

# Compton Community College District



## Comprehensive Assessment Fifth Progress Report

November 2010



[CSIS California School Information Services](#)

# Table of Contents

## Executive Summary

Introduction .....	3
Use of FCMAT Professional and Legal Standards.....	5
Study Team.....	7
Executive Summary .....	9
Overview of Five Operational Areas of Management .....	15
<i>Financial Management</i> .....	15
<i>Academic Achievement</i> .....	17
<i>Personnel Management</i> .....	21
<i>Facilities Management</i> .....	22
<i>Governance and Community Relations</i> .....	24

---



## Introduction

This fifth progress report for the Compton Community College District 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 Comprehensive Review of the Compton CCD conducted by FCMAT in April 2007.

Based on the incremental and positive progress of the Compton CCD, FCMAT is proposing to re-align the FCMAT standards with the Accrediting Commission for Community and Junior Colleges (ACCJC) eligibility requirements and eliminate any duplication for all component areas of study for academics, governance, financial management, facilities and personnel prior to the next review. The goal of this change is to assist the Compton CCD in further preparing to meet the eligibility requirements for accreditation as set forth by the ACCJC. Therefore, the sixth progress report will be structured to prepare the Compton CCD and the Compton Center for the accreditation self-study process with assistance from its governance partner, El Camino Community College.

## Background

On June 30, 2006, Assembly Bill 318 provided a state loan of \$30 million to the Compton Community College District (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 six-month 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 Compton Community College District for up to five years, including a period lasting until the Chancellor, FCMAT, Director of Finance and Secretary of Education concur with the state's special trustee that the district can sustain the progress and requirements of the assessment and recovery plan for two consecutive academic years.

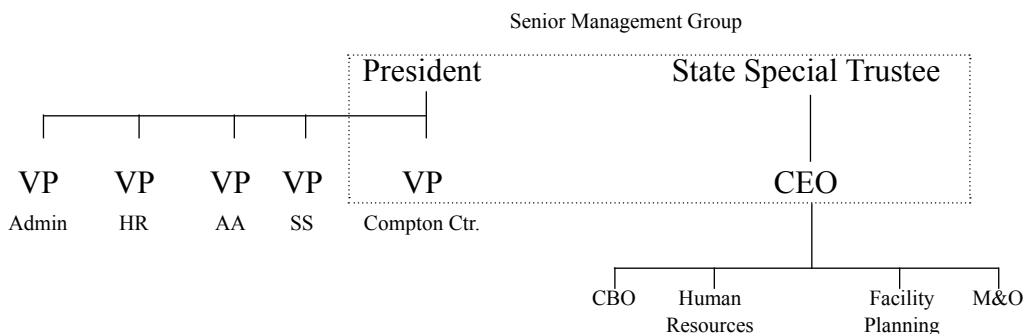
Subsequent to the passage of AB 318, the ACCJC reported that Compton Community College did not meet accreditation standards and formally withdrew accreditation from the college in August 2006. The district has provided uninterrupted educational services for the students by partnering with the El Camino Community College District (El Camino CCD). Under this partnership, instructional services are provided on the Compton campus by the El Camino College 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 outlines the agreement between the Compton CCD and the El Camino CCD, and continues to be a redefined working document. The current agreement for the Compton Center includes operations under the direct management of El Camino College through a vice president on the Compton Center campus who reports to the superintendent/president of El Camino College for the operational aspects of the Compton Center including its instructional programs and student services. Under this change, all business services, facilities, personnel, governance components and other programs and services will be managed by the Compton CCD's chief executive officer (CEO). The CEO will report to the state special trustee for the Compton CCD.

A formal Senior Management Group has been established and is composed of the El Camino College President, state's special trustee, El Camino College vice president for the Compton Center, and the Compton CEO. The management group will be co-chaired by the El Camino College 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 CCD to meet the ACCJC accreditation standards and regain local governance authority with full ACCJC (WASC) accreditation. The following organizational chart had not been formally approved prior to the completion of FCMAT’s review:

### Revised Organizational Chart



The provisions of AB 318 and the concurrent loss of the Compton CCD’s accreditation are unprecedented and have presented an extremely complex governance and organizational structure to allow Compton CCD to continue offering accredited courses. Compton 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 that part of the college now operating under the auspices of the El Camino CCD as the Compton Center and that part still operating as the Compton 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 Compton CCD and the Compton Center is intended to assist the district in improving its basic operations for an eventual return to local governance, and in taking the necessary steps to regain its accreditation.

