plans that include addressing special needs of students, provide data on faculty attendance or participation in activities addressing this standard, and show evidence of transfer of knowledge gained to actual classroom settings.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	5
November 2009 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	6

Implementation Scale:

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. Compton Center course syllabi
2. El Camino College course outlines
3. El Camino College Compton Center Course Schedule, fall 2011 and spring 2012
4. ARCC 2012 Report, Focus on Results. Compton Center Report (3/31/2012)
5. Interviews with administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. A system is not yet 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. ESL students are now tagged in the computer system so data should be available in the future.

2. Current 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. However, transfer from noncredit ESL to credit ESL is occurring because some enrollees have completed the full sequence of preparatory noncredit classes.

3. Compton Center has implemented nine noncredit ESL courses designed to prepare students to make the transition to El Camino College credit ESL courses. The course outlines of record include SLOs and assessment measures. The program review includes both program and course SLOs.

4. A five-year ESL/Basic Skills plan was developed (May 2008), and included as one of its goals to increase the performance of ESL students as reported in the Accountability Report for Community Colleges (ARCC). The plan includes timelines and assigns responsibility for actions. The most recent ARCC report shows that the ESL improvement rate in the Compton Center has increased and now exceeds the average of the peer group.

5. 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. There is still concern that students are not being given the correct exam. If not, they may be assigned to a lower level than is appropriate. The center must take measures to ensure that students are properly assessed for placement in ESL courses.

6. Implementation of the Student Success Plan (see Standard II-B, 3.13) should help to address issues of retention of ESL students.

7. To fulfill this standard, the center should make data for ESL student progress available and use it to counsel students and develop/modify programs and curriculum. SLOs should be assessed and the results used to improve instruction.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 4
November 2009 Rating: 4
July 2010 Rating: 5
June 2012 Rating: 5

Implementation Scale:

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. Meeting with Student Services Council
2. Interview with vice president of Compton Center
3. Student Service Planning document
4. E-mail from director of outreach and school relations
5. E-mail from interim dean of student services
6. Interviews with two counselors
7. Human Development Enrollment Analysis (2009-2010 Academic Year)
8. Various student service documents

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center does not yet have a comprehensive career guidance and information system because it functions more as a job placement center, not a career center. However, the transfer/career center is using Eureka-The Career Assessment, an online career tool, to assist students with career counseling and exploration. Since the previous visit, the center has added one adjunct counselor in the CalWORKs program who provides vocational/career counseling for program participants. Another counselor provides vocational/career counseling for EOPS participants. In the general counseling area, a counselor provides vocational counseling to nursing students, child development majors and business majors. During this review period, some progress has been made to train full-time counselors to work with career and vocational students. The center should continue to train full-time counselors to become career counselors to students in other vocational programs, as resources and staffing permit.

2. The director of outreach and school relations shared that there is now one joint plan for the Career/Transfer Center. In 2011-12 the career center plan was merged with the transfer center plan to provide a single plan for the center. The plan focuses on increasing opportunities for students to explore opportunities in transfer/careers. Compton Center should review the new plan for the Career/Transfer Center and assess its effectiveness for students.

3. During the prior review period, the center did not have a counselor dedicated to career counseling. Currently, a counselor is assigned to transfer and career counseling, sharing these duties with the director of outreach and school relations. There is now a partnership with other staff and programs both on and off campus to offer students more workshops and counseling on career exploration. The number of workshops greatly increased in 2011-12. Topics included Eureka-The Career Assessment, mock interviews, resume writing, how to get a campus job, career technical education (CTE), non-traditional careers, careers in the medical field, effective job searches, internships, how to land a summer job and how to dress for job interviews.

The Compton Center should continue its efforts to create a culture of transfer to assist students in seeing further higher education in their futures. The center provides essential services in these areas and is to be commended for the workshop program offered to students. These should be continued, and consideration should also be given to a campus-wide discussion of possible ways to get the message regarding transfer options to students in vocational programs. The Career/Transfer Center staff should work with the career/technical faculty to determine if these programs could become part of the programs at the center.

The collaboration between instruction and student services that the First Year Experience program involves is an excellent example of collaboration for student retention and success. The center should continue to evaluate data for the program participants.

4. During this review period, funding sources have been identified for career center materials and operating expenses. However, although the need for items such as Eureka and other materials and resources have been identified, the budget for the Transfer/Career Center did not increase. Items have been identified in the plan builder, the document used for Compton Center planning, but not all have been purchased due to budget constraints. Most of the new materials for career exploration have been purchased with existing resources from either the transfer center or outreach budgets. The Compton Center should identify a location for the new Transfer/Career Center and continue to look for funding sources for materials and operating expenses necessary to operate the center.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	4
March 2009 Rating:	5
November 2009 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	6

Implementation Scale:

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.

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	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 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**	**5**	**6**	**6**	**7**
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**	**5**	**5**	**6**	**6**

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. Technology Plan
2. Interviews with Compton Center librarian and library staff
3. Interviews with dean of academic affairs and dean of career technical education
4. Learning Resources Program SLOs
5. Interview with vice president of Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. The technology plan that the team reviewed during its last visit was revised to cover 2011-16. It was approved by the Technology Committee, and submitted to and approved by the Institutional Effectiveness Committee. It will be submitted to the Planning and Budget Committee in fall 2012.

   To meet this standard, the Compton Center should continue the implementation of the technology plan, adhering to timelines and goals and assess the success of the plan annually.

2. The Technology Committee reports to the dean of the career/technical area. The process for assessing technology needs is for each area to have an advisory committee. That group reviews the courses in their area and determines if the existing technology is current and if equipment is needed. If the area determines that additional equipment or different equipment is needed, they put those requests in their plan builder. This is the process for tying the equipment plans to budgets. The individual areas prioritize equipment needs with other needs in the plan builder, which then reflects the budget priority in that area. All career/technical faculty and staff follow this process. The dean and two technical staff members have been meeting to discuss the center's technology needs. In fall 2012, the dean plans to create a new team (composed of administrators, IT staff from the Torrance campus and the Compton Center, CIS faculty and MIS support staff) to continue the planning function. The center should continue the Technology Committee and include members that can provide broad-based planning for technology and monitor the Technology Plan. The center should also continue the process for all instructional areas to tie technology needs to budgets.

3. The Compton Center campus row buildings, which were mentioned in previous visits as being at serious risk of losing connectivity because of aged wiring, have undergone the necessary upgrade to make them effective classroom learning environments. Since the last visit, the networking capabilities were replaced and updated and an additional five classrooms have been fitted with permanently mounted audio visual equipment.

4. Student labs are continuing to receive more use, and the center has responded by increasing open hours of labs for student use. In the Vocational Tech building the labs are open from 8 a.m. to 6:30 p.m. An instructional associate speaks to all CIS and Business classes to promote the services available to students. The dean of the area reports that these labs are full almost all the time. The learning center lab attendance has also increased, as has the math/computer lab in the math/science building. Tutoring in the writing center has also increased.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 4
July 2008 Rating: 4
April 2009 Rating: 5
November 2009 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

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. Interviews with Compton Center librarian and the dean of academic affairs
2. Library user survey, fall 2009
3. Learning Resources statistics document, April 2012
4. Interviews with faculty chairs
5. Interview with vice president of Compton Center
6. Interviews with Library Advisory Committee members

Progress on Implementing the Recommendations of the Recovery Plan:
1. The new LRC has not opened on schedule because of construction/design flaws. However, the center continues with both evaluation and planning to ensure that student needs are met. The estimated date for opening the new LRC is fall 2013.

2. Despite the inability to use the new facility and challenging budget issues, the library continues to provide resources to students to support learning activities. There are 338,000 full text journals available in EBSCO databases. The library staff encourages faculty to participate in the selection of new titles and to assist in removing dated material from the collection. Library staff indicated that collegial consultation with the faculty is occurring.

3. During previous visits, the review team recommended that the center provide a more formalized process for faculty to have input into acquisition and deletion of library materials in their discipline, such as a Library Advisory Committee composed of representative discipline faculty. The center has been working on this and a meeting was held on April 26, 2012 that was well attended by faculty willing to participate in the library activities, including an advisory committee. It was reported that the committee is now meeting every two months. Tutorial services will be overseen by the Library Advisory Committee, and the committee will meet to provide support and guidance to the library. To meet this standard, the committee should continue to meet regularly and revise policies as needed. The center should evaluate the effectiveness of the advisory committee.

4. Since the last visit, the library has worked with IT staff to update Plato, New Century and Rosetta Stone for ESL students. In addition, some departments are requesting library data for their program reviews. This signals the collaboration between different areas on campus to foster and evaluate student learning. The center should continue to work with IT to evaluate the technology available to students using the LRC to ensure that it is updated to support student success.

5. The LRC began a supplemental instruction program in fall 2009. The program was not continued in spring 2010 but was reinstated in fall 2010 and continues. Increased numbers of

students are using the LRC and taking advantage of tutoring services and open labs. This is a welcome sign for increased student success in classes. The center should continue to co-ordinate with other Compton Center computer labs, learning centers, tutoring services and basic skills offerings to provide seamless and expanded offerings to meet student need and demand.

6. Despite resource limitations, the library continues to provide additional services to the center. For example, because resources aren't available to purchase best sellers, the library rents them. The library also provides a textbook service for students by placing copies on reserve, and welcomes and reviews student suggestions. The center should continue to plan for the support materials and equipment necessary to enhance and support student learning and tie the plan to budget.

7. During the previous review periods, the team suggested that the Compton Center develop/re-instate policies and procedures, for example: collection development, public service and out-reach to faculty and students. The center is now using policies developed by the El Camino CCD for the Torrance campus. The Library Advisory Committee should revise these policies as needed to reflect the specific needs of the center.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	3
July 2008 Rating:	3
April 2009 Rating:	5
November Rating:	5
July 2010 Rating:	6
June 2012 Rating:	6

Implementation Scale:

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

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

A. Human Resources -- The institution employees qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

    a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

    b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

    c. Faculty and others directly responsible for students progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

    d. The institution upholds a written code of professional ethics for all its personnel.

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

       a. The institution establishes and adheres to written policies ensuring fairness in all employ-ment procedures.

       b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

4. The institution demonstrates thorough policies and practices an appropriate understanding of and concern for issues of equity and diversity.

       a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

       b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

       c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

       a. The institution plans professional development activities to meet the needs of its personnel.

       b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Use of FCMAT Professional and Legal Standards

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

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

Each professional and legal standard has been provided a score, on a scale of 0 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 III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
A. Human Resources							
Standard to be Addressed							
Organization and Planning - Personnel Management Standards							
1.1 **An updated and detailed policy and procedures manual exists that delineates the responsibilities and operational aspects of the Human Resources Division.**	1	3	3	5	7	8	8
1.2 **The college has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees.**	1	3	3	6	7	7	8
1.3 The Human Resources Division has developed a mission statement that sets clear direction for Division staff. The Human Resources Division has established goals and objectives directly related to the college's goals that are reviewed and updated annually.	1						
1.4 The Human Resources Division has an organizational chart and a functions chart that include the names and positions and job functions of all staff in the Human Resources Division.	8						
1.5 **The Human Resources Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings.**	1	5	6	7	7	7	7
Communications - Personnel Management Standards							
2.1 **The Human Resources Division utilizes the latest technological equipment for incoming and outgoing communications.**	2	2	3	6	7	8	9
2.2 The Human Resources and Business Divisions have developed and distributed a menu of services that includes the activities performed, the individual responsible, and the telephone numbers where they may be contacted.	8						
2.3 **The Human Resources Division provides an annual report of activities and services provided during the year.**	0	0	1	3	7	8	9

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
2.4	**The Human Resources Division staff is cross-trained to respond to client need without delay.**	**0**	**2**	**3**	**4**	**6**	**7**	**8**
2.5	**The Human Resources Division holds regularly scheduled staff meetings.**	**1**	**5**	**6**	**7**	**7**	**8**	**8**
2.6	Various publications are provided on a number of subjects to orient and inform various clients.	0						
Employee Recruitment/Selection - Personnel Management Standards								
3.1	**The Governing Board provides equal employment opportunities for all people without regard to race, color, creed, sex, religion, ancestry, national origin, age, or disability.**	**1**	**3**	**3**	**5**	**8**	**8**	**9**
3.2	**Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.**	**1**	**3**	**3**	**4**	**7**	**8**	**9**
3.3	The job application form requests information that is legal, useful, pertinent, and easily understood.	1						
3.4	**The Human Resources Division has a recruitment plan that contains recruitment goals, including the targeting of adjunct faculty positions. The college has established an adequate recruitment budget that includes funds for travel, advertising, staff training, promotional materials and the printing of a year-end report, and that effectively implements the provisions of the college recruitment plan.**	**0**	**1**	**2**	**3**	**8**	**8**	**8**
3.5	The college has developed materials that promote the college and community, are attractive, informative and easily available to all applicants and other interested parties.	0						
3.6	The college has identified people to participate in recruitment efforts, and has provided them with adequate training to carry out the college's recruitment goals.	0						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
3.7	The college has effectively identified a variety of successful recruitment sources, including Web sites, job fairs, and other colleges and universities publications.	3						
3.11	**The college systematically initiates and follows up on reference checking on all applicants being considered for employment.**	**1**	**3**	**5**	**6**	**7**	**8**	**9**
3.12	**Selection procedures are uniformly applied.**	**1**	**3**	**5**	**6**	**7**	**7**	**9**
3.13	**The college appropriately monitors faculty assignments and reports as required.**	**1**	**3**	**4**	**5**	**7**	**8**	**9**
3.14	Appropriateness of required tests for specific classified positions is evident.	4						
3.15	The college has implemented procedures to comply with state legislation governing short-term employees.	1						
3.16	In the merit system, recruitment and selection for classified service are delegated to the Personnel Commission.	N/A						
3.17	The Personnel Commission prepares an eligibility list of qualified candidates for each classified position that is open, indicating the top three candidates.	N/A						
3.18	Classified recruitment results are provided in an annual report to the Personnel Commission Board.	N/A						
Employee Induction and Orientation - Personnel Management Standards								
4.1	**Initial orientation is provided for all new staff, and orientation handbooks are provided for new employees in all classifications: certificated and classified employees including full-time, part-time, hourly, limited-term.**	**1**	**4**	**4**	**5**	**8**	**8**	**8**
4.2	The Human Resources Division has developed materials of the college's activities and expectations for new employee orientation.	4						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
4.3	**The Human Resources Division has developed an employment checklist to be used for all new employees that includes college forms and state and federal mandated information. The checklist is signed by the employee and kept on file.**	1	3	5	6	7	7	8
Operational Procedures - Personnel Management Standards								
5.1	**Personnel files are complete, well-organized and up to date.**	1	3	5	7	7	7	8
5.2	The Human Resources Division non-management staff members have individual desk manuals for all of the personnel functions for which they are held responsible.	1						
5.3	**The Human Resources Division has an operation procedures manual for internal department use in order to establish consistent application of personnel actions.**	1	2	5	7	7	7	8
5.4	**The Human Resources Division has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans with Disabilities Act (ADA) requirements.**	1	1	2	3	5	6	6
5.5	**The Human Resources Division has procedures in place that allow for both personnel and payroll staff to meet regularly to solve problems which develop in the process of new employees, classification changes, and employee promotions.**	1	4	5	6	7	8	9
5.6	**Wage and salary determination and ongoing implementation are handled without delays and conflicts (temporary employees, stipends, shift differential, etc.).**	4	4	5	6	7	8	9
5.7	**Regulations or agreements covering various types of leaves are fairly administered.**	4	4	4	5	7	8	9
5.8	Human Resources Division staff members attend training sessions/workshops to keep abreast of the most current acceptable practices and requirements facing Human Resources administrators.	5						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) *Standard III: Resources*	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
5.9	The Human Resources Division provides employees with appropriate forms for documenting requested actions (e.g. leaves, transfers, resignations, and retirements).	3						
5.10	Established staffing formulas dictate the assignment of personnel to the various programs.	0						
State and Federal Compliance - Personnel Management Standards								
6.1	**Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees.**	**1**	**5**	**6**	**7**	**7**	**8**	**8**
6.2	The Governing Board requires every employee to present evidence of freedom from tuberculosis as required by state law.	4						
6.4	A clear implemented policy exists on the prohibition of discrimination.	1						
6.5	**All certificated employees hold one or more valid certificates, credentials or diplomas or equivalencies that allow the holder to engage in services designated in the document.**	**4**	**6**	**8**	**8**	**8**	**8**	**9**
6.8	**The college has established a process by which all required notices and training sessions have been performed and documented such as those for sexual harassment and nondiscrimination.**	**1**	**3**	**4**	**5**	**7**	**8**	**8**
6.9	**The college is in compliance with Title IX Policies on discrimination and Government Code 12950(a) posting requirements concerning harassment or discrimination.**	**3**	**5**	**6**	**7**	**7**	**8**	**9**
6.10	**The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).**	**5**	**6**	**8**	**8**	**8**	**9**	**9**
6.11	**The college is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications.**	**2**	**5**	**6**	**7**	**7**	**8**	**9**

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
6.12	**The college is in compliance with the Americans with Disabilities Act (ADA) in application procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges of employment.**	1	2	3	3	5	6	6
6.13	**The college has identified exempt and nonexempt employees and has promulgated rules and regulations for overtime that are in compliance with the Fair Labor Standards Act and California statutes.**	1	3	3	3	6	6	7
6.14	**Current position descriptions are established for each type of work performed by certificated and classified employees.**	1	1	3	6	6	7	7
6.15	**The college obtains a criminal record summary from the Department of Justice before employing an individual, and does not employ anyone who has been convicted of a violent or serious felony.**	1	5	6	7	7	8	8
Use of Technology - Personnel Management Standards								
7.1	An online position control system is utilized and is integrated with payroll/financial systems.	8						
7.3	**The certificated and classified departments of the Human Resources Division have an applicant tracking system.**	0	1	2	7	7	8	9
7.4	The Human Resources Division has a program providing funds and time for staff training and skills development in the use of computers.	1						
7.5	The Human Resources Division has computerized its employee database system including, but not limited to: credentials/qualifications, seniority lists, evaluations, personnel by funding source/program/location, and Workers' Compensation benefits.	8						
Staff Training - Personnel Management Standards								
8.1	**The college has developed a systematic program for identifying areas of need for training for all employees.**	0	3	4	6	7	7	7
8.2	The college makes provisions for division-directed professional development activities.	1						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
8.3	Faculty, staff and other members of the college are provided with diversity training.	1						
8.4	The college has adopted policies and procedures regarding the recognition and reporting of sexual harassment.	1						
8.5	**The college provides training for all management and supervisory staff responsible for employee evaluations.**	**1**	**1**	**3**	**5**	**8**	**8**	**9**
8.6	The college provides training opportunities to managers and supervisors in leadership development and supervision. Training topics might include interpersonal relationships, effective supervision, conflict resolution, cultural diversity, gender sensitivity and equity, and team building.	1						
8.7	The college develops handbooks and materials for all training components.	0						
Evaluation/Due Process Assistance - Personnel Management Standards								
9.1	**The evaluation process is a regular function related to each employee and involves criteria related to the position.**	**2**	**1**	**3**	**6**	**7**	**7**	**7**
9.2	**Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers.**	**2**	**1**	**3**	**6**	**7**	**7**	**7**
9.3	The Human Resources Division provides a process for the monitoring of employee evaluations and the accountability reporting of their completion.	1						
9.4	**The Human Resources Division has developed an evaluation handbook and provided due process training for managers and supervisors.**	**1**	**1**	**3**	**6**	**7**	**7**	**7**
9.5	The Human Resources Division has developed a process for providing assistance to certificated and classified employees performing at less-than-satisfactory levels.	2						
9.6	The board evaluates the president based upon pre-approved goals and objectives.	1						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
10.2	The Human Resources Division has developed recognition programs for all employee groups.	0						
Employee Services - Personnel Management Standards								
10.3	The Human Resources Division has available to its employees various referral agencies to assist employees in need.	10						
10.4	Employee benefits are well understood by employees through periodic printed communications provided by the Human Resources Division. Timely notification of annual open enrollment periods is sent to all employees.	8						
10.5	The Human Resources Division provides new hires and current employees with a detailed explanation of benefits, the effective date of coverage, along with written information outlining their benefits and when enrollment forms must be returned to implement coverage.	8						
10.6	Employees are provided the state's injury report form (DWC Form 1) within one working day of having knowledge of any injury or illness.	8						
10.7	The college notifies the third party administrator of an employee's claim of injury within five working days of learning of the injury and forwards a completed Form 5020 to the insurance authority.	8						
10.8	The college's workers' compensation experiences and activities are reported periodically to the President's cabinet.	0						
10.9	The workers' compensation unit is actively involved in providing injured workers with an opportunity to participate in a modified duty program.	1						
10.10	The workers' compensation unit maintains the California OSHA log for all work sites and a copy is posted at each work site during the month of February as required.	1						
Employer/Employee Relations - Personnel Management Standards								

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
11.1	The college has collected data that compare the salaries and benefits of its employees with colleges of similar size, geographic location and other comparable measures.	1						
11.2	The Human Resources Division involves administrators in the bargaining and labor relations decision making process.	1						
11.3	**The Human Resources Division provides all managers and supervisors (certificated and classified) training in contract management with emphasis on the grievance process and administration. The Human Resources Division provides clearly defined forms and procedures in the handling of grievances for its managers and supervisors.**	**1**	**1**	**1**	**5**	**7**	**8**	**8**
11.4	**The Human Resources Division provides a clearly defined process for bargaining with its employee groups (i.e., traditional, interest-based).**	**1**	**1**	**3**	**4**	**7**	**8**	**9**
11.5	**The Human Resources Division has a process that provides management and the board with information on the impact of bargaining proposals, e.g., fiscal, staffing, management flexibility, student outcomes.**	**1**	**1**	**1**	**3**	**8**	**9**	**9**
11.6	Bargaining proposals and negotiated settlements are "sunshined" in accordance with the law to allow public input and understanding of employee cost implications and, most importantly, the effects on the students of the college.	5						
Employee Benefits/Workers' Compensation - Personnel Management Standards								
12.1	The college has its self-insured workers' compensation programs reviewed by an actuary in accordance with Education Code Section 17566 and filed with the appropriate agencies.	8						
12.2	Timely notice of annual open enrollment period is sent to all eligible employees.	10						

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

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 1.1 – Organization and Planning

Professional Standard:

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

Sources and Documentation:

1. Interview with dean of human resources
2. Interviews with Human Resources Department personnel
3. Policies and procedures affecting academic and classified personnel
4. Administrative Regulation 7271 - Student Employee Employment Requirements, Revised January 17, 2012
5. Board Policy 7500 – Volunteers, February 7, 2012
6. Administrative Regulation 7501 – Volunteers, February 7, 2012
7. Collective bargaining agreements
8. Human Resources Procedure Manual
9. 2012-13 Annual Unit Plan, Human Resources Unit
10. El Camino College Compton Center Staffing Plan
11. Handbook for Classified Employees, 7th Edition, August 2008
12. Compton CCD Employee's Policy and Procedures Handbook
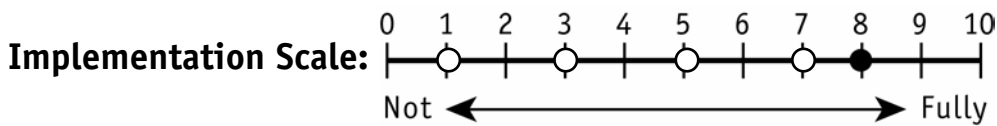13. Operations Manual for HR Staff Members Assigned Duties

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since April 2007, the Compton CCD has successfully updated and revised more than 90% of all board policies (BPs) and administrative regulations (ARs) related to personnel. However, there have been only four adoptions/revisions since the July 2010 reporting period. The process of reviewing and revising BPs and ARs should be continuous and ongoing, ensuring compliance with any statutory changes as well as ensuring that BPs and ARs are consistent with any changes to collective bargaining agreements (CBAs). The Compton CCD HR Department should ensure that management staff and other key personnel are informed of changes in policies, procedures and practices to ensure compliance.

2. The Compton CCD Human Resources Department continues to update the Employee's Policy and Procedures Handbook to align with current BPs, ARs, and CBAs. However, without manually reconciling the contents of the handbook against any recent changes in policy, regulation, or CBA rule, it is impossible to know if the handbook precedes any such changes. A revision date on the cover of the handbook would eliminate this need and minimize the time and effort required for future revisions.

3. The department should continue to update board policies and administrative regulations following the model provided by the Community College League of California and at regularly scheduled intervals. Likewise, policy manuals and handbooks for employees should be routinely revised to reflect any changes in policy, regulation, or CBA rule.

4. The development of an annual department calendar that lists time-specific tasks by month will ensure that such tasks are not forgotten and that staff time is allocated to their completion. The annual calendar should include policy manual and handbook revision activities, among other essential HR functions, and will ensure that the responsibilities and operational aspects of the department are clear. An annual calendar, implemented with fidelity, will ensure sustainability of ongoing improvements and provide a mechanism for ongoing evaluation.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	8

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 1.2 – Organization and Planning

Professional Standard:

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

(For this review, the "board" is interpreted to mean special trustee since the board has been set aside by AB 318. "Administration" is interpreted to relate to the group of regular and temporary management personnel working under the direction of the provost and assigned to the Compton Center.)

Sources and Documentation:
1. Interview with dean of human resources
2. Written faculty, management and classified hiring procedures
3. Handbook for Classified Employees
4. Compton CCD Employee's Policy and Procedures Handbook
5. List of administrative positions
6. Full-time faculty seniority list
7. Classified employee seniority list
8. Online application procedures and instructions for new applicants

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district operates under the merit system (civil service). In accordance with the Compton CCD Employee's Policy and Procedures Handbook, the Personnel Commission recommends classified candidates with the highest overall scores to the interview committee. Final selection of the successful candidate is made by the Board of Trustees under the authorization of the special trustee. All personnel actions of the Board of Trustees for the Compton CCD require final approval by the special trustee as set forth in AB 318, which authorizes the special trustee to manage the business affairs of the district. AB 318 further authorizes the special trustee to assume the powers and duties of the Personnel Commission.

   The special trustee plans, organizes and conducts regularly scheduled board meetings with a publicly noticed and published agenda, with appropriate meeting minutes and other legally mandated requirements, and follows the same legal and procedural criteria as a community college board would normally execute under the Brown Act. The special trustee is also charged with taking the necessary action to address employment, promotion, discipline, separations and retirement.
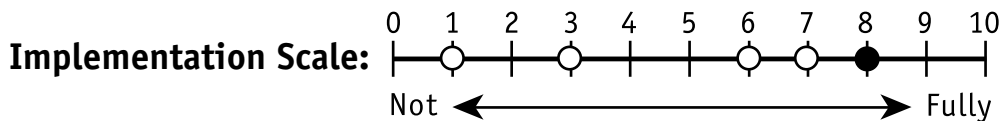
2. The HR department is responsible for recruitment, testing, development, approval of appropriate eligibility lists, and testing and selection for promotional positions. The department administers the personnel policies and procedures, which includes monitoring all activities related to employee grievances, leaves, separation from service and benefits. The special trustee has final authority for hiring, resignations, promotion, and implementing disciplinary actions, including the conduct and procedures of disciplinary hearings.

Because these personnel responsibilities pertain to the Compton CCD, the El Camino College Board of Trustees is not directly involved in this process. The Compton CCD special trustee and the president of El Camino College maintain open communication on potential areas of conflict. A similar open and continuous communication exists between the Human Resources departments at both institutions. The Compton HR Department ensures open and continuous communication exists between HR and other campus departments.

3. The Business Office and HR department work cooperatively to align the projected student enrollment with the number of full- and part-time faculty. The Compton CCD instructional and HR administrative staff have an effective working relationship with the instructional leadership at El Camino College. Through joint discussions, both teams determine appropriate staffing levels for the Compton Center instructional programs and verify that faculty members are to teach the courses/instructional disciplines to which they are assigned.

4. The Compton CCD has continued to experience enrollment growth while having to reduce faculty as a consequence of reductions in funding. The HR department, in conjunction with the Business Office, has adequately staffed faculty positions in accordance with current student enrollment. Communication between these two departments continues to be essential in ensuring resource allocations and staffing needs are tightly aligned.

5. The HR department continues to ensure that all faculty and administrators meet the eligibility and qualification requirements.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 8

Implementation Scale:

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

Professional Standard:

The Human Resources Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings.
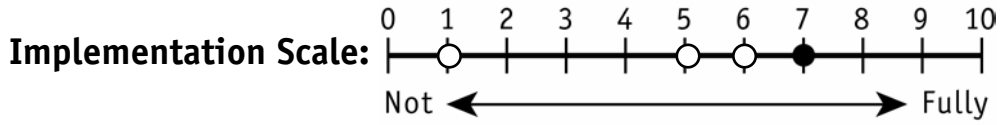
Sources and Documentation:
1. Interviews with all Compton CCD HR staff
2. Calendars and memoranda regarding key dates
3. Keenan Safe Colleges online safety training flyer
4. El Camino College Compton Center Administrators List – 2011-12
5. Monthly human resources activities calendar through June 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The HR department maintains a calendar of events that includes critical deadlines, board meetings, training events, intradepartmental meetings and closing dates. The calendar is regularly updated and communicated with staff to ensure that information is timely for proper planning. The calendar events are communicated to many constituency groups and are distributed to all campus departments and available online to all employees.

2. The HR dean assists staff with memorandums and e-mail reminders to inform campus administrators and managers of important deadlines, training events, benefits updates and other key dates.

3. The HR department conducts monthly staff meetings to facilitate department operations, communication and planning. Campus-wide information is distributed to all departments following the monthly meeting. Progress and current assessment for improvement on FCMAT personnel standards is evaluated at every staff meeting.

4. The monthly activities calendar serves to keep faculty and staff informed of critical deadlines of campus-wide interest. The monthly activities calendar is an effective external communication tool. The Compton CCD HR department should develop a similar internal document that lists essential, time-specific HR functions that require the regular and ongoing allocation of staff time, as well as tasks that are essential but infrequent. The development of an annual HR calendar will ensure that essential HR functions that are not part of the day-to-day operations are not forgotten and that staff time is allocated to their completion. For example, the annual calendar should include policy manual and handbook revision activities. An annual calendar, implemented with fidelity, will ensure sustainability of ongoing improvements and provide a mechanism for ongoing evaluation of the HR department.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

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

Professional Standard:

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

Sources and Documentation:

1. Interviews with Compton CCD HR staff
2. Software system utilized for recruitment and employee tracking
3. Compton Center HR website
4. iGreentree Fall 2010 User's Conference Agenda
5. Online application procedures
   a. Classified Opportunities Employment Center
   b. Faculty/Academic Administration Employment Center
   c. El Camino College Compton Center Manager Self-Service – Hiring Manager (guideline)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR staff continues to utilize state-of-the-art computer equipment and specialized HR software that has significantly enhanced department operations, applicant tracking and coordination of operational procedures with other departments on campus.

2. The Compton CCD HR department staff continues to maximize their use of the iGreentree software. The iGreentree program facilitates the employee selection processes and statistical analysis of applicant pools to assist in diversity efforts. It also provides effective communication with the applicants for each vacancy. The software can link approved job openings to internal and external applicants. All application forms, resumes, letters of recommendation, transcripts and any other required documents are uploaded or scanned into the system. Hiring managers have access to view potential applicants electronically and can establish an interview schedule through the e-mail system to the HR department. Continued use of iGreentree has increased operational efficiencies, reduced operating costs, and is minimizing the need for additional storage space to house temporary as well as permanent personnel records.
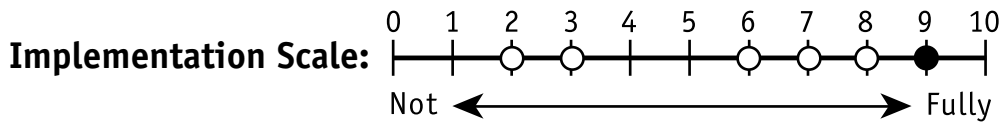
   Because the iGreentree system is not integrated with PeopleSoft or the HRS payroll system, there is some duplication between the Business Office and HR department. However, the benefits of having an effective and efficient HR system to meet the critical needs of the department outweigh the loss of efficiency that exists with a fully integrated system.

3. The Compton CCD HR department has access to high speed Internet service. This allows the department to post position vacancies through various publications for recruitment purposes. In addition, the HR department has immediate access to other community college districts throughout the state and can research information for use in department operations and collective bargaining matters. The operating systems and hardware have allowed HR staff to work much more efficiently and concurrently maintain essential communications with campus administrators, managers, faculty and classified employees.

4. The HR department has a designated area with computer access for use by applicants to provide information on the center and vacancy announcements. Interested applicants can use the computer terminal to prepare and submit online application materials to be processed in the iGreentree system. HR staff is available to assist applicants with the process.

Standard Implemented: Fully - Substantially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 9

Implementation Scale:

Not ← → Fully

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

Professional Standard:

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

Sources and Documentation:

1. Interview with dean of human resources
2. Interview with interim CEO
3. Interview with special trustee
4. Interviews with board members
5. 2011-12 Annual Unit Plan – Human Resources Unit
6. 2011-12 organizational charts for Compton CCD and El Camino CCD
7. Monthly staffing report of hiring categories, requirements and start date scheduling, September 2011 – April 2012
8. PowerPoint presentation on early retirement incentive program implementation timeline

Progress on Implementing the Recommendations of the Recovery Plan:
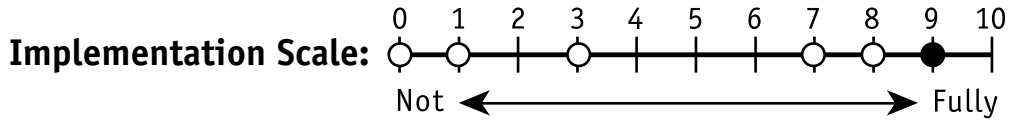
1. The Compton Center HR department has continued to report regularly to the Compton CEO, the special trustee, and the district's Board of Trustees. Copies of reports provided to the interim CEO, special trustee, and the board included, but are not limited to, monthly reports of staffing vacancies, proposed timeline for implementation of an early retirement incentive program, and hiring reports indicating hiring categories, position requirements, and start dates.

2. The HR department maintains electronic records in the iGreentree system pertaining to statistics and ethnic origins of applicants throughout the recruitment and selection process to monitor diversity efforts and track departmental activities. This process includes the application, interview(s), and final selection.

   The iGreentree system allows the department to specifically track and report diversity efforts gathered from various sources including publications, the department website, and other Web locations.

3. The Compton CCD dean of HR issues a monthly report to the CEO that provides statistics on vacancies, number of applicants, positions filled, terminations, and data on workers' compensation claims, legal updates, collective bargaining matters, grievances and other requested information. The monthly report also includes a list of special projects and progress on goals identified for the next reporting period, and other pertinent data that may be necessary for grant reporting purposes.

4. The HR department develops an annual department plan. This plan provides information on the progress from the preceding fiscal year and outlines the goals, opportunities and challenges for the upcoming fiscal year. Stated goals have performance indicators for desirable outcomes that are measurable.

Standard Implemented: Fully - Substantially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	1
June 2009 Rating:	3
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	9

Implementation Scale:

Not ← → Fully

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 2.4 – Communications

Professional Standard:

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

Sources and Documentation:

1. Interview with dean of human resources
2. Southern California Community College Districts ERC – 2011-12 Workshop Schedule
3. 2011 Annual Unemployment Insurance Workshop Agenda
4. Keenan Benefits Bridge Training Agenda and Certificates of Completion – May 31 and June 1, 2011
5. Memorandum – California State Teachers' Retirement System (STRS) Interest and Penalty Regulations Training
6. Memorandum – Los Angeles County Office of Education HRS District Training Schedule 2011-12
7. HR Academy 1 Webinar – Sign-in sheet October 14, 2011

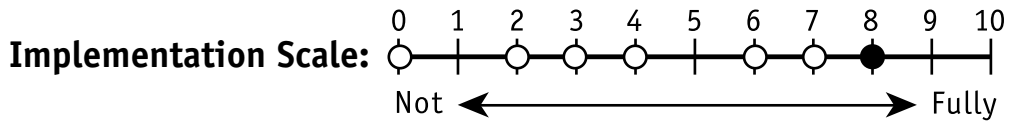### Progress on Implementing the Recommendations of the Recovery Plan:

1. The HR department has, in addition to the dean, 3.0 full-time equivalent (FTE) staff positions, representing a 1.0 FTE reduction since the last reporting period. At the time of FCMAT's fieldwork, the HR department was actively implementing a reorganization plan. The essential duties of department staff have been reallocated and one position in the department has been upgraded in terms of qualifications and compensation.

   Since the prior review period, the positions of personnel analyst, benefits specialist and two personnel specialists have been replaced with three HR representatives; department staff positions are now generalists rather than specialists.

2. Interviews with the Compton CCD dean of HR and department employees confirm progress in cross training. As a result, staff fully supports the reorganization of the department and reclassification of positions. Cross training efforts have increased the staff members' knowledge, skills, and abilities thereby improving the service they are able to provide to their clients. Interviews indicated that during implementation of the reorganization, additional cross training will be conducted to ensure department staff is well prepared to meet the needs of clients without delay.

Standard Implemented: Fully - Substantially

April 2007 Rating: 0
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 8

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

Professional Standard:

The Human Resources Division holds regularly scheduled staff meetings.

Sources and Documentation:

1. Interview with dean of human resources
2. Agendas from HR and Payroll staff meetings, July 25, 2011 – May 7, 2012
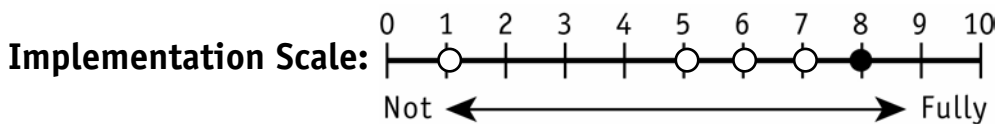
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department has consistently conducted regular monthly staff meetings with the Payroll department. This practice is informative and provides both departments an excellent communication vehicle to discuss changes in staffing, new hires, resignations, retirements and training events. As evidenced from the meeting agendas, these joint meetings provide a forum to discuss interdepartmental issues and find appropriate solutions.

2. In addition to monthly meetings, communication between the HR and Payroll departments is frequent and focuses on preventing rather than correcting payroll errors.

   The HR and Payroll departments should continue to meet informally as needed and continue to hold monthly agenda-driven meetings. This will ensure sustainability of the improvements made to date and facilitate ongoing operational efficiency and effectiveness. The HR department should also conduct regularly scheduled meetings for its staff members.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 8

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 III-A: Human Resources
FCMAT Personnel Management Standard 3.1 – Employee Recruitment/Selection

Professional Standard:

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

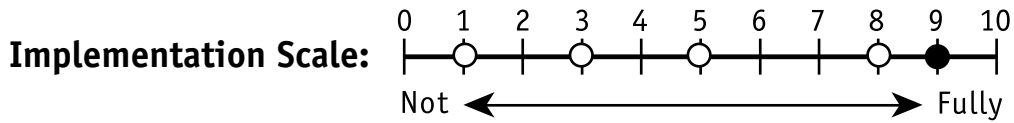### Sources and Documentation:

1. Compton CCD Employee's Policy and Procedures Handbook
2. Interviews with dean of human resources and HR department staff
3. Compton CCD Faculty Selection Procedures
4. Compton CCD Administrator Selection Procedures (May 22, 2007)
5. Personnel Commission Rules and Regulations for Classified Employees
6. Application forms and informational materials, including vacancy notices and distribution list
7. List of applicants and screening process summaries for mathematics, chemistry, childhood education, and auto collision and repair faculty vacancies
8. Impact Ratio Analysis - demographics of applicants and electronic applicant tracking data pertaining to recent recruitment/selection procedures for different employee groups

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD has adopted and the HR department has implemented the BPs and ARs that ensure equal employment opportunities.

2. Recruitment, selection and hiring procedures for faculty, administrators and classified personnel are ensuring a diversity of applicants and a fair evaluation of applicant eligibility and qualifications. iGreentree software is in place to ensure the effective and efficient coordination and tracking of the selection process. Additionally, the Employee's Policy and Procedures Handbook is published online and is available to employees and the public. Section 2.2 of the handbook states that the "Compton Community College District is an Equal Opportunity Employer" and provides contact information for the equal employment opportunity (EEO) compliance officer.

3. The iGreentree system assists with applicant tracking and diversity information. Statistical information is maintained and compiled by Compton CCD HR staff on applicant pools for each category of employee recruitment/selection. This information includes diversity monitoring at each level of the selection process, gender and ethnicity of applicants, including adverse impact reports to display weaknesses in the recruitment process. The applicant to selected candidate rate is tracked and compared. This information is available for review and analysis to ensure that the processes for selection and recruitment are in place to provide for equal employment opportunities in accordance with board policy. Current reports reflect a diversity of applicants and indicate no bias in the application, recruitment and selection process.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 9

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 III-A: Human Resources
FCMAT Personnel Management Standard 3.2 – Employee Recruitment/Selection

Professional Standard:

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

Sources and Documentation:

1. Interviews with dean of human resources and HR department staff
2. Compton CCD Faculty Selection Procedures
3. Compton CCD Administrator Selection Procedures
4. Personnel Commission Rules and Regulations for Classified Employees
5. Application forms, vacancy notices and distribution list
6. Written application and hiring procedures
7. Demographics of applicants and electronic applicant tracking data pertaining to recent recruitment/selection procedures for different employee groups
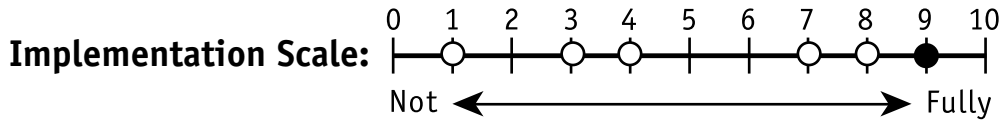8. Compliance posters and posting roster
9. Compton CCD website

Progress on Implementing the Recommendations of the Recovery Plan:

1. The HR department has implemented and sustained recruitment, selection and hiring procedures that implement board policies and administrative regulations and that ensure EEO compliance. These processes are well documented in the written application and hiring procedures.

2. Support of these practices and the district commitment is found throughout the district. Application forms list the Equal Employment Opportunity policy, EEO compliance officer, and direct contact information. Information is also provided with applications that outlines the application procedures, application information and hiring procedures. Compliance posters stating that "Equal Employment Opportunity is the Law" are posted in departments throughout the campus. The district Human Resources Web page of open positions identifies Compton CCD and El Camino College Compton Center as equal opportunity employers and provides contact information for the EEO compliance officer.

3. The process for recruitment and selection of classified employees, faculty and administrators supports fairness, equal opportunity and the hiring of the most qualified candidate. The process calls for the selection of a diverse search committee, which includes one nonvoting equal employment opportunity representative to ensure a fair process. The HR department reports a limited number of EEO representatives makes meeting this requirement difficult. With the reorganization of the department, additional time can be spent on training new EEO representatives, and this is a goal the department hopes to meet in the next reporting period.

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

5. The district's adoption of policies and regulations, maintenance of a human resources applicant tracking system, and implementation of selection and hiring procedures all evidence the district's commitment to diversity and equal opportunity in employment. The presence of discrimination or unfair employment procedures allegations would highlight questionable practices. HR staff indicated that no such allegations or claims of favoritism or bias in the employee recruitment or selection process have been made.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 9

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 3.4 – Employee Recruitment/Selection

Professional Standard:

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

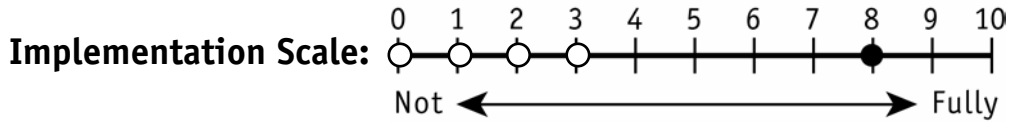### Sources and Documentation:

1. Interview with dean of human resources
2. Compton CCD Faculty Selection Procedures
3. Compton CCD Administrator Selection Procedures
4. Personnel Commission Rules and Regulations for Classified Employees
5. Application forms and information materials, including vacancy notices and distribution list
6. Recruitment Status Report
7. 2011 Compton Community College Registry Job Fair, Los Angeles, January 28, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district allocates funds to the Human Resources department for the attainment of district and department goals. The department is responsible for utilizing its funds appropriately to promote the district, create awareness of available opportunities, attract the best possible candidates and provide for the development of existing employees.

2. Interviews with the dean of human resources indicated that the recruitment processes currently followed provide for a diverse pool of qualified applicants, that the college is able to meet its needs and goals in attracting qualified candidates to faculty and staff positions and that the recruitment budget supports these efforts.

3. A written recruitment plan was not provided to the review team. While it is likely that the Compton CCD will experience staffing contraction rather than expansion in the near term, a plan that includes all required elements should be developed. Required elements include, but may not be limited to, the district's recruitment and selection goals, funds needed for advertising and promotional materials, the identification of recruiters and their need for training and key recruitment events and activities. The plan, regardless of the number of vacant positions to be filled in any given year or the resources needed to support recruitment efforts, will help ensure the Compton CCD continues to attract high quality staff. A year-end report should also be prepared annually and shared with the CEO, special trustee and Board of Trustees.

Standard Implemented: Fully - Substantially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	3
January 2010 Rating:	8
July 2010 Rating:	8
June 2012 Rating:	8

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
        O———O———O———O———|———|———|———|———●———|———|
        Not  ◄─────────────────────────►  Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 3.11 – Employee Recruitment/Selection

Professional Standard:

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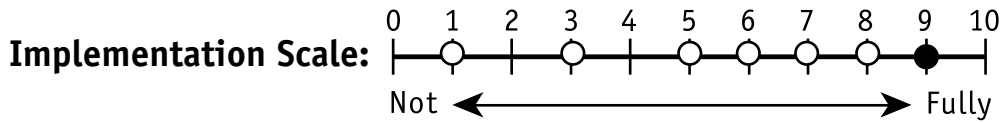
Sources and Documentation:

1. Interviews with dean of human resources and HR department staff
2. Faculty and Staff Diversity EEO Plan
3. Compton CCD Faculty Selection Procedures
4. Compton CCD Administrator Selection Procedures
5. Personnel Commission Rules and Regulations for Classified Employees
6. Reference Check Form for Classified and Certificated Personnel

Progress on Implementing the Recommendations of the Recovery Plan:

1. District policies and administrative regulations call for equal opportunity and a commitment to diversity. Further authority is given to the Human Resources department to ensure appropriate recruitment and hiring practices are implemented. The Faculty and Staff Diversity/Equal Employment Opportunity Plan clearly specifies the process and procedures to be used by administration in performing reference checks on candidates for employment. The Compton CCD Human Resources department monitors the recruitment/selection process to ensure that reference checking is done in accordance with operational procedures. A standardized Reference Check Form for Classified and Certificated Personnel is used to gather and verify information regarding the candidates' qualities, dependability and ability to work cooperatively with others.

2. Compton CCD HR staff and selection committee members are assigned the responsibility for checking the references of classified and certificated applicants to ensure uniformity in administration. The Human Resources department personnel ensure that selection committee members performing reference checks are aware of the Compton Center operational procedures and legal mandates associated with reference checking.

3. The reference check process gathers information verifying qualifications, the ability to work with others and other relevant information. Information gathered from reference checks is defined in the hiring procedures for the particular position and is used to verify minimum candidate qualifications. Once received, they are sent to the El Camino College president and Compton CEO for review prior to candidate interviews.

4. The Compton CCD HR department staff report that they consistently ensure that reference checking procedures are performed and that candidates meet eligibility and position qualifications prior to employment. The department has sustained measurable improvements related to reference checking and continues to refine the process by providing one uniform reference checking form for all new hires. The annual recruitment plan should ensure the ongoing review and evaluation of reference checking procedures. This review should be noted on an HR annual calendar.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	3
July 2008 Rating:	5
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	9

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 III-A: Human Resources
FCMAT Personnel Management Standard 3.12 – Employee Recruitment/Selection

Professional Standard:

Selection procedures are uniformly applied.
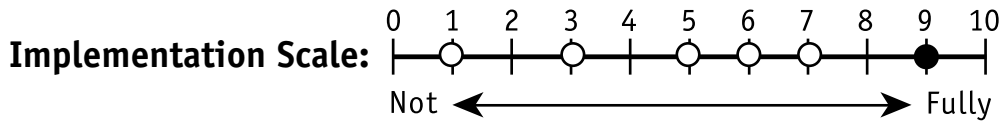
Sources and Documentation:

1. Desk manuals for Office of Human Resources, El Camino College Compton Center
2. Compton CCD Faculty Selection Procedures (May 22, 2007)
3. Compton CCD Administrator Selection Procedures
4. Personnel Commission Rules and Regulations for Classified Employees
5. Summary list of vacancy status by month, December 31, 2011 – May 25, 2012
6. List of new employees as of July 1, 2011
7. List of provisional employees
8. Interview with dean of human resources

Progress on Implementing the Recommendations of the Recovery Plan:

1. Policies, regulations, and procedures governing the recruitment and selection of employees have been adopted and implemented. The authority to administer the policies and procedures is delegated to the Human Resources department, which is responsible for their uniform application. Comprehensive selection procedures have been put into operation by the Compton CCD Human Resources department to advertise, recruit, screen and select qualified administrators, faculty and classified staff within affirmative action and equal opportunity parameters. These processes have been in place and operating effectively since approximately June 2007.

2. The Human Resources department has developed a Human Resources desk manual that, along with bargaining agreements, clearly outlines the recruitment and selection processes. The Human Resources department oversees the recruitment and selection process to ensure compliance with affirmative action and equal opportunity. A selection committee is chosen that includes representatives from the employee classification, administration, and Equal Employment Opportunity to ensure the process is fair and equitable to all candidates and adheres to the adopted policies, regulations and procedures.

3. Human Resources department recruitment, application, and selection procedures consistent with the board policy and administrative regulations are referred to in various documents including the Human Resources desk manual, Employee's Policy and Procedures Handbook, bargaining agreements, and selection procedures publications. Interviews with the dean of human resources and staff exhibit a thorough understanding of selection procedures and the importance of consistent adherence to avoid discrimination or favoritism in the recruitment, selection, and employment process. Compton CCD HR staff provides selection committee members with a department utilization analysis to report the ethnic composition to assist in identifying diversity goals before the screening/selection process begins. They also ensure that selection committee participants are provided diversity training.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	3
July 2008 Rating:	5
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	9

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 3.13 – Employee Recruitment/Selection

Professional Standard:
The college appropriately monitors faculty assignments and reports as required.
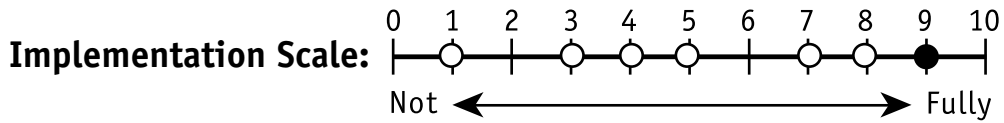
Sources and Documentation:
1. Interview with dean of human resources
2. Compton CCD Faculty Selection Procedures
3. Application forms and informational materials, including vacancy notices and distribution list
4. Faculty Service Area Petition Form
5. Compton Community College Federation of Employees (Certificated Unit) collective bargaining agreement
6. Transcript Review Sheet, Office of Human Resources
7. Minimum Qualifications for Faculty and Administrators in California Community Colleges
8. Request to Take Additional Coursework Form
9. Fall and Spring Semesters 2012 - Faculty Credit Teaching Load and Hours

Progress on Implementing the Recommendations of the Recovery Plan:

1. Appropriate recruitment, reference verification, qualification verification, and selection of faculty are necessary to ensure an eligible and appropriate assignment. Compton CCD HR staff continue to ensure that official transcripts are evaluated using the Minimum Qualifications for Faculty and Administrators in California Community Colleges document prior to assignment.

2. Forms and procedures are in place to assist current faculty in adding to their instructional qualifications. This process includes a review of coursework completed, degrees obtained, and an equivalency process and is designed to offer additional opportunities for existing qualified faculty to fulfill college staffing needs. The El Camino College vice president of human resources and vice president of instruction sign off on equivalencies as the approving authority. Division chairs may make recommendations only regarding an applicant's ability to be certified as meeting the requisite minimum qualifications through the equivalency process. FCMAT was provided documentation confirming that this procedure is consistently and effectively followed for all faculty selection processes.

3. El Camino CC has the right to review all faculty members' qualifications and to determine whether the assignment in the Compton Center is appropriate. El Camino CC must confirm in writing that El Camino CC will accept the faculty assignment in the Compton Center.

4. The Compton CCD HR staff continues to monitor faculty assignments to ensure that both full-time and adjunct instructors meet the minimum qualifications for assigned courses. This process ensures that qualified instructors are placed in appropriate assignments. The Human Resources department uses adequate technology systems to facilitate and expedite administrative review of the qualifications of full-time and adjunct faculty to teach in an assigned discipline, as well as to determine and publish faculty class loads to ensure compliance with state and district mandates.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 9

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 III-A: Human Resources
FCMAT Personnel Management Standard 4.1 – Employee Induction and Orientation

Professional Standard:

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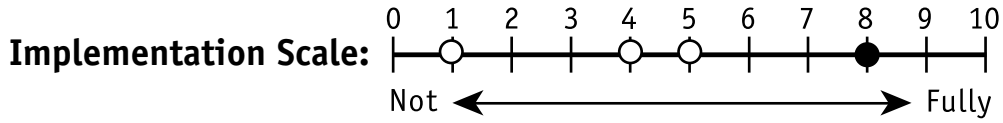
Sources and Documentation:

1. Interviews with Compton CCD HR and Business Office staff
2. Handbook for Classified Employees, 7th Edition, August 2008
3. Compton CCD Employee's Policy and Procedures Handbook
4. Employee Accountability New Hire Forms Checklist
5. Personnel File Checklists

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has written documents, procedures and handbooks for use in the orientation of new employees. Specifically, the Employee's Policy and Procedures Handbook is used to introduce new employees to the Compton CCD by providing an overview of employment, compensation, benefits, performance reviews, conflict resolution, discipline, safety, lost and found items, and other relevant policies and procedures. The manual is updated regularly to reflect changes in policy and collective bargaining agreements.

2. The Human Resources department has standardized the hiring process to include an orientation for all new employees that covers an overview of policies, procedures, contacts, sexual harassment, employee safety, workers' compensation, employee notification of rights materials, and the availability of free metro bus to work service as well as other mandatory state and federal required notifications. Interviews and employment packet samples indicated consistent adherence to the orientation process.

3. New employee orientation procedures are consistently followed and provide a good introduction into Compton CCD employment. However, they do not ensure that new employees are provided with all the tools and resources needed to successfully enter employment. For example, orientation procedures do not identify responsibility for setting up email accounts, issuing keys and scheduling identification card appointments. The Compton CCD needs to ensure that responsibility for these tasks is clearly identified and articulated in the applicable procedures, documented in new employee handbooks and coordinated by the HR department. In addition, new management employees should be provided with training related to management of the collective bargaining agreements and effective supervision and evaluation practices.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	8
July 2010 Rating:	8
June 2012 Rating:	8

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 4.3 – Employee Induction and Orientation

Professional Standard:

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

Sources and Documentation:

1. Interview with dean of human resources
2. Handbook for Classified Employees, 7th Edition, August 2008
3. Personnel File Check-off List (certificated and classified)
4. Employee Accountability New Hire Forms Checklist
5. Compton CCD Employee's Policy and Procedures Handbook
6. Personnel Data Form

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Human Resources department developed a personnel file checklist and a new employee orientation checklist to help ensure proper communication and thorough dissemination of required and beneficial employment information. Failure to provide required documentation creates inefficiencies in the processing of employees' benefits and compensation. In addition, the district is left at risk because the employer is responsible to ensure that employees are aware of their rights and to hold the employee accountable for their actions.

2. During this review period, the Employment Information Sheet for classified employees and the Personnel File Check-off List for certificated employees have been consolidated into one form, thereby further standardizing the employment process. The checklist specifies all required forms to be completed and returned and other necessary information/processes to be completed such as TB test, transcripts, and Live Scan form. After being signed by the employee, the checklist is filed in their personnel record.

3. The Employee Accountability New Hire Forms Checklist includes a new hire pamphlet (Keenan & Associates), notice to employees (Keenan & Associates), workers' compensation predesignation of personal physician, covered employee notification of rights materials and free metro bus to work service. This checklist is signed by the employee and filed.

4. New employee orientation procedures are consistently followed and provide a good introduction into Compton CCD employment. The employment checklist is consistently used as a part of the employment process and appropriately filed. These processes have been sustained and refined; however, adding the following to employee orientation procedures and the checklist would help ensure a higher level of service:

All Employees:
- ❑ Email account established and login and password information provided to new employee
- ❑ Keys issued
- ❑ Appointment for identification card
  - o Scheduled for (date) _____ (time) _____
  - o Completed

Management Employees Only:
- ❑ Collective Bargaining Agreement Training
  - o Scheduled for (date) _____ (time) _____
  - o Completed
- ❑ Effective Supervision and Evaluation Practices Training
  - o Scheduled for (date) _____ (time) _____
  - o Completed

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 8

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
        |—O—+—O—+—O—O—O—●—+—|
        Not ←————————————→ Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.1 – Operational Procedures

Professional Standard:

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

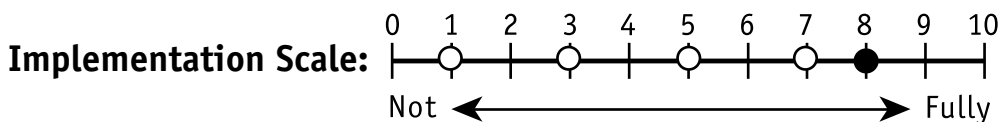### Sources and Documentation:

1. Interview with dean of human resources
2. Personnel File Checklist
3. Observation of personnel files storage area
4. Observation of the Human Resources office

Progress on Implementing the Recommendations of the Recovery Plan:

1. Access to personnel files is limited to applicable Compton CCD HR staff, and the files are maintained in a room adjacent to the Human Resources office so they may be monitored during office hours. Personnel files are maintained in a secured and lockable room. During off hours, security systems are enabled to notify of possible break-ins. During business hours, walk-in access to the Human Resources office is restricted. Confidential files are kept in separate lockable filing cabinets.

2. Personnel files reviewed during the prior visit were found to be complete and organized. Compton CCD HR staff routinely reviews personnel files for new employees to ensure a complete orientation and verify that the necessary and desired documentation was received.

3. The Compton CCD HR department has made significant progress with personnel file maintenance and security and should continue to ensure that all security measures are fully utilized to maintain confidentiality and the integrity of personnel files.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 5
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 8

Implementation Scale:

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      0   1   2   3   4   5   6   7   8   9   10
      |—O—|—O—|—O—|—O—|—●—|—|
      Not  ←——————————→  Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.3 – Operational Procedures

Professional Standard:

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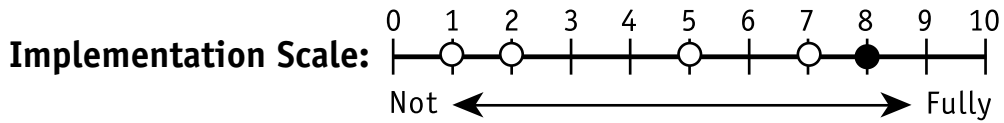
Sources and Documentation:

1. Human Resources Desk Manual
2. Interviews with dean of human resources and HR department staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR desk manual is provided to each employee of the department and serves as a guideline for personnel practices and operational procedures. The manual contains sections addressing certificated employment, classified employment, risk management (workers' compensation and property and liability), and health and welfare benefits. The manual is rich in content and includes narrative descriptions. In an effort to continually review, revise and refine HR operations, staff should consider using graphic illustrations to explain and describe processes and workflow where possible.

2. The desk manual is essential to ensuring department policies and procedures are implemented consistently, that employees are provided with high quality service, and that department operations are efficient and effective. The desk manuals should be reviewed annually to ensure compliance with any changes in law, board policy, administrative regulation or collective bargaining agreements.

3. Compton CCD HR department staff refers to the desk manuals regularly and report that they facilitate high quality customer service. The desk manuals are particularly valuable when department staff is asked to provide assistance in an area outside of their assigned duties due to the absence of other department staff.

4. The desk manuals are not dated, nor are revision dates specific to a policy, procedure or practice indicated. The manuals should be updated annually and include the most recent revision date. Additionally, a table of contents, listing all policies and procedures by page number, would be helpful to new department staff and other reviewers.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 5
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 8

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 III-A: Human Resources
FCMAT Personnel Management Standard 5.4 – Operational Procedures

Professional Standard:

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

Sources and Documentation:

1. Sample job descriptions for classified and faculty classifications: full-time, hourly, management and confidential
2. Interview with dean of human resources
3. Classification study, January 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The final report of the Classification Study for the Compton Community College District was completed in January 2010. The classification study was contracted to Koff & Associates in March 2009 with the goals including: gather information regarding each position, prepare an updated classification plan, provide up-to-date class descriptions and supporting documentation for compliance with the Americans with Disabilities Act (ADA), and provide sufficient documentation to allow the district to maintain the classification system. According to the classification study, the maintenance of the classification plan requires an evaluation of: 1) type and level of knowledge, skill, and abilities required; 2) supervisory/management responsibility; 3) problem solving; 4) authority of making decisions and taking action; 5) interaction with others; 6) working conditions/physical demands.

2. The classification study was a necessary first step in the continuous review and revision of job descriptions to ensure their accuracy and relevancy. However, FCMAT found all job descriptions reviewed during fieldwork to include "other duties as assigned" as an essential job function. The Americans with Disabilities Act (ADA) defines essential functions as those job duties of the employment position that the individual with a disability holds or desires. The term essential functions does not include marginal functions of the position. Marginal functions are not considered essential to a job. The ability of an applicant or employee to perform other duties as assigned cannot be used as a basis for employment decisions.

   As currently written, the district could not use its job descriptions as evidence of essential duties in accommodation cases. Nor should it use the job description in making employment decisions as they relate to an applicant's ability to perform those duties listed as essential. To do so could be considered prejudicial. To protect against disability discrimination claims from applicants and/or employees who may be eligible for reasonable accommodations under the ADA, the district should review and revise job descriptions to ensure duties are appropriately identified as essential prior to the posting of any position vacancies or when developing accommodation plans for current employees who may be eligible individuals. Duties are essential if:

   • The reason the job exists is to perform that duty.

- A large percentage of work time is spent performing the duty.

- There are no (or a limited number of) other employees available to whom to assign that job duty.

- The work is so highly specialized that the person filling the job is hired for his or her expertise and ability to perform that job duty.

- Serious consequences would result if the employee were not required to perform the job duty.

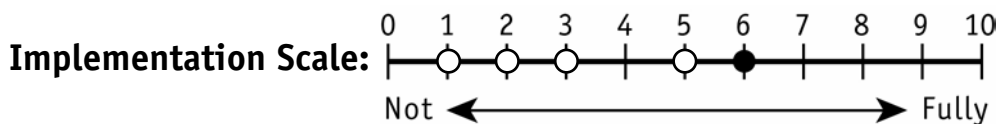- Terms of a collective bargaining agreement require the job duty to be performed.

Any duties that are marginal should be listed last under a separate heading or identified by an asterisk and footnoted.

3. The Compton CCD HR department needs to implement a process of continuous and ongoing review of job descriptions to determine their relevance, application and compliance, and update them accordingly. The department should consider utilizing the job description builder tool available through the Cooperative Organization for the Development of Employee Selection Procedures (CODESP) website. CODESP is a membership organization to which the Compton CCD HR department subscribes. In addition to providing online resources, CODESP provides high quality regional trainings that are free to members.

The United States Department of Labor developed Career Onestop that features multiple tools including O*Net and America's Career InfoNet, which may also be helpful in formulating job descriptions.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 3
January 2010 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 6

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.5 – Operational Procedures

Professional Standard:

The Human Resources Division has procedures in place that allow for both personnel and payroll staff to meet regularly to solve problems that develop in the processing of new employees, classification changes and employee promotions.
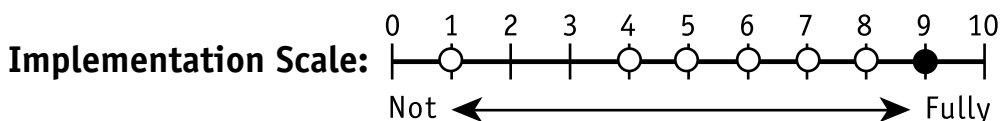
Sources and Documentation:
1. Interviews with the dean of human resources and HR department staff
2. Human Resources department meeting schedule
3. Human Resources and Payroll staff meeting agendas/minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Human Resources and Payroll staff meetings continue to be held monthly, or in a few instances every other month, following the board meeting and are attended regularly by the Compton CCD HR department staff, the dean of human resources, payroll staff and the director of fiscal affairs. The dean of human resources chairs these meetings and covers topics such as legal issues, personnel and employment changes, and other items of concern.

2. In addition to formal monthly meetings, communication between the HR and Payroll departments is frequent and focuses on preventing rather than correcting payroll errors.

3. The HR and Payroll departments should continue to meet informally as needed and continue to hold monthly agenda-driven meetings. This will ensure sustainability of the improvements made to date and facilitate ongoing operational efficiency and effectiveness.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 4
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 9

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
        |---O---|---|---O---O---O---O---O---●---|
          Not  <-----------------------> Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.6 – Operational Procedures

Professional Standard:

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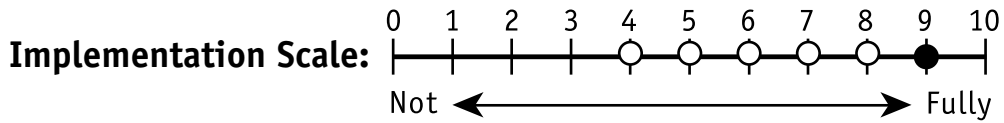
Sources and Documentation:

1. Human Resources Procedure Manual
2. Interview with dean of human resources
3. Certificated and classified salary schedules
4. Collective bargaining agreements

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD maintains three systems to manage its personnel, salary and payroll data – iGreentree, Datatel, and HRS (PeopleSoft). The interaction and reconciliation processes between these systems are inefficient and increase the margin of error through the manual input of data into multiple systems. The HRS system runs parallel to the Datatel system, but the Compton CCD HR department staff work effectively to transition information between the two systems to effectively process wage and salary determinations and changes without delays or conflicts. This interface, although inefficient, does not alter or infringe on the process and procedures between the Compton CCD and El Camino College human resources operations.

2. Wage and salary determination and verification is a component of the employment and staffing process. Qualifications and credentials are reviewed and verified by both the HR department and payroll staff. The human resources and payroll staff meetings are held monthly following the board meeting and are attended regularly by the Compton CCD HR department staff, the dean of human resources, payroll staff and the director of fiscal affairs. Topics covered include legal issues, personnel and employment changes, and other items of concern. These meetings are essential to communicate actions taken at the board meeting and to coordinate the roles of each department.

3. Salary schedules for certificated, classified and management personnel are in place. They have been approved through negotiations with the respective bargaining units and in accordance with district policies and administrative regulations. Bargaining agreements provide pay error and dispute resolution language that give employees support to settle any pay issues that may arise. FCMAT found no regular or ongoing issue with delays and/or conflicts in pay.

4. The HR department has a well trained staff that functions as a cohesive unit and has demonstrated sustainability of improvements made in operational procedures. The staff is cross trained to assist each other during peak periods and to ensure quality customer service in the absence of any team member. The HR department communicates regularly and works well with the payroll staff to ensure the timely exchange and accuracy of information. Employee compensation and benefit situations continue to be handled professionally, timely and with consideration for the employee.

Standard Implemented: Fully - Substantially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	5
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	9

Implementation Scale:

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      0  1  2  3  4  5  6  7  8  9  10
      |--+--+--+--o--o--o--o--o--●--|
      Not <─────────────────────> Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.7 – Operational Procedures

Professional Standard:
Regulations or agreements covering various types of leaves are fairly administered.
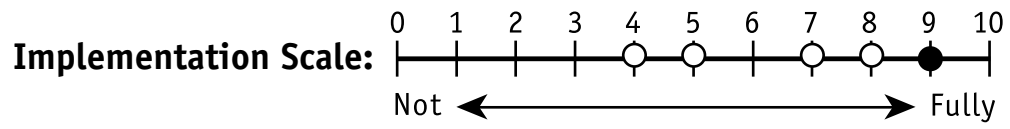
Sources and Documentation:
1. Compton CCD Employee's Policy and Procedures Handbook
2. Collective bargaining agreements
3. Interview with the dean of human resources
4. Rules and Regulations of the Classified Service
5. Leave of Absence Request Form

Progress on Implementing the Recommendations of the Recovery Plan:

1. Most leaves of absence in effect for the Compton CCD are subject to the negotiations process and are incorporated into the collective bargaining agreements. The Compton Community College Federation of Employees (Certificated Unit) contract Article XII, Leaves, details the types of leaves available for certificated employees, the request procedure and the administration. The agreement also provides for grievance procedures should a disagreement occur. Compton Community College Federation of Classified Employees contract Article VII, Leaves of Absence, details the types of leaves available for classified employees, the request procedure and the administration. The agreement also provides for grievance procedures should a disagreement occur.

2. The Leave of Absence Request form (Form 731A) contained in administrative regulation 7341 is used to ensure leave requests are properly processed and provide for the appropriate approval process. Forms and records for monitoring and controlling leaves are maintained by the Compton CCD HR department to ensure proper tracking and proper compensation or benefit retention as applicable.

3. The Compton CCD HR department continues to fairly and consistently administer board policies and administrative regulations related to employee leaves, state and federal employment protected leave laws, and the leave provisions of collective bargaining agreements.

Standard Implemented: Fully - Substantially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 9

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 III-A: Human Resources
FCMAT Personnel Management Standard 6.1 – State and Federal Compliance

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

Sources and Documentation:
1. Interview with dean of human resources
2. Request for Live Scan Service samples
3. El Camino Police Department Live Scan/Fingerprinting Information
4. Live Scan Data Log - January 27, 2011 - September 30, 2011
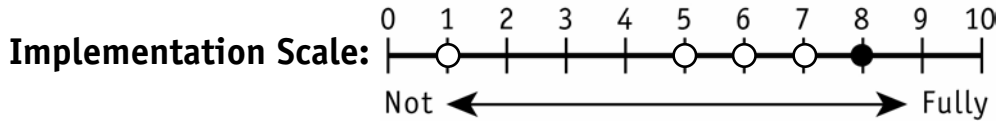5. Human Resources Procedure Manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department has developed and implemented comprehensive policies and procedures relating to the fingerprinting of all newly hired employees (both temporary and permanent). These procedures are in accordance with state laws. Information provided during the prior review period indicated that AP 7337, Fingerprinting, had been approved. However, this information is not posted on the district's website. The district should ensure that policies, regulations and procedures regarding fingerprinting are reviewed, updated as needed and posted to its website.

2. Established HR procedures for fingerprinting new hires are consistently followed and expedite the transmission of the fingerprints to and results from the California Department of Justice (DOJ). Once an offer of employment has been made and accepted, employees are electronically fingerprinted through a Live Scan system located in the El Camino College security department. El Camino transmits electronically to the DOJ. This provides timely information to the Compton CCD to help ensure timely hiring decisions and processes that are legally compliant. However, for newly hired employees who do not reside in the local area, the requirement to only use Live Scan at the El Camino College can create an undue hardship and delay the hiring process. While these instances are rare, the HR department should consider the reasonableness of this strict policy and pursue providing newly hired employees the option to be fingerprinted elsewhere so long as the option ensures transmission to and results from the California DOJ.

3. Information regarding arrests, convictions and possible judicial probation status is included in the report transmitted directly to the Compton CCD HR department from the DOJ. These processes provide rapid notification of any conviction that precludes employment in a public education system as defined by state law.

4. The Compton CCD HR department has implemented security procedures for the receipt, evaluation and storage of printed Live Scan reports. The information reports are maintained separate from the employee's permanent personnel file to ensure the confidentiality of any information provided by the Department of Justice.

5. The Compton CCD HR department has a procedure in place that allows applicants to provide confidential information regarding arrests and convictions prior to an offer of employment. This process allows the HR administration adequate time to evaluate official court records and related information that directly impact employment decisions. The procedure provides the necessary protections for the Compton CCD, Compton Center and El Camino College, while also ensuring confidentiality for the affected applicant.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	7
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	8

Implementation Scale:

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        Not ←─────────────────────────→ Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.5 – State and Federal Compliance

Professional Standard:

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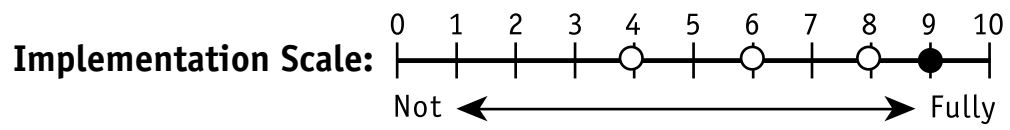
Sources and Documentation:

1. Interview with dean of human resources
2. California Community Colleges' Chancellor's Office Minimum Qualifications to Teach in the California Community Colleges
3. List of faculty including assignments, qualifications and credentials held

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department includes the minimum qualifications for employment in vacancy announcements for academic employees and educational administrators. These are specified in the Minimum Qualifications document published by the California Community Colleges' Chancellor's Office in consultation with the State Academic Senate. Qualifications beyond the minimum requirements are not included in the recruitment materials or the application evaluation criteria.

2. The Compton CCD HR department's published vacancy announcements for academic employees contain eligibility requirements that meet the minimum qualifications for employment as a faculty member.

3. Compton CCD HR department staff and the academic/educational administrator selection committee members review application materials to certify that minimum qualifications have been met as compared with the minimum qualifications list or the equivalency process utilized by El Camino College. The vice president of El Camino CC must sign off verifying that the candidate meets minimum qualifications and/or equivalencies.

4. The HR department has developed a list that includes information regarding faculty assignments and credentials held. This list is updated annually and provided to the El Camino CCD. The HR department needs to continue to periodically review placement to ensure that faculty assignments are made to academic employees that meet the minimum qualifications for the classes and courses to which they are assigned.

Standard Implemented: Fully – Substantially

April 2007 Rating:	4
January 2008 Rating:	6
July 2008 Rating:	8
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	8
June 2012 Rating:	9

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← ——————————→ Fully

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.8 – State and Federal Compliance

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

Sources and Documentation:
1. Interview with dean of human resources
2. Compton CCD website, board policies page
3. Compton CCD Employee's Policy and Procedures Handbook
4. Application forms and materials including Request for Live Scan Service
5. Recruitment brochures and advertisements
6. Keenan & Associates Online Employee Training - Keenan SafeColleges - summary of participants by training area including completion dates
7. Memorandum from Keenan & Associates, November 15, 2011 - Forklift operating training attendance sheets

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department has established, implemented and continues to monitor a comprehensive process for planning and documenting training programs that include injury and illness prevention, sexual harassment and nondiscrimination. The HR department hosts an online training and tracking program developed through Keenan & Associates. This program identifies each employee classification and the required training necessary for that position. Course completions are tracked by employee to ensure compliance. Although not a substitute for all training provided by an instructor in person, it allows employees to take courses at their convenience. Major program sections include:

   a. Environmental
   b. Emergency Management
   c. Health
   d. Human Resources
   e. Nutrition Services
   f. School Safety and Behavioral
   g. Transportation

2. FCMAT's fifth progress report indicated that "The Compton CCD Employees' Policy and Procedures Handbook addresses the district's policy on sexual harassment, stating that the 'District is committed to providing an academic and work environment that respects the dignity of individuals and groups.'" The report noted that the handbook referenced AP 3435, but that at that time the district's website did not contain a board policy or administrative regulations addressing sexual harassment or the procedures to report any incidents of harassment and/or retaliation. FCMAT recommended that the HR department ensure that the appropriate board policy and related administrative regulations were adopted and posted on the district's website. A review of the current handbook and board policies posted on the district's website indicates that the necessary board policies and administrative regulations have not been adopted and posted.
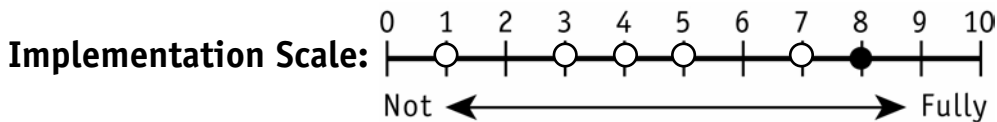
3. Board Policy 7100, Commitment to Diversity, states that the district recognizes that a diverse educational environment fosters and promotes cultural awareness, mutual understanding and respect. The district maintains an ongoing program of equal employment opportunity. An example of this ongoing activity is the tracking of applicants through the iGreentree software program. The HR department monitors compliance through the hiring process and current employment practices.

4. The district has written policies and procedures to handle informal and formal complaints of unlawful discrimination and/or sexual harassment in the employee handbook. These procedures contain very detailed steps to file complaints and provide the appropriate legal references to notify other governmental agencies if necessary.

   The district has developed a comprehensive handbook for injury and illness prevention. Employees are trained to use protective equipment issued to protect them from identified hazards, to report unsafe conditions, to maintain a safe and healthy workplace and to establish procedures and safety guidelines in their assigned work areas.

5. Supervisors and managers have developed the procedures that ensure effective compliance in accordance with California Labor Code Section 6401.7 and California Code of Regulations Title 8, Sections 1509 and 3203 that govern the health and safety of employees. Regulations mandate that every employer "establish, implement and maintain an effective Injury and Illness Prevention Program." The district has established a written safety practice, posted the safety practices information at the job site, and conducted safety training meetings to emphasize safety in accordance with state regulations.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 8

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.9 – State and Federal Compliance

Professional Standard:

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

Sources and Documentation:
1. Interview with dean of human resources
2. Compton CCD Employee's Policy and Procedures Handbook
3. Recruitment brochures and advertisements
4. Keenan & Associates – Online Employee Training
5. Keenan & Associates – PowerPoint presentation – Instructions for Online Training Courses
6. Board Policy 7100, Commitment to Diversity
7. Administrative Regulation 7101, Equal Employment Opportunity
8. Memorandum to All Students and Employees – Update of District Policies Prohibiting Discrimination and Title IX Coordinator Contact Information - September 23, 2011
9. Training/staff development announcements and brochures
10. Legal postings regarding discrimination, complaint procedures, Title IX Compliance
11. Purchase invoice for Sexual Harassment and Harassment/Violence posters

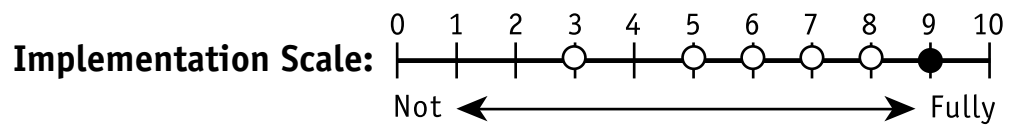## Progress on Implementing the Recommendations of the Recovery Plan:

1. The district is fully compliant with the legal posting requirements associated with Title IX and the related complaint procedures available to students and employees.

   Information has been disseminated in a variety of publications that include campus wide memoranda, newsletters, employee handbooks and bulletin board postings, with applicable policies and complaint forms located in the Compton CCD and El Camino College HR departments.

2. Written Title IX policies and procedures have been disseminated to students, faculty and staff. During the last review period, the Compton CCD HR department indicated they planned to incorporate the policies, procedures and applicable forms into the revised Faculty and Staff Diversity Plan. Although the plan was not revised during this review period, the Compton CCD HR department ensures that legal postings are current and posted in conspicuous places. The discrimination complaint procedure as legally mandated by the California Community Colleges' Chancellor's Office also is included in the plan.

Standard Implemented: Fully - Substantially

April 2007 Rating:	3
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	7
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	9

Implementation Scale:

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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.10 – State and Federal Compliance

Professional Standard:

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

Sources and Documentation:

1. Interviews with dean of human resources and HR department staff
2. General Notice of COBRA Continuation Coverage Rights
3. Notice of Right to Elect COBRA Continuation Coverage

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department has developed informational materials and sample communications that notify affected personnel of their rights to continue enrollment in the district health and welfare benefits program under COBRA regulations. These materials are distributed in a timely manner.

2. The HR department makes the appropriate notification including eligibility, length of coverage and associated costs. Employees electing coverage are tracked to ensure timely payment of premiums and term eligibility.

Standard Implemented: Fully - Substantially

April 2007 Rating:	5
January 2008 Rating:	6
July 2008 Rating:	8
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	9
June 2012 Rating:	9

Implementation Scale:

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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.11 – State and Federal Compliance

Professional Standard:

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

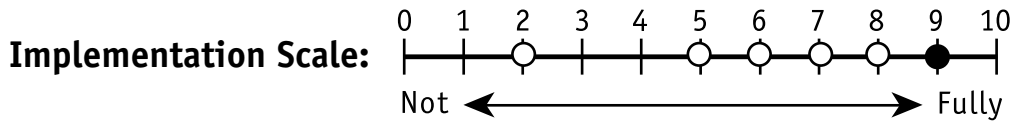### Sources and Documentation:

1. Interviews with dean of human resources, HR department staff, administrators and faculty
2. List of employees on leave – 2011-12
3. Compton Community College Federation of Employees (Certificated Unit) collective bargaining agreement, Section 12.8
4. Compton Community College Federation of Classified Employees collective bargaining agreement, Article VII, Section I
5. Family Medical Leave forms
6. Sample Notice of Eligibility Letter

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department developed and consistently provides affected personnel with timely communications and informational materials that notify them of their rights to continue employment status and health and welfare benefits under the federal Family Medical Leave Act (FMLA). Information is available in the collective bargaining agreements, various posters throughout designated employee areas and in board policy. HR department personnel have been trained to address questions and/or concerns and provide information in a confidential and sensitive manner.

2. The Compton CCD HR department has established procedures to notify affected personnel of their rights under federal FMLA. Included in the notification letter is the acknowledgement of the basis for taking leave as well as the rights and benefits. These communications are provided to Compton CCD employees that are absent on a long-term basis. Managers, supervisors and department deans refer employees to the HR department to answer questions regarding qualifying events that could affect eligibility for both federal and state benefits.

3. The HR department staff receives ongoing training on FMLA administration as a part of their professional development activities. They participate in training sessions and workshops to maintain current information on changes in laws, regulations and/or employee benefits under federal and state laws.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	7
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	9

Implementation Scale:

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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.12– State and Federal Compliance

Professional Standard:

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

Sources and Documentation:

1. Interviews with dean of human resources and HR department staff
2. Final report of the Classification Study for the Compton Community College District – Koff
   & Associates, Inc.
3. Job descriptions posted on the Compton CCD website
4. Personnel Commission Rules and Regulations of the Classified Service
5. Department of Labor Fact Sheets

Progress on Implementing the Recommendations of the Recovery Plan:

1. In accordance with the Americans with Disabilities Act (ADA), "No covered entity shall dis-
   criminate against a qualified individual on the basis of disability in regard to job application
   procedures, the hiring, advancement, or discharge of employees, employee compensation, job
   training, and other terms, conditions, and privileges of employment." The Compton CCD's
   recruitment procedures, job announcements, internal job postings, board policies and em-
   ployee handbooks meet ADA requirements but do not guarantee compliance.

2. Job vacancy announcements published in various sources by the Compton CCD HR depart-
   ment contain provisions related to providing reasonable accommodations. However, written
   procedures have not been developed for engaging with applicants or employees who are or
   who may become eligible for accommodations under the ADA. No forms or processes are in
   place that would allow the department to engage in a timely and compliant interactive pro-
   cess for determining reasonable accommodations should any of the following occur:

   a. an applicant or employee requests an accommodation,
   b. the Compton CCD suspects an employee may be eligible, or
   c. a triggering event occurs that would require immediate action.

   The Compton CCD is required by the ADA to engage in an interactive process with appli-
   cants and employees who may be eligible for reasonable accommodations. The HR depart-
   ment should develop a written interactive process, identify an interactive process coordinator
   and provide training on the process to all supervisory employees. Supervisors need training
   on identifying triggering events, understanding the role of job descriptions and job analysis,
   and ensuring non-discriminatory supervisory practices. Additionally, supervisors need to
   know how and when to engage the HR department. Documentation is essential to ensuring a
   timely and legally compliant process. Meeting templates, physician questionnaires, medical
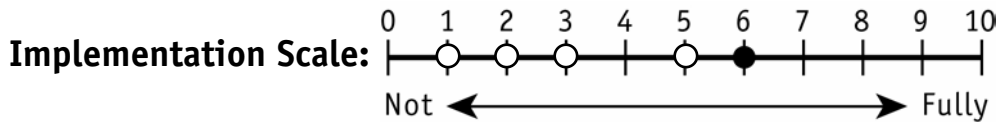   release forms and letter templates should be developed.

3. The identification of essential and marginal job functions is critical to ensuring a legally com-
   pliant interactive process. Job descriptions reviewed by FCMAT were noncompliant in regard

to essential and marginal duties. Specifically, the job descriptions reviewed listed all job functions as essential, including "other duties as assigned." According to the Equal Employment Opportunity Commission (EEOC), the enforcing agency for the ADA, job descriptions must specify which functions are essential, and employers must make employment decisions based on the essential functions. Other functions, not designated essential, are categorized as marginal and are not to be used as a basis for employment decisions. Both essential and marginal functions must be clearly identified in job descriptions. Entries such as "performs other duties as assigned" are not suitable for covering essential functions and may be considered prejudicial to persons with disabilities.

In addition to developing a continuous and ongoing process for updating job descriptions, the Compton CCD HR department should immediately ensure that all positions being advertised include a job description that appropriately identifies essential and marginal duties.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 3
January 2010 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 6

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.13 – State and Federal Compliance

Professional Standard:

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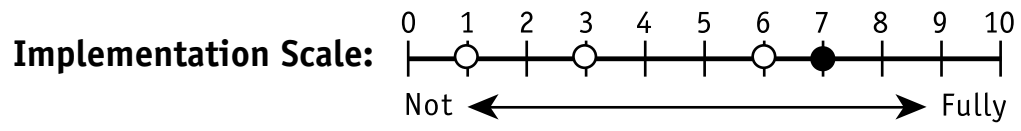
Sources and Documentation:

1. Interviews with dean of human resources and HR department staff
2. Final report of the Classification Study for the Compton Community College District – Koff & Associates, Inc.
3. List of exempt classifications
4. Job descriptions
5. Personnel Commission Rules and Regulations of the Classified Service
6. Department of Labor Fact Sheets

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD Personnel Commission Rules and Regulations for the Classified Service dated September 2005 specify supervisory, administrative and executive positions that are exempted from overtime legal and regulatory provisions of the Fair Labor Standards Act (FLSA) as well as California Education Code Sections 88026 through 88030. The stated criteria for such exemption was that "the classifications of established positions … are clearly and reasonably management positions … (and) the duties, flexibility of hours, salary, benefit structure, and authority of these classes are of such a nature that they should be set apart from positions subject to overtime …"

2. Nine job classifications are exempted from the overtime compensation for hours worked in excess of eight per day, but not for hours worked in excess of 40 hours per week based on the nature of the work. The HR department must continue to ensure that job description and class specification remains current so these designated positions can remain overtime exempt.

3. The HR department continues to provide administrators and managers with materials and training to ensure the legal requirements of the FLSA and Education Code are applied consistently and uniformly.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 3
January 2010 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.14 – State and Federal Compliance

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

Sources and Documentation:
1. Interviews with dean of human resources
2. Final report of the Classification Study for the Compton Community College District – Koff & Associates, Inc.
3. Vacancy announcement brochures
4. Job descriptions posted on the Compton CCD website

Progress on Implementing the Recommendations of the Recovery Plan:
1. Position descriptions exist for each type of work performed by certificated and classified employees.

2. The final report of the Classification Study for the Compton Community College District was completed in January 2010. The classification study was contracted to Koff & Associates in March 2009 with the goals including: gather information regarding each position, prepare an updated classification plan, provide up-to-date class descriptions and supporting documentation for compliance with the Americans with Disabilities Act (ADA), and provide sufficient documentation to allow the district to maintain the classification system. According to the classification study, the maintenance of the classification plan requires an evaluation of: 1) type and level of knowledge, skill, and abilities required; 2) supervisory/management responsibility; 3) problem solving; 4) authority of making decisions and taking action; 5) interaction with others; 6) working conditions/physical demands.

3. The classification study was a necessary first step in the continuous review and revision of job descriptions to ensure their accuracy and relevancy. However, FCMAT found all job descriptions reviewed during fieldwork to be noncompliant regarding essential and marginal duties. Specifically, the job descriptions reviewed listed all job functions as essential, including "other duties as assigned." According to the Equal Employment Opportunity Commission (EEOC), the enforcing agency for the ADA, job descriptions must specify which functions are essential, and employers must make employment decisions based on the essential functions. Other functions, not designated essential, are categorized as marginal and are not to be used as a basis for employment decisions. Both essential and marginal functions must be clearly identified in job descriptions. Entries such as "performs other duties as assigned" are not suitable for covering essential functions and may be considered prejudicial to persons with disabilities.

   Prior to the posting of any position vacancies, the Compton CCD HR department should review and revise job descriptions to ensure duties are appropriately identified as essential. Duties are essential if:

- The reason the job exists is to perform that duty.

- A large percentage of work time is spent performing the duty.

- There are no (or a limited number of) other employees available to whom to assign that job duty.

- The work is so highly specialized that the person filling the job is hired for his or her expertise and ability to perform that job duty.

- Serious consequences would result if the employee were not required to perform the job duty.

- Terms of a collective bargaining agreement require the job duty to be performed.

Any duties that are marginal should be listed last under a separate heading or identified by an asterisk and footnoted.

4. The Compton CCD HR department needs to implement a process of continuous and ongoing review of job descriptions to determine their relevance, application and compliance, and up-date accordingly.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.15 – State and Federal Compliance

Professional Standard:

The college obtains a criminal record summary from the Department of Justice before employing an individual and does not employ anyone who has been convicted of a violent or serious felony.
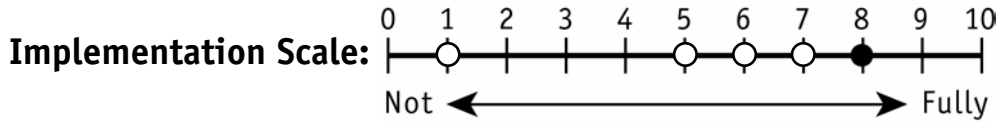
Sources and Documentation:
1. Interviews with dean of human resources
2. Live Scan Data Log, January 27, 2011 – September 30, 2011
3. Sample Request for Live Scan Service – Department of Justice Form

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department has comprehensive policies and procedures to ensure proper fingerprinting of all newly hired employees.