FCMAT has developed a set of legal and professional standards to provide a standards-based assessment process for these reviews and has aligned these standards with the 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 together with the standards of the ACCJC, as Compton CCD must not only strive to return to fiscal solvency and local governance but must meet the eligibility requirements for accreditation.

For each ACCJC standard, appropriate FCMAT standards from the operational areas of Community Relations and Governance, Academic Achievement, Personnel Management, Financial Management and Facilities Management have been used to measure progress on the ACCJC standards. The ACCJC will conduct its own independent review to determine when accreditation will be restored to the Compton CCD. Based on the incremental and positive progress of the Compton CCD, FCMAT is proposing to realign the current FCMAT standards with the ACCJC standards and eligibility requirements for all component areas of study (academics, governance, financial management, facilities and personnel) prior to the next review period. The goal of this change is to assist the Compton CCD in further preparing to meet the eligibility requirements for accreditation as set forth by the ACCJC.

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 fifth progress review included the following agencies and individuals.

### ***Administration and Report Writing – Fiscal Crisis and Management Assistance Team***

- Anthony Bridges, Deputy Executive Officer, CFE
- Laura Haywood, Public Information Specialist

### ***Financial Management – Fiscal Crisis and Management Assistance Team***

- Anthony Bridges, Deputy Executive Officer, CFE
- Deborah Deal, Fiscal Intervention Specialist, CFE
- Marisa Ploog, Fiscal Intervention Specialist, CPA
- John Von Flue, Fiscal Intervention Specialist
- Andrew Prestage, Management Analyst

### ***Academic Achievement – California Collegiate Brain Trust***

- Shirley Kelly, Retired Community College President
- Peggy Moore, Retired Community College Vice President of Instruction
- Yasmine Delahoussaye, Vice President, Student Services, LA Valley College

### ***Personnel Management – Fiscal Crisis and Management Assistance Team***

- Deborah Deal, Fiscal Intervention Specialist, CFE
- John Von Flue, Fiscal Intervention Specialist

### ***Facilities Management – Fiscal Crisis and Management Assistance Team***

- Anthony Bridges, Deputy Executive Officer, CFE
- Deborah Deal, Fiscal Intervention Specialist, CFE
- Marisa Ploog, Fiscal Intervention Specialist, CPA
- John Von Flue, Fiscal Intervention Specialist

### ***Community Relations and Governance – California School Boards Association***

- Shirley Kelly, Retired Community College President
- Peggy Moore, Retired Community College Vice President of Instruction





# Executive Summary

## Summary of Progress

As described in this fifth progress review, much improvement has been noted in all operational areas of the Compton Community College District (Compton CCD) and the El Camino Community College Compton Educational Center (Compton Center). Ratings for all five components continue to increase overall as compared with the previous reporting period. The average ratings of the standards within each ACCJC standard show moderate increases, and a greater number of standards have scores that exceed four.

The transition under the partnership between the Compton CCD and the El Camino CCD continues to progress 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 now 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 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 proposed organizational structure was undergoing review during FCMAT's fieldwork and had not been formally approved. FCMAT recommends that continued discussions occur and that the governance partners ratify this revised proposal to clarify roles and responsibilities under the Memorandum of Understanding. The Compton CCD requires active leadership from both the special trustee and the CEO to assist the Compton CCD in developing and sustaining the internal capacity required to eventually return the college to local governance and regain its accreditation.

Positive progress has been made in advancing long-range planning for the Compton Center. The state special trustee, 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.

The state special trustee and CEO continue to embrace the positive changes since the last progress report in all areas of the standards-based review by FCMAT. All elected members, including three newly elected members of the board, continue to sit at the dais and participate in the business and academic operations of the meeting. The board members, along with the special trustee and CEO, have also begun to engage in a series of trainings with the Community College League of California (CCLC) to address expectations, responsibilities, and board roles and policies. The CCLC is a non-profit 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.

Communications at the Compton Center have continued to improve significantly with each FCMAT review. Interviewees continue to describe the organization and flow of critical information as effective and transparent for students, faculty and community members. All plans for internal and exter-

nal communication have been developed or proposed. The Compton Center has created a comprehensive communications plan to combat factual inaccuracies, streamline the dissemination of information and improve opportunities for positive two-way feedback for all faculty and students.

During the fourth reporting period the previous lack of confidence regarding the college's financial condition and fiscal practices due to the constant turnover with the position of chief business official (CBO) has stabilized with the hiring of a new CBO. Prior to the hiring of the current CBO, a retired chief business official filled the CBO position. The interim CBO has provided solid leadership and financial strategies to address serious questions about the capability of the college's business office staff to manage its resources, conduct its fiduciary responsibilities and sustain its financial condition. As noted in the report, the CBO has departed the district effective July 31, 2010. Sustainability of the accomplishments made during this review and the structure of operations may be difficult without the strong leadership of an interim CBO and expeditious employment of a qualified replacement.