2. The HR department has clearly defined processes for new hires to expedite the transmission of fingerprints to and results from the Department of Justice (DOJ). Once an offer of employment has been made and accepted, employees are electronically fingerprinted through a Live Scan system located in the El Camino College security department. El Camino transmits electronically to the DOJ. This provides timely information to Compton CCD to finalize hiring decisions. However, for newly hired employees who do not reside in the local area, the requirement to only use Live Scan at the El Camino College can create an undue hardship and delay the hiring process. While these instances are rare, the HR department should consider the reasonableness of this strict policy and pursue providing newly hired employees the option to be fingerprinted elsewhere so long as the option ensures transmission to and results from the California DOJ.

3. Information regarding arrests, convictions and possible judicial probation status is included in the report transmitted directly to the Compton CCD HR department from the DOJ. These processes provide rapid notification of any conviction that precludes employment in a public education system as defined by state law.

4. The Compton CCD HR department has implemented security procedures for the receipt, evaluation and storage of printed Live Scan reports. The information reports are maintained separate from the employee's permanent personnel file to ensure the confidentiality of any information provided by the DOJ. Management reviews official records and makes a final determination of employment prior to allowing newly hired employees to work.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 8

Implementation Scale:

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        Not  ◄───────────────────────►  Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 7.3 – Use of Technology

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

Sources and Documentation:
1. Interview with dean of human resources
2. Description of iGreentree applicant tracking system

Progress on Implementing the Recommendations of the Recovery Plan:
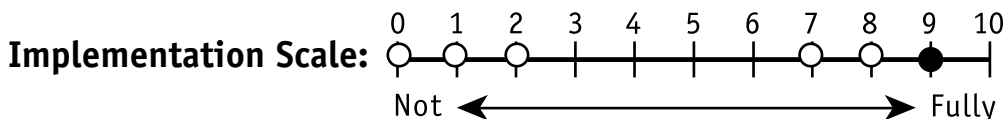
1. The Compton CCD HR staff members utilize a sophisticated software system to track job postings, applicant pools and diversity information. The software allows applicants to access information regarding vacant positions online. Applicants upload or scan applicant information into the system to allow selection committee members to view and evaluate candidates for employment via an electronic file from any location.

   The iGreentree software system allows analysis of ethnicity and sex for each applicant pool; the diversity of each recruitment/selection process at each stage of the process; cumulative statistical information on the total applicants considered for a given period of time; and mail merge of letters of notification regarding the applicant's status at each phase of the selection process.

2. Compton CCD HR staff use the iGreentree software system for applicant tracking and to facilitate the long-term statistical analysis of applicant pool diversity.

3. Compton CCD HR staff is knowledgeable regarding several recruitment and selection processes that utilize the iGreentree system. The system has been fully implemented with very successful results.

Standard Implemented: Fully - Substantially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 9

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        O---O---O---+---+---+---+---O---O---●---+
          Not  ←————————————————————→  Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 8.1 – Staff Training

Professional Standard:

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

Sources and Documentation:

1. Interview with dean of human resources
2. Interview with manager of maintenance and operations
3. Interview with the CBO
4. Liebert Cassidy Whitmore 2011-12 Employment Relations Consortium workshop schedule and sign-in sheets
5. Agendas and/or sign-in sheets for various 2011-12 workshops
6. El Camino College website
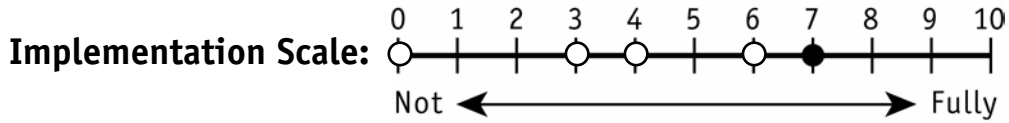7. Compton CCD website

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department staff is a participating member of the Association of Chief HR Officers (ACHRO). ACHRO offers regular trainings for HR staff including Hiring the EEO Way, Performance Management, Preventing Harassment, Short-Term Employees and Professional Experts, Adjunct Faculty, Absenteeism and Abuse of Leave, Workers' Compensation and Disability Discrimination.

2. Training needs for general compliance and safety are determined at the district level through the HR department. Specific job related training is identified at the immediate supervisor level. FCMAT was unable to determine that a systematic program has been implemented to identify and support training needs at the specific job level.

3. Interviews with the manager of maintenance and operations, the CBO and the dean of human resources indicated that training needs for their departments continue to be addressed out of their budgets. The November 2010 progress report recommended that the college develop and implement a more deliberate process to determine and address training needs to increase compliance with this standard. At the time of FCMAT's fieldwork for this review period, the recommendation had not been implemented.

   The Compton CCD should develop a program that determines training needs of staff and ensures resources are allocated specifically for this purpose. The program should include the identification of compliance related training, training that supports the professional development goals of individuals and departments, and training that meets specific job- related skill needs.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	3
July 2008 Rating:	4
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	7

Implementation Scale:

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

Professional Standard:

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

Sources and Documentation:
1. Interview with dean of human resources
2. Collective bargaining agreements
3. Administrators Evaluation Procedure and forms
4. Evaluation schedule for 2011-12
5. Compton CCD "Guide to the Evaluation of Employee Performance in the Classified Services"
6. Faculty Evaluation Procedure and forms
7. Rules and Regulations of the Classified Service

Progress on Implementing the Recommendations of the Recovery Plan:

1. Evaluation procedures and forms are in place for all staff. These documents guide the evaluator by explaining the evaluation process, purpose of the evaluation, areas that each evaluation should address, frequency of evaluations, various types of evaluations and the desirable professional attributes.

2. Collective bargaining agreements reinforce the process and the requirement to perform evaluations. The Compton CCD HR department should continue to ensure that all evaluators have access to training as needed and ensure that all new management and supervisory staff are given appropriate training in the evaluation process as part of their orientation.

3. Participation by management personnel in professional development workshops pertaining to employee evaluation processes has assisted and facilitated the faculty evaluation process.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 9

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standards 9.1, 9.2, 9.4 – Evaluation/Due Process Assistance

Professional Standard:

Standard 9.1   The evaluation process is a regular function related to each employee and involves criteria related to the position.

Standard 9.2   Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers.

Standard 9.4   Human Resources has developed an evaluation handbook and provided due process training for managers and supervisors.

Sources and Documentation:
1. Interview with dean of human resources
2. Interview with manager of maintenance and operations
3. Collective bargaining agreements
4. Faculty Evaluation Procedure and forms
5. Classified Evaluation Procedure
6. Administrator Evaluation Procedure and forms
7. Faculty Evaluation Schedule
8. Compton CCD Employee's Policy and Procedures Handbook
9. Evaluation notices and email logs
10. Evaluation tracking sheets
11. Guide to the Evaluation of Employee Performance in the Classified Service

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has policies that support the evaluation process. These policies reflect the importance of probationary, routine, and performance evaluations. Evaluations by each employee's supervisor are described as the "key link for personal development, promotion and compensation," in the Compton CCD Employee's Policy and Procedures Handbook.

2. Evaluation procedures and provisions, including process and frequency, are detailed in the respective bargaining agreements and in the evaluation procedures. These documents guide the evaluator by explaining the evaluation process, purpose of the evaluation, areas that each evaluation should address, frequency of evaluations, various types of evaluations and the desirable professional attributes. The college also has evaluation forms that are to be used. Job descriptions are current and relevant to the duties of the position they represent. These descriptions include applicable qualifications, skills, traits and job duties that may be used in the evaluation process.

3. Faculty and administrative evaluations are tracked and are being completed in accordance with district policies and bargaining agreements with increased frequency. The college is working hard to build a culture of accountability by holding management employees accountable to this essential management responsibility. However, while interviews indicated that classified evaluations are being completed timely, tracking sheets reflecting completion dates were not provided.

The HR department should ensure that classified evaluations are conducted in accordance with district policies and bargaining agreements and that completion is tracked in a manner consistent with faculty and administrative evaluations.

4. Evaluation procedures are developed and available. However, the standard calls for the development of an evaluation handbook and due process training, and evidence was not provided of an evaluation handbook or a process to ensure due process training is provided. A process should also be implemented to ensure newly hired management personnel receive evaluation training as part of their orientation.

Standard Implemented: Partially

April 2007 Rating: 2 (9.1, 9.2); 1 (9.4)
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 11.3 – Employer/Employee Relations

Professional Standard:

The Human Resources Division provides all managers and supervisors training in contract management with emphasis on the grievance process.
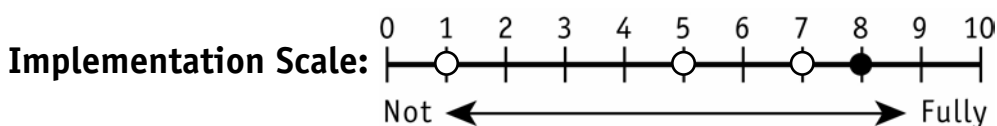
Sources and Documentation:

1. Interview with dean of human resources
2. Professional development training certificate of completion – collective bargaining negotiations
3. Southern California Community College Districts Employment Relations Consortium, 2011-12 Workshop Schedule
4. Memorandum of Understanding, May 25, 2012 - Federation of Employees (Certificated Unit)
5. Sunshined reopeners and successor agreements with faculty and classified bargaining units

Progress on Implementing the Recommendations of the Recovery Plan:

1. The dean of human resources continues to lead negotiations for the district. The dean and newly appointed members of the district's bargaining team have participated in negotiations and labor-relations training during the review period. These training events offer valuable information on how to successfully negotiate a collective bargaining agreement, resolve grievances, and other key employee-employer topics.

2. Compton CCD is in reopener negotiations with faculty, and at the time of FCMAT's field-work had sunshined its proposal for the classified bargaining unit successor agreement and was preparing for the public hearing.

3. The Compton CCD HR department ensures that any changes in policies, procedures or rules through collective bargaining are communicated to management personnel. Additionally, management personnel voluntarily participate in workshops offered through the Southern California Community College Districts Employment Relations Consortium. Training needs to be provided that focuses specifically on local collective bargaining agreements and grievance processing based on locally bargaining grievance procedures.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 8

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 11.4 – Employer/Employee Relations

Professional Standard:

The Human Resources Division provides a clearly defined process for bargaining with its employee groups.

Sources and Documentation:
1. Interviews with dean of human resources, HR department staff and other administrators
2. Professional development training certificate of completion – collective bargaining negotiations
3. Collective bargaining agreements
4. Memorandum of Understanding, May 25, 2012 - Federation of Employees (Certificated Unit)
5. Sunshined reopeners and successor agreements with faculty and classified bargaining units

Progress on Implementing the Recommendations of the Recovery Plan:

1. A well-defined process of collective bargaining that fully complies with the legal statutory mandates includes these steps:

   a. Sunshine initial proposals
   b. Present initial proposals in a negotiation setting
   c. Make available the initial proposals of both parties
   d. Provide for public inspection of the proposals
   e. Conduct hearings on proposals

2. The Compton CCD chief spokesperson for classified and faculty collective bargaining is experienced and knowledgeable of the legal processes and procedures required to conduct negotiations. Legal counsel is also available to the district and its negotiation representatives to ensure that a clearly defined and legal process for bargaining with the employee groups continues to be conducted.

3. The Compton CCD dean of human resources, the designated representative in the collective bargaining process, continues to ensure that collective bargaining processes and the resultant agreements with the classified employee organization will not infringe on the legal rights and responsibilities of the Compton Personnel Commission.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 9

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ⟵——————⟶ Fully

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 11.5 – Employer/Employee Relations

Professional Standard:

The Human Resources Division has a process that provides management and the Board of Trustees with information on the impact of bargaining proposals, e.g., fiscal, staffing, management flexibility, student outcomes.

Sources and Documentation:

1. Interview with dean of human resources
2. Interview with CBO
3. Collective bargaining agreements
4. 2012-13 Budget Planning Proposal, including reductions in hours by position, contract services and operating expenses

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD special trustee serves as the Board of Trustees under the provisions of AB 318. The special trustee, dean of human resources, and the president of El Camino College coordinate and communicate to ensure that district proposals facilitate cooperation between the two districts.

2. Relations and communications between the management team and the faculty regarding bargaining discussions and proposals continue to improve. The Compton CCD dean of human resources, as contract administrator and the district's lead negotiator, communicates directly with the management team. During the prior review period, the CBO worked directly with the dean of human resources to cost out various proposals and calculate the multiyear impact of proposed agreements. In the absence of a CBO during this review period, the director of fiscal affairs has taken on this responsibility.

3. The Compton CCD dean of human resources has a critical role during the collective bargaining process to work cooperatively with all members of the negotiating teams. The dean continues to works diligently to conduct, facilitate and foster effective communications resulting in successful outcomes.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	3
January 2010 Rating:	8
July 2010 Rating:	9
June 2012 Rating:	9

Implementation Scale:

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        0  1  2  3  4  5  6  7  8  9  10
        |--O--+--O--+--+--+--+--O--●--|
        Not  ◄───────────────►  Fully
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Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

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

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

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

   a. *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services*
   b. *The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

   a. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*
   b. *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
B. Physical Resources							
Standard to be Addressed							
Facilities Management – School Safety							
1.3 The college has developed a plan of security that includes adequate measures of safety and protection of people and property. [EC 32020]	6						
1.4 The college ensures that the custodial and maintenance staffs are regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]	**3**	**3**	**3**	**4**	**4**	**5**	**5**
1.5 The college has a documented process for issuing master and sub-master keys. A college-wide standardized process for the issuance of keys to employees is followed by all college administrators.	**3**	**3**	**4**	**7**	**7**	**7**	**5**
1.7 Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting and to ensure safety while activities are in progress in the evening hours. Outside lighting provides sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting also provides security personnel with sufficient illumination to observe any illegal activities on campus.	**2**	**2**	**3**	**5**	**6**	**6**	**6**
1.9 Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32001, GC 3100, 8607, CCR Title 8 §3220]	6						
1.11 Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]	**4**	**4**	**4**	**4**	**4**	**5**	**4**

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
1.12 **Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162]**	5	5	6	6	6	5	4
1.14 **Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]**	2	2	3	6	7	6	6
1.15 **The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]**	2	2	2	5	5	5	3
1.16 Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §6151]	6						
1.17 All exits are free of obstructions. [CCR Title 8 §3215]	7						
1.18 **A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 66300]**	5	5	5	6	7	8	8
1.19 Requirements are followed pertaining to underground storage tanks. [H&SC 25292, Title 23 Chapter 16]	7						
1.20 All asbestos inspection and asbestos work completed is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals. [EC 49410.5, 15 USC 2641 et seq., 40 CFR part 763]	6						
1.21 All playground equipment (at the Child Development Center) meets safety code regulations and is inspected in a timely fashion as to ensure the safety of the students. [H&SC 115725-115750, PRC 5411]	8						
1.22 **Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8, §782]**	4	4	4	7	8	8	8
1.23 The college maintains Materials Safety Data Sheets. [LC 6360 et seq., CCR Title 8 §5194]	6						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
1.24	**The college maintains a comprehensive employee safety program. Employees are made aware of the college safety program and the college provides in-service training to employees on the requirement of the safety program.**	**0**	**0**	**0**	**5**	**4**	**5**	**6**
1.25	**The college conducts periodic first aid training for employees.**	**0**	**0**	**0**	**4**	**5**	**5**	**3**
Facilities Management – Facility Planning								
2.1	The college has a long-range facilities master plan.	5						
2.2	**The college possesses a Facilities Planning and Construction Manual for the California Community Colleges.**	**0**	**0**	**0**	**8**	**10**	**10**	**10**
2.3	**The college seeks state and local funds.**	**6**	**6**	**7**	**10**	**10**	**10**	**10**
2.4	The college has a district-wide Facility Planning Committee in place.	5						
2.5	**The college has a properly staffed and funded facility planning department.**	**0**	**0**	**1**	**8**	**8**	**8**	**8**
2.6	**The college has developed and implemented an annual capital planning budget.**	**5**	**5**	**6**	**7**	**8**	**8**	**9**
2.7	The college has standards for real property acquisition and disposal. [EC 39006, 17230-17233]	8						
2.9	The college has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 4526]	5						
2.10	**The college assesses its local bonding capacity. [EC 15100]**	**4**	**4**	**4**	**8**	**9**	**10**	**9**
2.11	**The college has developed a process to determine debt capacity.**	**4**	**4**	**4**	**8**	**9**	**10**	**9**
2.12	**The college is aware of and monitors the assessed valuation of taxable property within its boundaries.**	**4**	**4**	**4**	**8**	**9**	**10**	**10**
2.14	The college has developed an asset management plan.	5						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
2.16	**The college has established and utilizes an organized methodology of prioritizing and scheduling projects.**	2	2	3	7	8	8	7
2.19	A college that has passed a general obligation bond has created a Citizens Oversight Committee to ensure the appropriateness of expenditures related to the passage of the college's local school bond measure.	6						
Facilities Management – Facilities Improvement and Modernization								
3.1	**The college has a restricted capital outlay fund and a portion of those funds is expended for maintenance and special repairs only. [EC84660]**	1	1	2	8	8	9	8
3.4	**The college maintains a plan for the maintenance and modernization of its facilities. [EC 84660, 84670-84674]**	1	1	2	8	8	8	8
3.6	**The college has established and maintains a system for tracking the progress of individual projects.**	2	2	3	6	7	8	8
3.7	**Furniture and equipment items are routinely included within the scope of modernization projects.**	2	2	2	6	7	8	7
3.8	**Refurbishing, modernization, and new construction projects take into account technology infrastructure needs.**	1	1	2	7	8	8	7
3.9	The college obtains approval of plans and specifications from the Division of the State Architect prior to the award of a contract to the lowest responsible bidder. [EC 81052, 81130 et seq.]	8						
3.10	All relocatables in use throughout the college meet statutory requirements. [EC 81130, 81160]	8						
3.13	**College staff are knowledgeable of procedures in the Division of the State Architect (DSA).**	1	2	2	8	8	8	7

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
Facilities Management – Construction of Projects							
4.1 **The college maintains an appropriate structure for the effective management of its construction projects.**	**1**	**1**	**1**	**6**	**6**	**7**	**6**
4.2 Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.	6						
4.3 **The college maintains appropriate project records and drawings.**	**1**	**1**	**1**	**8**	**8**	**8**	**8**
4.4 Each Inspector of Record (IOR) assignment is properly approved.	10						
Facilities Management – Compliance with Public Contracting Laws and Procedures							
5.1 The college complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]	8						
5.2 The college has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]	7						
5.3 **The college maintains files of conflict-of-interest statements and complies with legal requirements. Conflict of interest statements are collected annually by the President/Superintendent and kept on file.**	**4**	**4**	**4**	**4**	**7**	**7**	**7**
5.4 The college ensures that the biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.	6						
5.5 The college ensures that requests for progress payments are carefully evaluated.	10						
5.6 The college maintains contract award/appeal processes. [GC 54202, 54204, PCC 20111]	7						
5.7 The college maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111]	7						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
Facilities Management – Facilities Maintenance and Custodial							
8.1 **An energy conservation policy has been approved by the board and implemented throughout the college.**	**0**	**0**	**0**	**3**	**6**	**7**	**7**
8.3 **Cost-effective, energy-efficient design has been made a top priority for all college construction projects.**	**1**	**1**	**1**	**5**	**8**	**8**	**8**
8.5 **Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on the college sites are provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner.**	**1**	**1**	**2**	**5**	**5**	**5**	**5**
8.6 **Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.**	**0**	**0**	**1**	**3**	**6**	**6**	**6**
8.7 **Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and on which they will be evaluated.**	**2**	**2**	**3**	**5**	**7**	**7**	**7**
8.8 **Necessary staff, supplies, tools and equipment for the proper care and cleaning of the college are available. In order to meet expectations, the college is adequately staffed and staff is provided with the necessary supplies, tools and equipment as well as the training associated with the proper use of such.**	**4**	**4**	**4**	**5**	**5**	**7**	**7**

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
8.9	**The college has an effective preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of completion of work by the supervisor of the maintenance staff.**	0	0	0	5	5	5	6
8.10	**The Governing Board of the college provides clean and operable flush toilets for the use of students. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title 5 631, CCR Title 5 14030, EC 17576**	3	3	3	6	6	5	5
8.11	**The college has implemented a planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. Data includes purchase prices, anticipated life expectancies, anticipated replacement time lines, and budgetary resources necessary to maintain the facilities.**	0	0	0	6	7	7	7
8.12	**The college has a documented process for assigning routine repair work orders on a priority basis.**	3	3	4	6	6	7	7
Facilities Management – Instructional Program Issues								
9.1	**The college has developed a plan for attractively landscaped facilities.**	4	4	4	4	7	7	7
9.3	The Governing Board of any college maintains all of the campuses established by it with equal rights and privileges as far as possible. [EC 35293] The college has developed and maintains a plan to ensure equality and equity of its facilities throughout the college.	3	3	4	code section N/A	code section N/A		
9.4	The college has adequate lighting, electrical service, heating and ventilation.	7						
9.5	Classrooms are free of noise and other barriers to instruction. [EC 32212]	7						
9.6	The learning environments provided within the college are conducive to high quality teaching and learning.	8						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
Facilities Management – Community Use of Facilities							
10.2 **Education Code Section 82537 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both "direct cost" and "fair market" rental rates, specifying what groups have which priorities and fee schedules.**	**5**	**5**	**5**	**8**	**8**	**8**	**8**
10.3 The college maintains comprehensive records and controls on civic center implementation and cash management.	6						
Facilities Management – Communication							
11.1 The college's public information office coordinates a full appraisal to students, staff and community of the condition of the college's facilities and of efforts to rectify any substandard conditions.							
11.2 The college provides clear and comprehensive communication to staff of its facilities plans.							

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

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.4 - School Safety - Restrictions on Flammable and Toxic Materials

Legal Standard:

Ensure that the custodial and maintenance staff is regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]

Sources and Documentation:

1. Board Policy 8500, Injury and Illness Prevention
2. Administrative Regulation 8503, Hazardous Material Communication Program
3. Hazardous Materials Business Plan
4. Material Safety Data Sheets (MSDS) samples
5. Workplace Security Plan, 2011
6. Consolidated Contingency Plan, May 14, 2011
7. Employee Safety Training schedule, 2011-12
8. Interview with manager of facilities, maintenance and operations
9. Site walk/observation

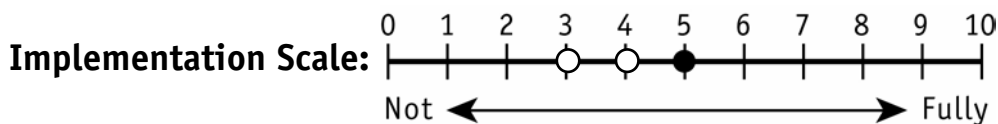### Progress on Implementing the Recommendations of the Recovery Plan:

1. The district completed a Consolidated Contingency Plan in May 2011. The plan template is provided by Los Angeles County to give organizations a format to comply with the emergency planning requirements of three hazardous materials emergency response plans required in California: Hazardous Materials Business Plan, Hazardous Waste Generator Contingency Plan, and the Underground Storage Tank Emergency Response Plan and Monitoring Program. This plan is relied on to meet storage and usage quantities required by California state laws and regulations by the county of Los Angeles Certified Unified Programs Agency (CUPA). The plan identifies contact information including response and medical treatment facilities in case of an emergency. The plan identifies the Workplace Security Plan as the document used to coordinate evacuation. The plan also includes procedures for prevention, mitigation, and abatement of hazards, and lists emergency equipment to be available and employee training to be provided.

2. The Workplace Security Plan includes a communications system that is designed to encourage continuous flow of safety, health, and security information between management and employees. The plan states the district will perform periodic inspections designed to identify hazards, provide for freedom of movement and access, and ensure emergency contact information is current and posted.

3. The training schedule provided for 2011-12 indicates training for this standard including Material Safety Data Sheets (MSDS), Cal/OSHA Inspections, Confined Space, Injury and Illness Prevention Program (IIPP), and Hazardous Communications. FCMAT was provided with information indicating that the confined space training occurred. This training included awareness of situations where exit and access may be limited, ventilation may not be adequate, and other potential hazards may exist. FCMAT was also provided with documentation that sup-

ported the Hazardous Communications training that included information on the hazardous chemicals, their hazards and risks, and how to protect oneself from them.

4. A chemical inventory was prepared at the end of the 2009-10 fiscal year to document the existence of all chemicals located on the campus. Interviews indicated the informal process continues that requires the lab technician to notify the manager of facilities, maintenance and operations of all such purchases upon receipt; however, FCMAT requested but was not provided with documentation to support this process. A thorough campus-wide chemical inventory is critical to identify and prepare for potential exposure issues for students and faculty.

5. During the site walk, FCMAT viewed custodial closets and the warehouse that are used to store hazardous materials for maintenance and operations. While the storage and security appeared appropriate, the MSDS were not readily available. To promote the safe handling of applicable materials, MSDS should be readily accessible because they contain information about the proper uses and hazards as well as emergency contact information should mishandling occur.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 4
July 2010 Rating: 5
June 2012 Rating: 5

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.5 - School Safety - Documented Process for Key Control

Professional Standard:

The college has a documented process for issuing master and sub master keys. A collegewide standardized process for the issuance of keys to employees is followed by all college administrators.

Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Interview with police lieutenant
3. Board Policy 3330, Access to Facilities and Property (February 16, 2010)
4. Administrative Regulation 3331, Key Issuance and Return (March 16, 2010)
5. Key Control Procedures
6. El Camino College Compton Center Campus Police Campus Security Statistics (website)
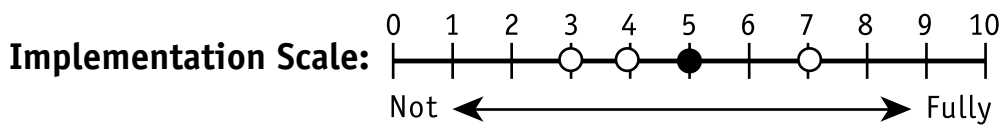7. Key Distribution Process diagram

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD's Infrastructure Master Plan continues to include plans and techniques to provide electronic security throughout the campus. Components include door position switches, motion detectors, and door controllers through a master server to audit and control access to campus buildings.

2. Rekeying had been incorporated in the district's master plan, including the plan to rekey campus buildings with programmable key cards. During the last review, the district had committed budget to support the costs of rekeying as well as cylinder replacement for identified buildings. However, FCMAT requested but was presented with no evidence that progress had been made in this area during this review period.

3. College security statistics indicated five burglary incidents in 2010, down from 11 in 2009.

4. While campus breaches are reported not to be a significant issue, the campus police department advocates a new electronic programmable access card system that would allow greater control of building access. Each staff member would have his or her own unique key card that would be assigned by employee number and designate which buildings they could access. In addition, the system would provide greater protection from both external and internal threats and limit access to what each staff member needs. Campus security would also be greatly enhanced with a programmable access system that logs all entry and egress data.

5. The key issuance process provides guidelines and procedures for the issuance and control of keys and all forms of access to a door(s), buildings, cabinets, equipment, or vehicles to ensure the security of all district facilities and property. The police lieutenant stated that the campus police issue all keys for facilities and ensure the return of keys upon employee exit from employment. The control forms evidencing this process are then filed with the human resources department. FCMAT was not provided requested documentation to verify this process.

6. The district does not maintain strict control of lock cores or key stock. Because of this lack of control, keys may be made and distributed outside of the procedures and without the knowledge of the police.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 4
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 5

Implementation Scale:

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        Not ◄──────────────────────────► Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.7 - School Safety - Installation and Operation of Outside Security Lighting

Professional Standard:

Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting and to ensure safety while activities are in progress in the evening hours. Outside lighting provides sufficient illumination to allow for safe passage of students and the public during after-hour activities. Lighting also provides security personnel with sufficient illumination to observe any illegal activities on campus.

Sources and Documentation:
1. Interviews with manager of facilities, maintenance and operations and campus police
2. Campus Lighting Plan
3. Compton Community College District Infrastructure Master Plan Final Report, June 2009
4. Compton Community College District Exterior Lighting Project 2010, by area, draft dated May 12, 2010
5. Maintenance and operations planned work list, 2011-12
6. Health and Safety Committee meeting agendas
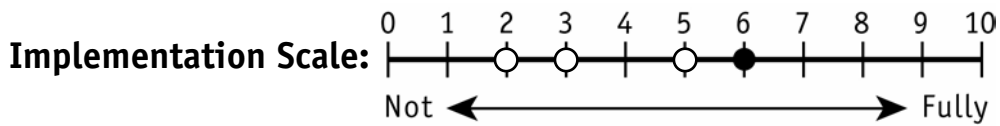7. Campus map
8. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has established a routine schedule for checking lighting throughout the campus. The maintenance and operations staff and the campus police department routinely inspect campus lighting conditions. Regular observations contribute to the timely repair of inoperative lighting and the installation of additional lighting where a need has been determined. The survey completed by Southland Industries, with an initial report in 2008, stated that much of the campus had deficient or aged wiring and fixtures. The Compton CCD Exterior Lighting Project 2010 identifies 18 locations where new lighting fixtures will be placed, or have already been installed or replaced by the maintenance and operations staff. FCMAT requested but was not provided evidence to identify further progress on this project since the last review.

2. The district provides sufficient exterior lighting for most of the campus, but the general lighting infrastructure is insufficient and unreliable. During the last review, it was reported that a complete upgrade of the campus lighting infrastructure was scheduled to occur by October 2011. The campuswide plan was in the design stages and under review with the Division of the State Architect (DSA). FCMAT requested but was not provided with an update on the status of this project during this review period.

3. The Infrastructure Master Plan Final Report dated June 2009 identifies lighting design goals and includes existing conditions and the proposed solutions for the entire campus. The plan includes entry points to the campus, parking areas, pedestrian pathways and stadium lighting.

4. The maintenance and operations department's 2011-12 planned work list identified exterior and interior lighting repairs that were made by the staff.

5. Military surplus mobile lighting is in place in the area north of the VoTech Building. This addresses an area that was designated by campus police as a concern because of low lighting and significant traffic.

6. "Lighting on campus" is listed as a standing agenda item for several of the Health and Safety Committee meetings. Committee concerns and updates are discussed during these meetings.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 6

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 III-B: Physical Resources
FCMAT Facilities Management Standard 1.11 - School Safety - Knowledge of Chemicals and Potential Hazards

Legal Standard:

Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]

Sources and Documentation:

1. Administrative Regulation 8503, Hazardous Material Communication Program
2. Hazardous Materials Business Plan
3. Employee safety training schedule, 2011-12
4. Master Chemical Inventory Campus-Wide 2010, July 1, 2010
5. Custodial and Maintenance Procedures Manual
6. Consolidated Contingency Plan, May 14, 2011
7. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. Administrative Regulation 8503, Hazardous Material Communication Program, was approved March 15, 2010. Keenan & Associates conducted initial manager training for the IIPP program in June 2010 as a precursor to the campuswide introduction of the injury and illness prevention program (IIPP).

2. A formal process for faculty to update the chemical inventory annually has still not been developed. A chemical inventory was prepared at the end of the 2009-10 fiscal year to document the existence of all chemicals located on the campus. Interviews indicated the informal process continues that requires the lab technician to notify the manager of facilities, maintenance and operations of all such purchases upon receipt; however, FCMAT requested but was not provided with documentation to support this process. A thorough campuswide chemical inventory is critical to identify and prepare for potential exposure issues for students and faculty.

3. The district has developed a Consolidated Contingency Plan that includes emergency contact information in case of a local emergency and identifies the following plans for hazardous materials:

   Prevention

   - Lab tech training and awareness for the handling, transporting and storage of hazardous materials.

   - Knowledge of Material Safety Data Sheets (MSDS).

   - Implementation of IIPP – hazard identification, scheduled safety and inspections.

   - Implementation of IIPP – hazard correction.

   - General safety "tailgate" meeting, safety topics on personal protective equipment (PPE) and other related topics.

Mitigation

- Safety awareness training to report any unsafe or hazardous condition as a priority one for mitigation.

- Quarterly inspections of facility grounds and storage areas.

Abatement

- General training on personal safety through PPE, containment and abatement if material is non-harmful.

- Emergency spills – Call Compton Fire Department for abatement (911).

- If planned abatement, contract with lowest-cost qualified vendor to provide services, certifications and waste tickets for disposal.

The plan includes an equipment inventory but is incomplete because it does not indicate the location or description information as required by 22 CCR 66265.52.
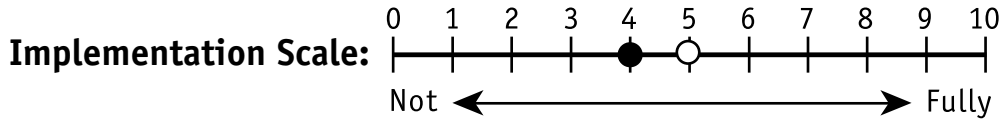
The plan also specifies initial and annual employee training to include: familiarity with all plans and procedures specified in the Consolidated Contingency Plan, methods for safe handling of hazardous materials, safety procedures in the event of a release or threatened release of a hazardous material, use of emergency response equipment and supplies under their control, procedures for coordination with local emergency response organizations, and hazardous waste generator training.

The training schedule provided showed training for hazardous materials such as MSDS purpose and use, confined space, eye safety, IIPP, and hazardous communications. FCMAT was provided with documentation that supported the November 23, 2011 Hazardous Communication training class that 14 staff members attended, and a make-up class held on November 29, 2011 that five additional staff members attended; and for an Emergency Readiness Briefing conducted by the campus police on October 20, 2010 that 23 maintenance and operations staff attended. FCMAT was also provided with information indicating that the confined space training occurred. This training included awareness of situations where exit and access may be limited, ventilation may not be adequate and other potential hazards may exist. Based on the information provided, only some of the training identified in the Consolidated Contingency Plan and the annual employee training schedule occurred.

4. During the site walk, FCMAT found that many locations, including custodial closets and the warehouse, that store hazardous materials for maintenance and operations did not have the appropriate MSDS readily available. To promote the safe handling of applicable materials, MSDS should be readily accessible because they contain information about the proper uses and hazards as well as emergency contact information should mishandling occur.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	4
January 2010 Rating:	4
July 2010 Rating:	5
June 2012 Rating:	4

Implementation Scale:

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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.12 - School Safety - Inspection and Correction of Unsafe Conditions

Legal Standard:
Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162]
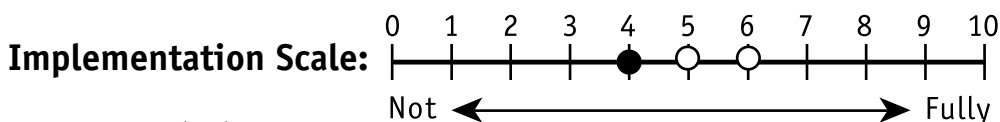
Sources and Documentation:
1. Interview with manager of facilities, maintenance and operations
2. Custodial Assignments and Related Duties
3. Custodial and Maintenance Procedures Manual
4. Planned work list and funding, 2011-12
5. 2012-13 scheduled maintenance projects, Fusion report
6. Health and Safety Committee meeting minutes
7. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. A maintenance and operations planned work list was developed containing $198,000 of repairs and improvements for the 2011-12 fiscal year. The improvements listed included repairs to the boiler systems, roofing, restrooms, concrete and asphalt surfaces, doors, ceiling tile, sports field, lighting and cafeteria. Documentation verifying completion of work was requested but not provided. However, during the site walk, FCMAT saw evidence of many repairs to roofs and ceilings, concrete and asphalt surfaces, doors, and cafeteria improvements.

2. The Fusion budget report indicates funds allocated through 2016 for facility repairs to include roof, utility, mechanical and exterior elements.

3. Health and Safety Committee meeting minutes recorded discussion items involving the identification and reporting of safety issues and the actions taken to remedy the issues identified. However, FCMAT did not receive requested evidence indicating a schedule for facilities inspections and the reporting of unsafe conditions to the board.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 6
January 2010 Rating: 6
July 2010 Rating: 5
June 2012 Rating: 4

Implementation Scale:

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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.14 - School Safety -
Sanitation is Maintained and Fire Hazards are Corrected

Legal Standard:

Sanitary, neat, and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]
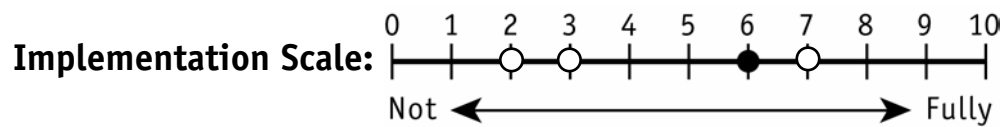
Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Custodial and Maintenance Procedures Manual, July 1, 2010
3. Planned work list and funding, 2011-12
4. 2012-13 scheduled maintenance projects, Fusion report
5. Policy for Injury and Illness Prevention Program May 12, 2010, Version #17
6. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The condition of campus common grounds improved over the site visit during the previous reporting period. The lawn, shrubs and trees were green and groomed and the general areas of the campus were clear of litter. However, weeds became progressively more apparent toward the back of the campus.

2. The maintenance yard was not well maintained. Large deposits of debris and rubbish from campus projects were piled in the north end of the yard. The manager of facilities, maintenance and operations explained a plan to have the piles removed, but no evidence was provided to support the removal or timeline for action. The other areas of the maintenance yard exhibited a lack of order. Items stored in the yard included residual materials from campus projects, both working and nonworking equipment, and various maintenance and operations supplies. There was no clear organization to the yard equipment, materials and supplies.

3. The maintenance department contracts annually for all fire extinguishers to be serviced during the summer. The utility maintenance workers are responsible for checking all fire extinguishers monthly, which includes dating and initialing the tags on each fire extinguisher. Extinguishers observed by FCMAT reflected current service and inspections.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 6
June 2012 Rating: 6

Implementation Scale:

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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.15 - School Safety - Injury/Illness Prevention Program Inspections are Done

Legal Standard:

The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]

Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Board Policy 8500, Illness and Injury Prevention, November 17, 2009
3. Administrative Regulation 8502, Illness and Injury Prevention Program
4. Administrative Regulation 8503, Hazardous Material Communication Program
5. Site walk/observation
6. Injury and Illness Prevention Program (IIPP), May 12, 2010, version #17

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Injury and Illness Prevention Plan provided to FCMAT was the same as that presented in the previous review. The plan remains incomplete and lacks appendices. Further, the plan is now out of date as it contains expired contact and communications information. The document specifies the following inspections:

   Scheduled Safety Inspections

   Upon initial implementation of the Program inspections of all work areas will be conducted. All inspections will be documented using the attached forms (or equivalent) with appropriate abatement of any hazards detected.

   Thereafter, safety inspections will be conducted at the frequency described below:

   1. Annual inspections of all office areas will be conducted to detect and eliminate any hazardous conditions that may exist.
   2. Semi-annual inspections of all potentially hazardous areas (shops, cafeterias, warehouses, gymnasiums, sheds, etc.) will be conducted to detect and eliminate any hazardous conditions that may exist.
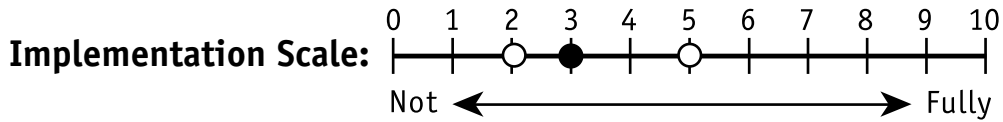
   Unscheduled Safety Inspections

   1. Additional safety inspections will be conducted whenever new equipment or changes in procedures are introduced into the workplace that presents new hazards.
   2. The Director of Maintenance & Operations or designee will conduct periodic unscheduled safety inspections of all potentially hazardous areas to assist in the maintenance of a safe and healthful workplace.
   3. Safety reviews will be conducted when occupational accidents occur to identify and correct hazards that may have contributed to the accident.

2. Keenan & Associates provides training to staff regarding the IIPP, and training schedules indicated that the trades and custodial staff were trained on the IIPP on January 25, 2012.

3. FCMAT requested but was not provided documentation indicating that required safety inspections occurred during this review period.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 5
June 2012 Rating: 3

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.18 - School Safety - Plan for Prevention of Campus Crime and Violence

Legal Standard:

A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 66300]
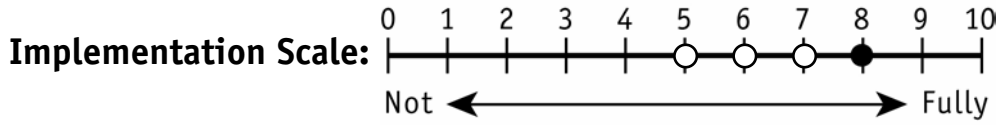
Sources and Documentation:

1. Interviews with the CEO, manager of facilities, maintenance and operations and campus police lieutenant
2. Workplace Security Plan – approval pending
3. El Camino College Compton Center Campus Police Campus Security Statistics (website)
4. IIPP, May 12, 2010, version #17
5. Health and Safety Committee meeting minutes
6. Campus police – campus alert (website)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Workplace Security Plan was developed and is pending approval. This plan establishes the minimum requirements to maintain the following goals included in the plan: 1) to make every employee aware of the potential for violence in the workplace, 2) to increase the employee's ability to recognize the early warning signs of a potentially violent person or situation, 3) to explain how to record incidents indicative of a potential problem, and 4) to encourage employees to report suspicious incidents to the appropriate manager through proper procedures.

2. The district's IIPP for workplace security addresses the hazards known to be associated with the three major types of workplace violence. Type I workplace violence involves a violent act by an assailant with no legitimate relationship to the workplace who enters the workplace to commit a robbery or other criminal act. This type may also include an intruder attack at a district office or the taking of hostages. Type II involves a violent act or threat of violence by a recipient of a service provided by the district, such as a student, customer, passenger or a criminal suspect or prisoner. Examples may include a disgruntled student or employee who attempts to retaliate against the actions of faculty or staff such as a threat issued because of poor grades, work assignments and/or personality conflicts. Type III involves a violent act or threat by a current or former employee, student, supervisor or manager, or an employee's or student's spouse or lover, an employee's or student's relative or friend, or another person who has a dispute with an employee or student.

3. The campus police post a campus alert on the district website to inform the public about incidents that occur on campus and to provide information on how to protect oneself and report activities to the proper authorities. The latest posting occurred January 23, 2012.

Standard Implemented: Fully - Substantially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	5
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	8

Implementation Scale:

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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.22 - School Safety - Safety Boilers and Fired-Pressure Vessels

Legal Standard:
Safe work practices exist with regard to boiler and fired-pressure vessels. [CCR Title 8 §782]
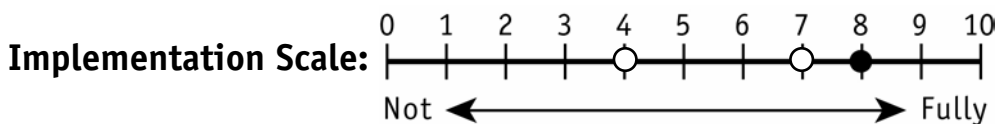
Sources and Documentation:
1. Interview with manager of facilities, maintenance and operations
2. Job quote for boiler repair
3. Maintenance and Operations 198K Planned Work Fund 2011-12 narrative, April 3, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The maintenance plans for the boilers at the central plant, math/science building and gymnasium have been outsourced to various vendors. FCMAT was provided a job quote for boiler repairs dated August 31, 2011 as supporting documentation. Outsourcing the maintenance and repair of the boilers and fired-pressure vessels should satisfy the safe work practice standard.

2. The Maintenance and Operations 198K Planned Work Fund 2011-12 narrative explains that the boilers processing water for the Child Development Center and Vocational Technology Center were found damaged beyond repair due to poor maintenance and high operating temperatures. A new unit was installed and is controlled manually until the automation controls are replaced.

3. The district facilities, maintenance and operations staff only maintain the smaller heating vessels (less than 40 gallons).

Standard Implemented: Fully - Substantially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 7
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 8

Implementation Scale:

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        Not  ←————————————————→  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.24 - School Safety - Maintenance of a Comprehensive Employee Safety Program

Professional Standard:

The college maintains a comprehensive employee safety program. Employees are made aware of the college safety program, and the college provides in-service training to employees on the requirements of the program.
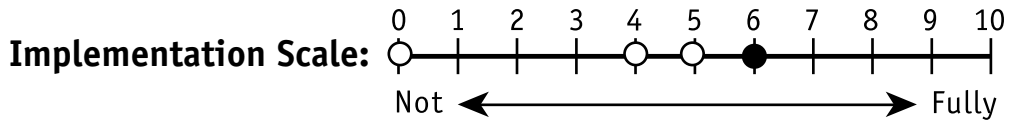
Sources and Documentation:

1. Board Policy 8200, Emergency Response Plan, October 20, 2009
2. Health and Safety Committee meeting agenda and minutes
3. Interview with manager of facilities, maintenance and operations
4. IIPP, May 12, 2010
5. Work Environment Expectations document, April 14, 2011
6. Consolidated Contingency Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Work Environment Expectations document states that "every employee is responsible for safety and for achieving the District's goal of providing a safe work environment."

2. The IIPP states that the program "describes the goals, statutory authority, and the responsibilities of all employees under the Program. It addresses Compliance, Hazard Identification, Accident Investigation, Hazard Mitigation, Training, Hazard Communication, and Program Documentation. By making employee safety a high priority for every employee we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at the Compton Community College District."

3. The Consolidated Contingency Plan identifies emergency response plans and procedures for the campus. The plan includes prevention, mitigation and abatement of hazardous materials. The plan also includes notification procedures and employee training.

4. The Health and Safety Committee has regular meetings to discuss needs, concerns and updates to issues. Members of the committee include staff from the maintenance and operations department, campus police, faculty, administration and student representatives.

5. The safety training schedule identified training for MSDS, electrical safety, blood borne pathogens, heat stress, Cal/OSHA inspections, confined space, forklift use, ladder safety, eye safety and the IIPP.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	5
January 2010 Rating:	4
July 2010 Rating:	5
June 2012 Rating:	6

Implementation Scale:

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Not ⟵————————⟶ Fully

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.25 - School Safety - Conduct of First Aid Training for School Site Personnel

Professional Standard:

The college conducts periodic first aid training for employees.
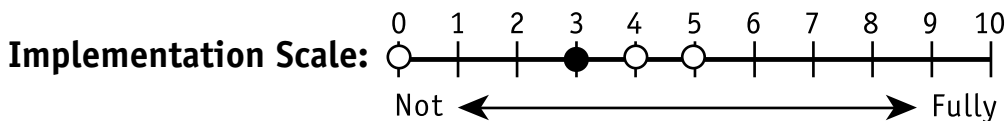
Sources and Documentation:

1. Board policy
2. Interview with manager of facilities, maintenance and operations
3. Safety training schedule

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change to the board policy for school safety during this review period. The district has created a draft board policy regarding minimum first aid training for all district employees. However, a list of policy adoption dates did not include a finalized policy or any further update.

2. FCMAT requested but did not receive evidence to indicate that first aid training had occurred during this review period. Interviews indicated that the human resources department is scheduling CPR and first aid training for later in the year.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	4
January 2010 Rating:	5
July 2010 Rating:	5
June 2012 Rating:	3

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.2 - Facility Planning -
Facilities Planning Manual

Professional Standard:
The college possesses a Facilities Planning Manual for the California Community Colleges.

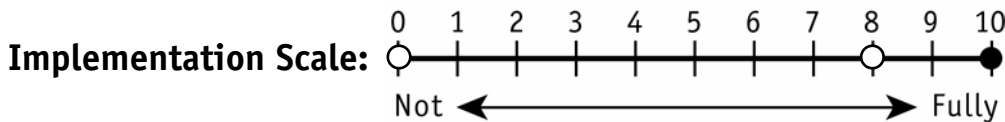### Sources and Documentation:
1. Facilities Master Plan Update, June 2012
2. 2013-17 Five-Year Construction Plan, 8/1/11

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has recently updated its Facilities Master Plan. The plan includes sections covering construction, improvements, existing inventory, projected needs, priorities and recommendations. The plan also defines six phases of implementation.

2. The district uses the online Facilities Planning Manual of the California Community College system. This plan includes the priority of its five-year construction plan projects and a budget and narrative of each project's intent and scope.

Standard Implemented: Fully - Sustained

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0
June 2009 Rating: 8
January 2010 Rating: 10
July 2010 Rating: 10
June 2012 Rating: 10

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 III-B: Physical Resources
FCMAT Facilities Management Standard 2.3 - Facility Planning - Efforts to Seek State and Local Matching Funds

Professional Standard:
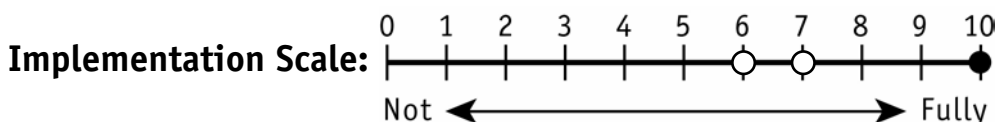The college seeks state and local funds.

Sources and Documentation:
1. Interview with manager of facilities, maintenance and operations
2. Interview with facilities project manager
3. Facilities Master Plan, June 2012
4. Grant letters

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has been proactive and successful in seeking state and local funds for capital improvements as evidenced by the passage of Measure CC in November 2002, which authorized the issuance of $100 million in general obligation bonds. This bond measure authorized funds to repair and renovate instructional classrooms, job training facilities, and upgrade security systems, electrical capacity, computer technology, energy efficiency and roofing systems.

2. The district has in the past effectively maximized local dollars with state funding for the infrastructure replacement capital outlay projects. The receipt of any new state funding and management of these projects will reside with El Camino Community College, which has the management responsibility to ensure that projects stay within scope of work and budget as proposed.

3. The Compton CCD continues to work on three state funded infrastructure projects that have been ongoing since the last review period. FCMAT requested but did not receive information regarding whether new funding has been sought.

Standard Implemented: Fully - Sustained

April 2007 Rating:	6
January 2008 Rating:	6
July 2008 Rating:	7
June 2009 Rating:	10
January 2010 Rating:	10
July 2010 Rating:	10
June 2012 Rating:	10

Implementation Scale:

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      0  1  2  3  4  5  6  7  8  9  10
      |--+--+--+--+--+--O--O--+--+--●
      Not  ◄───────────────►  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.5 - Facility Planning - Properly Staffed and Funded Facility Planning Function

Legal Standard:
The college should have a properly staffed and funded facility planning department.
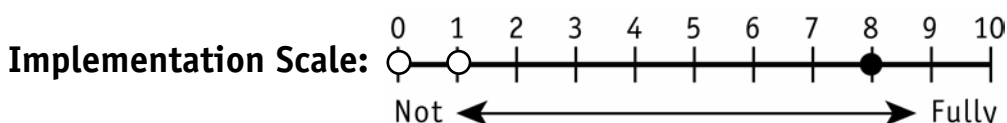
Sources and Documentation:
1. Interviews with interim CEO and manager of facilities, maintenance and operations
2. Compton CCD Organizational Chart

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD recently discontinued its use of a director of facilities planning and management position funded through the partnership agreement with the El Camino Community College/Compton CCD. This position reported directly to El Camino Community College District and was not an employee of Compton CCD.

2. The Compton CCD is seeking and has advertised for a director of facilities planning and operations. A position flyer states this position will be responsible for "coordinating, supervising, assessing, planning, guiding and evaluating facilities design and remodeling projects to completion; coordinate and direct the custodial, grounds, maintenance programs, campus events, transportation, and energy management operations of the District; supervise, train and evaluate the work of assigned personnel."

3. The current staff includes a manager of facilities, maintenance and operations. A position flyer states this position is responsible to "plan, organize, coordinate and direct the custodial, grounds, maintenance programs, campus events, transportation, and energy management operations of the District; repair and alteration of buildings; and supervise, train and evaluate the work of assigned personnel."

4. The district augments planning of capital construction and modernization projects by contracting for architecture and construction management services. Further skills and capabilities are provided through the use of consultants for specialty design by mechanical, electrical or civil engineers.

Standard Implemented: Fully - Substantially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	1
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	8
June 2012 Rating:	8

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 III-B: Physical Resources
FCMAT Facilities Management Standard 2.6 - Facility Planning - Implementation of an Annual Capital Planning Budget

Professional Standard:

The college should develop and implement an annual capital planning budget.
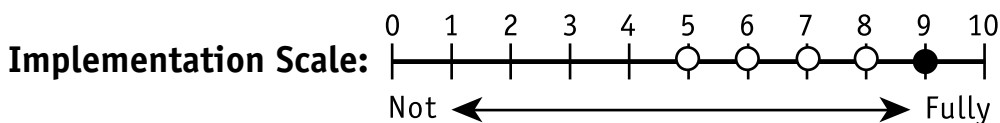
Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Facilities Master Plan Update, June 2012
3. 2013-17 Five-Year Construction Plan
4. Measure CC Project List
5. Maintenance and operations planned work list, 2011-12

Progress on Implementing the Recommendations of the Recovery Plan:

1. The 2011-12 adopted budget included a $198,000 budget for site improvements. The projects included boiler repair, roofing maintenance and repairs, restroom refurbishment, asphalt and concrete walkways and paths repair, door hardware and ADA access repair, exterior and interior lighting repair and replacement, and kitchen equipment repairs.

2. The district's five-year capital outlay plans are developed and updated in Fusion, a Web-based project planning and management software used by all of California's community college districts and the System Office to support their facilities. Fusion provides for project scenario planning analysis as a decision-making tool to determine the district's priority for projects receiving state funding in accordance with the five-year capital outlay plan. Each project is defined by budget, intent and scope including the anticipated time schedule and why the project is needed.

Standard Implemented: Fully - Substantially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	7
January 2010 Rating:	8
July 2010 Rating:	8
June 2012 Rating:	9

Implementation Scale:

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           Not  <------------------------>  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.10 - Facility Planning - Assessment of Local Bonding Capacity and Monitor Legal Bonding Limits

Legal Standard:

The college assesses its local bonding capacity. [EC 15100]
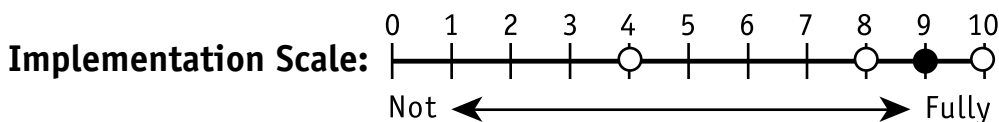
Sources and Documentation:

1. Interviews with interim CEO and manager of facilities, maintenance and operations
2. Facilities Master Plan Update, June 2012
3. Citizens' Bond Oversight Committee agenda and minutes
4. Bonding Capacity Certificate, April 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has been proactive and successful in seeking state and local funds for capital improvements as evidenced by the passage of Measure CC in November 2002, which authorized the issuance of $100 million in general obligation bonds.

2. According to the district bonding certificate dated April 10, 2012, the available bonding capacity at that time was $332,957,367, after consideration of outstanding bonded debt of $63,611,122. From Measure CC, the district issued $41 million in 2004, $15 million in 2009, and sold an additional $15,001,122 in April 2012, leaving approximately $30 million remaining on the $100 million authorization.

3. The Citizens' Bond Oversight Committee has not been meeting consistently and has not been reviewing bond expenditures and compliance. Interviews indicated that the interim CEO is working to re-establish a functioning committee.

Standard Implemented: Fully - Substantially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 8
January 2010 Rating: 9
July 2010 Rating: 10
June 2012 Rating: 9

Implementation Scale:

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              Not  <----------------------->  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.11 - Facility Planning -
Process to Determine Debt Capacity

Professional Standard:

The college has developed a process to determine debt capacity.
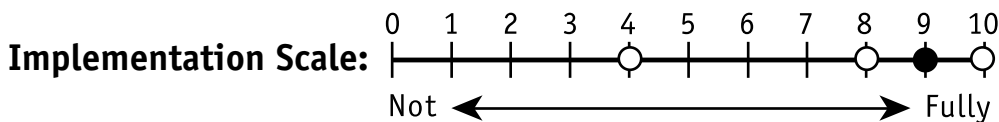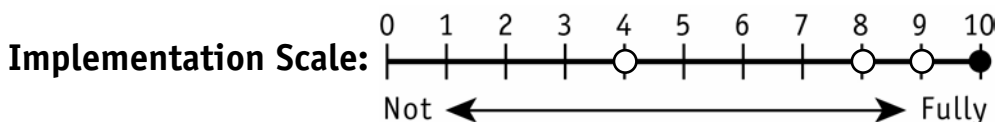
Sources and Documentation:
1. Interview with interim CEO
2. Assembly Bill 318
3. Memorandum of Understanding between El Camino CCD and Compton CCD
4. 2010-11 Measure CC General Obligation Bond Financial Audit
5. Series 2012C general obligation bonds calculation
6. Bonding Capacity Certificate, April 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. In accordance with Proposition 39 regulations and Education Code Section 15264, et seq., the district's $100 million general obligation bond, Measure CC, requires an annual performance audit to ensure that funds are expended as authorized by the voters.

2. The available bonding capacity as of April 2012 was $332,957,367 after consideration of outstanding bonded debt of $63,611,122. The district has approximately $30 million remaining on the $100 million authorization provided by Measure CC.

3. The 2010-11 bond financial audit findings indicate weaknesses in the district's financial processes including questioned costs and accounts payable adjustments of over $550,000 involving the bond fund. Such findings clearly indicate insufficient internal controls, processes, and trained staff and bring into question the ability of the Compton CCD to determine its debt capacity.

Standard Implemented: Fully - Substantially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 8
January 2010 Rating: 9
July 2010 Rating: 10
June 2012 Rating: 9

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 III-B: Physical Resources
FCMAT Facilities Management Standard 2.12 - Facility Planning - Awareness and Monitoring of Assessed Valuation

Professional Standard:

The college should be aware of and monitor the assessed valuation of taxable property within its boundaries.

Sources and Documentation:

1. Interview with interim CEO
2. Assembly Bill 318
3. Memorandum of Understanding between El Camino CCD and Compton CCD
4. 2010-11 Measure CC General Obligation Bond Financial Audit
5. Series 2012C general obligation bonds calculation
6. Bonding Capacity Certificate, April 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has successfully passed and issued local general obligation bonds under Measure CC, authorized by the local voters in November 2002. The assessed valuations of taxable property and fluctuations that may affect the district's bonding capacity are provided by the Los Angeles County Assessor's Office.

2. The Los Angeles County Assessor's Office provided an assessed value estimate for 2011-12 of $15,862,739,575.

Standard Implemented: Fully - Sustained

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 8
January 2010 Rating: 9
July 2010 Rating: 10
June 2012 Rating: 10

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.16 - Facility Planning - Priorities and Scheduling of Projects

Professional Standard:

The college has established and utilizes an organized methodology of prioritizing and scheduling projects.
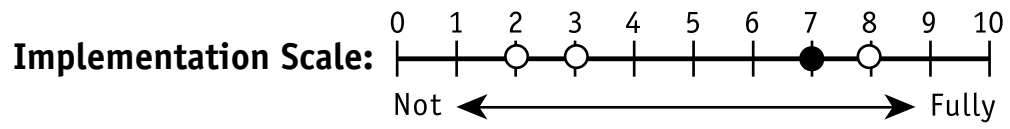
Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Interviews with El Camino CCD CBO and facilities consultants
3. Planned work list and funding, 2011-12
4. 2012-13 scheduled projects, Fusion report
5. 2013-17 Five-Year Construction Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The manager of facilities, maintenance and operations and the interim CEO communicate regularly regarding district facilities and ongoing projects. A memo to the interim CEO from the manager entitled "198K planned work fund 2011/12" listed planned work to include boiler repair, roofing repair, restroom refurbishment, walkway and path repair, door and ADA access repair, lighting improvements and kitchen repairs.

2. According to Education Code 15278, the Citizens' Bond Oversight Committee (CBOC) has the responsibility to "inform the public concerning the district's expenditure of revenues received from the sale of bonds authorized by the voters." The Compton CCD CBOC has not had full representation and has not been functional during this review period. No meeting minutes were available since the January 2011 meeting. The interim CEO stated the committee was being re-vived because seven members were appointed by the special trustee in February 2012.

3. The 2013-17 Five-Year Construction Plan was updated August 1, 2011 to include a prioritized list of 14 projects.

4. The district engaged construction management consultants, VANIR, through June 2012 to assist with three of the ongoing projects and Lend Lease to assist with the three state funded projects.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 7
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 7

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← ――――――――→ Fully

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.1 - Facilities Improvement and Modernization - Appropriate Use of the Scheduled Maintenance and Special Repair Funding in the Capital Outlay Projects Funds

Legal Standard:
The college has a restricted capital outlay fund, and a portion of those funds are expended for maintenance and special repairs only. [EC 84660]

Sources and Documentation:
1. Infrastructure Master Plan, June 2009
2. Interview with interim CEO
3. Interview with manager of facilities, maintenance and operations
4. 2013-17 Five-Year Construction Plan
5. Facilities Memorandum of Understanding
6. Facilities Master Plan Update, June 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district budget and expenditure of funds indicate an ongoing and continued commitment to maintenance and special repairs. The district has a restricted capital outlay fund, dedicated to capital projects and deferred maintenance, as required by the Community College System Budget and Accounting Manual. The district provided agendas and minutes of the Citizens' Bond Oversight Committee meetings and a certificate regarding the outstanding bonding capacity of the district. However, no financial activity reports from the district's financial system depicting capital for routine maintenance and special repair projects were provided to respond to FCMAT's request. Instead, the district provided a copy of its June 30, 2011 audit report prepared by Vavrinek, Trine, Day and Company, LLP.

2. On October 18, 2011, the Board of Trustees/special trustee approved the 2011-12 adopted budget, which included $198,000 to fund site improvement. To determine how the funds would be used and prioritized, the district started with a basic list of critical items and met with various campus constituencies to gain input and buy in: Facilities Committee, Associated Student Body, Planning and Budget, and Consultative Council. This collaborative process resulted in the $198K Planned Work list to enhance campus facilities. The following project information is quoted from the list:

Boiler and Mechanical System Repairs ($35,000)
   The original scope consisted of repairing three Lochinvar two (2) million BTU Boilers and various mechanical pumps, frequency drive controllers and reservoirs which are responsible for pumping hot processed water to Child Development Center and Vocational Technology Center air handlers and variable speed control boxes. During assessment, Horizon Mechanical along with Staff discovered the Lochinvar boilers were severely damaged beyond repair. Consequently, the district agreed to remove the damage units, replace the boilers with one new unit and reconnect the boiler to the building automation control (BAC).
   The district was unable to obtain warranty from Lochinvar since damage was caused by prolonged poor maintenance and high operating temperatures. The boiler is working and

controlled manually until the BACnet is installed to automatically control the unit. Permanent sheet metal duct is being fabricated and will be installed in April.

Roofing Maintenance and Repairs ($45,000)

The scope consists of repairing damaged to selected roofs, gutters, down spouts, drains, and other dewatering roof systems. The scope was developed over the last few years from water leaks and standing water reports. The initial contract award was terminated because the contractor was unable to obtain a performance bond which delayed the start of the work. After rebidding the work, Waterproofing Technologies, Inc. (WTI) was awarded the contract and work commenced on Monday, March 26, 2012. Work was scheduled to be completed by May 31, 2012.

Rest Room Refurbishment ($10,000)

Selected restrooms throughout the campus were to receive a face lift, fresh stall paint and doors, walls, ceilings, entry / exit doors and trim. In addition, light fixture repairs and cleaning along with window cleaning. Stalls and plumbing fixtures will receive minor repairs. Work started on Tuesday, March 26, 2012 and is being performed by Mario Clemente. Work was to be by completed May 31, 2012.

Campus Police Water Leak Repair in Briefing Room ($15,000)

District staff worked with New Horizon abatement, Alta Environmental, South Coast Air Quality Management District (SCAQMD) and G.D. Plumbing to abate the floor tiles, test air, locate the water leak and repair the floor. After the abatement was performed, the Plumbing contractor performed several water detection tests and was unable to locate the leak. The district concluded the old galvanized pipe leak eventually closed. District staff repainted the briefing room floor, walls, doors and trims and installed cove base to complete the work as scheduled. Staff submitted insurance claim forms to McLarens Young International adjuster for possible loss coverage. Work was completed in March 19, 2012.

Campus Walkways Asphalt and Concrete Repairs ($14,960)

This work consisted of repairing and replacing uneven asphalt and concrete walkways throughout the campus. Work successfully awarded to D&G Paving on March 23, 2012 and was scheduled to be complete on April 30, 2012.

Repair Doors, Hardware and Automatic (ADA) Doors ($29,000)

Gymnasium, Child Development Center, Student Lounge and general Row building including E-20 doors badly needed replacement and repairs. The work was awarded to J&A Window and the district anticipated completion by May of 2012.

Classroom and Office Ceiling Tile Replacement ($2,000)

Selected classrooms throughout the campus will receive ceiling tile repairs and replacement by Mb Painting-a minority own company. Work was scheduled to start May 31, 2012 and be completed by June 12, 2012.

Sports Field Maintenance ($30,000)

The scope of this project is to maintain the sports field at the same level as BSI took care of the fields in 2008-2010. M&O is providing all the labor including overtime and materials to keep the sports and practices fields healthy, safe and green. Over time work will end June 30, 2012.

Exterior, Interior Lighting & Fixture Replacement & Marquee Relamping ($8,000)

M&O Staff replaced and repaired campus exterior and interior lighting fixtures and lamps. In addition, District staff re-lamped entrance Marquee. Work completed on schedule and within budget.
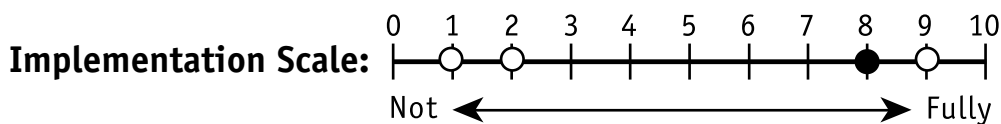
Cafeteria Equipment and Maintenance Repairs ($4,200)

Maintenance repairs were performed from February – October 2011 included M&O labor and Contract Services – California Air Condition to fix and service various pieces of kitchen equipment

3. At the time of FCMAT's fieldwork, the following projects were under contract or pending:

   a. Learning Resource Center – Barrel Vault project (glass sill replacement) has been completed; however, the district was negotiating a settlement agreement with Chevron Energy Systems that would include peer review.
   b. Infrastructure Replacement Phase 1 had been bid and awarded.
   c. MIS Building Reprogramming project was under construction.
   d. Infrastructure Replacement Phase 2 was pending approval from the State Department of Finance regarding the award of funds.
   e. The Allied Health Renovation project was anticipated to be approved by DSA by August 2012.

4. The ongoing budgeting and expenditure plans for facilities exhibit a commitment to routinely maintaining existing facilities and the ability to repair facilities as the need may unexpectedly arise. Properly maintained facilities provide for a safe and hospitable environment conducive to learning and are attractive to staff and students. However, the district is lacking a director of facilities and seems to have lost some momentum in this area since the last review.

Standard Implemented: Fully – Substantially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	9
June 2012 Rating	8

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 III-B: Physical Resources
FCMAT Facilities Management Standard 3.4 - Facilities Improvement and Modernization - Plan for Maintenance and Modernization Exists

Legal Standard:

The college maintains a plan for the maintenance and modernization of its facilities. [EC 84660, 84670-84674]

Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Interview with the interim CEO
3. Citizens' Bond Oversight Committee minutes
4. 2013-17 Five-Year Construction Plan
5. Facilities Master Plan Update, June 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district's 2013-17 Five-Year Construction Plan was prepared by HMC Architects. The plan contains detailed information regarding the district's projects, including project justification, descriptions, and costs; priority order; load distribution; staff forecast; instructional focus; and whether the project is to be funded through local funds, the state or both. The plan includes detailed information on infrastructure upgrades for the health and safety of students and staff.

2. Information included in the Facilities Master Plan Update indicated that the campus has existed in its current location for almost six decades and has been distinguished by the high quality and durability of its facilities. Many of the buildings have had a long history of service, and there is a need to address issues arising from the evolving building code, aging infrastructure, and deferred maintenance, as well as to embrace advances in energy efficiency and educational technology. Analysis of the condition and cost to rehabilitate these facilities led to the identification of those for which renovation is not a feasible option. In addition, the analysis of the existing campus identified temporary facilities to be replaced with space in permanent facilities.

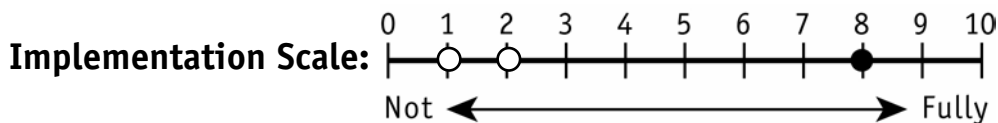   The Facilities Master Plan is designed to:

    - Meet the requirements of the State Chancellor's Office.
    - Assist in decision making at the campus and the district.
    - Tie directly into the Five-Year Capital Construction Plan.
    - Be a living document to be revisited regularly.

3. The district has migrated from the School Preventative Maintenance System to the School Dude system for processing and managing maintenance work orders. In addition, the El Camino CCD had an existing contractual relationship with School Dude, and the Compton Center was added as a satellite school. This accessibility helps staff to quickly identify facility concerns and request repairs, and allows maintenance staff to more expeditiously learn of

issues and prioritize repairs. The School Dude work order system is also beneficial in that it allows maintenance to track work orders electronically to ensure completion and to prevent or more efficiently address common problems.

4. The maintenance and operations project list is an in-depth plan of high-cost projects that is developed annually and updated monthly. The interim CEO, manager of facilities, maintenance and operations and other key cabinet members meet to discuss, prioritize and authorize the project list. It is important for this group to communicate regularly to make efficient and deliberate use of facility budgets and resources.

5. At the time of FCMAT's fieldwork, the director of facilities position was vacant. Building inspections were being conducted by the manager of facilities, maintenance and operations with a focus on routine and deferred maintenance.

Standard Implemented: Fully – Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 8

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.6 - Facilities Improvement
and Modernization - Maintenance of a System for Tracking Project Progress

Professional Standard:

The college has established and maintains a system for tracking the progress of individual projects.

Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Interview with interim CEO
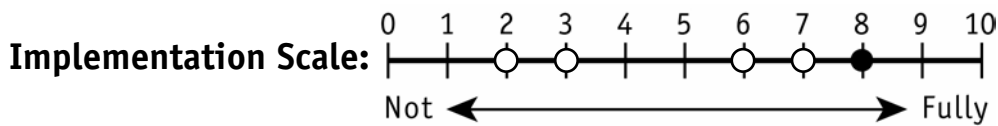3. School Dude work order samples

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has contracted with Lend Lease to monitor and track all state and local facilities projects. Lend Lease utilizes the Impact 3D/I software program that is integrated with the state System Office's Fusion software and the district's PeopleSoft financial software. The software is Web-based and allows for portal entry for data uploads with multiple level security. The software will provide real-time data and will include but not be limited to reimbursement requests, initial and final project proposals in Fusion, contracts, invoices, warrants and cash flow statements by project.

2. The district has migrated to a different work order processing software (School Dude) and processes to track ongoing projects and schedule routine duties. This system will enable management to identify and communicate progress of individual facilities projects including maintenance and repair. School Dude will allow management to plan projects, allocate resources, track the project and record progress/completion dates. Further, it will enable the director to communicate planned project completion dates, track open projects and verify project completion. The manager of facilities, maintenance and operations has offered training on the School Dude system to administrators, faculty and staff. The training included the following:

   • Overview of the School Dude system
   • How to input a work request
   • How to print a work request
   • How to track a work request
   • How to status work orders
   • How to gain access to key users, resources and additional training

3. The most recent meeting of the Citizens' Bond Oversight Committee was January 17, 2012. During this review period, the interim CEO provided FCMAT a verbal briefing on the status of the Learning Resource Center (LRC) building, but a written update was not provided. Written documents provided during the prior review period anticipated that the project would be complete by April 2012; however, the interim CEO now anticipates completion in fall 2012. Several staff indicated that the building only is engineered to accommodate 40% of the power it needs to operate the various technologies included in the LRC.

4. The January 17, 2012 board agenda indicates that a notice of completion and release of retention was approved for Alameda Construction. Project tracking and sample project reports from the Fusion software program were included in the board packet as support documents to reflect that the 10% retention was released based on a filing of a notice of completion on the project. Citizens' Bond Oversight Committee agendas and minutes demonstrating progress on district capital facilities projects were included as well to reflect the status of projects reported to the committee.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	8

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.7 - Facilities Improvement
and Modernization - Furniture and Equipment Included in Modernization Program

Professional Standard:
Furniture and equipment items are routinely included within the scope of modernization projects.

Sources and Documentation:
1. Interview with manager of facilities, maintenance and operations
2. Interview with interim CEO
3. Physical inspection of new construction including the LRC and modernization projects
4. California Community Colleges Capital Outlay Five Year Plan – Project List
5. Allied Health Building Detailed Equipment List

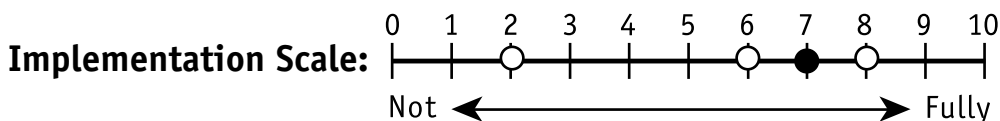### Progress on Implementing the Recommendations of the Recovery Plan:

1. FCMAT reviewed the Facilities Memorandum of Understanding between the Compton CCD and the El Camino CCD regarding the following projects:

Infrastructure Phase I	Estimated Cost - $29,480,000
Infrastructure Phase II	Estimated Cost - $ 1,040,000
Math and Science Remodel	Estimated Cost - $ 1,208,000
Allied Health Renovation Project	Estimated Cost - $ 8,946,000

2. Furniture and equipment planning are essential to ensure the facilities accommodate users' needs and maximize the safe, effective and efficient use of facilities. The district provided a detailed furniture and equipment list for the Allied Health Building renovation project. No furniture and equipment budget was provided for the math and science remodeling project. The Infrastructure Phase I and II projects pertain solely to utility replacement and do not include furniture and equipment.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 7

Implementation Scale:

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         Not  ←                    →  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.8 - Facilities Improvement
and Modernization - Technology Infrastructure Needs for Facilities Projects

Professional Standard:
Refurbishing, modernization, and new construction projects should take into account technology infrastructure needs.
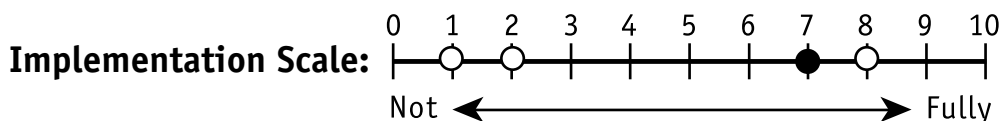
Sources and Documentation:
1. Interview with interim CEO
2. Infrastructure Master Plan Final Report, June 2009
3. Interviews with information technology staff
4. Physical inspection of campus facilities and selected classrooms
5. 2011-16 Technology Plan
6. Construction Procedures eManual (draft)

Progress on Implementing the Recommendations of the Recovery Plan:

1. With the development of the Facilities Master Plan, the district has completed an Infrastructure Master Plan, with technology as an integral component. The Technology Plan for fiscal years 2011-16 was provided, but no samples of project budgets depicting technology were furnished to FCMAT. In addition, there is no technology section in the Facilities Master Plan. Both the Technology Plan and Facilities Master Plan were created in isolation and were not correlated with one another.

2. The Construction Procedures eManual (draft) is being created to guide facilities projects. Included in the manual are considerations for various aspects including technology.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 7
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 7

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 III-B: Physical Resources
FCMAT Facilities Management Standard 3.13 - Facilities Improvement and Modernization - Knowledge of Office of Public School Construction and the Division of the State Architect Procedures

Professional Standard:
Staff within the college are knowledgeable of procedures in the Division of the State Architect (DSA).
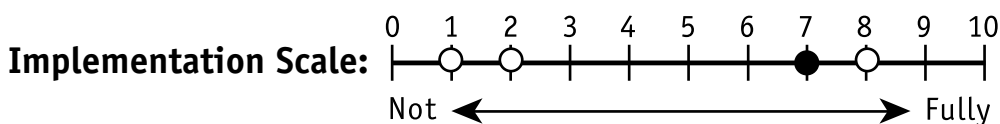
Sources and Documentation:
1. Interviews with project managers for the district's construction projects
2. Architectural drawings
3. CADD standards, Los Angeles CCD sample depicting plans, elevations, model files and layer guidelines

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Division of the State Architect (DSA) provides design and construction oversight for school districts and community colleges. DSA develops and maintains accessibility standards and codes utilized in public and private buildings throughout California. The regulations are complex and continually change.

2. The director of facilities position was vacant at the time of FCMAT's fieldwork. The district plans to restructure the facilities planning and maintenance and operations departments into a single facilities management department, with the duties of the manager of facilities, maintenance and operations position to be absorbed by the new director of facilities. The district was in the process of this restructuring at the time of FCMAT's visit.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 7

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 III-B: Physical Resources
FCMAT Facilities Management Standard 4.1 - Construction of Projects -
An Appropriate Project Management Structure Exists

Professional Standard:

The college maintains an appropriate structure for the effective management of its construction projects.
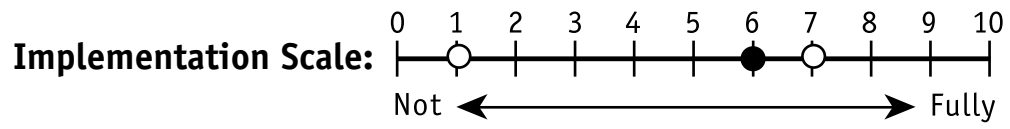
Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Interview with interim CEO
3. Interview with director of fiscal affairs
4. BP 3300, Capital Construction, April 20, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district adopted BP 3300, Capital Construction, which dictates the CEO's responsibility to plan and manage the district's capital outlay and construction programs.

2. The district has contracted with Lend Lease to monitor and track all state and local facilities projects. Lend Lease utilizes the Impact 3D/I software program that is integrated with both the state System Office's Fusion software and the district's PeopleSoft financial software. The software is Web-based and allows for portal entry for data uploads with multiple-level security. The software will provide the district with real-time data and will include reimbursement requests, initial and final project proposals in Fusion, contracts, invoices, warrants and cash flow statements by project. Vanir Construction is managing DSA closeout on several projects including the LCR project.

3. The district was in the process of restructuring key management positions at the time of FCMAT's fieldwork. Both the CBO and director of facilities positions were vacant. As part of the restructuring plan, the manager of facilities, maintenance and operations position will be eliminated and those duties will be absorbed under the newly created director of facilities position.

4. Compton CCD should continue to develop a transition plan to hire, fund and build its own internal capacity and technical knowledge of state and local funding. The sustainability of this standard will be determined by the district's ability to fill this role.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	6

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ⟵ ⟶ Fully

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 4.3 - Construction of Projects - Maintenance of Appropriate Project Records and Drawings

Professional Standard:

The college maintains appropriate project records and drawings.
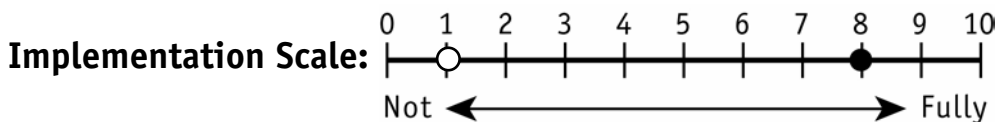
Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Interviews with project managers, Land Lease and Vanir
3. Physical inspection of drawing room and records
4. Impact 3D/I software program

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district maintains an appropriate and organized automated and paper archive of all project as-built architectural drawings and related contract documents. The more recent projects are in good order and automated through the use of AutoCAD software.

2. The district contracts with project management, construction management, architect and engineering firms that assist with project records management. The record-keeping system for storing facility plans and drawings is adequate to fulfill this standard. However, records are kept at multiple locations including the trailer where Land Lease and Vanir are housed and in the maintenance department, rather than in one centralized location.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 8

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 III-B: Physical Resources
FCMAT Facilities Management Standard 5.3 - Compliance with Public Contracting Laws and Procedures - Conflict of Interest Statements and Compliance

Professional Standard:

The college maintains files of conflict of interest statements and complies with legal requirements. Conflict of interest statements are collected annually by the President/Superintendent and kept on file.
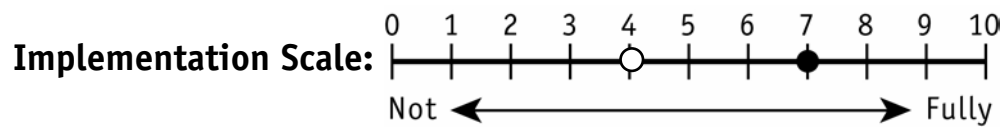
Sources and Documentation:

1. Board Policy 2710, Conflict of Interest, December 15, 2009
2. Administrative Regulation 2711, Conflict of Interest Disclosure
3. Interviews with interim CEO and manager of facilities, maintenance and operations
4. Form 700, Annual Filing of Statement of Economic Interests

Progress on Implementing the Recommendations of the Recovery Plan:

1. During a previous review period, documentation was provided to support an updated certification to the state special trustee regarding Form 700, Annual Filing of Statement of Economic Interests for the director of facilities planning and management. The documentation reviewed was dated July 18, 2009, and met the annual office statement requirement. During the current review period, an inquiry with management staff members was made to verify the existence of Form 700 completion.

2. The district should update its board policies and identify designated positions that must file the annual Form 700. Because of the specific duties and responsibilities of the director of facilities position and the number of contracts the individual will be responsible to oversee, this position should be included in any policy update.

3. Procedures to collect the conflict-of-interest statements have been established by the CEO and CBO for staff members who are employed by Compton CCD or El Camino CC management staff that work on the Compton campus. FCMAT made inquiries of all management staff members regarding their completion of the Form 700. According to those inquiries, the director of facilities planning and management had not completed the form in the past. A sampling of Form 700s confirmed that no form was on file for this position. All directors should complete Form 700.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← ——————————— → Fully

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.1 - Facilities, Maintenance and Custodial - Implementation of an Energy Conservation Policy

Professional Standard:

An energy conservation policy should be approved by the Board of Education and implemented throughout the college.
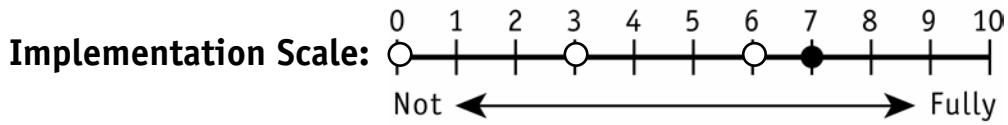
Sources and Documentation:

1. Energy and Sustainability Policy for school design by California Community Colleges Board of Governors
2. Interview with manager of facilities, maintenance and operations
3. BP 3340, Energy and Sustainability, August 10, 2010
4. California Community Colleges Energy Efficiency Partnership Program 2009 Bridge Period Agreement
5. Facilities Memorandum of Understanding

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has adopted the California Community College Chancellor's Office Energy and Sustainability Policy that requires the district to exceed Title 24 regulations by 15% for all construction projects approved at the college. The policy contains guidelines necessary to reduce energy consumption pursuant to the Governor's Executive Order that requires all community colleges to participate in statewide energy conservation and reduced electrical demand.

2. The district completed the Infrastructure Master Plan document that includes a critical component on Energy Efficiency/Sustainability. The plan details alternative methods to reduce energy and alternative renewable energy sources for use in the design phase for all projects.

3. Board Policy 3340, Energy and Sustainability, was issued August 10, 2010. This policy dictates the responsibility of the CEO in the development of a district energy and sustainability plan. The policy also indicates that the CEO or designee shall establish regulations to ensure the plan is properly administered, funded, executed, and monitored. Development and implementation of the energy conservation regulations are essential to full compliance with this standard.

4. The district has embarked on two utility replacement projects, Infrastructure Phase I and Phase II that, when fully implemented, should greatly reduce energy consumption.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	3
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7

Implementation Scale:

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      Not ←─────────────────────→ Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.3 - Facilities, Maintenance and Custodial - Energy-Efficient Design Criteria for New Construction and Modernization

Professional Standard:

Cost-effective, energy-efficient design should be a top priority for all college construction projects.

Sources and Documentation:

1. Energy and Sustainability Policy for school design by California Community Colleges Board of Governors
2. Interview with manager of facilities, maintenance and operations
3. Facilities Memorandum of Understanding
4. 2013-17 Five-Year Construction Plan
5. BP 3340, Energy and Sustainability
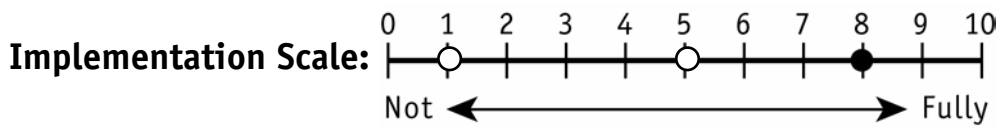6. Facilities Master Plan Update, June 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton College was originally constructed and occupied in the early 1950s, including the utility infrastructure for the campus. Since construction of the original campus in 1953, four buildings have been added. However, technology, power requirements, electrical upgrades, mechanical upgrades, emergency communications, fire/life safety and sewer requirements have all changed per the Uniform Building Code requirements and the DSA's office. The board adopted BP 3340 on August 10, 2010, and has taken a number of incremental steps to meet this standard. The district completed the Infrastructure Master Plan document that includes a critical component on energy efficiency/sustainability. The plan details alternative methods to reduce energy and alternative renewable energy sources for use in the design phase of all projects.

2. Pursuant to Government Code Section 15814.30 regarding all new public facilities and Title 24 of the California Code of Regulations, Part 6 titled Energy Code, Compton CCD has contracted with Southern California Edison on behalf of the 2009 Bridge Period California Community College Partnership Program. This program meets the System Office energy efficiency and conservation goals, and the incentive for this program is funded by the California Public Utilities Commission (CPUC).

3. Board Policy 3340, Energy and Sustainability, was issued August 10, 2010. This policy dictates the responsibility of the CEO in the development of a district energy and sustainability plan. The policy also indicates the CEO or designee shall establish regulations to ensure the plan is properly administered, funded, executed, and monitored. Regulations supporting the policy should identify the importance of cost-effective and energy-efficient design.

4. At the time of FCMAT's fieldwork, the Infrastructure Replacement Phase 1 project had been bid and awarded by the board/special trustee. The Infrastructure Replacement Phase 2 project had been bid and was pending approval from the state Department of Finance regarding the award of funds.

5. The 2013-17 Five-Year Construction Plan narratives reflect the incorporation of best practices training for staff, energy efficient technology and energy management systems.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 5
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 8

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.5 - Facilities Maintenance and Custodial - Adequate Maintenance Records and Inventories

Professional Standard:

Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools, and equipment. All employees required to perform maintenance on school sites are provided with adequate supplies, equipment, and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.
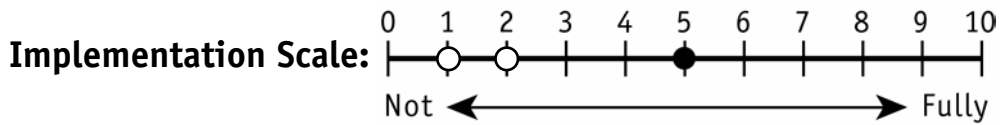
Sources and Documentation:

1. Interview with the manager of facilities, maintenance and operations
2. Custodial Tool List
3. Custodial Machinery Inventory
4. School Dude work order reports
5. Maintenance and Operations Team Meeting agenda
6. School Dude User Guide

Progress on Implementing the Recommendations of the Recovery Plan:

1. The manager of facilities, maintenance and operations is implementing the Hillyard Cleaning Cost Analysis Program (CCAP). This program involves a site study by Hillyard to include all custodial and janitorial areas. Cleaning and maintenance needs are developed based on a thorough evaluation of surface types and area size to determine the proper products, methods, and staffing required to meet the district standard. Once the analysis is completed, job cards are developed for each process. The job cards include the standard, method, supplies and equipment needed to complete each task, along with safety precautions. Hillyard provides training for this program, including proper implementation and safety. Also included in this program is an inventory, budget control, and ordering system.

2. The manager of facilities, maintenance and operations is implementing the School Dude work order system to schedule routine maintenance tasks, track and assign work orders and manage larger maintenance and repair projects. Supplies and equipment inventories are recorded manually. The district maintains an inventory of supplies and materials and major equipment, including tools, that is manually tracked in the inventory system. Employees use a checkout procedure to track the location of this type of equipment.

3. The implementation of these programs will increase the efficiency of the maintenance staff by organizing schedules, tracking equipment and supply inventories, standardizing procedures and improving training and competency.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	5
June 2012 Rating:	5

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.6 - Facilities Maintenance
and Custodial - Procedures for Evaluation of Maintenance and Operations Staff

Professional Standard:

Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.
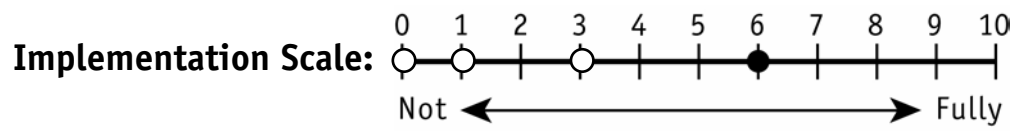
Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Job descriptions
3. Sample employee evaluation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted board policies to delineate requirements for the evaluation process and include board-approved standard evaluation forms per the current collective bargaining agreement.

2. The district has created a process to notify departments to help ensure that evaluations are performed and submitted to the Human Resources department in a timely manner. The collective bargaining agreement between Compton CCD and the Compton Community College Federation of Classified Employees provides for every permanent classified employee to be evaluated annually, no later than May 1. One example of a completed performance evaluation was provided to FCMAT subsequent to fieldwork.

3. The employee handbook addresses performance evaluations as a key link for personal development, promotion and compensation. The dean of human resources has provided in-service training for supervisory personnel in the proper documentation of performance standards. The training also includes guidelines for both new and current supervisory personnel in completing employee evaluations.