The Compton CCD has utilized both Datatel and PeopleSoft, a financial reporting software system also used by the Los Angeles County Office of Education (LACOE). Although the conversion has been successfully made, the district's financial reporting processes are compounded because of the reconciliation of multiple financial reporting systems. A combination of both financial systems is utilized in preparation of the Form 311A and 311Q reporting since the payroll transactions post immediately into PeopleSoft and are timelier for financial reporting and payroll requirements by LACOE. There is little interaction and communication between these two operating systems, and a manual monthly reconciliation process performed by the accounting staff is very time consuming and labor intensive. Estimates range from 32 to 48 hours per week are required to maintain and reconcile the two sets of general ledgers depending on the various fluctuations and reporting requirements throughout the fiscal year. 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.

The Compton CCD continues to face major challenges with its campus and facilities as the row buildings are old and in critical need of repair. Significant safety concerns have been identified with inadequate drainage and insufficient electricity, including external lighting. Compton CCD and El Camino College staff have successfully completed a Facility Infrastructure Master Plan that includes underground utilities, technology, security, storm drainage and site lighting.

The Compton Center has made incremental progress toward meeting the FCMAT Academic Achievement standards. Student enrollment is increasing, and recent recruiting efforts have been extremely successful. The review team found larger class sizes and more students in attendance during this latest visit. The academic program for the Compton Center has been restructured, utilizing the curriculum from El Camino College, and course schedules have been realigned to mirror the time schedules used on the El Camino campus. The course schedule has been refined to eliminate the problems of under- and over-enrollment observed by the review team during previous visits, and classes are scheduled with a common change time so there are fewer overlapping class sections.

Although improvement was noted by the review team, the Compton Center continues to have problems related to long-range institutional planning, scope and quality of the written curriculum, quality

of classroom instruction, mechanisms for program assessment and accountability, and faculty professional development.

The recovery process for the Compton CCD and Compton Center requires much time and improvement and will proceed with incremental steps. The partnership between the Compton CCD and the El Camino CCD remains strong, and the entities are more confidently navigating through this unique and complex circumstance with a new organizational proposal.

FCMAT continues to anticipate that the Compton Community College District, with the assistance of its governance partner, the El Camino Community College District, will make the progress necessary to return to local governance and to re-establish eligibility requirements for 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, the Fiscal Crisis and Management Assistance Team, the Director of Finance, and the Secretary for Education concur with the special trustee that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment and recovery plan.

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

To focus the district's efforts on recovery, FCMAT selected a subset of these 335 standards in consultation with the appointed special trustee. The standards were selected as having the 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 the recent 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.

Based on the incremental and positive progress of the Compton CCD, FCMAT is in the process of realigning the standards with the ACCJC eligibility requirements and eliminating any duplication for all component areas of study (academics, governance, financial management, facilities and personnel) prior to the next review. The goal of this change is to assist the Compton CCD in further preparing to meet the eligibility requirements for accreditation as set forth by the ACCJC.

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 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 or component could be considered for return to the local district governing board. It is conceivable that the governing board will regain local authority incrementally as the criteria are met in each of the ACCJC standard areas.

The full return of legal powers and responsibilities to the district board is based on the concurrence of the Chancellor, the Director of Finance and the Secretary for Education with the assessment of the special trustee and FCMAT that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment and the recovery plan, and that future compliance is 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 Accrediting Commission of Community and Junior Colleges will conduct its own assessment of the district to determine the eligibility requirements for the district's accreditation.

## **Recovery Plan**

The *Compton Community College District Comprehensive Review, April 2007* assessed the district using 335 professional and legal standards and provided an in-depth review and a baseline score for each standard. A subset of standards in each of the ACCJC standards areas was identified to assist the district in focusing its efforts to more successfully achieve recovery and a return to local governance. This subset of standards is the focus of this fifth 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 to more quickly return to local governance and re-establish its accreditation.

FCMAT, with the collaboration of the special trustee, identified a subset of 186 standards in the four ACCJC standards areas to be reviewed during each progress review. Three of those standards have been eliminated for this fourth progress review because they are repetitive of other standards or are not applicable to the college or district.

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 *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	Number of Standards less than 4						Average Rating					
		April 2007	Jan. 2008	July 2008	June 2009	Jan. 2010	July 2010	April 2007	Jan. 2008	July 2008	June 2009	Jan. 2010	July 2010
ACCJC Standard I-A, Mission, and I-B, Institutional Effectiveness	26*	26	26	25	3	0	0	1.52	1.96	2.19	4.81	5.74	<b>6.07</b>
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	1.75	2.44	2.88	5.40	5.47	<b>6.26</b>
ACCJC Standard III-A, Human Resources	40	36	28	20	6	0	0	1.35	2.83	3.95	5.53	7.00	<b>7.60</b>
ACCJC Standard III-B, Physical Resources	40*	28	28	25	2	0	0	2.32	2.34	2.76	6.13	6.93	<b>7.23</b>
ACCJC Standard III-C, Technology Resources, and III-D, Financial Resources	41	35	32	26	8	0	0	1.78	2.39	2.83	4.63	6.22	<b>6.80</b>
ACCJC Standard IV-A, Decision-Making Roles and Processes, and IV-B, Board and Administrative Organizations	21	17	17	17	1	0	0	2.10	2.14	2.71	5.33	7.10	<b>6.61</b>

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

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

# Overview of Five Operational Areas of Management

Assembly Bill 318 required FCMAT to conduct a comprehensive assessment of the Compton Community College District and prepare a recovery plan addressing the five operational areas 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). 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 38 financial management standards and prepared a comprehensive assessment based on the findings. Interviews with administrative management, classified staff and observations by FCMAT including supporting documentation show that the college has made significant progress under the direction of the chief business official (CBO). Several board policies and administrative regulations have been implemented during this reporting period to strengthen the internal structure in the finance area. In addition, processes for budget development, budget monitoring, requisition processing, bidding, contracting and other accounting functions have been implemented and are in practice. The business department has created a solid foundation with an emerging operating structure that is both effective and efficient.

Effective July 31, the CBO voluntarily resigned and left the district. Shortly following the departure of the CBO, additional resignations by the accounting supervisor and one senior account clerk have left an additional void in the business office. The departure of these employees will have a short-term impact on maintaining the positive progress made during this reporting period. The CBO provided significant experience, structure and guidance to staff and set forth high expectations for accurate and timely financial information. Sustaining these accomplishments and the operational structure may be difficult without the strong leadership of an interim CBO and expeditious employment of a qualified replacement.

### *Internal Control Climate*

Demonstrated integrity and ethical behaviors by management on a daily basis sets forth the expectation for all members of the organization and creates an environment of high ethical and moral value. The presence of 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. The special trustee, CEO and El Camino CCD executive management continue their efforts to communicate organizational expectations to employees during staff meetings but need to demonstrate that an effective fraud reporting program is in place through the implementation of the adopted board policies and administrative regulations. This provides visibility and an awareness of management's intent to maintain a high level of focus on fraud deterrence and prevention.

The principal mechanism for deterring fraud, misappropriation of funds or other illegal practices in an organization is a strong system of internal controls. Effective internal control processes provide reasonable assurance that operations are effective and efficient, that the financial information produced is reliable, and that the district is operating in compliance with all applicable laws and



regulations. The internal control structure includes the policies and procedures used by district staff, accounting and information systems, the work environment and the professionalism of employees.

Compton CCD and El Camino CC share the internal auditor position, which was created to identify processes and procedures that protect against irregularities and illegal acts. During this reporting period, the internal auditor position, previously shared equally between the partners, was eliminated at the Compton location effective June 30, 2010. As recommended in the previous comprehensive report, the district is proceeding with hiring a full-time internal auditor to work exclusively for the Compton campus. Until a new internal auditor is hired, the existing internal auditor should continue to serve both campuses because this position is essential and critical to sustain the college's progress and to initiate the proper internal controls in key operational areas.

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. In addition, manually updating data from one operating system to another increases the risk of errors and omissions. Systems are rarely in sync due to timing differences and are viewed by external auditors and the FCMAT team as discrepancies, which are characterized as material weakness in the accounting systems.

### ***Budget Process and Communications***

Improved communication regarding budgetary information was evident throughout the organization. The team reviewed memorandums, board presentations, monthly financial updates to the board, campuswide employee meetings and information provided to the budget committee. The Planning and Budget Committee met several times during this reporting period and received detailed information regarding the budget assumptions and projections for the 2010-11 fiscal year. Monthly board agendas show that the CBO presented updates on the current operating budget and provided information on budgetary issues at the state level that had an impact on the 2010-11 budget for the district. Multiyear projections including assumptions for enrollment, revenue and expenditures provided management and the board valuable information upon which to make hiring decisions and the ability to correlate district goals with available funds for the upcoming academic year.