4. The district should implement procedures to track and ensure that evaluations are done in compliance with board policy and collective bargaining agreements.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1
June 2009 Rating: 3
January 2010 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 6

Implementation Scale:

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Not ← ——————→ Fully

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.7 - Facilities Maintenance and Custodial - Identification of Maintenance and Custodial Responsibilities

Professional Standard:

Major areas of custodial and maintenance responsibilities, and specific jobs to be performed, have been identified. Custodial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities they will be expected to perform and on which they will be evaluated.
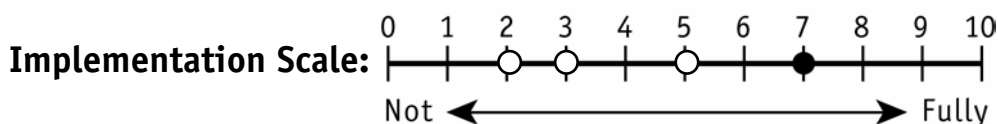
Sources and Documentation:

1. Routine maintenance procedure example
2. Interview with manager of facilities, maintenance and operations
3. Maintenance and operations team meeting agenda
4. School Dude work order reports

Progress on Implementing the Recommendations of the Recovery Plan:

1. Job descriptions and duties are documented in the descriptions of the maintenance and custodial tasks for assigned employees. Tasks and descriptions are identified by union job classification, e.g., carpenter or utility maintenance worker. Standardization of jobs and functions is ongoing in an effort to help to define processes, responsibilities and performance levels.

2. The manager of facilities, maintenance and operations is implementing the School Dude work order system to schedule routine maintenance tasks, work order tasks and repair projects.

3. The manager of facilities, maintenance and operations is implementing the Hillyard CCAP, which identifies campus custodial needs. The program provides specific direction as to the frequency, method, supplies, equipment and time needed to complete each task.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.8 - Facilities Maintenance
and Custodial - Availability of Custodial Supplies and Equipment

Professional Standard:

Necessary staff, supplies, tools, and equipment for the proper care and cleaning of the college are available. To meet expectations, the college is adequately staffed, and staff is provided with the necessary supplies, tools, and equipment as well as the training associated with the proper use of such.
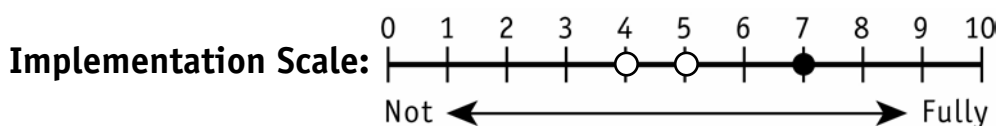
Sources and Documentation:

1. Interview with manager of facilities, maintenance and operations
2. Hillyard CCAP records
3. School Dude reports

Progress on Implementing the Recommendations of the Recovery Plan:

1. The manager of facilities, maintenance and operations is implementing the Hillyard CCAP, which identifies campus facility custodial needs. The program provides specific direction as to the frequency, method, supplies, equipment and time needed to complete each task. Cleaning standards may be adjusted according to staffing available. These adjustments in the CCAP ensure that regular essential cleaning is maintained while the frequency of non-essential tasks is reduced.

2. The manager of facilities, maintenance and operations is implementing the School Dude work order system to schedule routine maintenance tasks, work order tasks and repair projects.

3. The implementation of these programs will increase the efficiency of the maintenance and operations staff by organizing schedules, tracking equipment and supply inventories, standardizing procedures, and improving training and competency.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	7
June 2012 Rating:	7

Implementation Scale:

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          Not ◄─────────────────────────► Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.9 - Facilities Maintenance and Custodial - Implementation of a Preventive Maintenance Program

Professional Standard:

The college has an effective preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of the completion of work by the supervisor of the maintenance staff.
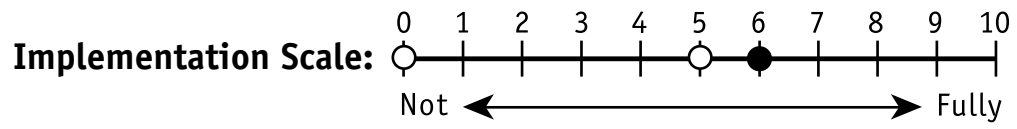
Sources and Documentation:

1. Board policy
2. Interview with manager of facilities, maintenance and operations
3. Sample School Dude work order reports
4. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The manager of facilities, maintenance and operations is implementing the Hillyard CCAP, which identifies campus facility custodial needs. The program provides specific direction as to the frequency, method, supplies, equipment and time needed to complete each task. Cleaning standards may be adjusted according to staffing available. These adjustments in the CCAP ensure that regular essential cleaning is maintained while the frequency of non-essential tasks is reduced.

2. The manager of facilities, maintenance and operations is implementing the School Dude work order system to schedule routine maintenance tasks, work order tasks and repair projects.

3. Records of HVAC analysis, maintenance and work orders identify maintenance and repair needs but do not indicate job status, scheduling or progress.

4. The condition of campus grounds improved over the site visit during the previous reporting period. However, due to recent rainfall, there was significant ponding of water both on and adjacent to the campus. The Infrastructure Replacement projects, Phase I and II, will address on- and off-site drainage through a revamping of the storm drain system and should alleviate ponding water on and near the campus.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	5
June 2012 Rating:	6

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ←————————————→ Fully

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.10 - Facilities Maintenance and Custodial - Adequate Repair and Supervision of Buildings

Legal Standard:

The Governing Board of the college provides clean and operable flush toilets for use of pupils. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title 5 §631, CCR Title 5 14030, EC 17576]
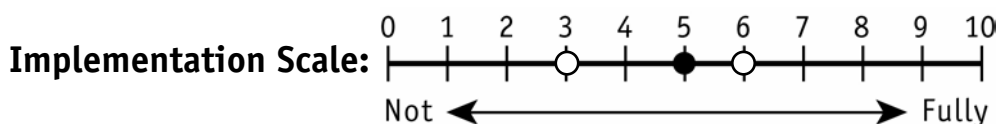
Sources and Documentation:
1. Board policy
2. Interview with manager of facilities, maintenance and operations
3. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district operates custodial and maintenance programs that are effective and provide a relatively clean and safe academic environment for both students and faculty. In particular, restroom facilities are adequate and clean. Limitations exist because of the age and condition of the facilities.

2. As discussed previously, programs are being implemented to ensure proper cleaning and maintenance of facilities.

3. The condition of campus grounds improved over the site visit during the previous reporting period, but the buildings were still in need of significant maintenance. The district needs to address ongoing maintenance of its buildings with the same emphasis that is given to the modernization of buildings and the construction of new facilities.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 6
July 2010 Rating: 5
June 2012 Rating: 5

Implementation Scale:

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      Not  ←————————————→  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.11 - Facilities Maintenance and Custodial - Planned Program Maintenance System

Professional Standard:

The college has implemented a planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. Data should include purchase prices, anticipated life expectancies, anticipated replacement time lines, and budgetary resources necessary to maintain the facilities.
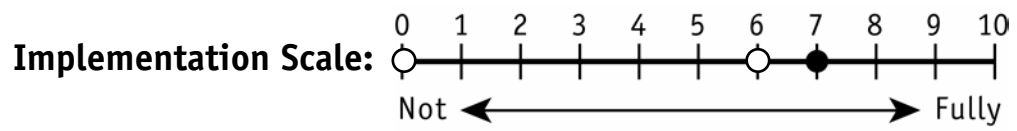
Sources and Documentation:
1. Board policy
2. Interview with interim CEO
3. Interview with manager of facilities, maintenance and operations
4. 2013-17 Five-Year Construction Plan
5. Facilities Master Plan Update, June 2012
6. Infrastructure Master Plan
7. School Dude work order reports

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has a board-approved Facilities Master Plan, and prepares the required annual five-year deferred maintenance and space inventory plans. A complete Facilities Infrastructure Master Plan has been completed regarding the condition and assessment of all buildings. The plan includes components for energy efficiency, mechanical, electrical and fire alarm systems, site utilities, technology, security and campus lighting. The Infrastructure Master Plan will provide a blueprint for the district to follow regarding new construction and maintenance requirements.

2. The district is in the process of implementing the School Dude work order system to schedule and track routine maintenance items to include servicing, repairing and replacing equipment.

3. The district's 2013-17 Five-Year Construction Plan was prepared by HMC Architects. The plan contains detailed information regarding the district's projects including project justification, descriptions and costs; priority order; load distribution; staff forecast; instructional focus; and whether the project is to be funded through local funds, the state, or both. The plan includes detailed information on infrastructure upgrades for the health and safety of students and staff.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	7

Implementation Scale:

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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.12 - Facilities Maintenance and Custodial - Priorities for Assignment of Routine Repair Work Orders

Professional Standard:
The college has a documented process for assigning routine repair work orders on a priority basis.
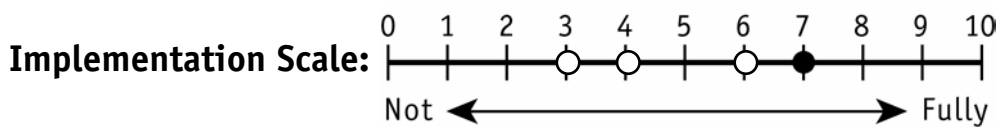
Sources and Documentation:
1. Interview with manager of facilities, maintenance and operations
2. School Dude work order reports

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district implemented the School Dude work order processing software and processes to track ongoing projects and schedule routine duties.

2. The district has continued the work order prioritization process, with health and safety repairs as the top priority for all employees. Facilities inspection log sheets have been created with specific tasks for daily maintenance.

3. The interim CEO and manager of facilities, maintenance and operations meet monthly with other key staff to budget, plan and prioritize facility needs.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	4
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 9.1 - Instructional Program Issues - Plan for Attractive Landscaped Facilities

Professional Standard:
The college has developed a plan for attractively landscaped facilities.
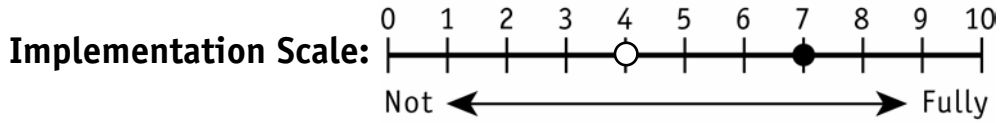
Sources and Documentation:
1. Interviews with interim CEO and manager of facilities, maintenance and operations
2. Site walk/observation
3. Facilities Master Plan Update, June 2012
4. 2013-17 Five-Year Construction Plan
5. Infrastructure Master Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district's architect has developed conceptual landscape plans for improved campus land-scaping. However, accommodations to these planned improvements will need to be made to correlate with the Facilities Master Plan. The Facilities Master Plan details the overhaul of the campus infrastructure and the demolition and construction of several structures, which are to be completed in the next few years. District staff reports that the plans to improve campus landscaping are on hold until after the major construction has been completed. Based on the Infrastructure Master Plan, the district has developed a conceptual landscape plan that includes partial components of the campus such as planting schemes, medians, parking lots and the interior quad area. No formal documentation or written plan was submitted with the schematic landscape plans regarding timing or cost.

2. As part of the new employee evaluation process, each maintenance and operations staff member is to adopt either a campus building or grounds area. District staff reports that this adoption program will help to identify landscaping areas that need to be addressed. The district has a Facilities Master Plan that is augmented by funding from state and local (Measure CC) sources. Many of the requested projects will address some of the infrastructure problems, such as nonfunctioning sprinklers, but many replacements or upgrades to the infrastructure cannot occur until a later phase of the Facilities Master Plan because of proposed construction and demolition of existing facilities. FCMAT's site observation showed that the district is maintaining the existing landscaping on campus. Until the district is able to complete the upgrades to the utility infrastructure detailed in the Facilities Master Plan, it should maintain the existing infrastructure and make any necessary minor repairs to ensure the campus is functional.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 10.2 - Community Use of Facilities - Compliance with Civic Center Act for Community Use

Legal Standard:

Education Code Section 82537 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both "direct cost" and "fair market" rental rates, specifying what groups have which priorities and fee schedules.

Sources and Documentation:

1. Board Policy 6700, Civic Center and Other Facilities Use, March 17, 2009
2. AR 6701, Civic Center and Other Facilities Use, June 16, 2009
3. Facility Fee Schedule, February 20, 2009
4. Facilities Use Application/Permit by user group category

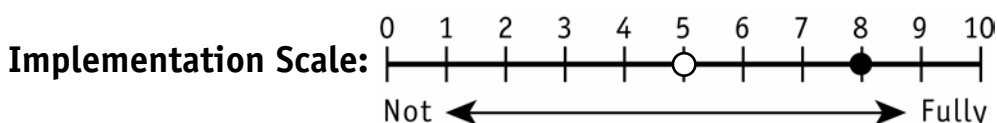### Progress on Implementing the Recommendations of the Recovery Plan:

1. The district determined the need to complete a comprehensive study of allowable costs and charges for community use of facilities and completed the process by adopting Board Policy 6700, Civic Center and Other Facilities Use. The district has formally updated the facilities usage policy that includes all administrative rules, regulations and procedures including Education Code Section 82537 regarding the use of civic centers.

   The policy and corresponding administrative regulations include a fee schedule that lists fees for all facilities on the campus. The policy also identifies civic center permit categories and updated cash collection procedures. However, because of district staff turnover, FCMAT was unable to verify that the fee schedule is being uniformly applied.

2. The adopted policies and regulations are in accordance with Education Code Section 82537-82548 and are based on the appropriate fee schedule for nonprofit, youth and school activities, and other for-profit organizations.

Standard Implemented: Fully - Substantially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 8

Implementation Scale:

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      0  1  2  3  4  5  6  7  8  9  10
      |--+--+--+--+--○--+--+--●--+--|
     Not ←——————————————————→ Fully
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Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

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

C. Technology Resources – Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
    a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*
    b. *The institution provides quality training in the effective application of its information technology to students and personnel.*
    c. *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*
    d. *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
C. Technology Resources							
Standard to be Addressed							
Financial Management Standards -- Management Information Systems							
17.1 **Management information systems support users with information that is relevant, timely and accurate. Standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems.**	**2**	**2**	**2**	**4**	**7**	**7**	**7**
17.2 Automated systems are used to improve accuracy, timeliness, and efficiency of financial and reporting systems. Employees receive appropriate training and supervision in the operation of the systems.	2						
17.3 Selection of information systems technology conforms to legal procedures specified in the Public Contract Code. Additionally, there is a process to ensure that needs analyses, cost/benefit analyses, and financing plans are in place prior to commitment of resources. The process facilitates involvement by users, as well as information services staff, to ensure that training and support needs and costs are considered in the acquisition process.	5						
17.4 Major technology systems are supported by implementation and training plans. The cost of implementation and training is included with other support costs in the cost/benefit analyses and financing plans supporting the acquisition of technology systems.	2						
17.5 Access to administrative systems is reliable and secure. Communications pathways that connect users with administrative systems are as free of single points-of-failure as possible, and are highly fault tolerant.	8						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
17.6	Hardware and software purchases conform to existing technology standards. Standards for copiers, printers, fax machines, networking equipment, and all other technology assets are defined and enforced to increase standardization and decrease support costs. Requisitions that contain hardware or software items are forwarded to the technology department for approval prior to being converted to purchase orders. Requisitions for non-standard technology items are approved by the Management Information Systems Division unless the user is informed that district support for non-standard items will not be available.	4						
17.7	**Computers are replaced on a schedule based on hardware specifications.**	**1**	**1**	**1**	**6**	**8**	**8**	**8**
17.8	Network standards, such as the following, are being followed by the college: 1) A stable firewall is used with separate DMZ and "inside" network; 2) the college follows EIA/TIA 568-B for all network cabling; 3) A Web content filter is used for all outbound Internet access; 4) The college uses an e-mail spam filter for all inbound e-mail; 5) Administrative and academic network traffic is kept separate; 6) Switches and network hubs are installed, and the college ensures that switches support certain features; 7) Login banners are added to all network elements that will support them; 8) The college has transitioned from all non-TCP/IP protocols; and 9) The college uses a VPN for any access to the internal network from the outside.	6						
17.9	**Administrative system users are adequately trained in the use of administrative systems and receive periodic training updates to ensure that they remain aware of system changes and capabilities.**	**1**	**2**	**2**	**6**	**7**	**7**	**7**
17.10	Business office computers, computer screens, operating systems and software applications used for administrative system access are kept up to date.	8						

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

ACCJC Standard III-C: Technology Resources
FCMAT Financial Management Standard 17.1 – Management Information Systems

Professional Standard:

Management information systems support users with information that is relevant, timely and accurate. Standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems.

Sources and Documentation:

1. Interview with El Camino CCD director of information technology
2. Interview with El Camino CCD manager of MIS, assigned to Compton CCD
3. CEC Technology Plan 2011-2016, January 13, 2012
4. Memorandum RE: MIS Stabilization Project Update, December 1, 2011

Progress on Implementing the Recommendations of the Recovery Plan:

1. During this review period, the Compton CCD updated its Technology Plan for the period 2012 through 2016. The purpose of the plan was to establish technology guidelines to assist the district in supporting and enhancing technology. During its development, the state of technology was examined in the Compton CCD and a plan developed for enhancement over five years to ensure an adequate, reliable technology infrastructure and equipment. The plan addresses equipment and software replacement, upgrade and maintenance criteria that will be challenging because of increased use of technology, inability to upgrade or replace software applications because of hardware limitations, and considerable budgetary challenges.

2. The Compton CCD is in the final stages of a technology infrastructure stabilization project. The focus over the last several years has been to gain stability in infrastructure and network equipment. The district has spent the last two years on a rebuild process, which as of December 2011 was reported to be approximately 88% complete. Staff reported that the challenges with failing cabling and network infrastructure, outdated equipment, lack of standardization in equipment, and the extensive duration of replacement has placed the district in a state of emergency, addressing failures as they arise during the project. These challenges are affecting technology users. Core management information systems (MIS) equipment including servers and network components are being replaced, and staff anticipates completion of the new network server location during the next six months. This transition is part of a three-phase migration in the newly modernized server room. Once the server transition is complete, the former server location will be refurbished for staff. This has been a collaboration between the Compton CCD and El Camino CCD.

3. Administration and oversight of technology services continue to be provided by an El Camino CCD staff member assigned to the Compton campus as the manager of MIS. The position is paid by the Compton CCD and collaborates with the El Camino CCD director of information technology services. There has been no progress relative to establishing an independent administrative organizational structure for technology services for the Compton CCD. For Compton to sustain and progress in the technology standards, the administration and management of technology services needs to report directly within the organizational structure of Compton CCD.

4. Although the manager of MIS is an employee of the El Camino CCD, all technology support positions are Compton CCD employees. The manager of MIS is working to build capacity in Compton CCD through training and dissemination of information to the technology team and by working to implement procedures and practices of El Camino CCD as a foundation for best practices in the Compton CCD. The manager continues to push routine responsibility to the rest of the team while working to keep pace with the standards and expectations of El Camino CCD. However, there is no Compton CCD technology employee who could transition into a management position to replace the El Camino CCD employee. The department is staffed with team members possessing the skills necessary to stabilize and support the systems, however, managerial skills are lacking.
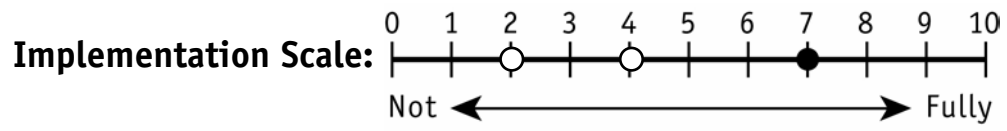
5. The Compton CCD initially purchased its Datatel Colleague financial system in 2004 and lost accreditation shortly after contracting for installation of the system. Subsequently, administrators from the El Camino CCD negotiated with Datatel to suspend selected modules of the Compton license agreement with Datatel. At the same time, users began to use the separate installation of Colleague hosted by the El Camino CCD. Accreditation requirements prohibit return of the student and academic modules of Datatel to the Compton Center until the campus has reacquired independent accreditation. However, there is no such limitation on the return of the financial system modules. The district should negotiate directly with Datatel to determine the costs associated with bringing the financial system modules back online.

6. Users in the Compton CCD business office must enter financial transaction data into two distinctly separate systems: Datatel (hosted at the El Camino CCD) and PeopleSoft (hosted at LACOE). To address problems associated with duplicate data input, users at the El Camino CCD have developed applications that allow data entered into the Datatel system to be electronically uploaded to PeopleSoft. The interface application cannot simply be implemented in the Compton CCD Colleague system because of fundamental version differences of the Compton CCD and El Camino CCD Colleague systems. However, the El Camino CCD interfaces can be investigated as a model of how data input requirements could be reduced if proper system interfaces were programmed and developed. This should be a priority of the new CBO once the Business Services department is fully staffed and a full understanding of the functionality of each system is obtained.

The manager of MIS should assess the interface applications developed to automate data sharing between the El Camino CCD Colleague and LACOE PeopleSoft systems to determine if advantages could be achieved by developing similar interface applications for the Compton CCD Colleague and LACOE PeopleSoft systems.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 7

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 III-C: Technology Resources
FCMAT Financial Management Standard 17.7 – Management Information Systems

Professional Standard:

Computers are replaced on a schedule based on hardware specifications.
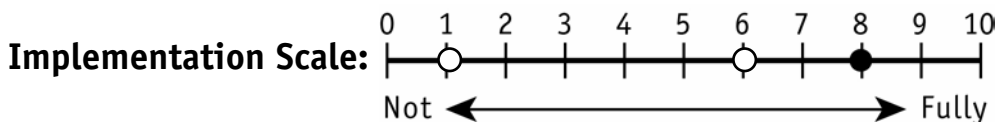
Sources and Documentation:

1. Interview with El Camino CCD director of information technology
2. Interview with El Camino CCD manager of MIS, assigned to Compton CCD
3. CEC Technology Plan 2011-2016, January 13, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The CEC Technology Plan sets the stage for addressing campus-wide hardware and software needs. The technology team has been working with departments to determine equipment needs and establish procedures necessary to standardize equipment purchases. In the past each division was allowed to order whatever technology they chose without review by the MIS department to ensure equipment or applications could be supported or were compatible with existing infrastructure. Procedures have been established with the Business Services department to ensure that MIS provides specifications and signs off on all equipment replacements. Deans work directly with the MIS department to determine needs in advance of purchases.

2. Identifying a stable and reliable funding source is among the greater challenges in addressing equipment replacement needs. The Technology Plan indicates that faculty and staff computers are old and adequate funding for replacement continues to be a challenge. However, the district should identify a stable and reliable funding source to establish and meet the replacement cycle as recommended in the Technology Master Plan.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 6
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 8

Implementation Scale:

ACCJC Standard III-C: Technology Resources
FCMAT Financial Management Standard 17.9 – Management Information Systems

Professional Standard:

Administrative system users are adequately trained in the use of administrative systems and receive periodic training updates to ensure that they remain aware of system changes and capabilities.

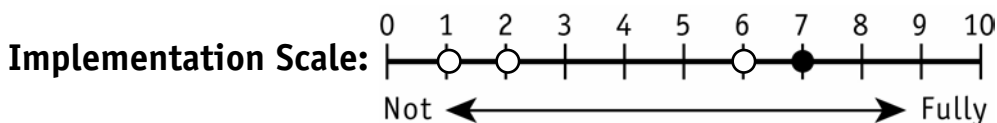### Sources and Documentation:

1. Interview with El Camino CCD director of information technology
2. Interview with El Camino CCD manager of MIS, assigned to Compton CCD
3. CEC Technology Plan 2011-2016, January 13, 2012
4. Various communications regarding technology training opportunities

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has shifted the approach to staff development for technology from an individualized to an organization-wide plan. Training sessions are implemented in conjunction with the El Camino CCD using a collaborative approach that offers a more effective delivery of instruction. Training continues to be needed throughout the organization, but technology support staff have noted reductions in user support requests in some areas as a result of trainings.

2. The district should continue assessing the needs of administrative system users throughout the district. Development and promotion of training programs that address those identified needs should be a primary focus. Although computer-based training-on-demand options have been universally accepted, the specific training needs of individual staff members should be a focus of improvement for this standard.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

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

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

D. Financial Resources – Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.

    a. *Financial planning is integrated with and supports all institutional planning.*
    b. *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*
    c. *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*
    d. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

    a. *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*
    b. *Appropriate financial information is provided throughout the institution.*
    c. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*
    d. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and asset.*
    e. *All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*
    f. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
D. Financial Resources							
Standard to be Addressed							
Financial Management Standards -- Internal Control Environment							
1.1 **Integrity and ethical behavior are the product of the college's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others.**	**1**	**2**	**4**	**5**	**6**	**5**	**5**
1.4 **The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area.**	**1**	**2**	**2**	**5**	**6**	**6**	**6**
1.5 Management has the ability to evaluate job requirements and match the requirements to the employee's skills.	2						
1.6 The college has procedures for recruiting capable financial management and staff and hiring competent people.	2						
1.7 **All employees are evaluated on performance at least annually by a management-level employee knowledgeable about their work product. The evaluation criteria are clearly communicated and, to the extent possible, measurable. The evaluation includes a follow-up on prior performance issues and establishes goals to improve future performance.**	**3**	**4**	**4**	**6**	**6**	**7**	**7**
1.8 **Top management sets the tone and establishes the environment for reliable financial reporting. Therefore, appropriate measures are implemented to discourage and detect fraud.**	**0**	**0**	**4**	**5**	**5**	**5**	**1**

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
Financial Management Standards -- Inter- and Intra-Departmental Communications							
2.1 **The business and operations departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedural manuals are necessary for the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).**	**1**	**2**	**4**	**6**	**7**	**8**	**6**
2.2 **The financial departments communicate regularly with the Governing Board and community on the status of college finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the college and board, or reflect a change in policy.**	**1**	**2**	**2**	**5**	**6**	**7**	**3**
2.3 The Governing Board is engaged in understanding globally the fiscal status of the college, both current and as projected. The board prioritizes college fiscal issues among the top discussion items.	1						
2.4 **The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.**	**1**	**1**	**3**	**5**	**5**	**5**	**3**
2.5 **Documents developed by the financial departments for distribution to the board, staff and community are easily understood.**	**3**	**3**	**3**	**4**	**7**	**8**	**7**

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
Financial Management Standards -- Staff Professional Development							
3.1 The college has developed and uses a professional development plan for training business staff. The plan includes the input of business office supervisors and managers, and, at a minimum, identifies appropriate programs office-wide. At best, each individual staff and management employee has a plan designed to meet their individual professional development needs.	2						
3.2 The college develops and uses a professional development plan for the in-service training of department staff by business staff on relevant business procedures and internal controls. The plan includes the input of the business office and the departments/divisions and is updated annually.	0						
Financial Management Standards -- Internal Audit							
4.1 **The Governing Board has adopted policies establishing an internal audit function that reports directly to the president or Governing Board.**	**0**	**0**	**4**	**8**	**6**	**6**	**1**
4.2 Internal audit functions are designed into the organizational structure of the college. These functions include periodic internal audits of areas at high risk for non-compliance with laws and regulations and/or at high risk for monetary loss.	0						
4.3 Qualified staff members are assigned to conduct internal audits and are supervised by an independent body.	0						
4.4 **Internal audit findings are reported on a timely basis to the Governing Board and administration, as appropriate. Management then takes timely action to follow up and resolve audit findings.**	**0**	**0**	**1**	**3**	**5**	**5**	**0**

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
Financial Management Standards -- Budget Development Process (Policy)							
5.1 **The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the college's goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the college's goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and college needs.**	**1**	**1**	**2**	**4**	**7**	**8**	**3**
5.2 The budget development process includes input from staff, administrators, board and community.	1						
5.3 **Policies and regulations exist regarding budget development and monitoring.**	**1**	**1**	**0**	**6**	**8**	**8**	**8**
5.4 **The college has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects college priorities.**	**0**	**0**	**1**	**5**	**7**	**7**	**4**
5.5 The college has policies to facilitate development of a budget that is understandable, meaningful, reflective of college priorities, and balanced in terms of revenues and expenditures.	0						
5.6 **Categorical funds are an integral part of the budget process and have been integrated into the entire budget development. The revenues and expenditures for categorical programs are reviewed and evaluated in the same manner as unrestricted General Fund revenues and expenditures. Categorical program development is integrated with the college's goals and used to respond to specific college student needs to support student learning outcomes.**	**0**	**0**	**1**	**5**	**7**	**7**	**4**

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
5.7	The college has the ability to accurately reflect its net ending balance throughout the budget monitoring process. The 311A and 311Q reports provide valid updates of the college's net ending balance. The college has tools and processes that ensure that there is an early warning of any discrepancies between the budget projections and actual revenues or expenditures.	0						
5.8	The college utilizes formulas for allocating funds to departments/divisions. This can include staffing ratios, supply allocations, etc. These formulas are in line with the board's goals and directions, and are not overridden.	0						
Financial Management Standards -- Budget Development Process (Technical)								
6.1	**The Budget Office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies the sources and uses of funds. Reasonable FTES and COLA estimates are used when planning and budgeting. The same process is applied to all funds.**	**0**	**1**	**1**	**5**	**6**	**6**	**3**
6.2	An adopted budget calendar exists that meets legal and management requirements. At a minimum the calendar identifies statutory due dates and major budget development activities.	0						
6.3	Standardized budget worksheets are used to communicate budget requests, budget allocations, formulas applied and guidelines.	0						
Financial Management – Budget Adoption, Reporting, and Audits								
7.1	The college adopts its annual budget and files it with the Chancellor's Office within the statutory time lines.	0						

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
7.3	The college has procedures that provide for the development and submission of a college budget and interim reports that adhere to criteria and standards and are approved by the Chancellor's Office.	5						
7.4	The college completes and files its interim budget reports within the statutory deadlines.	2						
7.5	**The quarterly fiscal status reports show an accurate projection of the ending fund balance. Material differences are presented to the Governing Board with detailed explanations.**	**3**	**3**	**1**	**3**	**6**	**6**	**4**
7.6	The college has complied with the Governmental Accounting Standard No. 34 (GASB 34) which requires the college to develop policies and procedures and report in the annual financial reports on the modified accrual basis of accounting and the accrual basis of accounting.	8						
7.7	The college has arranged for an annual audit (single audit) within the deadlines established.	8						
Financial Management Standards -- Budget Monitoring								
8.1	All purchase orders are properly encumbered against the budget until payment.	1						
8.2	**There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for over-expenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly.**	**0**	**3**	**3**	**4**	**6**	**7**	**5**
8.4	Budget revisions are made on a regular basis and occur per established procedures, and are approved by the Governing Board.	0						
8.5	**The college uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.**	**1**	**1**	**1**	**3**	**7**	**8**	**6**

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
Financial Management Standards -- Budget Communications							
9.1 The college budget is a clear manifestation of college policies and is presented in a manner that facilitates communication of those policies.	0						
9.2 The college budget clearly identifies one-time sources and uses of funds.	**0**	**1**	**1**	**2**	**6**	**7**	**8**
Financial Management Standards -- Attendance Accounting							
11.1 An accurate record of enrollment and attendance is maintained.	**5**	**5**	**5**	**5**	**5**	**6**	**5**
11.3 Students are enrolled and attendance reports are completed by staff and entered into the student information system in an efficient, accurate, and timely manner.	3						
11.5 Procedures are in place to ensure that enrollment and attendance accounting and reporting requirements are met for weekly student contact hours (WSCH), daily student contact hours (DSCH), credit, non-credit, high school concurrent enrollment, and positive attendance.	**3**	**5**	**5**	**5**	**5**	**6**	**3**
Financial Management Standards -- Accounting, Purchasing and Warehousing							
12.1 The college adheres to the Budget and Accounting Manual (BAM) and Generally Accepted Accounting Principles (GAAP) as required by Education Code Section 84030.	1						
12.2 The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that in order for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the college's financial management.	**2**	**3**	**3**	**3**	**5**	**7**	**3**

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
12.3	**The college forecasts its revenues and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the college reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, in order to ensure that all cash receipts are deposited timely and recorded properly, cash is reconciled to bank statements monthly.**	**2**	**2**	**2**	**2**	**5**	**6**	**5**
12.4	**The college's payroll procedures are in compliance with established requirements. (Education Code Section 85241) Standard accounting practice dictates that the college implements procedures to ensure the timely and accurate processing of payroll.**	**1**	**5**	**5**	**5**	**7**	**7**	**5**
12.5	**Standard accounting practice dictates that the accounting work is properly supervised and work reviewed in order to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements.**	**1**	**2**	**2**	**4**	**5**	**6**	**3**
12.6	Categorical programs, either through specific program requirements or through general cost principals, require that entities receiving such funds must have an adequate system to account for those revenues and related expenditures.	2						
12.7	**Generally accepted accounting practices dictate that, in order to ensure accurate recording of transactions, the college have standard procedures for closing its books at fiscal year-end. The college's year-end closing procedures should comply with the procedures and requirements established by the Chancellor's Office.**	**1**	**1**	**0**	**2**	**4**	**7**	**3**

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
12.8	The college complies with the bidding requirements of Public Contract Code Section 20111. Standard accounting practice dictates that the college have adequate purchasing and warehousing procedures to ensure that only properly authorized purchases are made, that authorized purchases are made consistent with college policies and management direction, that inventories are safeguarded, and that purchases and inventories are timely and accurately recorded.	4						
12.9	**The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.**	**2**	**2**	**2**	**4**	**6**	**7**	**4**
12.10	The accounting system has an appropriate level of controls to prevent and detect errors and irregularities.	1						
12.11	The college has implemented an account code structure that enables the standard financial reporting required by the state and ensures that the college is in compliance with guidelines.	4						
Financial Management Standards – Student Body Funds								
13.1	**The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds.**	**3**	**3**	**4**	**5**	**7**	**9**	**5**
13.2	Proper supervision of all student body funds is provided by the Board. This includes establishing responsibilities for managing and overseeing the activities and funds of student organizations, including providing procedures for the proper handling, recording and reporting of revenues and expenditures.	2						
13.3	The college provides training and guidance to college personnel and students on the policies and procedures governing student body accounts.	1						

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
13.4	**Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting.**	**1**	**1**	**2**	**6**	**8**	**9**	**5**
Financial Management Standards -- Multi Year Financial Projections								
14.2	**The college annually provides a multiyear revenue and expenditure projection for all funds of the college. Projected fund balance reserves are disclosed. The assumptions for revenues and expenditures are reasonable and supportable.**	**0**	**0**	**0**	**1**	**5**	**7**	**2**
14.3	Multiyear financial projections are prepared for use in the decision-making process, especially whenever a significant multiyear expenditure commitment is contemplated.	0						
14.4	Assumptions used in developing multiyear projections are based on the most accurate information available.	0						
Financial Management Standards -- Long-Term Debt Obligations								
15.1	**The college complies with public disclosure laws of fiscal obligations related to health and welfare benefits for retirees, self-insured workers' compensation, and collective bargaining agreements.**	**0**	**5**	**5**	**5**	**6**	**7**	**8**
15.2	When authorized, the college uses only non-voter approved, long-term financing such as certificates of participation (COPS), revenue bonds, and lease-purchase agreements (capital leases) to address capital needs, and not operations. Further, the general fund is used to finance current school operations, and in general is not used to pay for these types of long-term commitments.	8						

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
15.3	For long-term liabilities/debt service, the college prepares debt service schedules and identifies the dedicated funding sources to make those debt service payments. The college projects cash receipts from the dedicated revenue sources to ensure that it will have sufficient funds to make periodic debt payments. Cash flow projections are continually monitored to ensure that any variances from the projections are identified as early as possible to allow the district sufficient time to take appropriate measures or identify alternative funding sources.	8						
15.4	The college has developed and uses a financial plan to ensure that ongoing unfunded liabilities from employee benefits are recognized as a liability of the college. A plan has been established for funding retiree health benefit costs as the obligations are incurred.	0						
Financial Management Standards -- Impact of Collective Bargaining								
16.1	**The college has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of college operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of college operations. The college identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on college operations of current collective bargaining language, and proposes amendments to contract language as appropriate to ensure effective and efficient college delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session.**	**8**	**8**	**8**	**8**	**8**	**8**	**8**

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
16.2 — The Governing Board ensures that any guideline developed for collective bargaining is fiscally aligned with the instructional and fiscal goals on a multiyear basis. The President ensures that the college has a formal process in which collective bargaining multiyear costs are identified for the Governing Board, and those expenditure changes are identified and implemented as necessary prior to any imposition of new collective bargaining obligations. The Governing Board ensures that costs and projected college revenues and expenditures are validated on a multiyear basis so that the fiscal issues faced by the college are not worsened by bargaining settlements. The public is informed about budget reductions that will be required for a bargaining agreement prior to any contract acceptance by the Governing Board. The public is notified of the provisions of the final proposed bargaining settlement and is provided with an opportunity to comment.	0						

Financial Management Standards -- Maintenance and Operations Fiscal Controls

		April 2007	Jan. 2008	July 2008	June 2009	Jan. 2010	July 2010	June 2012
18.1	The college has a comprehensive risk-management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well being of the college.	4	5	6	6	6	6	8
18.2	The college has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.	2	2	3	5	5	7	7
18.3	The college controls the use of facilities and charges fees for usage in accordance with college policy.	5	5	4	5	7	7	7
18.4	The Maintenance Department follows standard college purchasing protocols. Open purchase orders may be used if controlled by limiting the employees authorized to make the purchase and the amount.	5	5	4	4	7	6	7

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
18.5	**Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.**	**5**	**5**	**6**	**6**	**6**	**6**	**4**
18.6	College-owned vehicles are used only for college purposes. Fuel is inventoried and controlled as to use.	5						
18.8	Capital equipment and furniture is tagged as college-owned property and inventoried at least annually.	1						
18.9	The college adheres to bid and force account requirements found in the Public Contract Code (Sections 20111 and 20114). These requirements include formal bids for materials, equipment and maintenance projects that exceed $50,000; capital projects of $15,000 or more; and labor when the job exceeds 750 hours or the materials exceed $21,000.	7						
18.10	Standard accounting practices dictate that the college has adequate purchasing and contract controls to ensure that only properly authorized purchases are made and independent contracts approved, and that authorized purchases and independent contracts are made consistent with college policies, procedures, and management direction. In addition, appropriate levels of signature authorization are maintained to prevent or discourage inappropriate purchases or contract awards.	4						
Financial Management Standards – Food Service Fiscal Controls								
19.1	The college operates the food service programs in accordance with applicable laws and regulations.	3						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
Financial Management Standards – State-Mandated Cost							
21.1 **The college has procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures cover: the identification of changes to existing mandates; training staff regarding the appropriate collection and submission of data to support the filing of the mandated costs claims; forms, formats, and time lines for reporting mandated cost information; and review of data and preparation of the actual claims.**	2	2	3	4	7	7	8

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

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 1.1 – Internal Control Environment

Professional Standard:

Integrity and ethical behavior is the product of the college's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others.

Sources and Documentation:

1. Board Policy 2710, Conflict of Interest, December 15, 2009
2. Administrative Regulation 2711, Conflict of Interest Disclosure, December 15, 2009
3. Form 700 sampling
4. Conflict of Interest Disclosure Code
5. Board Policy 2715, Code of Ethics and Standards of Practice, November 16, 2010
6. Interview with CBO
7. Interview with interim CEO
8. Interviews with board members and management/supervisory staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. In December 2009, Board Policy (BP) 2710, Conflict of Interest, and Administrative Regulation (AR) 2711, Conflict of Interest Disclosure were approved by the state special trustee. BP 2710 addresses the limitations and disclosure requirements of board members and other district employees where personal activity or financial interest has or may have an effect that is in conflict or incompatible with his or her duties as an officer of the district. AR 2711 describes in detail the general requirements, designated employee positions, disclosure categories, gifts and honoraria. Each section of the AR places the highest priority on honesty and integrity in all public and personal relationships by board members and senior administrators, and further extends to construction consultants. Approval and implementation of this policy demonstrates the district's ongoing commitment to enhance the district's ethical and behavioral standards and provides a strong basis for an internal control environment that is conducive to preventing fraud, misappropriation of funds and other illegal activities.

2. AR 2711 lists all designated positions required to file a Statement of Economic Interest, Form 700, and describes the roles and responsibilities of the district and the employee. The district has fully implemented complete procedures to ensure that designated employees, including public officials, file statements of financial interest in accordance with Government Code Section 1090. FCMAT reviewed a sample of Form 700 statements. Inquiries with board members and employees noted an awareness of purpose and duty to complete Form 700 routinely. The district should routinely review the list of designated positions included in AR 2711 to ensure that all necessary positions are included and update the regulation as necessary.

3. The Compton CCD special trustee and interim CEO implemented practices to ensure organizational expectations are communicated regularly to employees. Routine communications take place in many forms including newsletters, department and committee meetings. Consis-

tent integrity and ethical behaviors by management set the expectation, provide the necessary leadership for all staff and create an environment of high ethical and moral value. Staff members acknowledge and speak well of the interim CEO's efforts to communicate and involve staff in the status of events.

4. The development and implementation of policies and procedures has slowed since FCMAT's last review. It is essential that policies and regulations are reviewed, updated, developed and implemented to support the end users and ensure they are informed and trained in all areas of change that affect their areas of responsibility. The outward attitude of management toward these policies has a significant impact on the policy effectiveness. The expectation that both management and staff are properly trained should be clearly communicated by the administration to ensure appropriate implementation of new policy and/or subsequent revisions takes place.

5. Until the district can retain personnel in key management positions, including the CEO, CBO and Business Services department staff, it will continue to be challenged with demonstrating progress in management-level personnel carrying out their responsibilities, including directing and overseeing the work of others.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	6
July 2010 Rating:	5
June 2012 Rating:	5

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 III-D: Financial Resources
FCMAT Financial Management Standard 1.4 – Internal Control Environment

Professional Standard:

The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area.

Sources and Documentation:

1. Board Policy 3100, Organizational Structure, November 17, 2009
2. Administrative Regulation 3101, Management Organization Chart, March 15, 2010
3. CCCD/ECCD CEC 2011-12 Organizational Chart (not dated)
4. Administrative/Business Services Organizational Chart, 4/17/12
5. Job Descriptions: chief business official, manager of accounting and director of fiscal affairs

Progress on Implementing the Recommendations of the Recovery Plan:

1. An organizational structure that provides clearly defined lines of authority significantly enhances internal control. Accountability is a critical component of an effective control environment and is established through organizational structure and effective communication. Assembly Bill (AB) 318 set forth the outcome and parameters of the partnership between El Camino CC and Compton CCD and created the Compton Center. The El Camino College Compton Center operates as a center of El Camino Community College, and under the partnership, the Compton Center provides accredited courses for instruction. The role and responsibility for El Camino CC is to provide for exclusive oversight and management of the instructional programs and supporting services. In March 2010, the board/special trustee approved AR 3101, Management Organizational Chart. AR 3101 established a formal Senior Management Group composed of the El Camino CC president, state special trustee, Compton Center vice president and Compton CCD CEO. The management organizational chart delineates the lines of authority and reporting to the Compton CCD CEO and El Camino CCD that include the following:

   • Director of Facilities Planning (Compton CCD with oversight by the CEO)

   • Chief Business Official (Compton CCD with oversight by CEO)

   • Dean of Human Resources (Compton CCD with oversight by CEO)

   • Deans of Academic Programs, Career-Technical Education, Human Resources and Student Services (El Camino CCD with oversight by Compton Center VP)

   Each division is further subdivided into various supporting departments. This organizational chart provides direction for management and support staff, specifically documenting clear lines of authority.
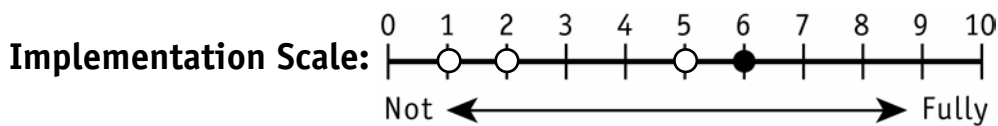
2. Recruitment and selection of qualified management staff is essential to providing strong leadership and structure to carry out the mission of the district. The district has experienced a continuous struggle with frequent turnover of the chief business official (CBO) position. This instability has continued since FCMAT's last review, with multiple changes in essential leadership positions. At the time of FCMAT's fieldwork for this review period, the district's newest CBO had been on staff for approximately two weeks.

3. Much of the advancement in business operations and structure acknowledged by FCMAT in the last review has been lost because of the absence of strong and constant leadership in the business department. A permanent CBO is instrumental with regard to departmental structure and leadership, technical guidance and professional development training. This position is essential to the implementation of systems, procedures and oversight of daily operations that ensure accurate and timely processing of financial information. The instability experienced by the district in this leadership role greatly reduces the structure and guidance to staff necessary to effectively establish and maintain a high quality of services from the business department.

4. In accordance with the governance structure and partnership agreement, El Camino CC will continue to provide oversight to the Compton Center as necessary to ensure Compton CCD's fiscal recovery, and will assist with compliance efforts and progress toward accreditation for the center. Lines of authority are established; however, based on observations made by FCMAT during fieldwork, working relationships between the two institutions are continuing but are somewhat strained.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
January 2010 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 6

Implementation Scale:

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 1.7 – Internal Control Environment

Professional Standard:

All employees are evaluated on performance at least annually by a management-level employee knowledgeable about their work product. The evaluation criteria are clearly communicated and, to the extent possible, measurable. The evaluation includes a follow-up on prior performance issues and establishes goals to improve future performance.

Sources and Documentation:

1. Evaluation Procedure for District Administrators
2. Contract Agreement Between the Compton CCD and the CCC Federation of Classified Employees, July 1, 2009 – June 30, 2012
3. Contract Agreement Between the Compton CCD and the CCC Federation of Employees (Certificated Unit), July 1, 2007 through June 30, 2010
4. Tentative Agreement Between the Compton CCD and the CCC Federation of Employees Certificated Unit, July 1, 2010 through June 30, 2013
5. Rules and Regulations of the Classified Service, Compton CCD Personnel Commission, revised September 2005
6. A Guide to the Evaluation of Employee Performance in the Classified Service, Office of Human Resources
7. Administrator employee performance evaluation forms
8. Classified employee performance evaluation forms
9. Manager employee performance evaluation forms
10. Administrators Evaluation Log, 2007-08 through 2010-11
11. Memorandum, Human Resources RE: Classified Employee Performance Evaluations, March 19, 2012
12. Employee evaluation lists
13. Completed employee evaluation samples
14. Interview with CBO
15. Interview with interim CEO
16. Interview with dean of human resources
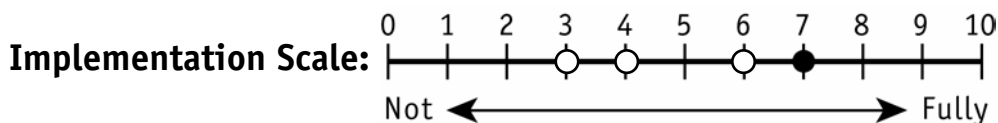17. Interviews with district staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has developed and implemented comprehensive evaluation instruments that provide guidance for the evaluation process for all employee groups. Management evaluation documents contain examples of desirable professional attributes that include leadership, managerial and communication skills and abilities as well as professional knowledge and expertise. The foundation for the classified employee evaluation is established by the personnel commission and outlined in the Rules and Regulations of the Classified Service. This document specifies the frequency and timing of classified employee performance evaluations, the responsible party for providing evaluations, procedures for completion and the appeals process if the employee is not satisfied with the evaluation. Further communication is provided in the Guide to Evaluation of Performance in the Classified Service document prepared by the Compton CCD Human Resources Department.

2. The management evaluation document includes templates for basic, comprehensive and administrative evaluations. This standardized framework for the evaluation process provides the necessary guidance for managers and ensures that the overarching goals for the district are addressed in the process. The classified evaluation document is a basic evaluation tool providing for assessment of employees' performance related to quantity and quality of work, judgment, working relations, initiative, dependability and reliability, attendance and punctuality, safety and communication skills. For each area the employee is ranked based on their performance: exceeds expectations, meets expectations, needs improvement or unsatisfactory. This tool also allows the evaluator to list employee performance attributes in each area.

3. Performance evaluations are required annually for all management and classified employees. The team reviewed sample employee evaluation documents to validate that management employees had been evaluated during the past fiscal year. There were instances of specific areas of improvement noted for some employees and measurable goals to attain satisfactory results on future evaluations. Timely, consistent, execution of employee evaluations is essential to guide employees in meeting the duties and responsibilities of their positions as outlined in their job description. Employee evaluations serve as a tool for addressing areas of weakness in performance and to acknowledge and encourage progress.

4. Management is notified by the Human Resources department to complete annual classified employee evaluations. A memo is sent to managers in March of each year notifying them of their duty to complete employee evaluations along with a list of employees to be evaluated. It was reported that because of the continuous change in the district's CBO position, deadlines for completing evaluations of staff in the business office were not met. The interim CEO reported that the new CBO will complete evaluations in spring 2013.

5. The collective bargaining agreement between Compton CCD and the certificated bargaining unit requires performance evaluations to be completed every three academic years for tenured employees.

6. Staff members responsible for managing employees are provided training opportunities for effective employee management and evaluation. The team reviewed documentation that noted staff members' attendance in a three-hour workshop in March 2011.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 6
January 2010 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 1.8 – Internal Control Environment

Professional Standard:

Top management sets the tone and establishes the environment. Therefore, appropriate measures are implemented to discourage and detect fraud.

Sources and Documentation:

1. Independent Audit of Financial Statements, June 30, 2010
2. Independent Audit of Financial Statements, June 30, 2011
3. BP 7700, Whistleblower Protection, June 8, 2010
4. Interview with El Camino CCD president
5. Interview with El Camino vice president of administrative services
6. Interview with Compton CCD interim CEO
7. Interview with Compton CCD CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. The primary objective for management is to achieve effective internal controls and include reasonable assurance of the following:

   a. Policies, procedures, plans, laws and regulations are in compliance
   b. Assets are safeguarded against theft and/or loss
   c. Financial information is accurate and reliable
   d. Financial and operational information is timely
   e. Resources are used effectively, efficiently and economically
   f. Established operational and programmatic goals and objectives are met

2. Establishing and maintaining a fraud prevention program is essential in fraud deterrence. In some of the previous reviews, the district had maintained several elements of an effective fraud prevention program that included a fraud hot line, posters and information posted on its website. Together with the efforts of the internal auditor, these measures provided visibility and an awareness of management's intent to maintain a high level of importance on fraud deterrence and prevention. However, the prior review indicated that these programs no longer existed, and the internal audit position shared between the Compton CCD and the El Camino CC was terminated as of June 30, 2010. Since that time, the internal audit function has ceased in the Compton CCD.

   The district should reinstate these programs and ensure that avenues exist to report suspected fraudulent activity to management. The lack of a prevalent fraud prevention program may lead employees and others to interpret this as management's disregard for internal controls.

3. The internal auditor function established to identify processes and procedures that protect against irregularities and illegal acts is no longer operational. FCMAT reiterates its recommendation that Compton CCD hire an internal auditor dedicated exclusively to the Compton campus, especially during this time of fiscal recovery, to regain momentum in establishing proper internal controls in key operating areas including the business office, bursar's office, financial aid, and categorical state and federal grants.
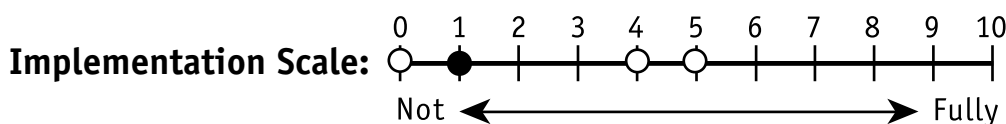
4. While all employees have some degree of responsibility for the internal controls of the district, ultimately management is responsible for detecting fraud. Each member of the management team, including the special trustee, should be familiar with the signs of fraud. Although the new CBO is responsible for ensuring proper internal controls are established and procedures are implemented in the Business Services department to properly safeguard assets, the district should not rely on this position as the sole oversight authority. A separate party should provide internal audit review, independent of the business office, to ensure there is monitoring of the individuals assigned to manage fiscal resources and of the department as a whole. Compton CCD should designate resources to discourage and detect fraud through the implementation and development of applicable policies, but more importantly, should serve as an active presence in fraud prevention.

5. Although the district had made progress in addressing internal control weaknesses during FCMAT's last review, as was evident by the reduction in audit findings for 2009, this momentum has again been lost because of the many changes of management in the business department. With the installation of a new CBO, it is critical for focus to be re-established with regard to oversight, review, training and reinforcement of proper internal controls and operational procedures to make progress in this standard. The goal is to provide reasonable assurance that the operations of the district are effective, efficient, and sound and that the financial information is reliable.

6. The Compton CCD continues to operate without the formal implementation of a fraud reporting program. BP 7700, Whistleblower Protection, was approved by the state special trustee on June 8, 2010 and was posted to the district website under board policies. FCMAT could not find evidence that the supporting AR 7701, Whistleblower Reporting Protocols, has been formally established. The district should provide avenues for reporting fraud, asset misappropriation, or other illegal activities. The Compton CCD should place a high priority on communicating the existence of a fraud prevention program to staff and the community.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 5
June 2012 Rating: 1

Implementation Scale:

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       0   1   2   3   4   5   6   7   8   9   10
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 2.1 – Inter- and Intra-Departmental Communications

Professional Standard:

The business and operations departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedures manuals are necessary to the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).

Sources and Documentation:

1. Memo re: Datatel training for purchasing and AP (4/28/10); screen prints for training
2. Business Officers of Southern California Community Colleges (BOSCCC) meeting notice (5/9/12)
3. Independent contractor payment checklist with website reference
4. Sample letters to vendors and staff regarding purchase procedures exception
5. Sample travel request and reimbursement documents
6. Board policies and administrative regulations for procurement and accounts payable (February 2009)
7. Compton CCD Consultant Service Agreement
8. Procedures for: (a) completing travel request/expense form, (b) requesting conference attendance approval and reimbursement
9. Memo to administrators, faculty and staff regarding 2009-10 key deadlines and closure checklist
10. Final Budget 2011-12
11. Board of Trustees meeting minutes (10/18/11)
12. Planning and Budget Committee agendas and minutes (August 2010 through March 2012)
13. Sample memo regarding possible unauthorized purchases
14. Proposed Compton CCD Accounting Training manual (prepared by Vasquez & Co.)
15. Interview with CBO
16. Interview with interim CEO
17. Interviews with Business Services department staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Planning and Budget Committee meets regularly throughout the year. Meetings are held more frequently during the budget development period. This group is comprised of 11 members representing business office, senior administration, department managers and bargaining units. Detailed information about the budget is presented for general discussion, and requests for special allocations are presented for consideration. Budget assumptions and estimates for the subsequent fiscal year are shared with members of the committee. These meetings are routinely documented in meeting minutes.

2. Monthly campus-wide informational meetings are held for all employees. These meetings
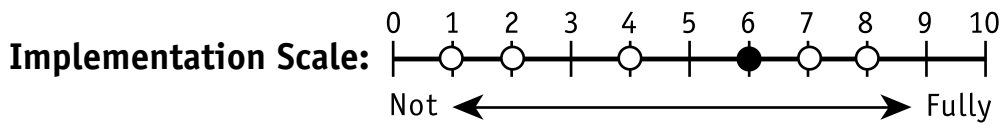
are designed to keep all employees informed of the budget development process and provide a forum for management to address individual questions. This process is informative to employees of Compton CCD and provides transparency to the budget development process. All employees are encouraged by the interim CEO to attend and participate.

3. FCMAT reviewed several documents, including the following, designed to provide information to employees and others on business procedures and the budget process:

   - Sample documentation of memos, emails and training that exhibits efforts to train staff on business procedures and responsibilities.

   - A sample letter to document procurement procedure exceptions to both employees and vendors that exhibits an effort to enforce procedures.

   - The development and distribution of checklists for procedures to inform staff of proper protocol and expectations.

   - Datatel screen prints with typewritten instructions for requisition procedures.

   - CEO communications regarding 2010-11 audit findings and 2011-2012 revenue forecast and effects of potential reduction triggers.

4. The Final Budget, which includes Compton CCD's inaugural edition of the Budget Book, lists overarching goals and objectives for 2011-12 including working toward meeting the 50% law requirement (Education Code Section 84362), decreased enrollment (reduction from 7,000 to 6,000 FTES from previous year), and institutional capacity resulting from the state's fiscal condition.

5. The district uses a budget tool, Plan Builder, to assist in developing individual department goals and coordinate these goals with the needed resources to accomplish them with the district's overall strategic goals and plans. Each plan contains goals, multiyear strategic directions, time lines and resources needed to achieve objectives. These plans are then compiled into a comprehensive district plan.

6. The district has not implemented institutional (desk) procedure manuals for day-to-day tasks in the Business Services department. An external vendor was hired to produce these documents for the district. The district received a draft of the documents from the vendor, but has not finalized or implemented them to date.

7. Since FCMAT's last review, the turnover in key positions has continued, including the CBO and other key positions in the business department as well as the CEO position. The CBO position was filled on April 30, 2012, and the individual had been in the position for approximately two weeks at the time of FCMAT's fieldwork. The CBO expressed his intention to finalize and implement the desk procedure manuals for day-to-day operations and year-end closing.

8. At the time of FCMAT's fieldwork, the Business Services department staff had not received communication regarding their responsibilities for closing procedures for the fiscal year ending June 30, 2012. In addition, no internal year-end desk procedures were in place for Business Services staff.

9. The interim CEO issues a monthly newsletter to the campus community, and the Business Services department emails monthly budget vs. actual departmental reports to all department heads.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	4
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	6

Implementation Scale:

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       Not ◄─────────────────────► Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 2.2 – Inter- and Intra-Departmental Communications

Professional Standard:

The financial departments communicate regularly with the Governing Board and community on the status of college finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the college and board, or reflect a change in policy.

Sources and Documentation:

1. Planning and Budget Committee meeting minutes
2. Final Budget 2011-12, October 7, 2011
3. Tentative Budget 2012-13
4. PowerPoint Presentation - 2012-13 State Budget, Overview May Revise
5. Email from district secretary to Compton CCD faculty and staff
6. Board agendas and minutes
7. Interview with interim CEO
8. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district's Business Services department regularly presents purchase orders and budget transfers/augmentations to the board/special trustee for approval, with purchase orders appearing as consent items on the board agendas. The documentation for budget transfers/augmentations provides the rationale for their necessity and they are presented as action items, which facilitates board discussion.

2. The 2011-12 Final Budget dated October 7, 2011 lists the district's "Guiding Principles for Planning & Budgeting," which includes maintaining student access and fiscal responsibility as long-term goals. However, this information was not included in the Tentative Budget for the 2012-13 fiscal year.

3. Board minutes reflect that regular budget updates, in addition to those associated with presentation of the quarterly and annual financial status reports, had been provided during board meetings. These were oral presentations, and no written materials were included in board agenda materials. The last update was provided during the May 10, 2011 board meeting. While board agendas reflect items such as the 2010-11 audit presentation, 2011-12 budget reductions, and 2012-13 budget planning proposal, the items relating to budget reduction and planning were presented as informational items to the board, and board minutes do not reflect whether board or community discussion occurred. The presentation of the 2010-11 audited financial statements was listed on the Board of Trustees Presentation and Reports Schedule for the March 20, 2012 meeting; however, the meeting minutes were not available for review on the district's website.

4. April 12, 2011 board minutes reflected that the district planned to hold a budget forum on April 26, 2011. A reminder of the forum was sent to all of the district's managers, faculty and staff on the morning of the event.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	5
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	3

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 2.4 – Inter- and Intra-Departmental Communications

Professional Standard:
The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.

Sources and Documentation:
1. BP 7700, Whistleblower Protection, June 8, 2010
2. Interview with interim CEO
3. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:
1. The district has adopted policies and administrative regulations that establish district organizational hierarchy and increase the resistance to fraud including: organizational structure, access to facilities and property, delegation of authority, procurement, asset security and accounting, reporting of crimes and an annual external audit.

2. The district adopted Board Policy 7700, Whistleblower Protection, on June 8, 2010 that gives authority to the CEO to establish regulations regarding the reporting and investigation of suspected fraudulent activities and provides protection from retaliation for those who make such reports in good faith and/or assist in the investigation of such reports. Although the policy references AR 7701, Whistleblower Reporting Protocols, this AR has not been finalized and adopted, and no progress has been made in implementing a program.

3. The district should develop, adopt, and establish the protocols and administrative procedures that support BP 7700 including the establishment of a fraud hot line and other avenues for employees or others to report suspected fraudulent activity. Interviews indicated that it is the district's intent to work with an independent consultant to develop a program that would include a call center, with an implementation date goal of July 2012.

4. The district's internal audit program was discontinued in June 2010. Policy and administrative regulations should be developed and adopted by the board to re-establish the internal audit function. As previously mentioned, the district needs to maintain the services of an internal auditor to ensure compliance with district processes and to support investigative processes when concerns are identified. The internal audit function is a critical component for the recovery process.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating   5
June 2012 Rating: 3

Implementation Scale:

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   Not  ←———————————————————→  Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 2.5 – Inter- and Intra-Departmental Communications

Professional Standard:

Documents developed by the financial department for distribution to the board, staff and community are easily understood.

Sources and Documentation:

1. Budget Advisory Committee agendas
2. Planning and Budget Committee meeting minutes
3. Final Budget 2011-12, October 7, 2011
4. Tentative Budget 2012-13
5. Quarterly Financial Status Report – Form CCFS – 311Q – for quarters ended June 30, 2010; September 30, 2010; December 31, 2010; March 31, 2011; June 30, 2011; September 30, 2011; December 31, 2011; March 31, 2012
6. Annual Financial Status Report – Form CCFS – 311A – October 2010 and October 2011
7. Budget update memos
8. Board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. Because of the recurring vacancy of the CBO position, the interim CEO has managed the duties associated with financial management, budget planning and development, and fiscal communications for the 2011-12 and 2012-13 fiscal years with the assistance of a consulting agreement with a former district CBO.

2. Financial information for the unrestricted and restricted resources is presented separately and summarized by object code in the 2011-12 Final Budget and 2012-13 Tentative Budget narratives. Financial data is provided in three columns for the budget year and two preceding fiscal years. Very little detail is provided to support the amounts presented for each revenue and/or expenditure object total. Detailed district assumptions, projections, goals and plans are essential to providing readers a clear understanding of the basis of financial projections. Although some details are provided in the introductory overview of assumptions, tying those figures back to the final numbers presented would be challenging. A summary of significant changes presented by major object code would assist readers in interpreting the changes in budget amounts from one period to the next.

3. Planning and Budget Committee meetings are held regularly. The members represent various district groups. Discussion items include current budget, future budget, facility issues, enrollment plans, overarching goals, budget assumptions and other business topics as determined by the committee. Meeting minutes are taken and reviewed to memorialize the discussion. The development of the budget is a collaborative effort, with contributions from the interim CEO, CBO, cabinet members, Planning and Budget Committee, and departments, all of whom work to define and develop the assumptions and details of the Tentative Budget. However, review of the narrative accompanying the financial information provides limited detail of its origin.

4. The documents distributed by the business office are generally in narrative or spreadsheet format. To increase involvement and understanding, the district should use visual presentations, including graphs and charts to help those unfamiliar with the fiscal environment to more easily understand the budget and fiscal issues.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	7

Implementation Scale:

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 4.1 – Internal Audit

Professional Standard:

The Governing Board has adopted policies establishing an internal audit function that reports directly to the president or Governing Board.

Sources and Documentation:

1. Interview with CBO
2. Interview with interim CEO

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since FCMAT's last review, Compton CCD has regressed in the implementation of this standard. The district no longer has an operational internal audit process in place. The internal audit function that was supported by a full-time internal auditor shared between Compton CCD and El Camino CC was discontinued in June 2010. The district had not re-established the internal audit function at the time of this review. However, the interim CEO reported that the district is working to re-establish its internal audit program at some future time. The district is working with an external consultant to help develop an internal audit structure that would include a call center for confidential reporting. Once a formal plan has been established, the district plans to implement an internal audit position, and a draft job description is being developed and reviewed for this position.
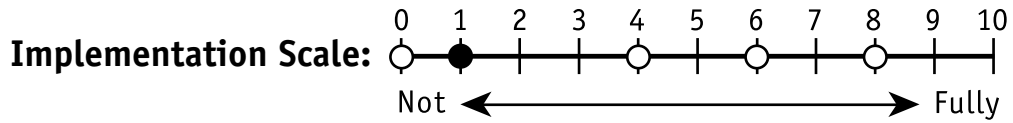
   The interim CEO reported that as part of the implementation process a workshop for fraud reporting will be held for faculty in the fall. He also expressed his desire to create an environment/culture that clearly communicates that fraud will be investigated.

2. A sound internal control structure requires the establishment of policies and internal control procedure, and effective implementation and review of those controls. The administration should convey a clear understanding and direction of the overall objectives of the internal audit function; the importance of coordinated effort between the internal auditor and the business office; and the expectation for clear communication and follow-through of observed findings and recommendations. As recommended in FCMAT's previous review and in the district's independent annual audit reports, Compton CCD should hire an internal auditor dedicated exclusively to the Compton campus to identify needed improvements and help implement processes and procedures that protect against irregularities and illegal acts.

3. Effective internal auditing is vital to a strong control environment. To be effective, the internal auditor must be neutral and objective. Objectivity is strengthened when the internal auditor reports directly to the highest level of authority. Therefore, the internal auditor should report to the CEO or the governing board/special trustee.

   Audit committees, typically composed primarily of board members and top administration, monitor the control structure and act as liaison between management and the internal auditor. An audit committee, responsible directly to the board/special trustee, should be formed to maximize the effectiveness of the control structure.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	4
June 2009 Rating:	8
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	1

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 4.4 – Internal Audit

Professional Standard:

Internal audit findings are reported on a timely basis to the Governing Board and administration, as appropriate. Management then takes timely action to follow up and resolve audit findings.

Sources and Documentation:

1. Interview with interim CEO
2. Interview with CBO
3. Interview with El Camino CCD vice president

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district discontinued the internal audit program in June 2010. The program should be re-established to ensure that policy and internal operational procedures are routinely reviewed and assessed. Inconsistencies or deviations from established procedures identified by an internal auditor and recommendations for corrective action should be reported. District response and corrective action should be documented and follow-up should take place in subsequent reviews.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1
June 2009 Rating: 3
January 2010 Rating: 5
July 2010 Rating: 5
June 2012 Rating: 0

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 5.1 – Budget Development Process (Policy)

Professional Standard:

The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the college's goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the college's goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and college needs.

Sources and Documentation:

1. Board Policy 6200, Budget Preparation, March 17, 2009
2. Administrative Regulation 6201, Budget Calendar, March 17, 2009
3. Board Policy 6250, Budget Management, September 15, 2009
4. Administrative Regulation 6251, Budget Management, February 17, 2009
5. Administrative Procedure 6251A, Budget and Expenditure Management, September 15, 2009
6. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual, revised November 7, 2009
7. Final Budget 2011-12, October 7, 2011
8. Tentative Budget 2012-13, June 7, 2012
9. Board agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. On March 17, 2009, the Compton CCD adopted Board Policy 6200, Budget Preparation. This policy provides district administration with direction on items to be included in budget development and includes that "[t]he annual budget shall support the district's master and educational plans" and "[b]udget projections shall address long-term goals and commitments." The policy further directs the CEO to establish the budget calendar and regulations necessary to carry out this policy.
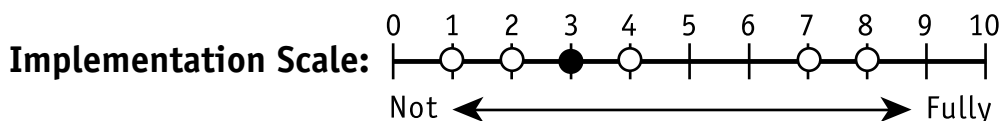
   In furtherance of these objectives, the Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual delineates the process of developing the district's budget and includes a section listing overall goals and objectives. Review of the Final Budget for 2011-12 revealed that Guiding Principles for Planning & Budgeting were included in that document. A comparison of the overall goals and objectives contained in the budget manual and the guiding principles included in the 2011-12 Final Budget revealed that the two parallel each other, but interviews with district administrators and board members indicated that the board had not discussed and adopted goals. The Tentative Budget for 2012-13 did not contain a listing of the goals/objectives used in preparing that document. Although Board of Trustees goals was listed for discussion on the district's May 16, 2012 board meeting agenda, minutes from that meeting state that board members were directed to review the materials related to board goals and that the matter would be brought forward on a future agenda. The discussion documented in the minutes makes it unclear as to the author of the goals/objectives/guiding principles in these documents. Although there was some indication that the budget is developed based on goals and objectives, the documentation provided to FCMAT did not demonstrate whether the board was involved in developing the foundation for the referenced goals and objectives.

2. The budget calendar is outlined in Administrative Regulation 6201 providing a structure, process, and time line for budget development/adoption. The time line includes preliminary budget planning and development as well as particular budget adoption phases. During the preliminary phases, the CEO, CBO, cabinet members, Planning and Budget Committee, and departments work to define and develop the assumptions and details of the Tentative Budget. The Board of Trustees/special trustee is presented with a Proposed Tentative Budget and adopts the Tentative Budget in the budget adoption phase of the calendar. This regulation requires the final budget adoption to occur no later than September 15. The September 27, 2011 board meeting agenda and minutes included a "Notice of Public Hearing – 2011-2012 Final Budget." The district's Final Budget for 2011-12 was presented to the board on October 18, 2011, and the minutes of that meeting reflect that the regular meeting was adjourned for the required public hearing. Correspondence between the interim CEO and the California Community Colleges Chancellor's Office (CCCCO) indicates that the CCCCO was informed that the district's 2011-12 budget would be submitted by October 19, 2011. A review of the September 14, 2010 board meeting minutes indicates the 2010-11 final budget was agendized, but the minutes do not reflect that the required public hearing was conducted as required by the California Code of Regulations Title 5, Section 58301.

3. AR 6201 states that the tentative budget is to be presented to the board and a public hearing scheduled between May 10 and June 30. The district's Tentative Budget 2011-12 was properly placed on the agenda as a public hearing and action item for the Board of Trustees' regular board meeting on June 8, 2011. The district's Tentative Budget 2012-13 was placed on its June 12, 2012 agenda. Whether the Tentative Budget 2012-13 was approved and a public hearing held could not be determined because minutes of the meeting were not yet available during this reporting period. The 2011-12 and 2012-13 Tentative Budgets both included the underlying budget assumptions and a summary of revenues and expenditures for each district fund. The Tentative Budget 2011-12 also included information on budgeted positions by fund. The Final Budget 2011-12 included all of the aforementioned items as well as additional information including but not limited to base revenue calculation, five-year capital construction plan, list of memberships authorized for the 2011-12 year and update of the FTES recovery plan.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 3

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 5.3 – Budget Development Process (Policy)

Professional Standard:

Policies and regulations exist regarding budget development and monitoring.
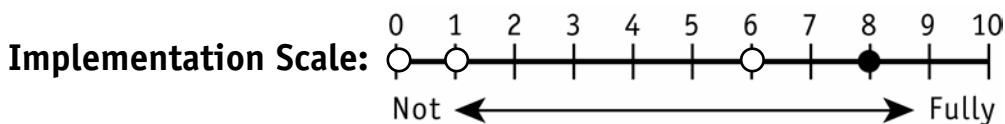
Sources and Documentation:

1. Board Policy 6200, Budget Preparation, March 17, 2009
2. Administrative Regulation 6201, Budget Calendar, March 17, 2009
3. Board Policy 6250, Budget Management, September 15, 2009
4. Administrative Regulation 6251, Budget Management, February 17, 2009
5. Administrative Procedure 6251A, Budget and Expenditure Management, September 15, 2009
6. Board Policy 6300, Fiscal Management, February 17, 2009
7. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual, revised November 7, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board policies, administrative regulations, and administrative procedures addressing budget development and monitoring roles and responsibilities have been issued and revised.

2. The district's manual for business services budget development, monitoring and maintenance supports and communicates the implementation of policies and regulations with regard to budget development and monitoring. This manual was last revised in November 2009. Because of the changes in key business office staff, including the CBO, since that revision, the manual should be carefully reviewed to determine if it complies with the current business office structure and should be updated as needed.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 0
June 2009 Rating: 6
January 2010 Rating: 8
July 2010 Rating: 8
June 2012 Rating: 8

Implementation Scale:

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standards 5.4 and 5.6 – Budget Development Process (Policy)

Professional Standard:

Standard 5.4: The college has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects college priorities.

Standard 5.6: Categorical funds are an integral part of the budget process and have been integrated into the entire budget development. The revenues and expenditures for categorical programs are reviewed and evaluated in the same manner as unrestricted general fund revenues and expenditures. Categorical program development is integrated with the college's goals and is used to respond to specific college student needs to support student learning outcomes.

Sources and Documentation:

1. Board Policy 6200, Budget Preparation, March 17, 2009
2. Administrative Regulation 6201, Budget Calendar, March 17, 2009
3. Career & Technical Education 2012-13 Annual Unit Plan
4. Counseling 2012-13 Annual Unit Plan
5. Chart of Accounts – resource list
6. El Camino College Compton Center Planning Process flow chart
7. El Camino College Mission Statement and Strategic Initiatives, February 2, 2012
8. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual, revised November 7, 2009
9. Interviews with deans and directors of various departments
10. Interviews with Planning and Budget Committee and Consultative Council members
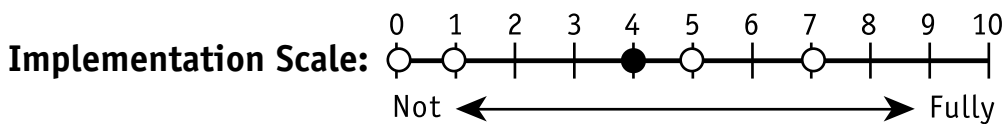
Progress on Implementing the Recommendations of the Recovery Plan:

1. The budget development planning process has been developed and is memorialized in the Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual. It has also been converted into a flow chart that identifies the process starting with the El Camino College Mission Statement and Strategic Initiatives and the CEO overarching priorities. Unit plans are then developed using the Plan Builder program and are submitted to the department deans for review and advisement. Once approved by the deans, the process continues to the Planning and Budget Committee, Consultative Council, the CEO, and finally the Board of Trustees/special trustee. This process allows for several reviews and evaluations to ensure alignment of funds to priorities.

2. Interviews with various deans and directors and review of the plans for the counseling and career technical education units revealed that the Plan Builder program continues to be utilized, and assists with the development of plans for individual district departments. In the plan, the department states its mission; identifies individual characteristics, performance and trends within the department; evaluates strengths, weaknesses, opportunities and challenges; describes the strategic direction; and sets goals and objectives. The goals and objectives component includes resources and funding needed for implementation.

3. Review of the unit plans in conjunction with the El Camino College mission statement and strategic initiatives reflects that they are aligned with one another and focused on student learning and success. Plans respond to the needs of the students/employees/community and use assessment, program review, planning and resource allocation to improve programs and services.

4. The district's Planning Process flow chart also indicates that the college utilizes the CEO's overarching priorities as a basis for budget development. FCMAT was unable to obtain copies of these priorities for either the 2011-12 or 2012-13 planning cycles and, therefore, was unable to determine if these priorities were developed, documented, communicated and used in the budget development process.

5. The optimal use of institutional resources, accompanied by documentation showing that resources are integrated through the shared governance process, are instrumental in successful fiscal resource management. The Compton CCD has established board policies, administrative procedures and written documentation that facilitate the development of an operating budget that allocates resources in alignment with district objectives. Based on the district's list of resources and on interviews with those responsible for department/unit budgeting, the district receives very little categorical funding. However, there was little indication that department staff understood how their funding allocations are determined, and they were unable to provide allocation formulas or documentation to FCMAT.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	1
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	4

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 6.1 – Budget Development Process (Technical)

Professional Standard:

The Budget Office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies the sources and uses of funds. Reasonable FTES and COLA estimates are used when planning and budgeting. The same process is applied to all funds.

Sources and Documentation:

1. Board Policy 6200, Budget Preparation, March 17, 2009
2. Administrative Regulation 6201, Budget Calendar, March 17, 2009
3. Board Policy 6250, Budget Management, September 15, 2009
4. Administrative Regulation 6251, Budget Management, February 17, 2009
5. Administrative Procedure 6251A, Budget and Expenditure Management, September 15, 2009
6. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual, revised November 7, 2009
7. Final Budget 2011-12, October 7, 2011
8. Tentative Budget 2012-13, June 7, 2012
9. Independent audit reports, June 30, 2010 and June 30, 2011
10. Board agendas and minutes
11. Interview with interim CEO
12. Interview with CBO
13. Interviews with Business Services department staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The process of budget planning, development and adoption has been formalized with the implementation of board policies, administrative regulations, administrative procedures and the Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual. The manual was originally written several years ago and was last revised in November 2009. The district has since had many changes to personnel in the Business Services department, and it is unknown to what extent those changes will affect the processes documented in this manual. Therefore, the manual should be reviewed to determine if it complies with the current business office structure and should be updated as needed.

   The business manual identifies the CBO as the budget manager, who "has personal responsibility for the processes and deliverables of the budget process." The CBO position has experienced a great deal of instability with each of the last three budget cycles, with a different CBO, and in some cases more than one, during the budget development process for any given fiscal year. Because the position was vacant at the beginning of the 2012-13 budget development process, a former district CBO was hired as a consultant to help develop the budget.

2. The district's annual independent audits continue to report findings of material weakness in the financial system/Business Services department relating to inaccuracies in journal entries,
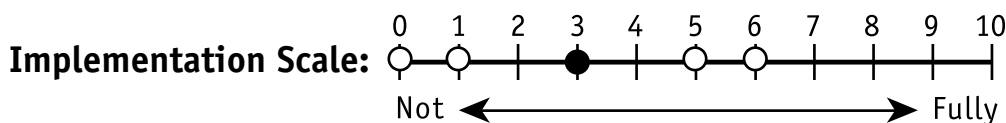
duplicate journal entries, inadequately trained personnel and lack of reconciliation of asset and liability accounts. These material weaknesses increase the risk that the district's internal controls will not prevent or detect a material misstatement of the financial statements. Finding 2011-5 from the June 30, 2011 audit report states that the district has not developed a corrective action plan for deficiencies noted in the June 30, 2010 audit report and that the defective conditions continue to exist. These findings call into question the district's ability to provide accurate financial reporting for use in budgeting, calculating carryovers and evaluation of expenditure plans.

3. Another continued finding in the district's audited financial statements is the district's use of both Datatel and PeopleSoft software. Although the El Camino CCD requires Compton CCD to use Datatel, and LACOE requires the use of PeopleSoft as the financial system of record, this creates inefficiencies, delays the availability of financial information, and increases the possibility of human error in the reconciliation process. At the time of FCMAT's fieldwork, no reconciliations were being performed because the employee responsible for the task had resigned and the duties had not been reassigned.

4. Both the Final Budget 2011-12 and the Tentative Budget 2012-13 contain a list of the assumptions utilized including those for FTES and COLA. The FTES are decreasing, and both years reflect a COLA of zero. The zero COLA assumption is likely the best-case scenario given the financial difficulties at the state level. However, no assumptions are listed or quantified in the 2012-13 Tentative Budget that would mitigate reductions in funding should the state's financial condition worsen or the governor's November 2012 tax initiative not pass. Because the potential loss of funding may be substantial, these assumptions should be considered to ensure the district has clearly explored and communicated the possible effect on its financial position and that steps to mitigate the potential shortfall are developed timely and ensure fiscal stability.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	5
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	3

Implementation Scale:

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      0  1  2  3  4  5  6  7  8  9  10
      ○──○──┼──●──┼──○──○──┼──┼──┼
        Not ←            → Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 7.5 – Budget Adoption, Reporting, and Audits

Professional Standard:

The quarterly fiscal status reports show an accurate projection of the ending fund balance. Material differences are presented to the Governing Board with detailed explanations.
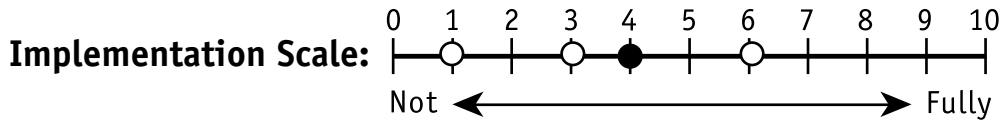
Sources and Documentation:

1. Board agendas and minutes
2. Quarterly Financial Status Report – Form CCFS – 311Q – for quarters ended June 30, 2010; September 30, 2010; December 31, 2010; March 31, 2011; June 30, 2011; September 30, 2011; December 31, 2011; March 31, 2012
3. Annual Financial Status Report – Form CCFS – 311A – October 2010 and October 2011
4. Independent audit reports, June 30, 2010 and June 30, 2011

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district does not have a consistent process for presenting its quarterly financial status reports to the board. During this review period, some reports have been presented as consent items and others as informational items. None of the reports reviewed contained a written variance analysis to provide the board with detailed explanations regarding where differences occurred from one report to the next. The district should conduct analysis and identify where variances occur between reporting periods. The district should also consider moving these items to a location on the board agenda that encourages discussion and furthers the board's understanding of changes between reports.

2. Analysis of the district's ending fund balance, comparing the June 2010 quarterly financial status report to the October 2010 annual financial status report, revealed that the quarterly report was $5.7 million less than the annual report for that year. Comparisons of the October 2010 annual report to the audited financial statements shows that the auditors were required to post $3.2 million in adjusting entries to accounts payable and a transfer to student support services expenses as a result of the district not recognizing these discrepancies.

3. Analysis of the four quarterly financial status reports (September 2010, December 2010, March 2011 and June 2011) to the October 2011 annual financial status report reflects differences of $566,000, $844,000, $106,000 and $2.5 million, respectively. Comparing the October 2011 annual report to the audited financial statements shows that the auditors were required to post $2.3 million in adjusting entries related to state apportionment, a legal settlement and accounts payable items.

4. The district's annual audited financial statements continue to identify items as material weaknesses. These deficiencies in internal control have resulted in the adjusting entries posted by the district's auditors as noted above.

5. To improve adherence to this standard, the district should regularly update current year projections and communicate variances and changes to the Board of Trustees in a manner that encourages involvement and ensures understanding.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 1
June 2009 Rating: 3
January 2010 Rating: 6
July 2010 Rating: 6
June 2012 Rating: 4

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 8.2 – Budget Monitoring

Professional Standard:

There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for over-expenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly.

Sources and Documentation:

1. Board Policy 6250, Budget Management, September 15, 2009
2. Administrative Regulation 6251, Budget Management, February 17, 2009
3. Administrative Procedure 6251A, Budget and Expenditure Management, September 15, 2009
4. Board Policy 6300, Fiscal Management, February 17, 2009
5. Forms: Budget Transfer Request and Expenditure Transfer Request
6. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual, revised November 7, 2009
7. Account Availability Report Ending 06/30/12
8. Interview with CBO
9. Interview with director of fiscal affairs
10. Interviews with three deans

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted and implemented policies, regulations and procedures on budget monitoring.

2. The business services manual has comprehensive budget development and monitoring guidelines. The manual contains a section that defines specific processes for budget tracking and monitoring throughout the year. The manual identifies departmental employees responsible for budget such as deans, directors and others authorized to approve expenditures or modify the budget ("departmental budget holders"). These individuals continue to be responsible to ensure that their departments stay within funding allocations. Departmental budget holders are expected to review budget status reports monthly from the Datatel system and report any discrepancies to the business office. Interviews revealed that departmental budget holders have online access and receive an electronic version of their budget reports from the director of fiscal affairs or a hard copy from one of the district's accountants. While departmental budget holders indicated that they reviewed their budgets for over-expenditures, the example Account Availability Report provided to FCMAT included budget lines where expenditures had exceeded budgetary amounts for the entire fiscal year. This indicates that not all departmental budget holders adhere to the district's policy of monthly review. The manual states that the department budget holders "are individually responsible to ensure that they do not exceed their authorized budget expenditures." While the district has developed and provided tools and reports for those responsible for budget management to use to monitor their budgets, not all are taking advantage of those tools.

3. The business services manual states that twice each fiscal year managers are offered campus-wide budget review by the CBO that allows managers an opportunity to request formal revi-
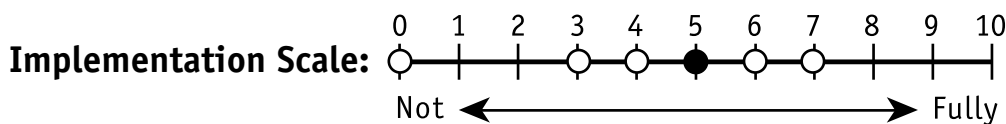
sions or other adjustments to individual allocations. Because of the turnover of CBOs, this semi-annual training did not occur in the 2011-12 fiscal year, although individual training/assistance was available when requested.

4. Budget transfers are the responsibility of the departmental budget holders, and the district is in the process of updating the Budget Transfer Request form. Budget transfers include the rationale/justification for the transfer as well as supporting documentation. Once signed by the requestor, they receive two additional approvals/levels of scrutiny before reaching the CBO for signature. The new CBO has implemented the requirement for an availability report to be attached to budget transfers, and has begun the process of reviewing budgets as part of the district's cabinet meetings.

5. The district's accountants are assigned to meet with program directors/coordinators to review program revenues. These reviews are to happen at different frequencies depending on the time of year. During most of the fiscal year, the meetings are scheduled to occur monthly or, at a minimum, on a quarterly basis. As the year end approaches, weekly meetings are scheduled.

6. The district relies on two accounting systems, Datatel and PeopleSoft. The use of Datatel is a requirement from its partner, El Camino Community College, and PeopleSoft is a requirement from the Los Angeles County Office of Education. The district uses the Datatel system for its budgeting and accounts payable functions, but the two systems do not automatically reconcile. Further, no monthly manual reconciliation is performed and only one system, PeopleSoft, is audited. This has been the source of continued audit findings that are considered material weaknesses.

   Routine reconciliations between systems are essential to ensuring that data is accurately reflected in each system. To further implement this standard, the district should require departmental budget holders to adhere to district policy regarding budget monitoring and should implement procedures to reconcile its two accounting systems.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 5

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 8.5 – Budget Monitoring

Professional Standard:

The college uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.
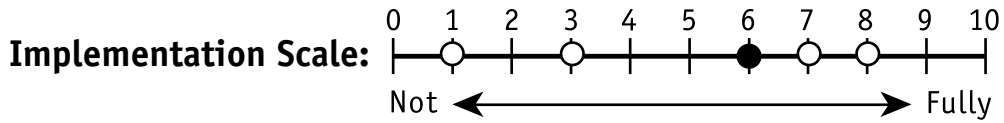
Sources and Documentation:

1. AR 6252, Position Control, June 10, 2009
2. AP 6252A, Position Control, June 28, 2010
3. AR 7112, Personnel Assignment Authority, March 15, 2010
4. AP 7112A, Personnel Assignment Processing, June 28, 2010
5. Position Control Position List, April 26, 2012
6. Form 7112A, Personnel Assignment Request form, March 15, 2010
7. Interview with CBO
8. Interview with dean of human resources
9. Interviews with payroll specialists

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted, revised, and implemented regulations and procedures to appropriately control and track positions. The administrative regulations detail the requirements for obtaining approval to establish a new position or fill an existing position. The administrative procedures detail the steps and workflow necessary to process the requirements and communicate the actions to the necessary departments. The process also incorporates a check and balance system that ensures the compliance and review of position control actions.

2. Every new position requires position control processing that includes establishing the position and budget. The procedure includes the approved selection process and completion of the assignment authorization process. Interviews with district administrators and staff, as well as review of the district's administrative procedures and regulations, reflect an appropriate separation of duties in establishing a new employee. The Human Resources department inputs the demographic information for employees, which then drives the payroll functions. Human resources staff do not have access to the payroll information screens and payroll staff cannot enter employee demographic information. Additional checks and balances in the administrative procedures and regulations ensure that budgeting considerations are incorporated with personnel decisions.

3. The district utilizes two systems for position control: Datatel, which is the internal district system, and PeopleSoft, which is a requirement of the Los Angeles County Office of Education (LACOE). AP 6252A calls for a budget technician to perform a weekly review of the differences between PeopleSoft and Datatel. Documentation of these reviews and reconciliation are to be maintained for audit. The district had assigned these duties to the manager of accounting who performed the review through January 2012, at which time he left the district. No other employee has performed the review since his departure.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	3
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	6

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 9.2 – Budget Communications

Professional Standard:

The college budget clearly identifies one-time sources and uses of funds.

Sources and Documentation:

1. Board Policy 6250, Budget Management, September 15, 2009
2. Administrative Regulation 6251, Budget Management, February 17, 2009
3. Administrative Procedure 6251A, Budget and Expenditure Management, September 15, 2009
4. Planning and Budget Committee meeting minutes
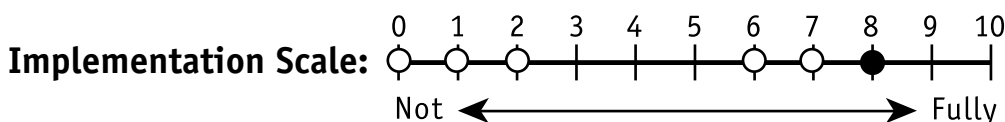5. Account availability report, May 11, 2012
6. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district policies, regulations, and procedures define the process of budget planning, development and monitoring.

2. The district uses activity code 649002 (enrollment management) to identify expenditures that are one-time in nature. Should a department/unit wish to utilize those funds, a plan is developed and a request is made to the vice president of academic affairs.

   Budget and ledger reports can be queried by this code to identify status and reconcile accounts. These reports showed that, during the 2011-12 fiscal year, $93,040 in funding was allocated to one-time expenditures for such items as student workers, non-instructional temporary workers and part-time counselors in the Learning Center, Admissions/Records, Student Recruitment and Student Services departments; and $100,000 has been allocated for similar expenditures in 2012-13. By identifying these one-time items with a specific code, the district effectively identifies one-time expenditures and ensures that these items are contained within the fiscal year.