The district has fully implemented a budget development process including a calendar of events and deadlines leading up to the budget adoption. This process was open and transparent, involving 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. The business office coordinated the budget development plan utilizing Plan Builder. This software tool allowed 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.

Several campuswide meetings were held for all employees and departments. These meetings were designed to keep all employees informed of the budgetary situation and provided a forum for management to address individual questions. This was informative to all employees of Compton CCD and provided much-needed transparency to the budget development process. The special trustee and CEO are continually informed of budget issues, various staff meetings and statutory financial reporting timelines.

After an extensive recruitment process, the permanent CBO position was filled in spring 2009 after a series of turnovers in this position. Now this CBO has separated from service. During the tenure of this CBO, considerable progress was made to establish structure and guidance to the business office staff members. In addition, the CBO continued the implementation process of several procedures initiated by the previous CBO. The CBO position is a key position in the recovery process, particularly for business operations. The district needs stability and strong leadership in the business office to sustain the progress to date.

## **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 aligned with the ACCJC Accreditation Standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Student Learning Programs and Services (ACCJC Standard II).

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

Although responding to the FCMAT standards provides the basis of a review of 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 November 2009 and this reporting period. The organization for academic programs and student services has been changed with the hiring of a vice president who is now responsible for these areas and oversees the work of four deans. This structure provides the Center with a much-needed consistency with the structure of the Torrance campus of El Camino College.

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***

El Camino College Compton Center has made considerable progress toward meeting the FCMAT Academic Achievement standards since the team visit in fall 2009. At its last visit, the review team noted a number of areas of deficiency in planning, curriculum management and assessment, professional development and progress toward meeting AACJC standards. At this visit, improvement was noted in all of 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 in student recruitment, fuller classes, stronger retention, and collaborative work with the staff at the Torrance campus.

### ***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 very comprehensive Technology Plan has been adopted and is in use
- The strong Enrollment Management Plan is in place and is being funded. Some activities have been completed. 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
- 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
- Unit plans are improved and contain more thoughtful analyses of the programs
- The development of a Student Success Initiative plan is under way
- SLOs have been developed for all course and student services programs
- A Library Advisory Committee has been formed

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 is only a compilation of current programs. The Center intends to develop its master plan in the near future; the first activity is a visioning exercise.

The unit plans examined by the team were improved over those seen at the last visit. However, they still are generally lacking the prioritization of needs and a tie to the larger planning efforts of the Center.

### ***Curriculum***

The curriculum offered at Compton Center is managed and approved by the Curriculum Committee at El Camino College. While two faculty 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 includes neither SLOs nor the method of their assessment on the course outline of record. Although the team understands this will change beginning in fall 2010, it had not as of this visit. However, the new CurricuNET system will enable an easy linkage between outlines and the SLOs. Faculty at the Compton Center continue to state SLOs on the syllabi that students receive for individual courses. As yet few syllabi give any indication as to how the SLOs will be assessed. All program reviews submitted during the 2009-10 academic year contained at least one SLO and, in some cases, assessment data and suggestions for changes to improve the results.

The student services programs have developed SLOs and have progressed to discussions about the results of their assessment.

The collaborative relationship between the faculty at both campuses (supported by interviews with a number of faculty in various disciplines at Compton) has allowed the Compton faculty to develop courses, approved by the El Camino Curriculum Committee, which meet specific needs in the Compton service area. An example is noncredit English as a Second Language courses.

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 show 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 faltered somewhat. However, many faculty are engaged in faculty development activities, most notably the training in OnCourse.

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. A random sample of course syllabi showed that the faculty usually included at least one SLO for the course. Few course outlines gave any indication of how this SLO would be assessed.

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. A system exists to monitor data on course enrollment for English language learners, but the data produced do not provide statistics on student progression through a sequence of courses. The program for English learners has been revised to include noncredit and credit ESL courses designed to support student attainment of progressive skills in acquiring a second language. The noncredit ESL courses are designed to prepare students to transition to credit ESL courses, and a credit ESL course sequence has been designed to prepare students to transition to transfer English courses.

There is concern that students are not being given the proper placement test. Although complete data are not currently available, some students have now completed the sequence of noncredit classes, and enrollment in credit ESL classes has allowed sections to be offered that in the past were cancelled. At a future visit, data should be available to ascertain the success of noncredit courses in preparing students for the transition to credit.

Since the last visit a part-time research associate has been hired. This position will continue until December 2010. The Center is in the process of hiring a permanent research analyst. 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.” As noted above, Compton Center faculty are developing syllabi that include SLOs and, in some cases, their assessment.