Standard Implemented: Fully - Substantially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 2
January 2010 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 8

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 11.1 – Attendance Accounting

Professional Standard:

An accurate record of enrollment and attendance is maintained.
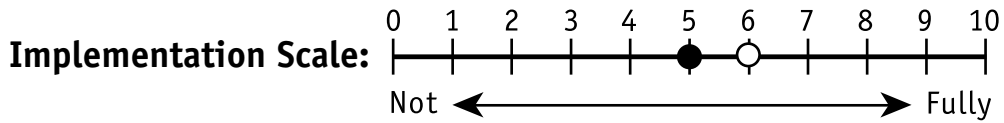
Sources and Documentation:

1. Independent Audit Report, June 30, 2011
2. Certification 2010-11 Apportionment Attendance Report (CCFS-320) – Recalc Period, dated 11/1/11; Annual Period, dated 7/14/11; First Period, dated 1/14/11; Second Period, dated 4/20/11
3. California Community Colleges Chancellor's Office (CCCCO) Budget and Accounting Manual
4. Enrollment Summary, Term 2012/SP, as of 5/1/12
5. Active Enrollment completed for 2012/SP
6. FTES Goal and Actual, 2011-12
7. Community College League of California (CCLOC) Budget Simulation (online)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD's most current audit report, for the year ending June 30, 2011, found that the CCFS-323 report submitted by the district for the 2010-11 fiscal year did not agree with the LACOE PeopleSoft enrollment fee revenue as of June 30, 2011. The CCFS-323, CCFS-311 and PeopleSoft general ledger all reported enrollment revenue fees that were understated. These findings reflect the inaccuracy of the attendance reported to the state for apportionment purposes. District management acknowledged this deficiency and indicated that new procedures are being implemented to ensure accuracy in all enrollment and attendance reports submitted to the state.

2. A review of the 2010-11 CCFS-320 Apportionment Attendance report, Recalc Period, showed an increase of 226 full-time equivalent students (FTES) over the district goal of 6,400 FTES. This report is prepared by the El Camino CC academic affairs analyst and reviewed/signed by the Compton CCD CEO.

3. Statewide there has been a substantial increase of students wanting to enroll in the community college system because of the state's poor economic condition. At the time of FCMAT's fieldwork, the state had published the 2012-13 May revised budget assumptions: Scenario A (the governor's November 2012 tax initiative passes) and Scenario B (the tax initiative fails). The district's tentative budget for the 2012-13 fiscal year is based on Scenario A and includes 5,900 FTES. If the governor's proposed tax initiative fails (Scenario B), the district has indicated that the budget will need to be adjusted to accommodate 5,560 FTES.

4. The district is following El Camino CC's student drop policy for nonpayment. Students must pay 100% of their fees within a specified period of time or they are automatically dropped from the class roster. In addition, the district has contracted with the Franchise Tax Board for the California Tax Offset Program. Under the terms of the agreement, unpaid student fees, going back a number of years, are automatically withheld from state refund checks.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 5

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 11.5 – Attendance Accounting

Professional Standard:

Procedures are in place to ensure that enrollment and attendance accounting and reporting requirements are met for weekly student contact hours (WSCH), daily student contact hours (DSCH), credit, non-credit, high school concurrent enrollment, and positive attendance.

Sources and Documentation:

1. Independent Audit Report, June 30, 2011
2. State reporting manual section on Full-Time Equivalent Student Attendance Accounting – procedures
3. Compton CCD Employee's Policy and Procedures Handbook
4. Annual Financial and Budget Report - Form CCFS-311 Actuals, 2010-11 (not signed or dated)
5. Certification 2011-12 Apportionment Attendance Report (CCFS-320) – Second Period, April 15, 2012
6. Actual Enrollment Fee Revenue Reports (CCFS-323) - P1 and P2 for 2010-11 and 2011-12

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD utilizes El Camino CC's student enrollment, registration and attendance processes, forms and systems. The CCFS-320 Apportionment Attendance reports are prepared by the El Camino CCC academic affairs analyst. The CCFS-323 Enrollment Fee Revenue reports are prepared by Compton CCD.

2. The 2010-11 Annual Financial and Budget Report, Form CCFS-311 Actuals, includes a cover page that is to be signed and dated by the CBO and the superintendent or CEO. Neither signature was included on the document provided to FCMAT, nor was the date the report was submitted to the state.

3. The 2011-12 CCFS-323 report submitted for P2 (April 15, 2012) was signed by the director of fiscal affairs. The CBO should verify the report with the internal documents prior to submission to the state, and should be the signing authority. In the absence of the CBO, the CEO should sign the report.
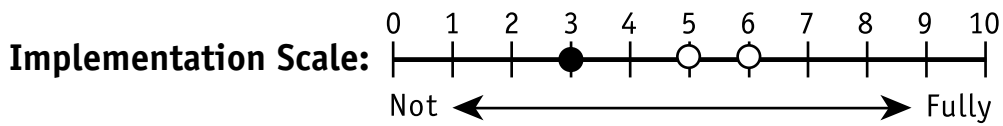
   A review of the 2011-12 P2 indicated total reported enrollment fees ($392,098) were less than those reported on the 2011-12 P1 ($750,000). Because these are cumulative reports, enrollment fees should not be less on the P2 than on P1. The CBO should review these reports before submission to the state to help ensure accuracy, and in the absence of a CBO, the CEO should review the report. At the time of FCMAT's fieldwork, the district had 6,423 FTES, which was 203 fewer than the 2010-11 FTES of 6,626. This information calls into question the accuracy of the 2011-12 CCFS-323 P1 and P2 report because the AB 318 hold harmless agreement for FTES guarantees ended in 2008-09.

4. The 2010-11 annual independent audit report included finding 2011-1, which indicated that state apportionment and related student enrollment fees were not properly accounted for and that $524,000 was owed back to the state from the district's unrestricted general fund. Man-

agement should ensure that annual training for attendance personnel is conducted to meet state guidelines and regulations.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	5
July 2008 Rating:	5
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	3

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.2 – Accounting, Purchasing and Warehousing

Professional Standard:

The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the college's financial management.

Sources and Documentation:

1. Proposed Compton CCD Accounting Training manual (prepared by Vasquez & Co.)
2. Independent Audit Report, June 30, 2011
3. Interview with CBO
4. Year-end Task List and individual staff responsibility, June 30, 2011
5. Financial Report as of March 31, 3012, generated from PeopleSoft
6. 2011-12 Requisition Cut-off Dates and Year-end Closing memorandum to all staff (October 24, 2011)
7. 2010-11 Year-end Closing Deadline memorandum to all staff (June 2, 2011)
8. LACOE Year-end Closing Manual, 2010-11 and 2011-12
9. LACOE Year-end Closing PowerPoint presentation, 2010-11
10. LACOE PeopleSoft month-end closing schedule memo, 2011-12
11. Bulletin #238 FY 2011-12 Year-End Closing Training
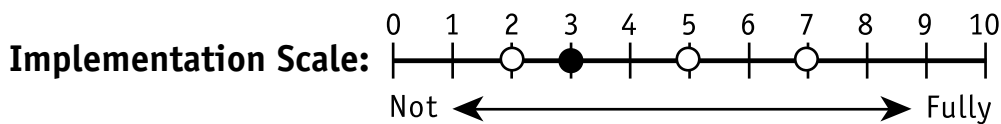
Progress on Implementing the Recommendations of the Recovery Plan:

1. The most recent annual independent audit report for the year ending June 30, 2011, included a material weakness finding with the posting of journal entries and other transactions that required significant reclassifications and accounting corrections. The finding also indicated journal entries were posted, reversed, duplicated and posted backward. This was exacerbated during the 2010-11 year-end closing process as journal entries were prepared and entered into the system with little oversight, review and approval. The CBO or another designated Business Services department management staff member should review and approve all journal entries before they are posted to the system of record.

2. The 2010-11 audit report included a significant increase in the number of findings and recommendations, many related to fundamental accounting issues. The number of findings increased from 19 in 2009-10 to 26 in 2010-11, demonstrating considerable regression in this standard.

3. Several federal programs that include Financial Aid, Federal Work Study, Pell and SEOG programs that benefit Compton CCD students are subject to joint oversight by El Camino's and Compton's business offices. As a result, El Camino CC has been collecting the entire indirect cost for co-administering these programs. The district should consult with its independent auditors regarding this practice to ensure it meets generally accepted accounting principles (GAAP).

4. Individual departments print financial reports but also receive a printed copy monthly from the business office. Accounting staff no longer meet regularly with department chairs and directors to review budget issues; however, accounting staff are available for departments to contact if questions arise or assistance is needed. Each accountant is assigned various restricted grant and/or categorical programs.

5. The 2011-12 year-end process was communicated to all staff on October 24, 2011 for a March 30, 2012 purchasing cutoff. In addition, the internal process was well documented and tracked for the 2010-11 fiscal year. Each business office employee had designated responsibilities and tasks, as indicated on the 2010-11 year-end task schedule. The LACOE Year-end Closing Manual was provided to staff, and they attended the LACOE year-end training. However, an institutional desk procedure closing manual was not provided. At the time of FCMAT's fieldwork during this review period, staff were not aware of their responsibilities for the current year-end closing.

6. The Business Services department has experienced considerable staff turnover the past few years, and business processes have not been consistent. Interviews with staff indicated their uncertainty regarding individual responsibilities. LACOE provides written procedures for monthly/annual closing processes, but desk manuals with written institutional procedures do not exist. The current CBO indicated he plans to address this issue within the next six months and use the materials provided by Vasquez & Co. to help create desk manuals.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	3
January 2010 Rating:	5
July 2010 Rating:	7
June 2012 Rating:	3

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.3 – Accounting, Purchasing and Warehousing

Professional Standard:

The college forecasts its revenues and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the college reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, to ensure that all cash receipts are deposited timely and recorded properly; cash is reconciled to bank statements monthly.

Sources and Documentation:

1. Financial reports generated from PeopleSoft and Datatel systems
2. Independent Audit Report, June 30, 2011
3. Sample student fee deposit records, June 18, 2012
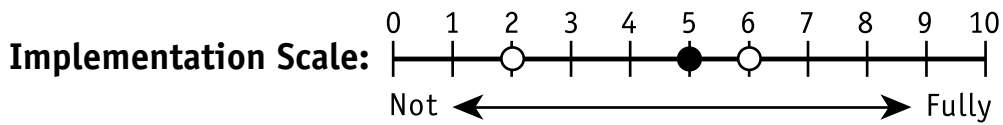4. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Business Services department management staff oversees cash management for the district. Reconciliation of bank statements is scheduled to be performed monthly by the business services accountant, but often is not completed timely, and review by appropriate management personnel has not been performed within the last few months. The recent departure of the accounting manager has affected the sustainability of this standard, and the new CBO expressed plans to recruit and hire sufficient management staff to oversee this area of responsibility.

2. All cash is collected at the Bursar's Office and deposited into the clearing account. Weekly journal entries are prepared for collections, and a check is prepared for deposit at the County Treasurer's Office. All deposits to the County Treasurer and related journal entries are reviewed and signed by the CBO prior to deposit and posting to the district's system of record (PeopleSoft).

3. AB 318 was approved by the governor in June 2006 and appropriated $30 million as an emergency apportionment for cash flow purposes. This is considered to be a line of credit against advanced apportionments, subject to repayment with interest. To date, the district has drawn down three installments totaling approximately $17.9 million. Annual payments of $1,292,420 are due on June 1 of each fiscal year. The outstanding debt as of June 30, 2011 is estimated at $16.18 million.

4. The district staff presented the 20-year debt service schedule, based on the total draws to date of $17.9 million, to the board on March 16, 2010. The previous CBO also developed a multiyear financial projection spreadsheet with underlying assumptions to support cash requirements for operations that included an annual debt service payment of $1,292,420 for the line of credit. During this review period, no updates to this projection were provided.

5. As discussed previously, Compton CCD has recognized that budget reductions may be necessary because of the state budget crisis. Interviews indicated that the district is prepared to ad-

just its budget if the governor's November 2012 tax initiative does not pass. The district is in no imminent danger regarding its current cash position because of the available line of credit of approximately $12 million. There are no immediate plans to access the line of credit.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 2
January 2010 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 5

Implementation Scale:

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.4 – Accounting, Purchasing and Warehousing

Legal Standard:

The college's payroll procedures are in compliance with established requirements (Education Code Section 85241). Standard accounting practice dictates that the college implements procedures to ensure the timely and accurate processing of payroll.

Sources and Documentation:

1. HRS District Payroll Schedule report from PeopleSoft, May 1, 2012
2. Sample pay earning detail reports
3. AR 6311, Attendance and Time Reporting, June 16, 2009
4. 2011-12 Compton CCD Payroll Schedule
5. HRS Position Control Discrepancy Report, Status Date 3/1/12
6. LACOE Payroll Schedule
7. Interview with CBO
8. Interviews with payroll specialists

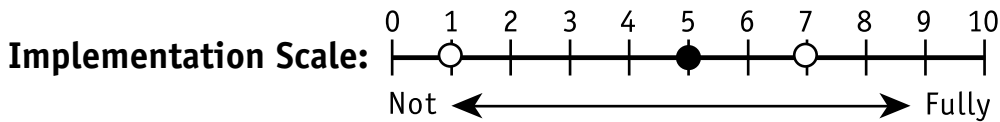### Progress on Implementing the Recommendations of the Recovery Plan:

1. The Payroll department has demonstrated improvement in payroll processing contributing to stabilization in this area. However, interviews indicated that the Payroll department lacks consistent oversight and supervision. Interviews with staff indicated that payrolls are submitted to LACOE without proper review and approval by district management. Review and approval of all payroll reports by district management, prior to submission to the county office, is essential for proper internal controls and to protect district assets.

2. Human Resources and Payroll department staff meet monthly to discuss board agenda items, LACOE issues, and PERS/STRS matters. These meetings are vital to continue to reduce the number of payroll errors. During this reporting period, management and staff indicated there have been fewer payroll errors than in the prior fiscal year. Payroll specialists also regularly attend training events at LACOE.

3. Interviews indicated that payroll staff do not receive copies of new employee contracts. Payroll staff should be provided copies of contracts for all new employees so that the information may be compared with information reported on timesheets to ensure consistency and further reduce payroll errors.

4. Payroll and benefits are processed through an interface between the HRS position control system and both Datatel and PeopleSoft financial reporting systems. Posting in two financial systems creates timing differences that must be reconciled when the district reports state-required financial activities, budget and variance reports. This reconciliation process is performed manually; however, the district should investigate technologies that could make the process more efficient.

5. Issues with the timing and posting of all payroll transactions have been addressed through a monthly reconciliation process between position control and payroll records. This requires the district to devote additional staff time to ensure timely reconciliations and accurate reports to the state. A monthly HRS Position Control Report is provided to the Human Resources department for review and is used to reconcile any discrepancies. This review was not completed timely for approximately five months prior to FCMAT's fieldwork. The district should ensure that the monthly reconciliation is completed timely to improve maintenance of position control and reduce payroll errors.

6. Department supervisors authorize overtime and compensatory time. Administrative Regulation 6311, Attendance and Time Reporting, describes the regulations that the district must adhere to. However, procedure manuals and/or other supporting written documentation indicating how payroll staff calculate and process employee salary, hourly, base pay and salary placement were requested by not provided to FCMAT.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 5

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.5 – Accounting, Purchasing and Warehousing

Professional Standard:

Standard accounting practice dictates that the accounting work is properly supervised and work reviewed to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements.

Sources and Documentation:

1. Independent Audit Report, June 30, 2011
2. Interview with CBO
3. Financial reports as of March 31, 2012 from PeopleSoft
4. Interviews with Business Services department staff
5. AR 3601, Auxiliary Organization Protocols, March 16, 2010
6. Interview with interim CEO
7. Master Agreement between Compton CCD and Foundation for Compton CCD, June 28, 2011
8. Agreement with First Class Vending, Inc., October 2009
9. Agreement with S&B Foods, July 1, 2011 (unsigned copy)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The high turnover of management staff in the Business Services department over the past few years has resulted in an overall lack of oversight and guidance in accounting activities. Finding 2011-2 in the 2010-11 independent audit report also indicates a lack of continuity in the business office.

2. Staff members reported that quarterly financial statements are developed but are not reviewed and approved by management before distribution. Finding 2011-20 in the 2010-11 audit report indicates that the Child Development Care and Block Grant's final annual report detailing the activity for the year did not agree to the financial records of the district. Each report prepared for submission to any agency must be reviewed by management to help ensure accuracy and confirm that all costs associated with the program are included.

3. The district has established an administrative regulation that outlines the distribution of revenue associated with enterprise activities. AR 3601, Section XIX, states the following:

   To the extent that the bookstore, food services, and campus vending services generate a net profit, after deducting district expenses for maintenance and utilities, the funds may be deposited in the following auxiliary organization accounts: 50% of the net funds may be deposited in the Associated Student Body for Compton Community College District accounts; 25% of the net funds may be deposited in the Auxiliary Services fund to support student programs as designated by the Auxiliary Services committee and approved by the CEO; and the remaining 25% of the net funds may be deposited in the Foundation for the Compton Community College District accounts to be used for student scholarships (see AR 3602 Student Scholarships), the Academic Awards Tea and graduation related expenses.
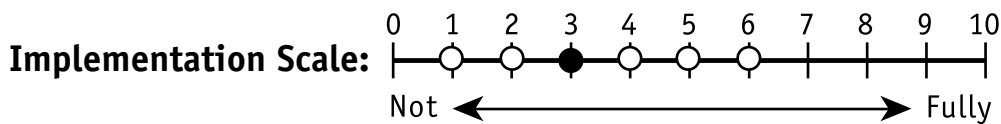
However, interviews revealed that 100% of proceeds received from student enterprise activities go directly to the foundation. The vending service agreement with First Class Vending Inc. and the contractor services agreement with S&B Foods are with the Compton CCD, not the Foundation for Compton CCD. In addition, the June 28, 2011 Master Agreement between the Compton CCD and Foundation for Compton CCD indicates that the foundation is a non-profit organization existing pursuant to the laws of the state of California and the Internal Revenue Code Section 501(c)(3). Therefore, the district should receive the revenues from these student enterprise activities directly and deposit them with the County Treasurer. In addition, the district should confer with its legal counsel to determine if any portion of these funds may then be forwarded to the foundation.

4. All managers have been trained to print their department financial reports. The business office distributes financial reports for each manager after the monthly close. Each accountant is responsible for specific departments and charged with assisting those managers with budget issues or concerns.

5. The district needs to continue to develop and implement a plan to attract, support and retain highly qualified candidates for open district positions, particularly those in the Business Services department, to make and sustain progress in the comprehensive financial standards. The district recently filled the vacant CBO position, and the new CBO has acknowledged the need to address the lack of oversight and guidance through training and implementing processes and procedures in the department. The CBO is actively recruiting qualified candidates to fill vacant positions in the Business Services department.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 4
January 2010 Rating: 5
July 2010 Rating: 6
June 2012 Rating: 3

Implementation Scale:

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   0   1   2   3   4   5   6   7   8   9  10
   |---o---o---●---o---o---o---+---+---+---|
   Not  ◄───────────────────►  Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.7 – Accounting, Purchasing and Warehousing

Professional Standard:

Generally accepted accounting practices dictate that, to ensure accurate recording of transactions, the college have standard procedures for closing its books at fiscal year-end. The college's year-end closing procedures should comply with the procedures and requirements established by the Chancellor's Office.

Sources and Documentation:

1. 2010-11 LACOE Year-End Closing Procedures and Schedules – PeopleSoft system
2. Year-end Task List and individual staff responsibility
3. Cut-off Date memo, July 26, 2011
4. 2011-12 Requisition Cut-off Dates & Year-end Closing memo, October 24, 2011
5. Year-end Closing Deadline memorandum to all administrators and staff, June 2, 2011
6. Basic Categorical Accounting manual
7. CCCCO Budget and Accounting Manual, 2000
8. Independent Audit Report, June 30, 2011
9. Interview with CBO
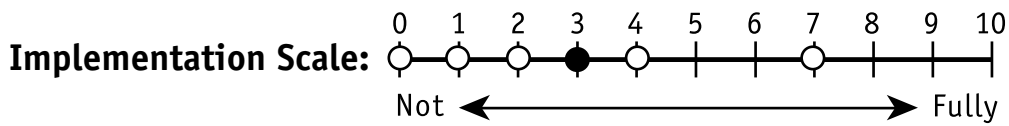10. Interviews with Business Services department staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. Memos and procedures for purchasing and cut-off dates have been shared with district employees. The district follows year-end closing procedures and schedules for PeopleSoft systems established by LACOE. During the FCMAT review, the team did not find evidence of written year-end institutional procedures.

2. Interviews indicate that Business Services department staff members are unsure of their responsibilities in the 2011-12 year-end closing process. During the 2010-11 year-end closing, the district hired consultants to assist with the process and business office staff members were assigned closing duties. However, the lack of continuity in business office management since the 2010-11 year-end closing has contributed to the staff's uncertainty of their responsibilities for 2011-12.

3. Findings in the 2010-11 independent audit report indicate that internal control process and procedures have been weakened because of staff turnover. There is insufficient oversight, monitoring and reconciliation of key accounts and processes during the year to ensure material misstatements will not occur or that they will be detected by district staff. Interviews indicated that the prior two years' audit adjustments had not yet been entered in the district's financial system, but the CBO was in the process of completing the entries during FCMAT's fieldwork.

4. The CBO position should provide strong guidance, oversight and supervision for the year-end closing and play an active role in the process, assisting staff when necessary. The CBO plans to use information in the Proposed Compton CCD Accounting Training manual, pre-

pared by Vasquez & Co., to help create accounting procedures for the department. The CBO also plans to develop procedures and checklists to assist staff in the year-end closing process.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 0
June 2009 Rating: 2
January 2010 Rating: 4
July 2010 Rating: 7
June 2012 Rating: 3

Implementation Scale:

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.9 – Accounting, Purchasing and Warehousing

Professional Standard:

The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.

Sources and Documentation:
1. Board agendas and minutes
2. Board Policy 6330, Procurement, February 17, 2009
3. Administrative Regulation 6331, Procurement, February 17, 2009
4. Board Policy 6340, Contracts, June 16, 2009
5. Administrative Regulation 6302, Accounts Payable, February 17, 2009
6. Board Policy 3300, Capital Construction, April 20, 2010
7. Independent Audit Report, June 30, 2011
8. Board Resolution: Election to Become Subject to the Uniform Public Construction Cost Accounting Procedures, January 19, 2010
9. Purchasing guidelines/procedures (Datatel)
10. Bid Threshold & Bond Requirements, September 20, 2011
11. Compton CCD Measure CC General Obligation Bond Audit Report, June 30, 2011
12. Board meeting minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district's Measure CC General Obligation Bond financial statement findings for the year ending June 30, 2011 indicated deficiencies and material weaknesses. The report included seven findings, which is an increase over the previous year's report that included five findings. Four of these conditions are considered material weaknesses and three are considered significant deficiencies.

   These deficiencies and weaknesses indicate a lack of internal control procedures over financial reporting and business processes. Significant changes in personnel over the past several years have resulted in inadequate supervision of staff and lack of internal controls. The continual turnover has exacerbated the conditions noted in the independent audit report and has impeded training of business office staff.

2. Significant deficiencies noted in the 2010-11 independent audit report revealed that approval of purchase orders was not obtained before the start of construction work; payment process sheets were not signed by Business Services department staff and payments were made to the vendors in excess of 90 days from the receipt of goods and services; and allocation of costs between the state and the bond funds was not documented for jointly funded construction projects.

   Interviews indicated there are processes in place to address some of these issues, but the significant turnover in key positions has led to a severe lack of oversight. The district's new

CBO indicated he will evaluate staff for training needs, establish written procedures for the Business Services department staff, and ensure that adequate supervision is provided in these areas.

3. The February 7, 2012 board meeting minutes (action item 3B) indicates a request to approve Southland change order #2 for $411,235. The original contract amount for this vendor was $500,000. In addition, there was a previous change order for this vendor of $805,724. California Public Contract Code Section 20659 states:

    > If any change or alteration of a contract governed by the provisions of this article is ordered by the governing board of the community college district, such change or alteration shall be specified in writing and the cost agreed upon between the governing board and the contractor. The board may authorize the contractor to proceed with performance of the change or alteration without the formality of securing bids, if the cost so agreed upon does not exceed the greater of:
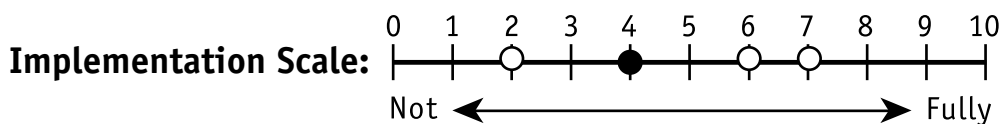   > The amount specified in Section 20651 or 20655, whichever is applicable to the original contract; or
    > Ten percent of the original contract price.

    The district should confer with its legal counsel regarding future change orders to ensure the applicable Public Contract Code sections are followed.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	4
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	4

Implementation Scale:

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 13.1 – Student Body Funds

Professional Standard:

The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds.

Sources and Documentation:

1. Quarterly Financial Statement, March 31, 2012
2. Associated Student Body Finance Code and Procedures Manual
3. General ledger detail trial balance, July 2011 – March 2012
4. Interviews with Business Services department staff
5. Interview with CBO
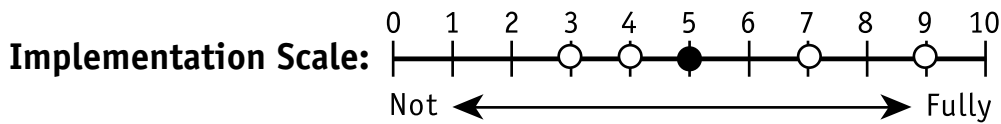6. Interview with interim CEO

Progress on Implementing the Recommendations of the Recovery Plan:

1. Elements of internal control are the oversight responsibility of the business office. The business office has developed an Associated Student Body Finance Code and Procedures Manual to provide written guidance on various operational procedures and best practices. The following sections are included in the manual along with sample forms for reference:

    a. ASB monies are fully segregated in commercial bank accounts in accordance with FDIC rules and regulations.
    b. Bank reconciliations are performed timely by an accountant and approved by the accounting manager.
    c. Staff separation of duties is maintained.
    d. Check stock is controlled and in a secure location.
    e. All checks require dual signatures for processing.
    f. Disbursements require authorized and approved purchase requisitions and/or resolutions.
    g. Disbursements cannot be made in advance of the delivery of goods or services.
    h. Use of credit cards, revolving funds or any other form of district funds is not permitted.
    i. The ASB budget must be approved by the council.
    j. Adequate funding must exist prior to disbursement of payment.
    k. All revenues must be recorded in the bursar's office.
    l. Making or receiving loans is prohibited.
    m. The director of student life authorizes Datatel reports on transactional detail by request.

2. Though the Business Services department has an ASB procedure manual, all procedures are not followed. As discussed previously, there is a lack of oversight in the department because of staff turnover the past few years. Journal entries, financial statements and bank reconciliations are completed without management's oversight. Bank reconciliations are performed for each statement, but not always timely.

3. As previously discussed in Standard 12.5, the district has established AR 3601, which outlines the distribution of revenue associated with enterprise activities. Interviews and AR 3601 indicate that a percentage of bookstore, vending and cafeteria commission is to be provided to and recorded in the ASB account. However, the commissions are being forwarded to the

Foundation for Compton CCD, and the foundation is then responsible to issue payment to the ASB. The ASB financial statements include a receivable from the foundation for commissions due that is over one year old, and no revenues are recorded for food service, bookstore or vending commissions on the March 31, 2012 statement of revenues and expenses. This indicates a lack of control over the activities, oversight and enforcement of ASB accounts and should be immediately addressed by the district.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	9
June 2012 Rating:	5

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 III-D: Financial Resources
FCMAT Financial Management Standard 13.4 – Student Body Funds

Professional Standard:

Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting.
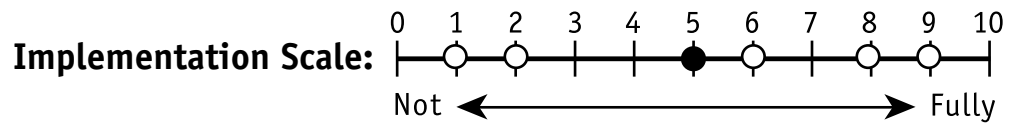
Sources and Documentation:
1. Quarterly Financial Statement, March 31, 2012
2. Associated Student Body Finance Code and Procedures Manual
3. General ledger detail trial balance, July 2011 – March 2012
4. Interviews with Business Services department staff
5. Interview with CBO
6. Administrative Regulation 3601, Auxiliary Organization Protocols, March 16, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The business office has developed a comprehensive Associated Student Body Finance Code and Procedures Manual for ASB staff. The manual includes detailed sections for each accounting area, forms and examples for the ASB accountant.

2. Quarterly financial statements and a general ledger summary trial balance are completed but are not reviewed by management staff. Journal entries and bank reconciliations are also completed without adequate oversight. A formal set of financial statements including a balance sheet, profit and loss statement and other required reports are distributed to the director of student life, dean of student services and the business office, without management review.

3. At the time of FCMAT's fieldwork, transactions for expenditures and revenues were posted on the Datatel financial system twice monthly. Disbursement requests required four signatures and checks required two signatures.

4. Interviews with staff demonstrated a lack of clear understanding regarding the agreements associated with fundraising activities and the distribution of proceeds between the ASB and foundation. Management staff indicated that the policies and procedures in the ASB procedures manual would be implemented and followed in the future.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 8
July 2010 Rating: 9
June 2012 Rating: 5

Implementation Scale:

0   1   2   3   4   5   6   7   8   9   10

Not ⟵⟶ Fully

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 14.2 – Multiyear Financial Projections

Professional Standard:

The college annually provides a multiyear revenue and expenditure projection for all funds of the college. Projected fund balance reserves are disclosed. The assumptions for revenues and expenditures are reasonable and supportable.
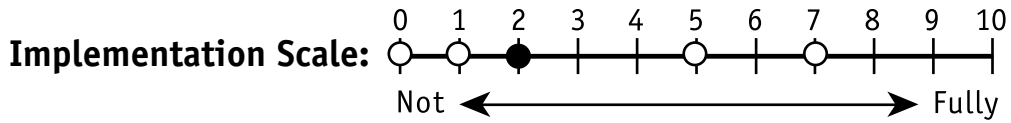
Sources and Documentation:

1. Draft Five-Year Budget Projection Assumptions (2011-12 through 2016-17) – Unrestricted General Fund, June 21, 2012
2. Multiyear Projection (2009-10 through 2014-15), undated
3. Tentative Budget 2011-12 including assumptions, dated June 7, 2010
4. Budget to Actual Variance by sub-major object code – 2007-08 through 2009-10, April 30, 2010
5. Interview with interim CEO
6. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD recently prepared draft budget assumption details for use in a multiyear financial projection for the unrestricted general fund for the 2011-12 through 2016-17 fiscal years. The assumptions assume that the governor's November 2012 tax initiative will pass, thus avoiding further cuts. No assumptions were made and reflected in multiyear financial projections that consider the apportionment cuts should the tax initiative fail.

2. A prior district CBO developed a five-year model for multiyear projections. These projections allowed the district to analyze the effects of assumptions over multiple years for changes in FTES, revenue and expenditures. However, because of the changes in the CBO position over the past two years, district administrators report that no multiyear projection has been completed since 2011. The district did not include a multiyear projection with its 2012-13 Tentative Budget and was unable to provide FCMAT with any projection other than the one provided during the prior review period. However, the new CBO reported that he is aware of the deficiency in this area, is working to rectify it and is seeking review of the budget assumptions with the district's Planning and Budget Committee and Consultative Council. Multiyear projections allow the district to analyze the effects of current financial decisions, such as expenditures for proposed salary and benefits adjustments, on future years. This information also gives management time to make necessary budgetary adjustments to ensure that the district maintains an adequate fund balance and fiscal solvency.

3. A prior district CBO developed a budget to actual variance report by sub-major object code. The copy provided to FCMAT for both the prior and current review periods reflected analysis of actual expenditures from 2007-08 through 2009-10. The new CBO indicated that this analysis has not been performed since the April 30, 2010 report. This variance analysis report allows management to see trends in revenue and expenditure patterns. When such an analysis is performed throughout the fiscal year, it allows unspent funds to be redirected to further support academic programs and/or areas of overspending to be addressed.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0
June 2009 Rating: 1
January 2010 Rating: 5
July 2010 Rating: 7
June 2012 Rating: 2

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 15.1 – Long-Term Debt Obligations

Professional Standard:

The college complies with public disclosure laws of fiscal obligations related to health and welfare benefits for retirees, self-insured workers' compensation, and collective bargaining agreements.

Sources and Documentation:

1. Total Compensation Systems, Inc. Actuarial Study of Retiree Health Liabilities as of March 1, 2011
2. Bay Actuarial Consultants Actuarial Review of the Compton CCD Workers' Compensation Program, May 20, 2011
3. Independent Audit Report, June 30, 2011
4. Board agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD contracted with Bay Actuarial Consultants for an actuarial study of its self-insured workers' compensation program. The liability has been determined and remains unfunded according to the May 20, 2011 study. The current liability of the unpaid losses reported on the annual financial audit is $2,356,498 and reflects an estimated liability of $2,008,551 using an assumed 2% interest rate. The district's independent annual audit report for the year ending June 30, 2011 reports the liability balance in Note 11 at $2,009,000, which reflects the rounding of the $2,008,551 figure. The liability balance of $2,009,000 is then combined with amounts reported in Note 9 for early retirement incentive and other postemployment benefits to be reported as other long-term obligations of $5,284,687 on the Statement of Net Assets. However, Note 11 to the audited financial statements reports the actuarial study date of June 7, 2007 using a 3% discount level, which should have been reported as May 20, 2011 and a 2% discount level.

2. The Governmental Accounting Standards Board (GASB) issued Accounting Standards 43 and 45 for other postemployment benefits (OPEB) in 2004. Prudent fiscal management of postemployment benefit costs requires the establishment of a long-term plan to prefund these benefits on an actuarial basis. The plan for postemployment health care benefits is in accordance with various bargaining unit agreements.

   The district contributes on a pay-as-you-go basis for postemployment health care benefits, with additional prefunded contributions determined through mutual agreements between the district and the collective bargaining units. In accordance with GASB Statement No. 45, the district reported the following obligation in Note 12 to the audited financial statements for the year ended June 30, 2011:

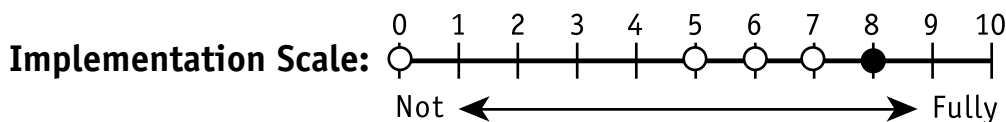 | | |
   |---|---|
   | Net OPEB obligation, beginning of year | $2,111,857 |
   | Annual Required Contribution | 1,513,980 |
   | Interest on net OPEB obligation | 105,593 |
   | Adjustment to annual required contribution | (93,539) |
   | Contributions | (523,436) |
   | Net Unfunded OPEB Obligation | $3,114,455 |

According to the latest actuarial report by Total Compensation Systems, Inc., the total pay-as-you-go plan annual estimates are expected to increase by 15% in 2012-13, 13% in 2013-14 and 10% in 2014-15. Although the district has not done so for the 2012-13 Tentative Budget, these costs should be included in the multiyear projection to ensure adequate funds are available for this obligation.

3. Initial collective bargaining proposals of the district and its bargaining units were reflected in board agendas and minutes during the 2010-11 fiscal year. Board agendas indicated that public hearings were agendized to provide for public comments; however, the May 10, 2011 board minutes do not indicate adjournment from the regular meeting to conduct the public hearing. The initial collective bargaining proposals of the district and its bargaining units were included on board agendas during the 2011-12 fiscal year; however, the district's initial proposal to the classified unit presented at the May 16, 2012 meeting listed the proposal for the 2011-12 year instead of 2012-13. Minutes of the public hearing regarding the district's proposal to the classified unit held during the June 12, 2012 board meeting had not yet been completed at the time of FCMAT's work.

Upon reaching agreement with its bargaining units, board minutes reflected the Memoranda of Understanding (MOU) and tentative agreements were brought to the board/special trustee for approval.

Standard Implemented: Fully - Substantially

April 2007 Rating:	0
January 2008 Rating:	5
July 2008 Rating:	5
June 2009 Rating:	5
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	8

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 16.1 – Impact of Collective Bargaining

Professional Standard:

The college has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of college operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of college operations. The college identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on college operations of current collective bargaining language, and proposes amendments to contract language as appropriate to ensure effective and efficient college delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session.

Sources and Documentation:

1. Collective Bargaining Agreement – CCC Federation of Classified Employees, July 1, 2009 through June 30, 2012
2. Collective Bargaining Agreement – CCC Federation of Employees Certificated Unit, July 1, 2007 through June 30, 2010
3. Tentative Agreement – CCC Federation of Employees Certificated Unit, July 1, 2010 through June 30, 2013
4. Board agendas and minutes
5. Interview with CBO
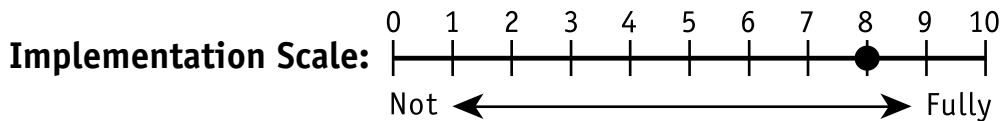6. Interviews with presidents of collective bargaining units

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has completed negotiations for a multiyear contract with the certificated bargaining unit through June 30, 2013, with the board's/special trustee's approval and ratification of a tentative agreement at its November 15, 2011 meeting. Proposals for this bargaining unit were sunshined during the 2011-12 fiscal year; however, no dates were included in the board agendas/minutes to determine to which year the proposals applied. The agreements entered into since FCMAT's last review have modified language regarding academic freedom; instructors' rights, duties and responsibilities; support services; workload; calendar; compensation; seniority; distance learning and online courses; agreement; division chairs; hourly and adjunct salary schedule; nurses; and conferred a one-time payment.

2. The district entered into a new multiyear contract with the classified bargaining unit that was ratified at its December 14, 2010 meeting. The agreement included modifications to language regarding holidays; leaves of absence; compensation; term and re-openers. At the time of FCMAT's fieldwork, the district had not completed negotiations with its classified bargaining unit for re-openers for the 2011-12 fiscal year; however, proposals for the 2012-13 fiscal year have been sunshined. Like the proposals for the certificated unit, those for the classified unit did not contain the fiscal year involved, and the sunshine of the district's initial proposal at the May 16, 2012 meeting reflected the incorrect fiscal year.

3. The district did not include multiyear projections that calculated the financial impact of provisions in the tentative agreement with management's recommendation to the board/special trustee. The team found no evidence that multiyear projections were prepared during the collective bargaining process, and interviews revealed that the CBO does not sit on the district's bargaining teams. This can limit the district's ability to measure the fiscal impact of decisions being made at the bargaining table; thus the district should include the CBO in negotiations.

Standard Implemented: Fully - Substantially

April 2007 Rating:	8
January 2008 Rating:	8
July 2008 Rating:	8
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	8
June 2012 Rating:	8

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 III-D: Financial Resources
FCMAT Financial Management Standard 18.1 – Maintenance and Operations
Fiscal Controls

Professional Standard:

The college has a comprehensive risk management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well-being of the college.

Sources and Documentation:

1. Schools Alliance for Workers' Compensation Excess II Binder, 2010-11 & 2011-12
2. Independent Audit Report, June 30, 2011
3. Keenan & Associates – 2012-13 Workers' Compensation Program
4. Compton CCD Employee's Policy and Procedures Handbook
5. BP 7110, Delegation of Authority, Human Resources, October 20, 2009
6. Self-insured Claims Administration Agreement, March 26, 2008

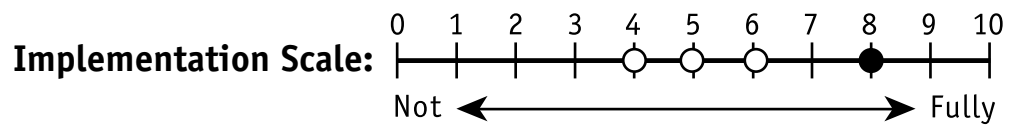### Progress on Implementing the Recommendations of the Recovery Plan:

1. The district contracts with the Statewide Association of Community Colleges Joint Powers Authority (SWACC) for the property and liability insurance coverage administered by Keenan & Associates.

2. The district is self-insured for the first $500,000 of each workers' compensation claim, and participates in the Schools Alliance for Workers' Compensation Excess II Joint Powers Authority to provide excess workers' compensation coverage.

   Claims liability is based on the cost of claims on file plus an adjustment for estimated future claims and claims incurred but not reported based on historical experience. As discussed previously, the Bay Actuarial Consultants' report provides the basis of liability that is reflected in the annual financial report.

3. The projected liability for unpaid losses is reported in the Statement of Net Assets. The discounted value at 3% on June 30, 2011 is $2,009,000 (calculated on the expected confidence level discounted at 3%), and assets available to pay claims total $2,119,389. The district has fully funded the projected liability.

Standard Implemented: Fully - Substantially

April 2007 Rating:	4
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	8

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ⟵⟶ Fully

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.2 – Maintenance and Operations Fiscal Controls

Professional Standard:

The college has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.
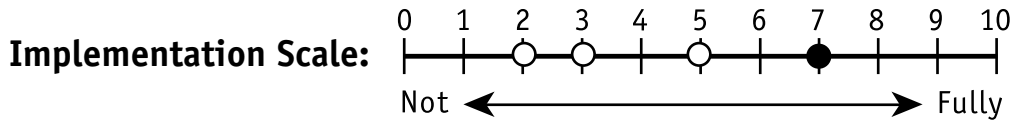
Sources and Documentation:

1. Memo to administrators, faculty, and staff regarding work order system, April 25, 2011
2. Maintenance Direct User Manual Requester Guidelines, version 2.0 School Dude
3. Review of work order system samples
4. Work Order Daily Tracking Sheet
5. Site observations, campus posters, maintenance assistance line
6. Interview with manager of facilities, maintenance and operations
7. Interview with purchasing agent
8. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. During FCMAT's last review, the Maintenance and Operations department had implemented the SPMMS work order tracking system. During this review period, the district has reverted back to the web-based work order tracking system, School Dude, which was used prior to SPMMS. The School Dude system is shared with the El Camino CCD as this was deemed to be more cost effective. Like SPMMS, the School Dude system allows the department to document, access and track maintenance requests and includes detailed information associated with each request including description, location, status, time taken to complete the work, cost of materials associated with the repair, and budget codes. The system allows users to prioritize work orders, provide a status update, assign the craftsperson, and enter start/end dates and a full description of the work to be performed.

2. A memo was sent out to all staff notifying them of the migration back to the School Dude work order system and offering training on its use. It is the district's goal to ensure that each department has at least one trained employee responsible for entering work orders into the system.

3. The district has posted signs throughout the campus providing information on how to report maintenance issues, and the signs include a call line for reporting purposes. There is also a staff member in the Maintenance and Operations department responsible for taking calls from the call line and creating work orders from those calls if necessary.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.3 – Maintenance and Operations
Fiscal Controls

Professional Standard:

The college controls the use of facilities and charges fees for usage in accordance with college policy.

Sources and Documentation:

1. Board Policy 6700, Civic Center and Other Facilities Use, March 17, 2009
2. Administrative Regulation 6701, Civic Center and Other Facilities Use, June 16, 2009
3. Administrative Procedure 6701A, Civic Center Permit and Other Facilities Use, April 16, 2009
4. Form 6701A-1, Compton CCD Facility Use Application, May 11, 2009
5. Form 6701A-5, Compton CCD Facility Reservation Guidelines, April 28, 2009
6. Form 6701A-6, Compton CCD Facility Usage Rules, April 28, 2009
7. Form 6701A-7, Compton CCD Facilities Coordination, April 30, 2009
8. Form 6341B-1, Compton CCD Facilities Order Agreement, March 15, 2010
9. Board minutes
10. Sampling of Executed Civic Center Permits, Form 6701A-2, May 19, 2009
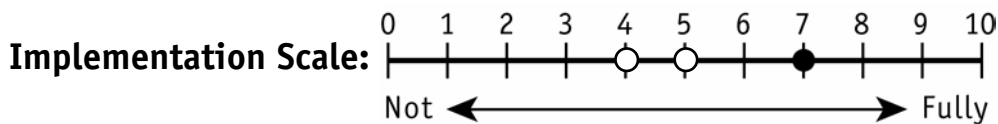11. Interview with manager of facilities, maintenance and operations

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted facilities usage policy that includes all administrative rules, regulations and procedures including Education Code Section 82537 regarding the use of civic centers. Administrative Regulation 6701, Civic Center and Other Facilities Use, addresses the following:

   • Categories of facility use for official district use versus civic center permits

   • The guidelines of use under the civic center permit section

   • Limitations on use

   • Denial of civic center permits

   • Identification of type of user

   • Direct Charge category

   • Fair Rental category

   • Rental fees and cost recovery

   • Equipment for use in conjunction with facilities rental

   • Services such as custodial or security

   • Insurance requirements

   • Events involving food

   • Promotional and advertising materials

   • Other requirements

2. Although staff feel confident about the process for managing facility use agreements, concerns were expressed regarding the costs, such as departmental overtime, associated with facilitating agreements for in-house events. Interviews indicated that these costs are absorbed in the Maintenance and Operations department budget as there is no system in place to charge applicable departments for these costs. This places a burden on the maintenance and operations budget. In addition, revenues associated with facility use agreements are not directed to the maintenance and operations budget. Supporting documentation provided by the district was insufficient to verify and/or validate these reports. However, the district should review this issue and consider establishing specific accounts to track the revenues and expenditures associated with facility use agreements.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.4 – Maintenance and Operations Fiscal Controls

Professional Standard:

The Maintenance Department follows standard college purchasing protocols. Open purchase orders may be used if controlled by limiting the employees authorized to make the purchase and the amount.