A majority of syllabi examined include at least one SLO, but most are missing the methods for assessing them. The final step is the use of assessment data to improve instruction. As yet, this is not occurring regularly.

The team also learned that core competencies have been developed and a mapping of courses and their contribution to core competencies is now beginning.

### ***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. Faculty are engaged in OnCourse training. Each of these faculty is now working with a colleague from another discipline to create a plan to use the information in their classrooms. A recent survey of faculty showed this program to be very successful.

### ***Learning and Support Services***

The Center does not yet have a comprehensive career guidance and information system because the functions are more related to job placement than career guidance. However, two adjunct vocational counselors have been hired, providing about 40 hours of counselor coverage per week.

The inability to move into the new library building and utilize its associated new equipment continues to hamper the delivery of effective learning support services. However, the team noted great improvements in the technology provided for instruction. For example, numerous smart classrooms have been created and carts are available to provide technology in other classrooms.

# Personnel Management

## *Overview*

The Compton CCD continues to make consistent and documented improvements with regard to the Human Resources recovery plan. The review team assessed and analyzed the standards related to the personnel operations and have validated the progress since the last review period. These standards have been aligned with the ACCJC Accreditation Standards relating to Human Resources (ACCJC Standard III-A).

The primary goal of the standards related to the personnel assessment is to improve departmental operations through complete implementation of the required programs and recommended personnel policies. Consistent with this mission is a secondary goal of assisting the Compton CCD to meet the ACCJC accreditation standards and regain its local governance authority status with full ACCJC (WASC) accreditation. The Compton CCD continues to operate under the personnel Commission Rules and Regulations for the classified service even though the commission was terminated under the provisions of AB 318. All personnel actions of the Board of Trustees require final approval by the special trustee as set forth in the AB 318 agreement.

## *Status of Operating Systems, Recruitment Activities and Compliance*

Under the direction of the dean of human resources, the HR staff has fully implemented iGreentree software. This standalone software is used to track and manage applicant pools electronically and facilitates the selection processes as well as the statistical analysis of applicant pools.

The dean of HR provides a monthly report to the CEO that provides statistics on the number of applicants, vacancies, and other data. The monthly report also includes information on special projects and progress on stated goals for the current school year. An annual plan identifies previous goals and the performance indicators used to measure success, outlines new goals, opportunities and challenges for the upcoming year. All goals have performance indicators for desirable outcomes that are measurable.

The department continues to be effectively managed and staff members continue to look for ways to improve recruitment practices and streamline the process. The proactive accomplishments of the Compton CCD Human Resources department provide a solid foundation for sustainable success.

In January 2010, a final report of the Classification Study was completed. 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 Compton CCD to maintain the system for classified employees. This study was effective in reviewing and updating job descriptions. The district needs to implement a process that will call for the regular review of classified job descriptions to determine their relevance, application and compliance, and update accordingly.

The FCMAT team observed clear evidence that the Human Resources staff has solidified their working philosophy and approach to the recovery plan and process. The HR team has experienced stability within the department. 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 Business office to ensure that any personnel and/or payroll issues are discussed and resolved.

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

# Facilities Management

## *Overview*

The Compton Community College District has made substantial progress in the facilities component and continues to make incremental improvements in the maintenance standards due to the hiring of the director of maintenance position. The Compton CEO, CBO, director of facilities management and planning, and director of facilities maintenance and operations continue to develop plans that prioritize and schedule facility projects annually and meet monthly to review and revise the plans.

The Compton CCD utilizes a director of facilities management and planning that is funded through the partnership agreement with the El Camino Community College/Compton Center. This position reports directly to the El Camino CCD and is technically not an employee of Compton CCD. This employee is extremely knowledgeable regarding local facilities planning and funding through the state and community college planning guidelines, processes and requirements. However, a continued need for a transition plan needs to be developed so that the Compton CCD can begin to hire, fund and build its own internal capacity and technical knowledge of state and local funding. This is a common theme throughout the report in an effort for Compton CCD to begin to meet the eligibility requirements for accreditation. During the review process, Compton CCD advertised for the director of facilities management and planning position but was not successful in identifying an applicant to meet the district's eligibility criteria.

Compton Community College was originally constructed in the early 1950s and opened for classes in fall 1953. Since that time more facilities including the new Learning Resource Center (not open for occupancy) have been added to the campus, but the utility infrastructure has not been upgraded. Compton CCD has now 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 total outside gross square footage of the Compton campus is 459,873. In an effort to address potential health and life safety issues for students and faculty, the college in July 2007 included final project proposals to the California Community College's System Office in its 2009-13 Five-Year Construction Plan (2009-10 First-Year Funding) to fund the necessary improvements. The college has been successful in receiving approximately \$31 million and is in discussions with El Camino College regarding a memorandum of understanding to delineate project responsibilities and construction liability.

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 and job training facilities, and upgrade safety/security systems, electrical capacity, computer technology, energy efficiency, and roofing systems. Although the district has bonding capacity, local assessed valuations have declined during the most recent economic recession, which limits the ability of the district to sell bonds. Therefore, the district will rely on state bond dollars to advance capital facility projects in the interim. General obligation bonding capacity will need to be calculated regularly in direct correlation with assessed valuation to support the repayment of the bonds. The Compton CCD is also completing a financial and performance audit of all funds expended by Measure CC. Measure CC authorized the district to issue up to \$100 mil-

lion of general obligation bonds including but not limited to the stadium retrofit, Learning Resource Center and Child Development Center. The outcome of the audit will be to reconcile all bond funds expended year to date and measure the performance of each project, including change orders, against the approved budget.

The Facilities Master Plan has been finalized and adopted by the state special trustee. In addition to this planning document, the college annually prepares the Five-Year Capital Plan and the Deferred Maintenance Plan for submission to the Chancellor's Office. In previous reviews, the only capital planning weakness concerns were for short-term planning and prioritization of smaller-sized yet critical projects that affect health and safety. Compton CCD has now created a Facilities Project Priority List and continues to progress with a list of projects meeting these criteria. The budget for 2010-11 includes funding for repairs, building improvement, and a reserve for contingencies. Fund 41, Capital Outlay Projects Fund, contains line item budgets for repairs (\$50,000), building improvements (\$8,946,000), and a reserve for contingencies (\$971,827).

Although FCMAT observed favorable campus conditions during the 2009 site visits, the overall appearance of the campus during this assessment period had deteriorated. FCMAT observed varying degrees of campus conditions and lack of upkeep during this review period. Considerable deterioration of the grounds was observed in the vicinity of the administrative buildings. Lawns and vegetation were overgrown and dying in many areas.

The state special trustee has adopted a Facilities Master Plan with a facilities bridge plan. The Facilities Infrastructure component was completed as of June 2009. This document, combined with the 2012-2016 Five-Year Capital Outlay Plan developed in Fusion, establishes the district's facilities priorities. While the Facilities Master Plan contains critical elements for funding and facilities planning, the document still lacks the implementation and integration with educational and technology planning, including systematic links to the budgeting process. The final Facilities Master Plan will need to address this issue, but substantial progress has been made by the Compton CCD. Completion of this standard is critical to the accreditation process, and the college will need to have documented evidence that the Facilities Master Plan is linked to educational planning in accordance with requirements of the ACCJC and Western Association of Schools and Colleges.

In the maintenance component, building assessments to be included in the infrastructure component and utility master plan are in various stages but include sewer, storm drainage, domestic and fire water, natural gas, chiller water system, heating, electrical, site lighting, security, fire alarm and data/voice technology requirements. The district continues to provide sufficient exterior lighting for most of the campus, but the general lighting infrastructure is insufficient and unreliable. A complete upgrade of the campus lighting infrastructure is scheduled to occur in two phases ending in October 2011. The campuswide plan is in the design stages and is 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.

Additional maintenance efforts have included a review of the mechanical requirements of the campus for heating, ventilation and air conditioning (HVAC). All enhancements and fixes to the current campus HVAC retro-commissioning project qualify for California Community Colleges/Investor



Owned Utilities rebates. To qualify for energy rebates, the Compton CCD also completed an analysis of campus energy usage.

Under the new director of maintenance, the maintenance department has purchased a new online work order system. The new system allows the district to track and monitor labor and materials to establish historical costs, and provides the proper cost accounting by building and room locations. The utility maintenance workers have established zones on the campus to clean and sanitize all restroom facilities. The department has also completed a Custodial and Maintenance Procedures Manual that fully outlines the duties and responsibilities of the utility maintenance workers.

The district has initiated a systematic process for performing an annual campuswide chemical inventory. The inventory system documents each chemical, its physical condition, quantity, type of storage and/or handling requirements, physical location, and the presence of proper material safety data sheets. Acquisition and controls over chemical materials continues through the district's purchasing department. A lab technician provides documentation related to the acquisition of new chemicals to the director of facilities maintenance and operations.

The district has progressed in its development of board policy and administrative regulations as they pertain to facilities access. BP 3330, approved February 16, 2010, outlines the shared responsibility of the district and staff as it relates to safeguarding district assets. AR 3331, Key Issuance and Return, provides detailed regulations regarding the management and control of keys. Detailed parameters for key issuance are defined in this administrative regulation, as are the responsibilities of each key holder. Operational procedures have been developed and are documented in the Key Control Procedures Fiscal Year 2011.

## **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 Governance standards. These standards have been aligned with the ACCJC Accreditation Standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Governance (ACCJC Standard IV).

The primary goal of the Governance assessment is to improve the governance of the Compton CCD through complete implementation of required programs and recommended strategies. Consistent with this mission is a secondary goal of assisting the Compton CCD to meet the ACCJC accreditation standards and regain its identity as Compton Community College with full ACCJC (WASC) accreditation.

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 stringent. 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 staff.

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, the team attended a meeting of the Board of Trustees of the El Camino CCD and a meeting of the Board of Trustees of the Compton CCD.

Since the Compton district trustee election took place in November 2009 with the seating of the full board in December 2009, many of the standards can only be assessed in a preliminary fashion. In many cases, sustainability remains to be seen since the board has been operating as a full board for such a short period of time. In discussions with board members, observations of the board meeting, conversations with faculty, administrators, members of the community, and the special trustee, and reviews of board policies and procedures, it appears that the board is well on its way to becoming a well-functioning and well-informed. The special study sessions organized by the special trustee will contribute to board education.

As the board becomes more effective and as individual board members become more comfortable in their role, characteristics to be evaluated will become more apparent. At a future review, the team will be able to more completely determine the sustainability of many of the characteristics required by the standards.

As a result of the circumstances described above, some scores for the standards will be somewhat lower than were assigned during the previous visit before the board was actually formed.

Although the FCMAT standards do not explicitly address the unique nature of the Compton CCD and the MOU between it and the El Camino CCD, the team feels it necessary to comment on this feature of the partnership. The MOU has expired and a new one needs to be put in place as soon as possible. Numerous individuals commented on the lack of a current MOU as an impediment to the functioning of the district. Furthermore, it is critical for a new MOU to be understood and supported by all members of the two districts.

This summary is an overview of the findings that are more fully addressed in the report under the 28 standards. Specific recommendations are presented there and should be considered and addressed prior to the next review.

### ***Communications***

External communication is formally handled through the director of community relations for the El Camino CCD. Internal communications are handled in a variety of ways that include the website and a monthly newsletter to everyone in the Compton CCD. In addition, the CEO holds meetings on campus for the purposes of communicating information about the district, the campus facilities, the budget and the progress of initiatives. Board agendas and minutes are posted regularly and timely. 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. The team did not find a formalized plan for either external or internal communication.

### ***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 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 whole 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 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.

### ***Policy***

A system for developing board policies and administrative rules and regulations is in place and being used effectively. The system includes an opportunity for the various constituencies of the district to have input prior to the policy being presented to the board. Each board meeting now has 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. Approximately 90% of the needed policies have been adopted; work needs to continue on the adoption of rules and regulations.

### ***Board Roles/Boardsmanship***

As noted above, the Compton CCD has a full board 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. The board currently serves in an advisory capacity, and this training will enable to board to assume its full role when the college again becomes an independent entity.

In October 2009, the board adopted a mission and vision statement as part of Board Policy 1200.

The board engages in regular study sessions to become informed on issues of importance. In addition, staff members regularly provide reports, and the CEO meets with members to give background information and data in advance of meetings.

The board is learning to work as a unified whole. The members 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 work well with staff and refer appropriate items and issues to staff. They treat members of the public with respect.

### ***Board Meetings***

Agendas and minutes of board meetings are posted in the Administration Building in a timely fashion. In addition, some of this material is available on the website.

As noted above, board members engage in study sessions, work with the special trustee and CEO before meetings, read and study the board agendas, and receive information and reports during the meetings. The board members state that they take their roles seriously as they participate in the governance of the Compton CCD.

Open and closed sessions are conducted according to the Ralph M. Brown Act. The board president conducts the meetings in a professional manner and board members participate in the discussion. Members of the public and the staff have an opportunity to address the board on both agenda and non-agenda items. The board treats the presenters respectfully.

Currently much of the action agenda is focused on approval of board policies. This is not surprising since the Compton CCD now has a full complement of board members and the revision of board policies and administrative rules and regulations is a critical task for the board. Senior managers are given the opportunity to discuss issues and accomplishments in their areas. Matters related to student educational attainment would be addressed in these reports.