Sources and Documentation:

1. Administrative Regulation 6331, Procurement, February 17, 2009
2. Board Policy 6330, Procurement, February 17, 2009
3. Administrative Regulation 6332, Use of Credit Cards, February 17, 2009
4. Administrative Regulation 6333, Revolving Fund, June 28, 2010
5. Purchasing Guidelines, not dated
6. Board agendas and minutes
7. Purchase Orders and Blanket Purchase Orders lists, July 2011 through April 2012
8. Open purchase order samples
9. Interview with manager of facilities, maintenance and operations
10. Interviews with utility maintenance supervisors
11. Interview with purchasing agent

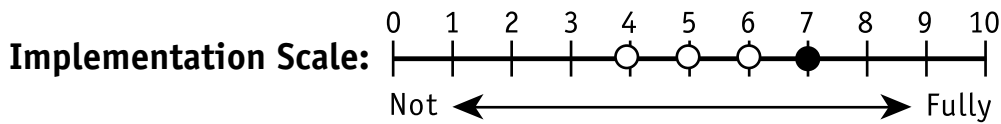## Progress on Implementing the Recommendations of the Recovery Plan:

1. Procedures for purchase requisitions and purchase orders have been established and implemented by the district as best practices to improve purchasing controls and reduce incidents of unauthorized purchases. The district does not maintain a warehouse to stock large quantities of supplies because of space limitations. Rather, the Maintenance and Operations department relies on routine orders as needed from custodial supply vendors. The use of blanket purchase orders (POs) for restocking supplies makes this process relatively simple. Blanket POs are created in Datatel annually for routine operational purchasing. They are established for the entire fiscal year and list the names of staff members who are permitted to place orders and/or authorize payment. The system allows blanket POs to be established and adjusted as necessary through a purchase order change request. The changes are made by purchasing staff and documented in Datatel, then forwarded to accounts payable to assist with the payment process, and the vendor is notified. POs cannot be increased if there are not sufficient unencumbered balances within the account line.

2. All purchasing tasks are processed by the purchasing technician, who has the ability to add new vendors in the financial software system. Accounts payable has access to some of the vendor demographic screens necessary to make minor changes to vendor information, such as payment remittance edits. User access is managed by the El Camino CCD.

3. Requisitions are submitted electronically, required authorizations are obtained, and then the requisition is forwarded to the purchasing technician. The technician reviews the account numbers on the purchase requisition; however, requisitions no longer go to the Business Services department for budgetary review before advancing to the purchasing department. Once received and reviewed by the purchasing department, a PO number is assigned. The purchas-

ing technician verifies that the information provided on vendor quotes is reflected correctly on the PO and includes appropriate pricing, tax, shipping, etc., and tries to mitigate any issues that may delay payment processing by accounts payable. Once complete, the director of fiscal affairs signs all POs.

4. The business office must ensure that all purchases of equipment and services follow state contracting regulations and that all contracts are in accordance with Public Contract Code. FCMAT reviewed documents that indicate some noncompliance with state purchasing and bidding requirements.

5. Contracts are placed on the board agenda for approval.

Standard Implemented: Partially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	4
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	6
June 2012 Rating:	7

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.5 – Maintenance and Operations Fiscal Controls

Professional Standard:
Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.
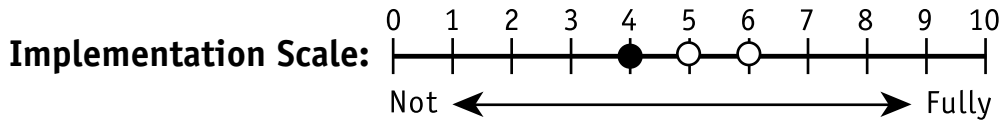
Sources and Documentation:
1. BP 6520, Fixed Asset Security and Accounting, June 16, 2009
2. AR 6521, Fixed Asset Security, June 16, 2009
3. Draft AR 6552, Fixed Asset Control System, June 14, 2010
4. Interview with manager of facilities, maintenance and operations
5. Interviews with utility maintenance supervisors
6. Maintenance department internal documents

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Maintenance and Operations department has a secured area for supplies, tools and equipment. Specific tool kits are compiled for each trade: carpentry, plumbing and electrical. In addition, other department employees are issued a standardized list of equipment that correlates with each job type or trade assignment. The department has specialty tool kits available for other employees to check out.

2. The Maintenance and Operations department has a manual physical inventory system using Excel. Interviews with department staff indicated that a tool and equipment inventory was recently developed for the mechanical, electrical and plumbing staff that accounts for all tools and equipment maintained in the department. FCMAT reviewed inventory lists for various maintenance items including tools and supplies, many of which lack detail including dates of creation, update or verification. The department uses a sign-out sheet to account for tools.

3. A centralized supply inventory is maintained for custodial cleaning products and supplies, and departmental supervisors are the only staff members with keys to the storage facility. The manager of facilities, maintenance and operations indicated that the department is working to improve controls and accountability in the department.

4. Compton CCD department administrators are responsible for reporting transfers of property within and between divisions and in general assume responsibility for the care, custody and control of all department property. This is clearly stated in draft AR 6552, Fixed Asset Control System. This administrative regulation has been in draft form since 2009 and does not accurately reflect the title noted on BP 6520. The title should be corrected either where referenced in board policy or in the AR. This AR should be reviewed, finalized and implemented.

Standard Implemented: Partially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	4

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 21.1 – State-Mandated Cost

Professional Standard:

The college has procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures cover: the identification of changes to existing mandates; training staff regarding the appropriate collection and submission of data to support the filing of the mandated costs claims; forms, formats, and time lines for reporting mandated cost information; and review of data and preparation of the actual claims.
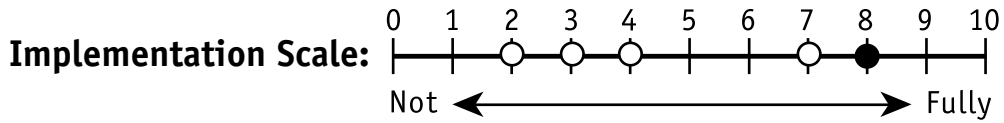
Sources and Documentation:

1. Nichols Consulting Contract for Professional Services, December 6, 2011
2. Examples of Cost Claims and supporting documentation – programs 232, 237, 238, fiscal year 2009-10
3. Interview with director of fiscal affairs

Progress on Implementing the Recommendations of the Recovery Plan:

1. State Government Code Section 17550 et seq. authorizes the district to file mandated cost claims for reimbursement of certain services mandated by the state. Mandated cost claims are an opportunity for Compton CCD to recover funds spent on state-mandated activities.

2. The state is withholding all reimbursable claims during the current fiscal crisis; however, the district continues to file current claims and seek reimbursement for claims that were filed late in previous fiscal years. The Compton CCD contracts with a consulting group that specializes in filing mandated costs claims because of the number of claims and complexity of the filing requirements.

3. The district relies on Nichols Consulting to evaluate eligibility for new mandated cost claims. In addition to working with Nichols Consulting, the district should provide annual staff training to review potential areas for reimbursable claims, track new programs for first-time filing and review procedures for proper tracking.

4. The 2012-13 state budget includes funding for the California Community College Mandate Block Grant. This is a new claiming option, and districts that select it will receive $28 per funded FTES in 2012-13 for the mandates included in the Block Grant. Districts must still file annual claims for mandates not included in the Block Grant to receive payment at some future time. The district should review the CCC Mandate Block Grant to determine if this is the best mandate claim option for Compton.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	8

Implementation Scale:

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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 0 to 10, as to the district's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress over the course of time.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 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**	**4**	**7**	**6**	**7**
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**	**5**	**8**	**7**	**8**
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**	**4**	**6**	**6**	**7**
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 IV-A: Decision-Making Roles and Processes
FCMAT Community Relations/Governance Standard 1.3 – Communications

Professional Standard:
Staff input into college operations is encouraged.

Sources and Documentation:
1. Interviews with faculty leaders (Academic Senate and Union)
2. Interviews with administrators (deans, vice president, interim CEO)
3. Agendas and minutes of the Consultative Council
4. Interview with the special trustee
5. Board policies and administrative procedures
6. Attendance at Consultative Council meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has a Consultative Council and two committees, Institutional Effectiveness and Planning and Budget, under the council. The center also has eight operational campus committees: Facilities; Health and Safety; Technology; Enrollment Management; Student Success; Professional Development; Auxiliary Services; and Health Benefits. There are also four Academic Senate committees. All of the committees are listed on one document that provides information regarding the composition of members and function of each committee. The district should continue the standing committee structure and ensure that the actions and deliberations of the council and committees are published and disseminated to help guarantee widespread communication.

2. The review team attended a Consultative Council meeting on April 25, 2012, at which most of the council members were present. The district should ensure that each member is responsible for communicating appropriate information back to their constituency.

3. In separate meetings with the special trustee, interim CEO and vice president of the center, it was clear that they value and encourage faculty, staff and student input on matters that affect the Compton Center.

4. Discussions with both administrators and faculty demonstrate that collaborative decisions are supported and there are a variety of avenues for members of the campus community to provide input on matters affecting the Compton Center.

5. As mentioned in other sections of this report, the interim CEO has a weekly time set aside for members of the campus community to meet with him informally on any matter of concern, to share ideas and ask questions.
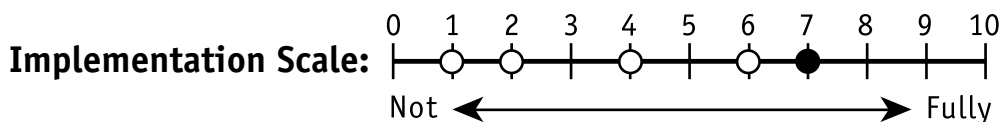
6. The review team met with a variety of groups and individuals during fieldwork, including division chairs, deans, the vice president, faculty leadership, student leaders, student learning outcomes (SLO) coordinators, and members of the Student Success, Professional Development and Library committees. Meetings indicated that the leadership of the Compton Center welcomes and encourages ideas, input and suggestions, and takes them seriously.

7. During prior reviews, there was considerable confusion about the function of the Institutional Effectiveness Committee. Some committee members thought it was for shared governance and final budget decisions, and others did not. The function of the committee and its membership (10 people from six constituency groups) was clarified during this review period.

   The committee is to review and provide recommendations about each of the district's program reviews to help strengthen and support programs and program analysis. The committee is responsible for reviewing the El Camino College Compton Center Educational Master Plan, Facilities Master Plan, Staffing Plan and Technology Master Plan to ensure these plans and all program reviews are consistent, aligned and current. The committee is also to monitor the status of these documents and review the responses to FCMAT recommendations.

   The prior Institutional Effectiveness Committee seldom met because it lacked a quorum and did not have a focused set of functions. Interviews indicated that the new committee will be meeting more regularly to accomplish its tasks. This approach should provide the center with a valuable tool to help the Consultative Council complete its work. The district should regularly evaluate the Institutional Effectiveness Committee structure to ensure it provides necessary information to the Consultative Council.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	6
June 2012 Rating:	7

Implementation Scale:

ACCJC Standard IV-A: Decision-Making Roles and Processes
FCMAT Community Relations/Governance Standard 3.1 – Community Collaboratives, Advisory Committees

Professional Standard:

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

Sources and Documentation:

1. Interviews with Board of Trustees members
2. Interviews with faculty, staff, and administration
3. Attendance at Special Trustee's Advisory Committee meeting
4. Council and Committee Structure – Compton CCD
5. El Camino College Compton Community Educational Center 2010-2011 Enrollment Management Plan
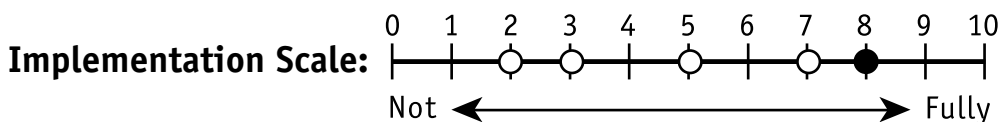
Progress on Implementing the Recommendations of the Recovery Plan:

1. The outreach strategy for the Compton Center has been formalized in the Enrollment Management Plan and implementation is under way. The district has supported the implementation by providing funding and staffing for the activities in the plan. The Enrollment Management Committee is a committee of the Consultative Council, and develops marketing, recruitment and retention plans. The enrollment management and marketing plans include specific outreach strategies to engage local school districts and charter schools and provide information to middle and high school students within the district boundaries. The interim CEO has made a priority of developing relationships with local businesses, and continues to build partnerships with community and civic organizations. He makes a practice of informing the community of Compton Center activities and goals through meetings with church groups and local councils.

   The district should continue its outreach to community groups and the formation of partnerships that will serve the district and its students. Board members also should participate in community outreach with each of their constituencies.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	8
July 2010 Rating:	7
June 2012 Rating:	8

Implementation Scale:

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ACCJC Standard IV-A: Decision-Making Roles and Processes
FCMAT Community Relations/Governance Standard 3.2 – Community Collaboratives, Advisory 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. Interviews with faculty, staff, and administration
2. Attendance at Special Trustee's Advisory Committee meeting
3. Compton CCD board policies
4. Council and Committee Structure – Compton CCD
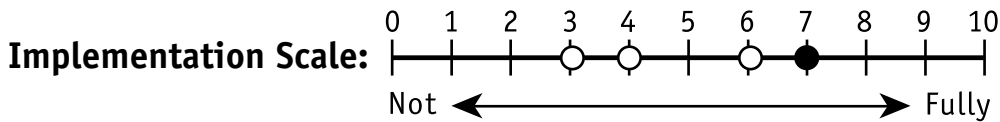5. Attendance at Consultative Council meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board/special trustee passed Board Policy 2410 (10/20/09) that states that employees and students shall have the opportunity to participate in the development of board policies and administrative regulations through a consultative process. The board/special trustee also passed Board Policy 2510 (7/20/10), Participation in Local Decision Making. This policy states that, although the board is the ultimate decision maker, it is committed to ensuring that appropriate members of the district participate in developing policies and procedures. Additionally, the policy states that the board will not take any action on matters subject to this policy until the appropriate constituent groups have been provided the opportunity to participate. Although these policies have been adopted, they are not fully operational because at present the special trustee is the decision maker.

2. The Consultative Council and its subcommittees are responsible for providing input for decision-making. The membership of the Consultative Council has been reduced to eight: three faculty members, one student, one classified employee, one manager, the vice president for academic affairs and the CEO.

3. The Institutional Effectiveness Committee, a committee of the Consultative Council, recently has been reactivated. Its charge is to focus on the Program Review to ascertain that the questions raised are being addressed and to ensure the consistency of documents. The district should continue to review the effectiveness of the Institutional Effectiveness Committee.

4. Advisory committees are required for all technical programs. If properly constituted, they can provide valuable advice for program changes and development. Recently the Compton Center had an advisory committee dinner to thank the members of the committees, and committee meetings were held in conjunction with the dinner. The district should continue use of advisory committees.

5. Recently the special trustee established the Special Trustee's Advisory Committee. The committee consists of seven members, and at the time of the review team's fieldwork six members had been identified. The role of the committee is to provide advice to the special trustee regarding policy matters that affect the district and its operations; promote community awareness of the district's efforts, focus on quality instruction, educational mission, fiscal stability, and ultimately accreditation; and foster community support for the district and the Compton Center. At the time of the review team's fieldwork, the committee had conducted three meetings. The team was present at the April 2012 meeting and observed that the members in attendance were informed, engaged, and took their role as advisors seriously. The meeting was largely devoted to the issue of redistricting trustee boundaries. Future agenda items include facilities, the partnership agreement with El Camino CCD, the 2012-13 budget, audit findings and business operations.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	7

Implementation Scale:

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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.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 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	5	7	6	7
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	7	6	6
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	6	7	7	8
5.4 **The board makes decisions based on the study of all available data, including the recommendation of the president.**	3	3	3	4	7	7	3
5.5 **Functional working relations are maintained among board members.**	1	1	3	6	7	7	3
5.6 **Individual board members respect the decisions of the board majority and support the board's actions in public.**	1	1	3	6	7	6	3
5.7 **Functional working relations are maintained between the board and administration.**	1	1	2	6	7	7	3

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
5.8	**The board publicly demonstrates respect for and support for the district staff.**	1	1	2	6	7	7	3
5.9	**The board publicly demonstrates respect for public input at meetings and public hearings.**	1	1	2	6	7	7	5
5.10	**Board members respect confidentiality of information shared by the administration.**	1	1	1	5	7	8	8
5.11	**Board members do not involve themselves in operational issues that are the responsibility of the President and staff.**	1	1	1	5	7	7	7
5.12	**The board acts for the community and in the interests of all students in the district.**	1	1	2	5	7	7	5
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	8	6	5
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	7	7	5
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	7	7	7
6.6	**Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.**	5	5	5	6	7	6	3
6.7	The Board has adopted bylaws for the placement of items on the board agenda by members of the public.	4						

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating
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	7	8	7	7
6.9	Board meetings focus on matters related to student educational attainment.	1	1	1	3	7	5	5

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.
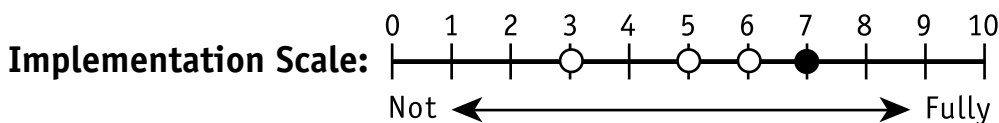
Sources and Documentation:

1. Interviews with Board of Trustees members
2. Interviews with faculty, staff, and administration
3. Compton CCD policies
4. Attendance at Compton CCD Board of Trustees meeting
5. Compton CCD Board of Trustees meeting minutes 2011-12

Progress on Implementing the Recommendations of the Recovery Plan:

1. The team found the members of the Board of Trustees to be aware of their role regarding informal public concerns. However, it is important that board members not directly engage in conversations with members of the public during board meetings but should direct their comments to the special trustee and district administration. Furthermore, individual board members cannot speak for or appear to be speaking for the entire board to the public.

2. An examination of the 2011-12 board meeting minutes revealed only one instance of an informal public concern presented to the board, and the matter was referred to staff.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 6
June 2012 Rating: 7

Implementation Scale:

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          Not  ←────────────────────→  Fully
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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.
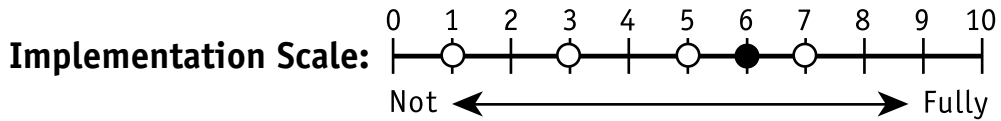
Sources and Documentation:
1. Interviews with administrators and board members
2. Board policies
3. Board of Trustees meeting minutes 2010-2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Board of Trustees passed Board Policy 2740 (12/15/09), Board Education. This policy states that the board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation.

2. The district has developed a specific and thorough training agenda for board members. The training addresses the areas of expectations, roles, and responsibilities for board members and provides a framework for operations at board meetings. The orientation provides information on the Brown Act, and outlines unique situations in the governance of the Compton CCD, operating the Compton Center in partnership with El Camino College.

3. The board members and interim CEO share the expectation that professional development is critical to ensure understanding of the most pressing issues affecting community colleges, and that training to understand the roles and responsibilities of board members is necessary for the trustees to be fully effective. The board is not engaged in group training at this time; however, individual members attend conferences. For example, four members plan to attend the CCLC conference and participate in a trustee workshop offered at the conference.

4. At present, the role of the board is limited, but the board should continue to develop so it is ready to assume its complete role in the future. The board should continue its commitment to training and look for training opportunities that will help members fully understand the appropriate role and conduct of a board member at meetings and when dealing with the public. The members should also recognize that they cannot, as individuals, speak for or appear to speak for the board unless they are specifically delegated to do so.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	6
June 2012 Rating:	6

Implementation Scale:

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ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.3 –
Board Roles/Boardsmanship

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. Council and Committee Structure – Compton CCD
2. Interviews with faculty, staff, and administration
3. Board agendas and minutes
4. Board policies
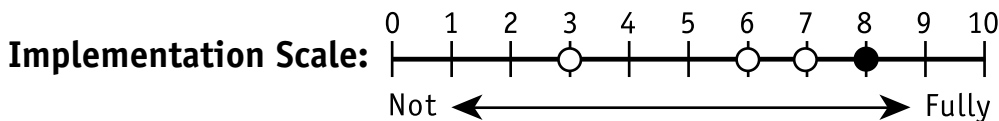5. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:
1. The Compton CCD has adopted a vision and mission statement (BP 1200, District Mission Statement, 10/20/09) that serves as a framework for planning documents across the institution. This statement was developed with input from faculty and staff, students, administrators, and the Board of Trustees. The document lays out the main themes that should be the strategic focus of the district for the short- and mid-term and should serve as the basis for allocating resources. The interim CEO and board of trustees should periodically revisit this statement to ensure that it reflects the district's current needs and priorities for all faculty and students and use the statement to guide planning and budgeting decisions.

2. The Planning and Budget Committee (PBC), a committee of the Consultative Council, has as part of its charter to "assure that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed using data from program review and are lined to the Center's mission statement and strategic directives. The PBC makes recommendations with respect to all global Center and District planning and budgeting issues."

Standard Implemented: Fully - Substantially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 8

Implementation Scale:

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

Professional Standard:

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

Sources and Documentation:
1. Interviews with faculty, staff, and administration
2. Board agendas and minutes 2010-2012
3. Board policies
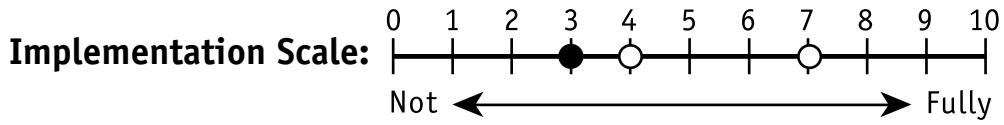4. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board Policy 2740, Board Education (12/15/09), states that the Board of Trustees will engage in study sessions. An examination of agendas shows that, although study sessions have not been scheduled recently, reports to the board on district matters are scheduled frequently. During previous interviews with the team, Board of Trustees members cited the value of study sessions. A member also noted that, although they recognize their role as advisory, they take it seriously and attempt to prepare themselves well. The district should consider providing separate study sessions to the board members regarding detailed topics such as the budget.

2. The interim CEO and staff deliver background information and data in advance of public meetings to ensure the opportunity to review materials and ask questions. As noted above, staff members routinely provide reports and presentations at board meetings. For example, in recent months the board has received reports on the English as a Second Language program and student learning outcomes. Staff should continue to provide reports to the board to help ensure its effectiveness as an advisory body.

3. The review team attended the May 16, 2012 board meeting at which a public hearing was held, discussion occurred and action was taken regarding establishing trustee areas from which district board members will be elected. The redistricting committee, a redistricting consultant and the district's legal counsel provided information regarding the map choices. The special trustee then asked each board member to provide their first and second map choices, for his consideration. Four of the five board members refused to provide two different map choices, selecting only the map that legal counsel stated was the least defensible option. After the interim CEO provided his input and the special trustee took action to implement one of the maps, two of the board members whose map choice was not selected disruptively left the meeting. One member returned and sat in the audience, and one member did not return to the meeting.

   Although an item such as establishing trustee areas can be an extremely sensitive matter to board members, their conduct at meetings should remain professional.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	3

Implementation Scale:

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

Professional Standard:

Functional working relations are maintained among board members.

Sources and Documentation:

1. Interviews with staff, faculty, administrators and board members
2. Interview with special trustee
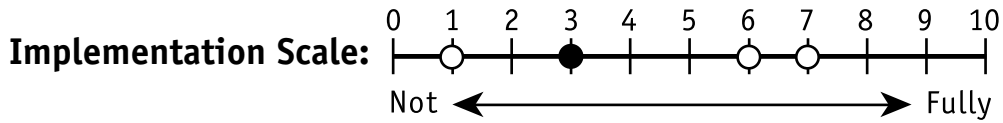3. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board members participate in public meetings in an advisory capacity. As of the November 2009 election, the elected board is fully populated. Interviews indicated that the board does not consistently maintain functional working relationships. The board members need to develop a cooperative working relationship to ensure they effectively fulfill their advisory role.

2. The orientation training and professional development agenda for new board members was designed to develop a cohesive team that understands its role and responsibilities. Both the local orientation and participation in the statewide conference of community college trustees should provide the board members with a solid foundation on which to build their functional working relations with one another. However, during the May 16, 2012 board meeting, the team observed that the board members were not fully cooperative and respectful of each other and the special trustee. While the meeting did include a sensitive topic, establishing trustee areas, sensitive topics are frequently encountered on board agendas. To be able to assume the role and function as a decision-making board, the members will need to be able to deal with all topics in a cooperative and respectful manner.

3. The board should work to fully understand the appropriate role and conduct of a board member both at meetings and when dealing with the public. The members should also recognize that they cannot, as individuals, speak for or appear to speak for the board unless they are specifically delegated to do so.

   Participation in training and professional development opportunities should be a routine expectation for board members. It should help to enhance their ability to set the tone and direction for the district and function cohesively as a board when the district regains local authority to govern areas of operations.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 3

Implementation Scale:

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

Professional Standard:

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

Sources and Documentation:

1. Interviews with staff, faculty, administrators and community members
2. Interview with special trustee
3. Board policies
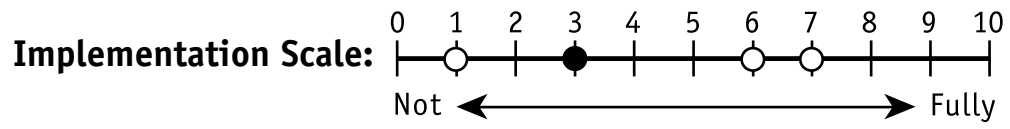4. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. As of the November 2009 election, the elected board is fully populated. Having a fully elected board demonstrates that the community wants to be involved and engaged in the Compton Center and the district. The board members participate in public meetings in an advisory capacity. The board members need to make progress in working together to ensure they effectively fulfill this advisory role. The agenda for orientation, training, and professional development for the board should continue to enhance their understanding of their roles and responsibilities, improve the board's ability to set direction for the district, and heighten their ability to communicate in a professional and respectful manner, with meeting discussion focused on relevant topics.

2. The board adopted BP 2715, Code of Ethics and Standards of Practice, dated 11/16/2010. The policy states in part, "Board members recognize that legal and effective functioning is by the board as a whole. District matters are not governed by individual actions of Board members. When acting as Board members, trustees speak and act on behalf of the district, not as individuals. Board members use care not to misrepresent their individual opinions or actions as those of the Board."

   The board needs to develop a coherent, unified voice and a cooperative working relationship. It must completely understand the recovery plan and be able to articulate it to the public. The board must also understand and support a critically needed, new MOU that describes the relationship between Compton Educational Center, Compton CCD, and El Camino College.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 6
June 2012 Rating: 3

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully

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
2. Interview with special trustee
3. Board policies
4. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The interim CEO and special trustee continue to meet with and talk to board members to re-view operational issues. The elected board is also provided with extensive written material for each board meeting and for significant operational issues. However, interviews indicated that all board members do not consistently treat the special trustee and district administrators respectfully. In addition, at the May 16 board meeting, the team observed that the board's conduct toward the special trustee and administration did not demonstrate respect and a func-tional working relationship. As discussed previously, establishing trustee areas is a sensitive topic; however, the board would be required to address sensitive issues frequently if it oper-ated as a decision-making board. Thus it is necessary to maintain cooperative, functional re-lations between the board and administration.

2. The April 17, 2012 board meeting minutes, Item XIX.1.B., state the following:
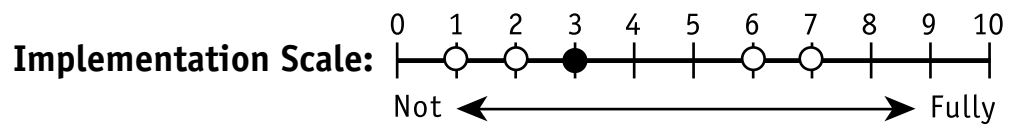
   > BP 2715 - Code of Ethics and Standards of Practice
   > The Special Trustee emphasized that the Board must adhere to the standards and eli-gibility requirements, and self-study continually, and requested that they review and reflect on the Code of Ethics and Standards of Practice and absolutely must adhere to them continually.

   Discussion with the special trustee indicated that the purpose of the April 17, 2012 agenda item and discussion regarding Board Policy 2715 was to help focus attention on the impor-tance of the board's behavior relative to accreditation and respectful relationships.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 3

Implementation Scale:

0　1　2　3　4　5　6　7　8　9　10

Not ⟵⟶ Fully

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

Professional Standard:

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

Sources and Documentation:

1. Interviews with staff, faculty, administrators and community members
2. Interview with special trustee
3. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviews indicated that the board does not consistently demonstrate respect for staff members and the recommendations made by staff. In addition, at the May 16, 2012 board meeting, the team observed that members of the board did not demonstrate the conduct needed to meet this standard because the meeting was not conducted in a businesslike manner.

2. The April 17, 2012 board meeting minutes, Item XIX.1.B., state the following:
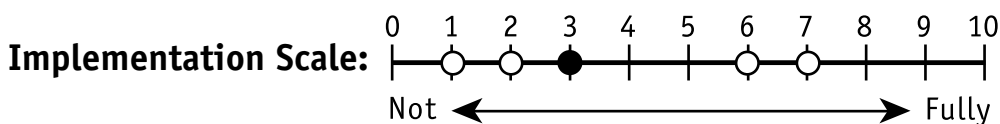
   > BP 2715 - Code of Ethics and Standards of Practice
   > The Special Trustee emphasized that the Board must adhere to the standards and eligibility requirements, and self-study continually, and requested that they review and reflect on the Code of Ethics and Standards of Practice and absolutely must adhere to them continually.

   Discussion with the special trustee indicated that the purpose of the April 17, 2012 agenda item and discussion regarding Board Policy 2715 was to help focus attention on the importance of the board's behavior relative to accreditation and respectful relationships.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 3

Implementation Scale:

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

Professional Standard:

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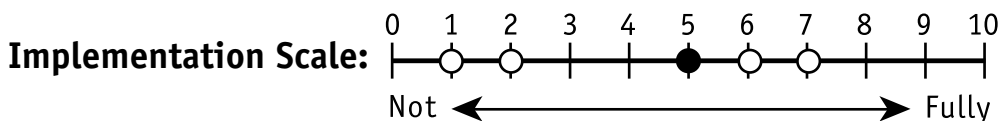
Sources and Documentation:

1. Interviews with staff, faculty, students, administrators and community members
2. Board agendas and minutes 2010-2012
3. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. With respect to public input, board meetings are generally conducted in a professional and businesslike manner, with the board serving in an advisory capacity. Professional development through conference attendance and in-service training should provide board members with the understanding of their responsibilities, allowing them to effectively fulfill their roles.

2. Board minutes showed that time for public comments is provided at meetings. However, it is important that board members not directly engage in conversations with members of the public during board meetings but should direct their comments to the special trustee and district administration. The interim CEO should continue to ensure that opportunities for input 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
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 5

Implementation Scale:

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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.

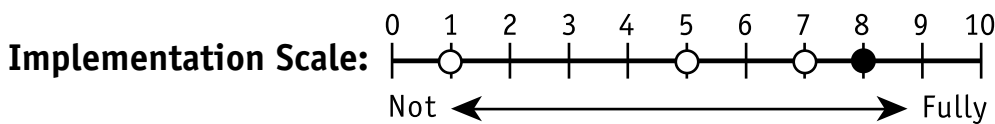### Sources and Documentation:
1. Interviews with staff and administrators
2. Interviews with Board of Trustees members
3. Interview with special trustee

Progress on Implementing the Recommendations of the Recovery Plan:
1. The board does not participate in closed session discussions, and there have been no concerns reported about board members breaching the confidentiality of information presented to them. The orientation and ongoing training agenda for board members includes information on the Brown Act and on confidentiality. Board members should continue to receive training in this area and continue to treat confidential information in an appropriate manner.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 8
June 2012 Rating: 8

Implementation Scale:

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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
2. Board policies
3. Interviews with Board of Trustees members
4. Attendance at Compton CCD Board of Trustees meeting

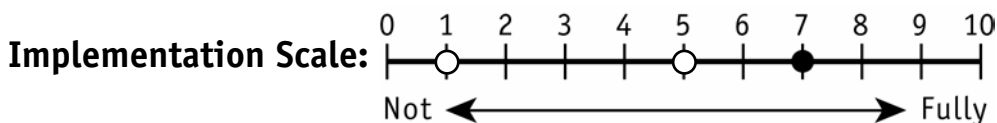### Progress on Implementing the Recommendations of the Recovery Plan:

1. The board/special trustee has adopted several board policies that delegate operational issues to the appropriate staff. BP 2200 (1/19/10) delegates power and authority to the CEO to effectively lead the district and indicates that the board will respect the authority of the CEO by providing policy, direction, and guidance only to the CEO, who is responsible for the management of the district and its employees. BP 2430 (11/17/09) delegates executive responsibility to the CEO for administering policies adopted by the board and executing all decisions of the board requiring administrative action. BP 6100 (2/17/09) specifically delegates authority to the CEO to supervise the general business and fiscal affairs of the district. And BP 7110 (10/20/09) delegates to the CEO the authority to employ personnel, fix job responsibilities and perform other personnel actions subject to ratification by the board.

   With these adoptions, the board has in place the framework for meeting this standard as well as the related accreditation standards.

   The team received no reports of board members being inappropriately involved in routine staff matters, and the board members indicated they were instituting the practice of routing any operational concerns to appropriate district personnel. The board should continue this practice.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	7

Implementation Scale:

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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, administrators and community members
2. Board policies
3. Attendance at Compton CCD Board of Trustees meeting

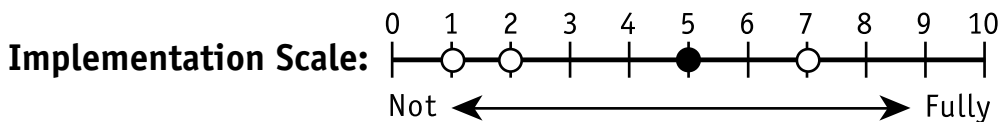### Progress on Implementing the Recommendations of the Recovery Plan:

1. The Board of Trustees passed BP 2200, dated January 19, 2010, which states in part that the board is committed to fulfilling its responsibilities to represent the public interest.

   As mentioned previously, the portion of the May 16, 2012 board meeting regarding establishing trustee areas was not conducted in a professional and businesslike manner. Four of the board members chose not to follow the advice of the district's legal counsel and administration in providing their choices for the trustee area maps.

   In representing the public interest, the board must speak with a coherent, unified voice. It is in the best interest of the community and students for the board to completely understand the recovery plan and be able to articulate it to the public. The board must also understand and support a revised MOU that describes the relationship between Compton Educational Center, Compton CCD, and El Camino College.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	5

Implementation Scale:

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      Not ←                        → Fully
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ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.2 – Board Meetings

Professional 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 agendas (January 2011 – April 2012)
2. Board policies (BP 2340 and BP 2360)
3. Interview with the interim CEO
4. Compton CCD website (www.district.compton.edu)

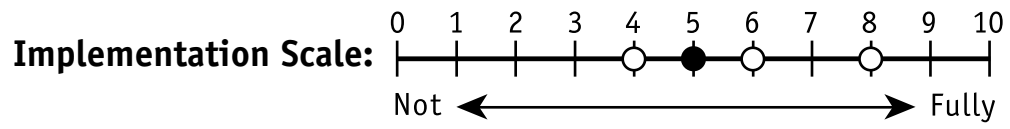### Progress on Implementing the Recommendations of the Recovery Plan:

1. Board agendas are posted 72 hours prior to the regular board meeting in a prominent place next to the Administration Building in compliance with the Government Code and Compton CCD board policy. Minutes from the previous regular meeting are also posted for public review.

2. In a review of the district website, the team found that most of the 2011-12 board meeting agendas and minutes are posted. However, the agenda for a special meeting held on February 15, 2012 was not posted to the website in accordance with Government Code Section 54956. The district should ensure that agendas for all special meetings are posted in compliance with Government Code.

   In addition, minutes for the following meetings were not posted: October 31, 2011; November 1, 2011; March 21, 2012; April 3, 2012; and April 26, 2012. Since there is both campus and public interest in the Compton CCD, all minutes for board meetings should be posted on the website.

3. A schedule of 2011-12 board meeting dates appears on the Board of Trustees page of the district website, which allows interested members of the public and Compton CCD employees to plan their schedules should they wish to attend. However, the revised 2011-12 schedule did not include the correct date for the May meeting.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 6
January 2010 Rating: 8
July 2010 Rating: 6
June 2012 Rating: 5

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ⟵———————————⟶ Fully

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. Interview with the interim CEO
2. Interview with the special trustee
3. Attendance at Compton CCD Board of Trustees meeting
4. Attendance at Special Trustee's Advisory Committee meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The review team attended a special meeting held by the board on April 26, 2012. The meeting was appropriately noticed and held to discuss the FCMAT visit and to answer any board questions. At that meeting it was clear that the three board members in attendance were familiar with FCMAT's role and function.

    As previously discussed, FCMAT also attended the May 16, 2012 board meeting. At that meeting, it appeared that the elected board had not thoroughly studied all of the material regarding establishing trustee areas. All five members were in attendance, but most focused on only one map and did not appear to be interested in discussing the other options. The board needs to thoroughly review and be open to the options presented on all agenda items; members need to focus on making the best decision for the Compton CCD.
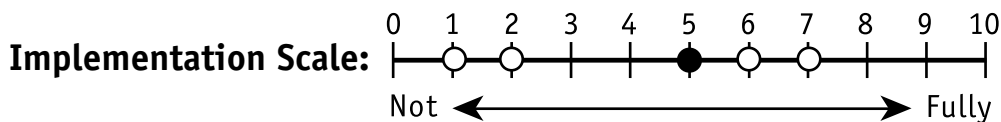
2. The special trustee and the CEO indicated that the board is working hard to understand the issues and to work together as a board and not as five individuals. Because the board is limited to certain functions since a special trustee has been appointed and the educational and student service programs fall under the purview of the El Camino College board, they must limit the areas that they discuss and concern themselves with as a board. The elected board is engaged by the special trustee through the process of asking their opinion on items but does not have voting authority. The board members do, however, prepare for meetings, are informed and provide feedback when asked.

3. With the appointment of the new special trustee in fall 2011, the elected board has gone through some changes regarding board meeting participation. They do not sit at the dais during all board meetings and do not attend closed session meetings.

4. The special trustee recently has sought applications from the community to serve on the Special Trustee's Advisory Committee to help the Board of Trustees govern. The stated purpose of the committee, as outlined in Assembly Bill 318, is as follows, "The CCCD Special Trustee's Advisory Committee is organized to advise the Special Trustee with respect to the management of the Compton Community College District." At the time of FCMAT's fieldwork, there were seven committee members and three additional individuals who were confirmed by the special trustee and the Advisory Committee at their meeting on April 25, 2012.

The review team attended the meeting on April 25 and observed that the Advisory Committee was composed of citizens with varying backgrounds who lived in different areas of the community and have a commitment to the Compton CCD.

The agenda of the Special Trustee's Advisory Committee included the following items: approval of the February 29, 2012 meeting minutes, public comments, introduction of the new committee members, discussion of redistricting and the process for future agenda items and presentations. Action items included the election of a vice chair and approval of the meeting schedule. The committee was also provided with information from the CEO on the budget planning process.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 5

Implementation Scale:

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

Professional Standard:

Open and closed sessions are conducted according to the Ralph M. Brown Act. (Government Code 54950 et seq.)
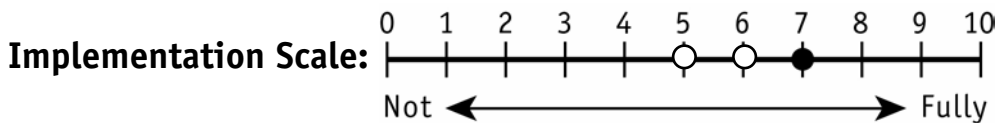
Sources and Documentation:
1. Board policies (BP 2200, BP 2300, BP 2310)
2. Interview with the special trustee
3. Interview with the interim CEO
4. Board agendas and minutes
5. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Closed session is held immediately after opening the board meeting. Open session occurs afterward and a report of any action taken in closed session is provided. The elected board members do not attend closed session at this time.

2. Evidence presented indicated that board meetings adhere to the Brown Act.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 7

Implementation Scale:

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.
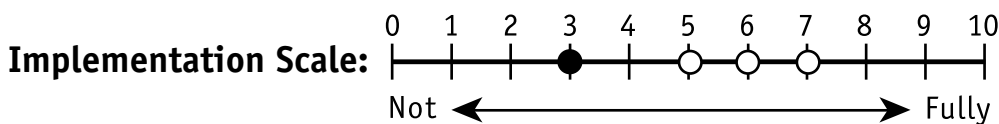
Sources and Documentation:

1. Board agendas and minutes (January 2011 – April 2012)
2. Interview with the interim CEO
3. Interview with the special trustee
4. Attendance at Compton CCD Board of Trustees meeting
5. Board policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. At the May 16, 2012 board meeting, some members conducted themselves in a manner that did not encourage different points of view or a neutral ground to hear opposing views regarding establishing trustee areas. A few board members attempted to dominate discussion and most were not open to hearing information presented about all of the trustee area maps. The board's handling of this item was not conducted in a businesslike manner. If meeting attendees feel hostility on the part of the board, they are less apt to offer their views and opinions or feel free to speak on the agenda item. The board must be able to deal with difficult and sensitive topics in a civil and open fashion that is conducive to a candid discussion of each agenda item to fulfill its function as elected representatives for the Compton CCD.

2. The board members conducted themselves in a businesslike manner at the April 26, 2012 special meeting, which provided the opportunity for good board interaction.

3. Board Policy 2370, Representatives at Board Meetings, states that representatives from several organizations including the Academic Senate, the Faculty Union, the classified union, the classified staff, supervisory/confidential employees, and the Associated Student Body all have a place on the agenda for reports. This is part of the communication process between the Compton Center and the elected board, and the items were included on the May 16, 2012 board agenda.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 6
June 2012 Rating: 3

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully

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

Professional 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).
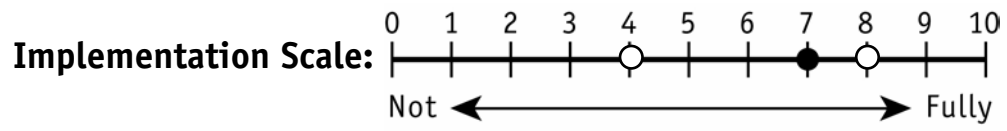
Sources and Documentation:

1. Board agendas and minutes (January 2011 – April 2012)
2. Board Policy 2350
3. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board Policy 2350 outlines the three ways in which a member of the community may address the board. A member of the public may submit a request to address the board on a non-agenda item by presenting that request in writing within the first 10 minutes of the meeting. A request may be submitted to the CEO 18 days prior to a board meeting member requesting that an item be placed on the agenda. A member of the public may submit a written communication to the board regarding an agenda item or request to speak on the item at the meeting; written communications regarding agenda items are to be received at least 24 hours prior to the meeting.

2. Board agendas and minutes indicate that the public is provided an opportunity to address the board at meetings. In addition, the review team's observation of the May 16, 2012 meeting indicated that members of the public are given three minutes during the public comments portion of the meeting to address the board if they have submitted a written request; several individuals did so at this meeting. Members of the public also are allowed to address the board as items are presented throughout the meeting.

3. At the May 16, 2012 meeting, one board member wanted to address the public following public comments. The special trustee explained how the meeting was to be conducted, when the board could address items, and that the board members were not to engage in conversations directly with the public regarding their comments. Board members should continue to be provided training opportunities to ensure effective boardsmanship and learn the boundaries for appropriately responding to the public.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	7
January 2010 Rating:	8
July 2010 Rating:	7
June 2012 Rating:	7

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 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 (January 2011 – April 2012)
2. Interview with the interim CEO
3. Interview with the special trustee
4. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. A review of board agendas and minutes reveal that each senior manager has time on the agenda to discuss issues/accomplishments in their areas. The vice president of the Compton Center reports on academic affairs, and would present items relating to student educational attainment. The district should consider noting in the minutes significant items reported in the senior management reports as they relate to student educational matters so that center staff and the public reading the minutes might benefit from the information about Compton Center student successes.

2. The interim CEO also reports at each board meeting on items of interest at the Compton Center and to the district, some of which touch on student educational attainment.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 3
January 2010 Rating: 7
July 2010 Rating: 5
June 2012 Rating: 5

Implementation Scale: