

Compton Community College District



Comprehensive Assessment Fourth Progress Report

January 29, 2010

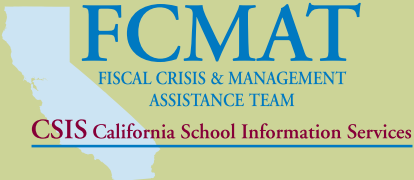


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Introduction

This fourth progress report for the Compton Community College District, dated January 29, 2010, provides the latest in a series of periodic assessments conducted by 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 realign the FCMAT standards with the 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 fifth progress report will be structured to prepare the Compton CCD for the accreditation self-study process.

Background

On June 30, 2006, Assembly Bill 318 provided a state loan of \$30 million to the Compton Community College District (Compton CCD) and required the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a comprehensive assessment of the district in five operational areas and to 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 requirements of the assessment and recovery plan for two consecutive academic years.

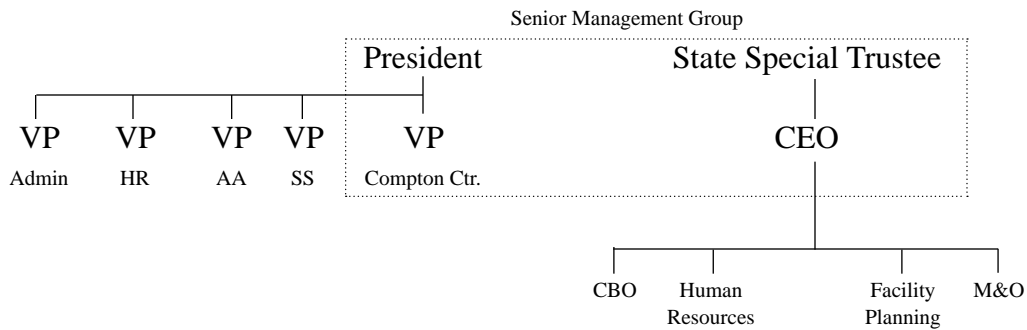
Subsequent to the passage of AB 318, the Accrediting Commission for Community and Junior Colleges (ACCJC) reported that Compton Community College did not meet accreditation standards and formally withdrew accreditation from the college in August 2006. The district has provided uninterrupted educational 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 mutually redefined. The current proposal for the Compton Center includes operations under the direct management of El Camino College through a Vice President on the Compton Center campus who will report 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 recent proposed 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 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 the instructional deficiencies that led to the loss of its 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 aligned these standards with the standards of the ACCJC. This standards-based process and a rubric to rate the standards is explained further in the next few pages.

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 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 FCMAT standards with the ACCJC eligibility requirements 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.

Each professional and legal standard has been scored, on a scale of 1 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 fourth progress review included the following agencies and individuals.

Administration and Report Writing – Fiscal Crisis and Management Assistance Team

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

Financial Management – Fiscal Crisis and Management Assistance Team

- Anthony Bridges, Deputy Executive Officer
- Deborah Deal, Fiscal Intervention Specialist
- Andrew Prestage, Management Analyst
- Michael Beebe, Retired Vice Chancellor of Business & Facilities Services

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 – Ewing Consulting Services

- William Ewing, President
- Victor Collins, Acting Vice President of Human Resources, Cerritos College

Facilities Management – Fiscal Crisis and Management Assistance Team

- Anthony Bridges, Deputy Executive Officer, FCMAT
- Deborah Deal, Fiscal Intervention Specialist, FCMAT

Community Relations and Governance – California School Boards Association

- Scott P. Plotkin, Executive Director
- Martin Gonzalez, Assistant Executive Director, Governance & Policy Services
- Ben Bartos, Research Consultant
- Diane Greene, Senior Consultant/Writer

Executive Summary

Summary of Progress

As described in this fourth 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 of the five component areas have increased over the last rating period. The average ratings of the standards within each ACCJC standard show substantial increases, and fewer standards have individual scores less than four.

The transition under the partnership between the Compton CCD and the El Camino CCD continues to progress under the leadership of Compton's state Special Trustee, Chief Executive Officer and El Camino College executive management. 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 review 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 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.

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.

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 Community 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 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 proposing to realign the FCMAT standards with the ACCJC eligibility requirements and eliminate 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 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 and 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 fourth 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 1-10, 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	April 2007	Jan. 2008	July 2008	June 2009	Jan. 2010
ACCJC Standard I-A, Mission, and I-B, Institutional Effectiveness	26*	26	26	25	3	1.52	1.96	2.19	4.81	5.74
ACCJC Standard II-A, Instructional Programs; II-B, Student Support Services, and II-C, Library and Learning Support Services	15*	14	12	11	0	1.75	2.44	2.88	5.40	5.47
ACCJC Standard III-A, Human Resources	40	36	28	20	6	1.35	2.83	3.95	5.53	7.00
ACCJC Standard III-B, Physical Resources	40*	28	28	25	2	2.32	2.34	2.76	6.13	6.93
ACCJC Standard III-C, Technology Resources, and III-D, Financial Resources	41	35	32	26	8	1.78	2.39	2.83	4.63	6.22
ACCJC Standard IV-A, Decision-Making Roles and Processes, and IV-B, Board and Administrative Organizations	21	17	17	17	1	2.10	2.14	2.71	5.33	7.10

* 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 of 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 a summary of the Compton CCD's management of these five operational areas.

Financial Management

Based on interviews with administrative management and observations by FCMAT including supporting documentation, the college has made significant progress regarding board policies and administrative regulations, particularly in budget development, budget monitoring, requisition processing, bidding, contracting and many other day-to-day accounting and operational functions. These board policies and administrative regulations provide a structure that is followed by the business office staff members.

The presence of internal controls creates a strong foundation for the deterrence of fraud or illegal practices. Management-level personnel have demonstrated the desire to improve written administrative procedures evidenced by numerous board policies that demonstrate the district's commitment to enhancing the college's ethical and behavioral standards. 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 Special Trustee, CEO and El Camino CCD executive management continue their efforts to communicate organizational expectations to employees during staff meetings.

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. Various board policies have been developed over the last two reporting periods that address fraud prevention and conflict of interest issues. During this reporting period, the internal auditor's function has been primarily limited to the El Camino CC campus due to workload and other issues. In following the requirements of AB 318 and due to issues identified during Compton CCD's financial insolvency concerning alleged fraud, misappropriation of funds and other illegal activities, Compton CCD should proceed with the hiring of a full-time internal auditor exclusively dedicated to the Compton campus during this time of fiscal recovery. This position is essential and critical to FCMAT's evaluation of the Compton CCD to sustain the college's progress and to initiate the proper internal controls in key operational areas.

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 the college's 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. Utilizing a shared position for the internal auditor is unacceptable, and the position needs to be a high priority based on the prior history and audit findings of the Compton CCD.

Documentation for fiscal years 2009-10 and 2010-11 indicates improved communication throughout the organization, especially in the area of campuswide information regarding the budgetary reporting requirements and budget development. The district has a Budget and Planning Committee (BPC) that meets regularly during the budget development period with leadership provided by the CBO. This group is comprised of key business office staff members, senior administrators, department managers and bargaining unit members. Detailed information about the unrestricted and restricted budgets is presented for general discussion and requests for special allocations are presented for budget consideration. Budget assumptions and estimates for the subsequent fiscal year are shared with members of the BPC.

The team reviewed Compton CCD's budget and planning committee meeting minutes regarding budget development, calendar and budget assumptions. The process also included guiding principles for budget development, budget development philosophy, and options to proposed budget reductions necessary to maintain Compton CCD's financial solvency due to reductions from the state. 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.

For most of the 2008-09 fiscal year the Compton CCD had an interim Chief Business Official (CBO). After an extensive recruitment process, the permanent CBO position was filled in spring 2009. This position is critical to the continuity of the previous training received through El Camino College management and business office staff. The new CBO has already had a major impact on the district's leadership in the business office and will be instrumental in providing ongoing departmental structure, general guidance and professional development training.

The business office has developed a Business Services Budget Development, Monitoring and Maintenance Policies and Procedures Manual that has detailed procedures for processing purchase requisitions and budget requirements. The manual identifies departmental budget managers such as deans, directors and others authorized to approve or modify expenditures. These individuals are responsible to ensure that their departments stay within funding allocations. Managers are expected to review budget status reports monthly from the DataTel system and note any discrepancies to the business office. Twice each fiscal year, the CBO offers campuswide budget review to the department managers. This allows managers an opportunity to request formal revisions or other adjustments to individual allocations.

The district's 2008-09 audit report demonstrates significant progress for the fiscal year ending June 30, 2009, and contains only seven audit findings. The district has demonstrated substantial progress by reducing audit findings from 19 in the 2007-08 audit, which will have a positive effect on the accreditation process for finance.

Quarterly Financial Status Report Form CCFS 311Q and Annual Financial Status Report Form 311A continue to be filed within the statutory financial reporting time lines and demonstrate progress in building the college's reserves for contingencies. In accordance with Compton CCD's 2008-09 audit report, the college continues to meet the debt service requirements of the loan proceeds provided by AB 318 and has an outstanding balance of \$17,575,476, including principal and interest, as of June 30, 2009.

Academic Achievement

Overview

The review team assessed and analyzed the extent to which the El Camino College Compton Center's instructional operations have progressed regarding the 25 priority FCMAT Academic Achievement standards. These standards have been aligned with the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Student Learning Programs and Services (ACCJC Standard II). El Camino College Compton Center (originally Compton College) operates as a center of El Camino Community College. Under an agreement with El Camino Community College District, the Compton Center offers accredited El Camino College courses to residents of Compton, Carson, Lynwood, Paramount, and parts of north Long Beach.

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

During the team's visit, the Academic Achievement review team examined Compton Center documents and interviewed members of the administration, faculty, students, and other key personnel.

The review of the El Camino College Compton Center was more difficult during this review period for several reasons. The review period of the previous visit evaluated the Center for a full year, and now the review process is back on track for six-month intervals. During the time period of the prior review, the Center had made dramatic improvement in the planning process and the early implementation of important academic initiatives. A new Provost had been hired; three Deans were new to their positions, and a new interim Dean was hired for Academic Affairs. All this provided much needed structure at the Center for the many projects that needed to be coordinated and implemented to meet the requirements of the academic standards.

The Center had begun some important academic initiatives at the last visit and had plans to begin others later in spring 2009 and fall 2009. The Center had to develop an educational master plan, restart the Compton Community College District's program review, complete planning in technology and student service program areas, work with the faculty on the El Camino College campus to develop and implement student learning outcomes (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 unexpected enrollment increase of about 30%, all in a six-month period.

Although all of these initiatives must be addressed, the Center had simply too much to develop and implement in this short period of time. Because a number of these tasks required planning, which involves a campuswide effort, and many of the initiatives also require data, there simply was not enough time to complete them in a comprehensive manner.

During this review period a number of the documents (such as unit plans and program review documents) were missing key elements and could not be evaluated as complete and moved into the core culture of the Compton Center as something to be sustained.

While hard work continues at the Center on all of the above-referenced initiatives, the review team could not increase the scores on the assessed standards that have not reached a level of sustainability. In some cases, many of the standards are minimally implemented. In the next six months, the Center should revisit some of the completed unit plans, program reviews and course syllabi and have the authors develop action plans, assessment tools, and cost analysis (where appropriate). The initiatives should all be tied in to the adopted Institutional Priorities so that items requiring funding can be considered during budget development and so that these components can become integral to the Center's core operating processes.

Although responding to the FCMAT standards provides the basis of a review of the Center's 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 SLOs and the use in improving instruction, the relationship between plans and budget, etc.) is very stringent. While the activities undertaken as part of the FCMAT review will be useful in eventually preparing an accreditation self-study, additional efforts will be required on the part of the Compton Center staff.

This summary is an overview of the findings that are more fully addressed in the report under the 25 individual standards. Specific recommendations are presented and should be considered and addressed prior to the next review period and report due in July 2010.

Status of Academic Achievement at El Camino College Compton Center

El Camino College Compton Center has made some progress toward meeting the FCMAT Academic Achievement standards since the team visit in spring 2009. The review team continues to document a number of areas of deficiency in planning, curriculum management and assessment, professional development and progress toward meeting ACCJC standards.

As noted above, the team believes that this is, at least in part, a result of the number of activities that are being undertaken simultaneously by the Compton Center.

The collaborative working relationship between the administrative leadership and the faculty has allowed planning efforts to proceed. The team found a spirit of dedication among the faculty and employees in the academic and student service areas. Progress has been made in student recruitment, class sizes, and stronger retention. This collaborative effort of the staff at the El Camino College campus and the Compton Center has made the Center the "place to be."

The excellent Enrollment Management Plan has been developed and implemented. The plan calls for extensive work with local high schools and communities. As a result of this outreach and an improved scheduling process, the Center has had a significant increase in enrollment.

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 adopted and is in use at the Center

- A strong Enrollment Management Plan is in place and some of the activities have been completed. The plan has timelines, identified lead staff members to complete the plan and budget associated, if any. The current enrollment increase is due, at least in part, to the use of this plan
- A successful learning community began in fall 2009 in areas involving basic skills
- Outreach programs to both the community and local high schools are meeting success
- An Educational Master Plan will be developed in the near future
- Academic programs are beginning the program review process
- Unit plans were developed, although as noted above, additional work needs to be done in this area

The review team noted that the El Camino College Educational Master Plan is being updated, and Compton faculty and staff were part of that effort. However, the Compton Center portion of the plan is a compilation of current programs and will require additional planning efforts.

Curriculum

The curriculum offered at the Compton Center is managed and approved by the Curriculum Committee at El Camino College. While two Compton Center faculty sit as voting members of that body and the Dean of Academic Programs is an ex-officio member, the ultimate decision regarding curriculum, including the course outlines and the information contained therein, is not made at the Compton Center.

The Curriculum Committee at El Camino does not include student learning outcomes on the course outline of record. Although the team understands that this will change, it had not changed during this review period. Faculty at the Compton Center have developed and are continuing to state SLOs on the syllabi that students receive for individual courses. To date, few syllabi give any indication as to how the SLOs will be assessed.

The collaborative relationship between the faculties 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 non-credit ESL.

To fully comply with FCMAT standards 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,” 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.

The new Learning Resource Center had structural deficiencies in the construction design, and the move to the new facility continues to be delayed.

Instructional Strategies

All Compton Center faculty were recently involved in a staff development peer-review activity with faculty members from five other community colleges. Each Compton Center faculty member was assigned to work with a faculty member from one of these colleges in a mentor-like relationship. The visiting faculty attended classes, examined teaching materials and discussed educational strategies. This review resulted in a finding of faculty competence at Compton Center. Each Compton Center faculty member will create an individual development plan based on what was learned in the review process. The plans are to be developed as part of the faculty evaluation process. The major activity is the training in OnCourse.

Compton Center faculty are developing course syllabi based on the El Camino College course outlines. The faculty has adopted a template for the syllabi that includes several required components, such as SLOs and the techniques for assessment. An examination of 287 course syllabi showed that the faculty usually included at least one SLO for the course. Few course outlines provided any documentation or 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. Data is monitored 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 non-credit and credit ESL courses designed to support student attainment of progressive skills in acquiring a second language. The non-credit 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.

Assessment and Accountability

The ACCJC standards require the Center to demonstrate its effectiveness and support student learning by developing student learning outcomes 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 their assessment. Until El Camino College updates the course outlines of record and includes SLOs as part of the outline, the best measure of Compton Center's compliance with the standard will be the course syllabi.

Most syllabi include at least one SLO, but most are missing the methods for assessment. The final step is the use of assessment data to improve instruction. To date, this is not occurring.

Professional Development

As noted above, each Compton Center faculty member will create an individual development plan based on what was learned in the peer-review process. Six priorities have been adopted for the staff development program.

The six priorities include the following statements. The Compton Educational Center:

- Supports faculty who keep current in their discipline or profession
- Supports the use of technology to enhance classroom instruction
- Supports efforts of faculty to make educational opportunities more accessible for students through the use of hybrid and online classes
- Supports its faculty in their efforts to foster student learning and improve retention and persistence of students
- Supports faculty efforts to improve their department, discipline and center
- Supports faculty efforts that contribute to the current partnership between El Camino and Compton

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 assistance per week.

The inability to move into the new Learning Resource Center with all the new equipment associated with that building has delayed the allocation of new equipment and has stymied the effectiveness of learning support services.

Personnel Management

The Compton Community College District (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 Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards relating to Human Resources (ACCJC Standard III-A).

The primary goal of the standards related to Resources/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. In the absence of the Personnel Commission, meeting agenda items affecting classified employees and requiring action continue to be submitted to the Special Trustee in his capacity as the Personnel Commission.

The staff, under the direction of the Dean of Human Resources, continues to be effectively managed and organized in analyzing previous deficiencies and responding with documented and executed actions for remediation. In addition to making changes and improvements, the HR staff has been consistent in continuing a well-developed pattern of best practices while beginning to focus on other deficiencies. There was no indication that accomplishment of necessary and appropriate corrective action would result in loss of focus or attention on the remediated issues. Rather, HR staff continue to improve on their accomplishments and look forward to the challenges of continued improvement in all areas. It was evident to this visitation team that the sense of pride and accomplishment consistently encouraged a philosophy of progress to improve all areas, and the personnel department has seen no regression in the scoring rubric for the standards assessed during this review period.

It is apparent to the Personnel Management review team that the Human Resources staff has solidified their working philosophy and approach to the recovery plan and process. The group operates in a collaborative manner, and each team member recognizes the value of each individual to the strategic recovery plan. That situation has been strengthened by the retention of every staff member throughout the recovery plan implementation.

The accomplishments of the Compton CCD Human Resources Department provide a solid foundation for continued success as the Compton CCD moves toward a return to fully independent operations and local governance.

The primary areas requiring further attention include the implementation of the recent classification program, especially with regard to the internal equity portion, and the ongoing participation of HR in the collective bargaining process. Otherwise, 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

The Compton Community College District has made substantial progress in the facilities component but continues to lack the necessary improvements in the maintenance standards because the director position was vacant over the last six months. Approximately six weeks prior to the current review, Compton CCD hired a new Director of Maintenance who will eventually be a strong asset on the campus.

The Compton CCD utilizes a Director of Facilities and Planning Management that is funded through the partnership agreement with the El Camino Community College/Compton Center. This position reports directly to the El Camino Community College District 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 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.

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 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.

As of the February 2009 visit, the Facilities Master Plan had 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 provided the team with a list of projects meeting these criteria that were either pending, in progress, planning or completed, with a total budget of \$3,055,529.

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. The Facilities Master Plan will not be fully completed until the Educational Master Plan and Technology Master Plan can be completed and integrated into the final document. The college has completed the Infrastructure Master Plan Report dated 2009, which includes the utility requirements to build out the campus and determine which buildings would be demolished and replaced by new construction.

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 demonstrate documented evidence that the Facilities Master Plan is linked to educational planning in accordance with requirements of the Accrediting Commission for Community and Junior Colleges and Western Association of Schools and Colleges.

The district has contracted with Parsons Project Management Systems utilizing the Impact 3D/I software program to track and monitor facility project costs, financial analysis and project reporting. The software is integrated with Fusion technology used by the California Community Colleges Chancellor's Office and provides for complete tracking of both state and local bond projects. The software also has the ability to extract financial data from Compton CCD's PeopleSoft financial management software.

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 million 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.

In the maintenance component, building assessments to be included in 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.

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.

While the maintenance efforts on a broad scope are being addressed through components of the Facilities Master Plan, the absence or vacancy in the Director of Maintenance position impacted the daily operational maintenance tasks of the department. Incomplete issues during this review period include an inventory of hazardous chemicals and professional development training for all department employees.

Under the new Director of Maintenance, the maintenance department has begun the process to purchase a new online work order system. The new system will be able to track and monitor labor and materials to establish historical costs, and will provide 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.

With the assistance of the Interim Vice Chancellor of Business Services and the new CBO, policies and administrative regulations regarding facilities use and Civic Center law were adopted in February 2009. The administrative regulations include a new fee schedule and updated procedures for cash transactions.

Governance and Community Relations

The Compton Community College District has made significant progress in each governance and community relations standard since the last progress report. Comprehensive plans have been developed and are being implemented to improve the operations and governance of the Compton Center and the district. The board members, Special Trustee, CEO and staff have engaged in a number of actions to enhance communications, partnerships and community collaboratives, policy, board meetings and boardsmanship.

Communications

The Compton Center has improved its communication processes and now disseminates information using printed notices, formal meetings, and electronic communications. The CEO has made it a priority to provide information to the students and community, updating them on progress being made at the Center and keeping their expectations set appropriately high. Market research is under way, including focus groups and surveys of various segments of the community. Survey data analysis has provided information regarding the perceptions of community members and specifically targeting students who live within district boundaries and either choose to attend the Compton Center or enroll at a different community college. The Center can refine and improve its communications efforts with data and feedback from these sources, and will be well positioned to best publicize its services, market its offerings, and build its reputation in a way that resonates with the community. The board and district administration should continue to invite community involvement on the campus.

Communications to the public focus on the offering of quality educational programs that can provide students with the ability to transfer to a four-year institution and to upgrade job skills. In addition to in-person meetings and newsletters, the district continues to use the Web, direct mail, and e-mail to communicate with students. The Compton Center's and district's Web sites are maintained and kept current. The Center has a presence on Facebook, YouTube, and Twitter, which are all means of communication that are used by students in the focus group. Market research has helped the Compton Center to realize more success in engaging the population of potential students and the community at large, which has helped build student enrollment. This outreach plan acknowledges that multiple approaches to effective engagement are necessary and tailors communications to specific segments of the community to ensure that messages are broadly distributed.

Stable district leadership has led to improved internal communications and meaningful opportunities for two-way communications. The CEO continues to hold office hours as well as monthly campus-wide meetings with faculty and staff. In terms of structure and internal communications, departments have improved their collaboration regarding institutional priorities.

Community Collaboratives and Advisory Councils

The district's efforts at partnering with other organizations and agencies have improved since the last progress report. The Compton Center has implemented a coordinated strategy for reaching out to the business community as part of its Foundation and has increased outreach to the K-12 school districts and charter schools within its boundaries. The committee structure has undergone a broad review, and the roles and responsibilities of committee members have been clarified. The district is engaging members of the business community in Foundation board efforts. A workforce partnership with the county of Los Angeles and city of Compton seeks to provide students with jobs. The CEO and the board of trustees should continue to support and strengthen these relationships.

Policy

The district has made significant progress in policy review and adoption. A process for the examination and approval of board policies was implemented in 2009 and is under way. Since the last progress report, the district has more aggressively pursued this area and made it a high priority. The board and staff are collaborating to review the Community College League of California's (CCLC's) sample policies, and to amend as appropriate before adoption. At recent meetings, the board has pulled out individual policies from the adoption calendar to ensure that a full discussion of issues occurs, including the bylaws governing board meetings. The board has adopted a number of policies for human resources, bylaws, business office, and safety. Interviews indicated that as new policies have been adopted, the associated administrative regulations are guiding the implementation and adherence to the policies. As policies are updated and adopted, they are posted to the district Web site, allowing faculty, staff, students, and community members to access the information. By implementing this policy adoption process, the district also is addressing the need to align its policies with the CCLC model policies and the El Camino College policies that affect students at the Center.

Board Meetings and Boardmanship

The district's board of trustees comprises five elected seats and a Special Trustee appointed by the Chancellor of the California Community College system. Board members are elected by trustee area, with two seats representing the city of Compton (Trustee Area 1) and one seat each representing Willowbrook, Enterprise, and Carson (Trustee Area 2); Lynwood (Trustee Area 3); and Paramount (Trustee Area 4). Following the November 3, 2009 election, the Compton Community College District has a fully populated board of trustees. The CEO has met with the newly elected board members to begin to develop relationships with them. Prior to the election, the district offered a candidates' forum to those running for the board of trustees to provide information about the district's operations and to clearly define the responsibilities and expectations of the advisory board in the current environment.

A formal system has been implemented for board members' professional development and continuing education. Training and orientation sessions are scheduled to begin in December, and board members will attend the statewide community college trustees' orientation meeting in January. The staff has developed an orientation agenda that includes issues of governance and thoroughly explores the specifics of the district's partnership agreement and the memorandum of understanding with El Camino College.

A seminar on the Brown Act was recently conducted for the board. The board has been participating in closed session and adhering to confidentiality requirements. Board members route their questions and concerns through the board president, and the board president communicates directly with the CEO, not to specific departments or to individual employees. Staff also walked the board through the findings of the last FCMAT report in detail so the trustees could see the plans in place and the progress being made across the district.

Board agendas since the last progress report have had a greater focus on issues directly tied to academic achievement and include reports on academic achievement on a more routine basis. Recent board meetings have included substantive discussions of student outcomes, including student services' focus on improving the first year experience and additional outreach to students to apply for financial aid. The board has been engaged in nuanced conversation about students' academic attainment, asking questions to probe and understand the data presented by the Academic Affairs depart-

ment regarding performance indicators measuring student success, persistence, and goal achievement. Complete agenda materials and background documents are routinely distributed far in advance of public meetings, allowing board members to review the documents and pose questions before the meeting when appropriate. The CEO should continue to set the expectation for staff preparedness for board meetings by delineating clearly identified goals for the types of information, data and analysis that are required as background materials.

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

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

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

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

Use of FCMAT Professional and Legal Standards

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

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

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
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
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
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.	2	2	2	5	5
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

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

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

Professional Standard:

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

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

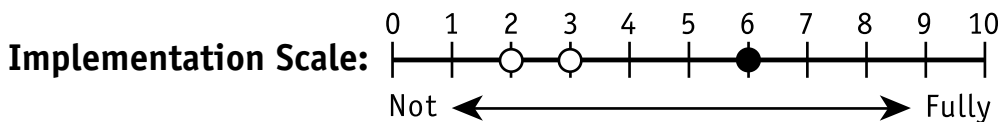
1. A system for reviewing and adopting policy has been developed and implemented, and the district has made substantial progress in revising and updating its policy manual. Policies have been adopted for board bylaws, safety, human resources, and the business office. The Special Trustee and board members have engaged in a substantive discussion of policy issues during public meetings.

A consistent system exists for the dissemination of policies. As policies are adopted, the district posts them to the Web site, ensuring that all staff members have access to the most recent updates to policy and administrative regulation. With this system in place, staff can be held accountable for adhering to district policies as adopted. It demonstrates significant progress that administrators, staff, students, and the community now have access to this revised information.

The district must ensure that policies are reviewed and amended as frequently as needed. If a policy ceases to meet the district’s needs or is perceived to be enforced unevenly, the district should initiate a review and revision.

Standard Implemented: Partially

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



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 2009-10, Compton Center Edition
3. El Camino College Educational Master Plan 2010-15
4. Fall 2009 Compton Center course syllabi (287 syllabi reviewed)
5. Interviews with faculty, three division chairs, academic administrators
6. Compton Center syllabi template matched against course syllabi reviewed
7. Twelve student service program reviews (Compton Center)
8. Six academic program reviews (Compton Center)
9. Review of Compton annual plans (academic area) developed to date

Progress on Implementing the Recommendations of the Recovery Plan:

1. A template for syllabi at the Compton Center was developed by faculty and presented to the Center faculty at the fall 2008 Flex Day. This template was distributed to faculty as they developed and submitted their course outlines. It covers all aspects of a course outline. The Mission and Vision statement was included in the outline.
2. Seven departments were slated to undergo program review in the 2009 spring semester. The program review documents presented to the team showed that only Earth Science, Psychology, Theater and Chemistry had completed their program reviews. Fashion, CIS and Economics reviews were not done. The four reviews that were done in addition to ones in Automotive, Human Development and Spanish were at varying degrees of completeness. Some needed more specificity. Some of the program learning outcomes listed are difficult to measure. Some reviews did not have program SLOs and did not contain assessment criteria, which is important for measuring student success and for continuity in the program and courses in the discipline.
3. Curriculum is still driven by the district curriculum committee. To date, the committee has worked with faculty to develop at least one SLO in each course (over 600 courses have at least one SLO) but has not yet addressed assessment of these SLOs at the curriculum level. For the Center to meet both the FCMAT standards and the ACCJC standards, assessment must be addressed and students must be aware of the assessment criteria to successfully complete the learning outcomes of the course and program.
4. The team also reviewed 10 program review documents in Student Services. These were: Admissions and Records, Assessment/Testing, Athletics, CalWORKS, EOPS, Financial Aid, Outreach, Special Resource Center, Student Support Services and the Transfer Center. Several of these program reviews included SLOs and some did not. Again, no identified assessment criteria were available. In a subsequent meeting with Student Services management, the team learned that the assessment is finished and the results are on the Web. Most of these

reviews also included some form of student satisfaction survey information but the Center should work on improving these, adding them where they are not currently available and developing program goals, incorporating the relevant information obtained through the surveys.

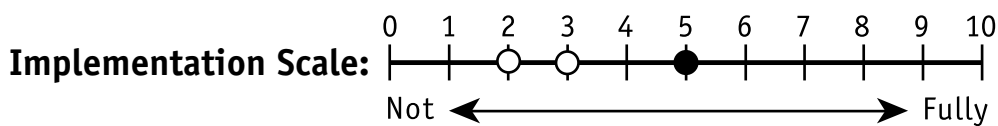
5. One of the measures of what students should know in the career and technical programs involves coordination of student outcomes with industry needs. The Dean of the Career Technical area states that he is working with local industries to develop five new short-term certificates that could lead to employment in the immediate area.

The following actions are recommended to meet the standard:

- The Compton Center faculty should continue to include the Mission and Vision statement on all class syllabi
- The Compton Center faculty and administration should continue to work with the faculty and administration on the El Camino College campus to expand the SLOs for programs and courses and to work on developing and incorporating assessment criteria into course and program outlines to assist students in their mastery of learning objectives
- The Compton faculty and academic administration should continue to follow the cycle of program review that has been adopted for all academic and student service programs at the Compton Center

Standard Implemented: Partially

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



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

Professional Standard:

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

Sources and Documentation:

1. Memorandum of Understanding (MOU) between the El Camino Community College District and the Compton Community College District, August 21, 2006
2. Minutes and/or reports of planning groups at the Compton Center (Technology committee, program review committee, library)
3. Meeting with the Academic Dean overseeing technology, library and the coordinator of the library
4. Documents that support long-range planning to improve student achievement at the Compton Center, since April 2009
5. El Camino Community College Strategic Plan, 2010 through 2015
6. El Camino Community College Compton Center program reviews in Student Services and six academic areas
7. Interviews with the Provost and all administrators of the Compton Center and with the Vice President and Associate Vice President of Academic Affairs and the Vice President of Student Services at El Camino College, El Camino College campus
8. El Camino College Self Study and response to the commission
9. Meeting with the Dean of Student Services and program heads, Compton Center
10. Meeting with the Deans of Career Technical and Academic Programs

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center is working with El Camino College on a variety of planning efforts. The work to bring improvement to student achievement is occurring on the faculty to faculty level at both campuses. This is evidenced by the inclusion of Compton Center faculty in key positions on the District Curriculum Committee. The faculty on both campuses continues to work on SLO development both at the course and the program level. At the time of the site visit, over 600 course outlines had at least one SLO included. In addition, a review of 287 course syllabi of Compton Center courses had, for the most part, at least one SLO included.
2. El Camino College has an Educational Master Plan but the only section that references the Compton Center is the Technology Plan, which was almost complete at the last visit. The Compton Center has been given a tremendous amount of work through a variety of plans that need to be developed and implemented. In addition, the Center is dealing with a significant enrollment growth this semester. This has made it difficult for a small staff to handle all of the demands and deal with a significant increase in students and the addition of many more sections. This has meant that some of the plans are still at the early implementation stage or are not fully developed. One of the key plans that need to be developed is an Educational Master Plan, and the Center is planning for this activity. The Center has hired a marketing

group that has done external focus groups and surveys. This is one of the first steps toward developing a Center plan.

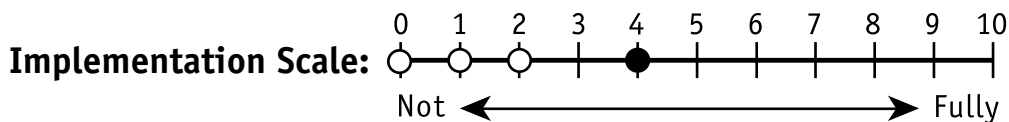
3. The enrollment management document for the Compton Center contains action plans for academic programs, student recruitment, marketing, registration and student retention. The document is very specific, particularly in student services, and includes timelines for each activity, the lead people to implement the elements of the plan and, where possible, costs associated with the individual elements of the plan. Several of the individual elements of plans in each area have been implemented. Graphs, which are delineated by month, show the status of each element. In addition, the Dean of Student Services meets with his program managers in student services each week. They develop a list of projects that will be completed by month's end, and any not completed are carried over so that progress can be tracked and no project is neglected.
4. The faculty and administration at the Compton Center were working on unit plans in the spring semester of 2009. Many of these were finished immediately before the team's visit in November, with varying degrees of completeness. Several of the plans had specific recommendations, including cost analysis; several did not. There is an attempt to integrate the specific plans for the units with future budgeting. Each unit plan should contain specific plans/goals that provide timelines and costs associated with the plans and integrate these into the Educational Master Plan on completion. The Provost has committed to integrate all plans so they reflect a seamless planning effort and the funding follows the plans. It might be helpful for the Center to develop a template for what needs to be in the unit plans, which would provide guidance to faculty developing the plans. It would also help to ensure that each plan has information such as enrollment trends, retention data, success data, and cost analysis, which would support the allocation of funds and resources to individual programs. There appears to be more leadership stability with the permanent hiring of the three Academic Deans, who provide guidance in the academic planning efforts.
5. The Center has set a goal that unit plans will be refined and will tie needs and goals to resource funding by 2010-11.
6. One of the critical measures of student success is the ability to transfer, for those students whose goal is a transfer degree. Articulation in the career technical area has been a problem. Only five courses in the Business Department articulate with local UC and CSU campuses. The Dean is working with faculty to improve the number of courses that will articulate for career technical students.
7. To assist students and because the Center has significant growth and can offer multiple sections of various courses, the scheduling for spring 2010 will focus on clustering core courses so that students can attend classes only in the mornings, only in the afternoons or only in the evenings and still select for a variety of core courses needed to meet the general education requirements. This will assist students who have jobs or home responsibilities, requiring them to "block" schedule.

The following actions are recommended to sustain the elements of the standard:

- See recommendations in Standard 1.1 for Program Review and Student Learning Outcomes
- The Center should adhere to the goals outlined in the excellent Enrollment Management Plan and evaluate the elements as they are achieved for effectiveness
- The Center should continue its outreach efforts to the communities in its service area to increase enrollment and meet the course and program needs of its local area
- The Center and the El Camino campus should continue and enhance their collegial relationship to support mutual planning efforts and to assist the Compton Center in the planning necessary for it to apply for accreditation in the future
- The Center should continue work with the El Camino campus to develop and implement an educational/academic master plan in the very near future
- The Center should refine some of the unit plans, incorporating more data as it ties to planning as well as methods of assessing the success of the programs using these plans. If the plans indicate areas of weakness, these need to translate into goals and action steps
- The Center should continue to find ways to articulate more of the courses in the career technical area with the receiving institutions
- The Center should continue to work with industry partners to provide short term career certificates for students to enhance local career opportunities

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	4
January 2010 Rating:	4



ACCJC Standard I-A: Mission

FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

Professional Standard:

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

Sources and Documentation:

1. ACCJC Standard II-A
2. El Camino College – Institutional Self Study in Support of Reaffirmation of Accreditation
3. El Camino College Compton Center fall 2009 schedule of classes
4. Meeting with the Institutional Effectiveness Committee and review of minutes and other documents
5. Minutes of CCC meetings
6. Meeting with the Curriculum Committee chairs (El Camino College campus and Compton Center)
7. Faculty and administrator interviews
8. Review of 287 course syllabi (Compton Center)

Progress on Implementing the Recommendations of the Recovery Plan:

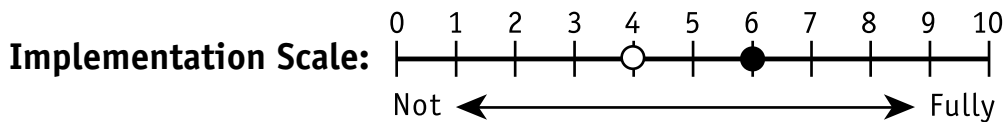
1. The Compton Center and El Camino College are working toward developing student learning outcomes for courses. The Curriculum Committee, which has representatives from the Compton faculty and administration, has developed at least one SLO in over 600 courses. Again, curriculum is approved by the El Camino campus faculty. Review of Compton Center course outlines (287) showed that most had at least one SLO listed.
2. The Curriculum Committee is working to address a WASC recommendation to include assessment and SLOs in their course of record outlines. The Compton Center faculty is working with El Camino faculty in this endeavor. To date, few courses contain measurable assessment criteria in the syllabi and course outlines. The Curriculum Committee chair confirmed that the plan is to implement assessment criteria in 2010-11.
3. The Compton Center staff development director states that the plan is still to tie the development of SLOs to the professional development plans of faculty in their disciplines.
4. The El Camino College campus has nine academic divisions, each with a division curriculum committee. Compton faculty participate in these committees. This allows for better coordination among the teaching faculty. In addition, Compton Center has a curriculum committee that feeds into the district curriculum committee.

The following actions are recommended for further progress and sustainability for this standard:

- Continue to work with the El Camino College Curriculum Committee to develop SLOs and assessment activities for each course offered by the Center and to include these, with the approval of the Curriculum Committee, on the course outline of record as well as on the course syllabi.
- Review and assess the staff development activities of the faculty as they implement their individual and department plans for the aspects of these activities as they are linked to curriculum design and delivery.
- Ensure that faculty follow the excellent course syllabi template developed at the Compton Center. This will provide all students in each course with clear information on SLOs, what they will be assessed on, classroom policies, the mission and vision of the Center and other pertinent information that will promote student success.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
April 2009 Rating: 6
January 2010 Rating: 6



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. List of El Camino College courses reviewed since April 2009
3. Course outlines of record approved by El Camino College
4. Interviews with Compton Center administrators and students, and El Camino College administrators
5. Student Learning Outcomes and Assessment Handbook
6. Student and Community Advancement – Student Learning Outcomes at a Glance – Compton Community College Educational Center
7. Compton Center course syllabi
8. How to Create an Online Student Educational Plan
9. El Camino College/Compton Community Educational Center Online Educational Plan Procedure
10. El Camino College/Compton Center Student Education Plan Report, December 2009
11. El Camino College ACCJC Followup Report, October 15, 2009
12. Interviews with categorical program directors (CalWORKS, EOPS, DSPS, and Matriculation) and TRIO Director

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College have formed a joint committee to develop SLOs. They are making substantial progress and have a timeline that calls for completion of all aspects of development, assessment and improvement by fall 2012. Flex day activities included work on the development of SLOs.

El Camino College reported in its ACCJC Followup Report that the college has created and published a timeline for the development and assessment of SLOs at course, program, and institutional levels and has established systems for utilizing the results of the assessments to improve delivery of instruction.

2. The Compton Center has demonstrated the ability to generate SLOs as evidenced by the ones developed for the noncredit ESL courses offered only by the Center. Standard elements (SLOs and some assessment measures) are being developed and implementation is starting.
3. El Camino College has undertaken a review of all courses in the curriculum, which is nearing completion. The team was given a sample of course outlines. Although the outlines that have been reviewed should carry a 2009 date, only one of the sample outlines submitted had

a 2009 date. El Camino College has decided not to include SLOs as part of the course outline of record. New courses will have SLOs identified, although they will not be included in the outline.

Compton Center has developed new courses and certificate programs to meet the specific needs of Compton Center students.

An examination of 287 course syllabi produced by Compton Center faculty showed about 77% of the syllabi contained at least one SLO. However, only 52% had any reference to a method of assessing the SLO. One program review, Geology, showed use of assessment data for the improvement of instruction.

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. The Compton Center has a completed SLO framework for Student Services in development. Although Student Services programs and departments have developed just one SLO each, with plans to add more at a later date, there is clear documented evidence that the division is adhering to the self-imposed timeline/reporting cycle. Therefore, Student Services should be able to meet the ACCJC deadline to be at the proficiency level no later than 2012 if it goes one step further and engages in the widespread institutional dialogue about the results, which is expected when assessing this standard.

The team attended a portion of an SLO workshop in which faculty were given examples of assessment rubrics and ideas about the use of data for improving instruction. The faculty were genuinely interested and seemed prepared to use the workshop material for their own courses.

Compton Center and El Camino faculty and staff members must continue and accelerate their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction including some demonstration of actual changes made in courses. This should be documented (for example, in program review documents).

4. To ensure that all students complete a Student Education Plan (SEP), the Compton Center Counseling Department sends a letter inviting them to see a counselor to develop their plan. For spring 2009, 2,500 (36%) out of 7,000 students had a completed SEP on file. Current data on the number of students completing educational plans were not available to the visiting team.

All counselors have been trained on SEP procedures. In fall 2008, 18 different professional development workshops took place and 11 additional workshops are planned for spring 2009. All of these workshops focus on some aspect of counseling students, and most involve the development of SEPs. Upcoming trainings will include the new degree audit system developed by El Camino after beta testing has ended.

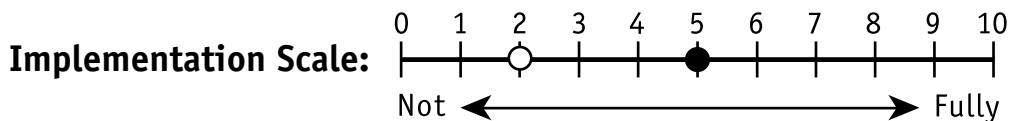
Compton Center does not randomly inspect SEPs. However, future plans include the creation of a counseling committee to check the quality of SEPs. While Compton Center appears to be

on track to meet the ACCJC's 2012 deadline of having all SLOs completed and assessed to fully meet the standard, the following actions are recommended:

- Counselors should make a more concerted effort to require students to complete and update their individual plans including intrusive counseling. Intrusive counseling requires counselors to go to the students (in classes, the cafeteria, etc.) to help students complete their SEPs. Counselors should continue to attend professional development activities such as Ensuring Transfer Success to ensure that they have the latest knowledge about UC and CSU transfer.
- Compton Center should develop a timeline delineating when the completed SLOs will be assessed. The Center's Student Services Division should develop both program and course SLOs.

Standard Implemented: Partially

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



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

Professional Standard:

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

Sources and Documentation:

1. El Camino College Catalog 2009-2010, Compton Center Edition
2. El Camino College Student Handbook and Planner 2009-2010, Compton Center Edition
3. Fall 2009 El Camino College, Compton Center syllabi
4. ARCC College Level Indicators, 2008 Report
5. Community College Survey of Student Engagement – Overview of 2008 Survey Results, El Camino Compton Center
6. El Camino College Compton Center visiting team’s Basic Skills Report, June 2009
7. Interviews with administrator, classified staff, and faculty
8. Observations of classes

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 contains 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 now communicated through course syllabi. The template for syllabi includes a section on behavior. Of 287 Compton Center course syllabi, 86% included sections on the instructor’s expectations for student behavior.

Observations of several classes found that students paid appropriate focused attention to their instructors.

3. The El Camino Catalog and Student Handbook, Compton Center, reflects high academic expectations and 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. In fact, some counselors report 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 plan. Only two problems with the system are apparent. First, a counselor

in Disabled Students Program and Services is using a cascaded computer that constantly freezes, making it impossible for her to use the system. Second, it is difficult to complete different educational plans if the student is undecided and has identified different majors as their educational goal since only the most recent SEP can be stored in the system.

In December 2008, the El Camino IT 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. While this program takes three hours to run, it has provided the Student Services administrators at the Compton Center with useful data on the total number of students lacking a current educational plan so that counselors can provide follow-up services.

5. The fall 2007 Student Profile report for Compton Center shows 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 has been little headway in improving basic skills instruction, increasing degree and certificate completion rates and raising transfer rates. In June 2009, the Compton Center invited a 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 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 it is commonly referred to on campus, provided the college with a number of recommendations both short and long term 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 helped a number of colleges to evaluate the effectiveness of their basic skills initiative.

With only 1% of all students testing into college level math and just 10% reading at college level, the Hope report has given the college an opportunity to engage in a more campus-wide dialogue beyond the Student Success Transfer and Retention Services (SSTARS) Committee about the low level of basic skills students that faculty struggle with in their classrooms. While the visiting team made a number of short- and long-term recommendations, it is also important to note that many community colleges in the state are trying to develop strategies to increase the success of their basic skills students.

The fall 2007 Demographic and Enrollment Characteristics Summary revealed that about 40% of Compton Center students indicate "transfer" as their educational goal on admittance to the Center. California Postsecondary Educational Commission (CPEC) Transfer Pathways data show that transfers to the UC and CSU systems have declined during the most recent years when data are available. While these data are questionable in some regards because of the methodology CPEC uses to assign the "transferring institution," the Compton Center numbers are so low, historically, that the margin of error would not substantially increase the transfer numbers comparable to other colleges of similar size. In 2005-06, the latest data available for the UC system, the Compton Center transferred one student to a UC campus compared to six in the prior year. For the CSU system, 117 students transferred from Compton Center in 2006-07 compared to 168 in 2005-06. Student goals are a lagging indicator of achievement, and over 88% of Compton Center students attend part-time, so transfer num-

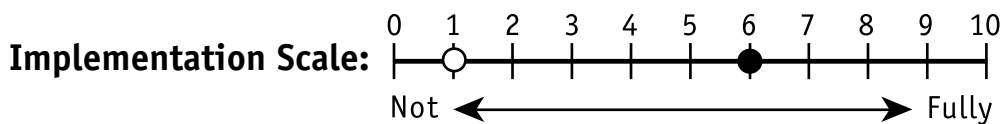
bers do not always reflect the achievement of current student goals. Nevertheless, the numbers are shockingly low. Additionally, transfer from Compton Center to universities will become even more difficult to track, because the students are now El Camino College students.

According to the 2008-09 Enrollment Management Report, while over 54% of Compton Center students indicated that their educational goal was to transfer, few were able to meet transfer requirements. CPEC Transfer Pathways data shows that transfers to the UC system from the Compton Center continue to decline. In 2005-06, a year before the partnership began, the Compton Center transferred just one student into the UC system. In 2006-07, two students transferred, in 2007-08 one student transferred, and in 2008-09, no students transferred from the Compton Center. Transfers to the California State University system have also declined. In 2005-06, 168 students transferred to CSU campuses; in 2006-07, that number declined to 117. The most recent report, in 2007-08, shows that only 104 students transferred. Although some of the decline could be attributed to the fact that students have the option of identifying themselves as El Camino students instead of Compton students, the Compton Center could track its students using the National Student Loan Clearinghouse to ascertain how many of their students have actually transferred.

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

Standard Implemented: Partially

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



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.

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
1.2	Information is communicated to the staff at all levels in an effective and timely manner.	2	2	2	5	7
1.3	Staff input into college operations is encouraged.	1	2	2	4	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
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
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

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

ACCJC Standard I-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
4.3	The board has adopted all policies mandated by state and federal law.	1	1	1	2	6
4.6	Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.	2	2	2	3	6
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
1.4	The college directs its resources fairly and consistently to accomplish its objectives.	0	1	1	not reviewed	
Curriculum - Academic Achievement Standards						
2.2	Policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Governing Board.	8				

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

ACCJC Standard I-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
2.3	The college has clear and valid objectives to promote student learning and a process for curriculum development.	4	4	4	6	6
2.4	A process is in place to maintain alignment among standards, practices and assessments.	1	1	3	5	5
2.10	The college has adopted a plan for integrating technology into curriculum and instruction.	2	3	3	6	6
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
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
3.11	Class size and faculty assignments support effective student learning to achieve student learning outcomes.	2	5	6	8	8
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
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

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

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
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
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
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
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
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

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

Professional Standard:

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

Sources and Documentation:

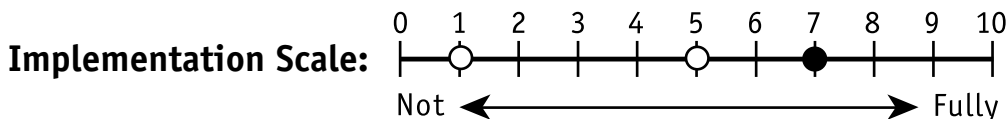
1. Faculty, staff, and administration interviews
2. Community member interviews
3. District policies
4. District Web site
5. Newsletters

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has implemented a comprehensive and coordinated plan for internal and external communications. Multiple means are used to reach out to the community at large, students, and the media, including direct mail, e-mail, Web, social networking, advertising, in-person meetings, and press releases. Communications have been streamlined, are more consistent, and show a greater coordination across departments. Since the last progress report, interviewees indicate a perception that communications have improved and are more consistent and systematic. The CEO continues to hold both one-on-one and campuswide meetings. The Compton Center has expanded the relationships with local businesses, civic groups, community organizations, local government, and locally elected officials. The CEO, board, and staff should continue to work together to ensure adequate access to appropriate information. The district has successfully engaged the community through surveys and focus groups to determine their perceptions on the best, most effective ways to communicate.

Standard Implemented: Partially

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



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

Professional Standard:

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

Sources and Documentation:

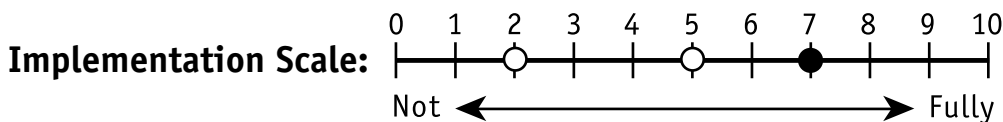
1. Faculty, staff, and administration interviews
2. Board member interviews
3. Student interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Stable leadership at the Compton Center has helped to ensure a consistent, two-way flow of information. The CEO continues to send a regular newsletter, holds office hours, and convenes campuswide meetings of faculty and staff.
2. Policy discussions have been a regular part of recent board meetings, allowing the CEO and staff to present recommendations, community members to provide commentary, and the board of trustees to discuss and adopt policy. Public comment during open board meetings has been an effective way of allowing the community to participate in the meetings. The Center should continue to provide training for members of the Shared Governance committee on their roles and responsibilities to ensure that this body can also be utilized to enhance communications between staff and administrators.
3. The CEO has continued to meet with community and civic groups and engage local businesses as part of the comprehensive plan for communications and community outreach. The Compton Center should implement its plan to further extend outreach to neighboring cities and school districts to improve the reputation of the institution and, in the long term, increase student enrollment.

Standard Implemented: Partially

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



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

Professional Standard:

Staff input into college operations is encouraged.

Sources and Documentation:

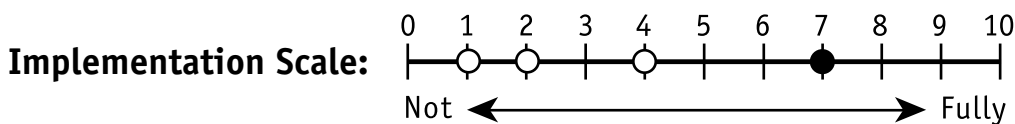
1. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Perceptions of communications continue to be positive, and interviewees described multiple means for staff to provide input and feedback to the CEO. The Center should continue its use of print newsletters, electronic media, and in-person meetings. Stable leadership at the Compton Center has helped to ensure a consistent, two-way flow of information. The CEO continues to send a regular newsletter, hold office hours and convene campuswide meetings of faculty and staff.
2. As communications and information have become more consistent, it is still important for the CEO to periodically assess the effectiveness of the communications platforms. As needed, the Center should check in with employees to ensure that messages are being heard and understood. This issue is particularly relevant as new policies are adopted that employees must know and understand to correctly and consistently implement them.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 1.5 - Communications

Professional Standard:

Individuals not authorized to speak on behalf of the college refrain from public comments on board decisions and college programs.

Sources and Documentation:

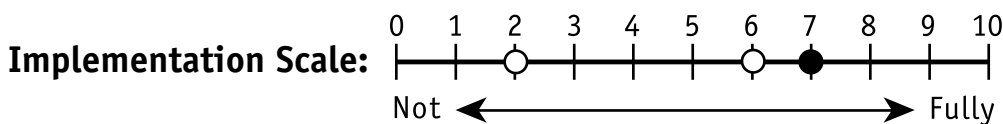
1. Faculty, staff, and administration interviews
2. Board member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. The issue of individuals speaking without authorization has not been an issue for the Compton Center since the last progress report. The CEO is the main spokesperson for the Center, along with communications staff from El Camino College. Board bylaws that have been adopted clearly delineate the responsibilities for speaking on behalf of the college. Additionally, the communications and outreach plan specifies the role of the spokesperson. Staff state that it is clear as to which individuals serve as spokespersons and that media inquiries should be directed to those designated individuals.

Standard Implemented: Partially

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



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

Professional Standard:

Students’ and community members’ complaints are addressed in a fair and timely manner.

Sources and Documentation:

1. Faculty, staff, and administration interviews
2. Community member interviews
3. District policies
4. Student interviews

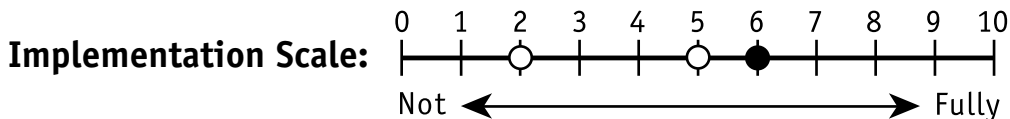
Progress on Implementing the Recommendations of the Recovery Plan:

1. The information about complaint procedures for students is included in the catalog provided to all enrolled students. This documented material 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.

The CEO noted his continuing goal to prevent complaints from occurring by improving training on customer service and dispute resolution. This strategy could be beneficial to the Compton Center and help to drive the positive perception of the institution. Providing such specific training would demonstrate progress toward the full implementation of this standard.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

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

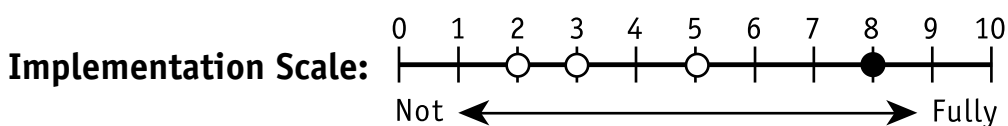
Progress on Implementing the Recommendations of the Recovery Plan:

1. The outreach strategy for the Compton Center has been formalized and implementation is under way. The CEO has made a priority of developing relationships with local businesses, and continuing to build partnerships with community and civic organizations. The enrollment management and marketing plans have also included 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 district should continue its outreach to community groups and partnerships that serve students, because this strategy can help make additional resources available to them. The district has developed a partnership with the city of Compton and county of Los Angeles to identify job opportunities for students of the Compton Center. Board members also should participate in community outreach with each of their constituencies. The trustees and the CEO can work together to make formal connections between the district and community groups, government agencies, and elected officials. Long-term partnerships will only be successful if there is a commitment to maintaining them, so the district should consider designating additional staff resources to support the outreach strategy.

Standard Implemented: Fully - Substantially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

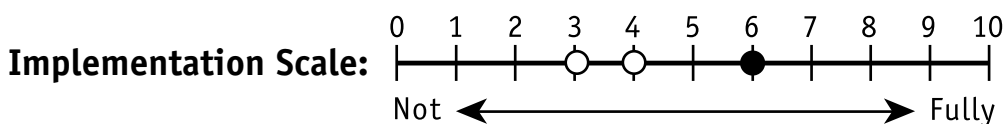
1. Faculty, staff, and administration interviews
2. Community member interviews
3. Compton Community College District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. A comprehensive review of the district's committee structure is under way, with the intent to clarify the roles and responsibilities and provide an understanding of how each group fits into the overall operations and planning of the institution. This examination of the effectiveness of existing committees and refinement of protocols can help when training participants to understand their role as committee members. Interviewees indicated that they rely on the guidance of the CEO to clarify and address concerns where there may be ambiguity about decision-making. In general, committee members understand and trust this process, which allows them to provide constructive feedback to the CEO and board of trustees.
2. The Center should continue to refine and enhance its outreach to community groups and partnerships that serve students. Both the CEO and the board members can play a role in outreach, as they are well-equipped to engage their constituencies and help formally connect the district with community groups, local government agencies, and businesses. To sustain these partnerships, the district must ensure that proper staff resources are dedicated to this outreach strategy.

Standard Implemented: Partially

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



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. District policies
2. Board member interviews
3. Faculty, staff, and administration interviews
4. Board meeting agendas and meeting minutes

Progress on Implementing the Recommendations of the Recovery Plan:

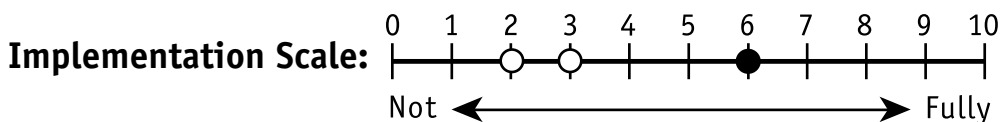
1. A system for reviewing and adopting policy has been developed and implemented, and the district has made substantial progress in revising and updating its policy manual. Policies have been adopted for board bylaws, safety, human resources, and the business office. The Special Trustee and board members have engaged in a substantive discussion of policy issues during public meetings. The board and staff are collaborating to review the Community College League of California's (CCLC's) sample policies and to amend as appropriate before adoption.

A consistent system exists for policy dissemination. As policies are adopted, the district posts them to the Web site, ensuring that all staff has access to the most recent updates to policy and administrative regulation. With this system in place, staff can be held accountable for adhering to district policies as adopted.

The district must ensure that policies are reviewed and amended as frequently as needed. If a policy ceases to meet the district's needs or is perceived to be enforced unevenly, the district should initiate a review and revision.

Standard Implemented: Partially

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



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

Professional Standard:

The board has adopted all policies mandated by state and federal law.

Sources and Documentation:

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

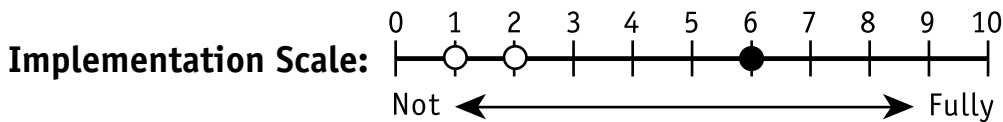
Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has made substantial progress with regard to policy adoption. A plan is in place to revise the entire policy manual, and sections for human resources, business office, board bylaws, and safety have already been amended and adopted. The Special Trustee and board members have engaged with staff in a substantive discussion of policy issues at recent board meetings. To fully implement this standard, the district must ensure that policies are reviewed and amended as frequently as needed. If a policy ceases to meet the district's needs or is perceived to be enforced unevenly, the district should initiate a review and revision.

The district has also demonstrated progress by beginning to consistently post newly adopted policies on its Web site, giving administrators, staff, students, and the community ready access to the district policies. With accessible information available, staff can be held accountable for adhering to the implementation of district policies.

Standard Implemented: Partially

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



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

Professional Standard:

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

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

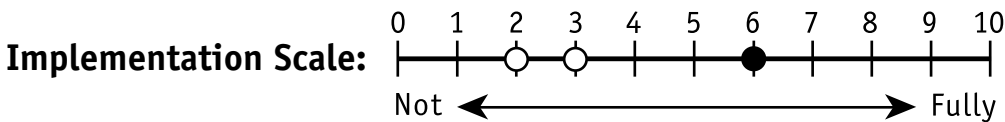
1. A system for reviewing and adopting policy has been developed and implemented, and the district has made substantial progress in revising and updating its policy manual. Policies have been adopted for board bylaws, safety, human resources, and the business office. The Special Trustee and board members have engaged in a substantive discussion of policy issues during public meetings.

A consistent system exists for the dissemination of policies. As policies are adopted, the district posts them to the Web site, ensuring that all staff members have access to the most recent updates to policy and administrative regulation. With this system in place, staff can be held accountable for adhering to district policies as adopted. It demonstrates significant progress that administrators, staff, students, and the community now have access to this revised information.

The district must ensure that policies are reviewed and amended as frequently as needed. If a policy ceases to meet the district’s needs or is perceived to be enforced unevenly, the district should initiate a review and revision.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 1.3 - Planning Process -

Goals and Performance Standards

Professional Standard:

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

Sources and Documentation:

1. Memorandum of Understanding (MOU) between the El Camino Community College District and the Compton Community College District, August 21, 2006
2. Minutes and/or reports of planning groups at the Compton Center (Technology committee, program review committee, library)
3. Meeting with the Academic Dean overseeing technology, library and the coordinator of the library
4. Documents that support long-range planning to improve student achievement at the Compton Center, since April 2009
5. El Camino Community College Strategic Plan, 2010 through 2015
6. El Camino Community College Compton Center program reviews in Student Services and six academic areas
7. Interviews with the Provost and all administrators of the Compton Center and with the Vice President and Associate Vice President of Academic Affairs and the Vice President of Student Services at El Camino College, El Camino College campus
8. El Camino College Self Study and response to the commission
9. Meeting with the Dean of Student Services and program heads, Compton Center
10. Meeting with the Deans of Career Technical and Academic Programs

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center is working with El Camino College on a variety of planning efforts. The work to bring improvement to student achievement is occurring on the faculty to faculty level at both campuses. This is evidenced by the inclusion of Compton Center faculty in key positions on the District Curriculum Committee. The faculty on both campuses continues to work on SLO development both at the course and the program level. At the time of the site visit, over 600 course outlines had at least one SLO included. In addition, a review of 287 course syllabi of Compton Center courses had, for the most part, at least one SLO included.
2. El Camino College has an Educational Master Plan but the only section that references the Compton Center is the Technology Plan, which was almost complete at the last visit. The Compton Center has been given a tremendous amount of work through a variety of plans that need to be developed and implemented. In addition, the Center is dealing with a significant enrollment growth this semester. This has made it difficult for a small staff to handle all of the demands and deal with a significant increase in students and the addition of many more sections. This has meant that some of the plans are still at the early implementation stage or are not fully developed. One of the key plans that need to be developed is an Educational Master Plan, and the Center is planning for this activity. The Center has hired a marketing

group that has done external focus groups and surveys. This is one of the first steps toward developing a Center plan.

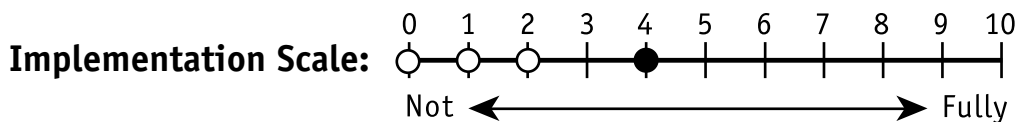
3. The enrollment management document for the Compton Center contains action plans for academic programs, student recruitment, marketing, registration and student retention. The document is very specific, particularly in student services, and includes timelines for each activity, the lead people to implement the elements of the plan and, where possible, costs associated with the individual elements of the plan. Several of the individual elements of plans in each area have been implemented. Graphs, which are delineated by month, show the status of each element. In addition, the Dean of Student Services meets with his program managers in student services each week. They develop a list of projects that will be completed by month's end, and any not completed are carried over so that progress can be tracked and no project is neglected.
4. The faculty and administration at the Compton Center were working on unit plans in the spring semester of 2009. Many of these were finished immediately before the team's visit in November, with varying degrees of completeness. Several of the plans had specific recommendations, including cost analysis; several did not. There is an attempt to integrate the specific plans for the units with future budgeting. Each unit plan should contain specific plans/goals that provide timelines and costs associated with the plans and integrate these into the Educational Master Plan on completion. The Provost has committed to integrate all plans so they reflect a seamless planning effort and the funding follows the plans. It might be helpful for the Center to develop a template for what needs to be in the unit plans, which would provide guidance to faculty developing the plans. It would also help to ensure that each plan has information such as enrollment trends, retention data, success data, and cost analysis, which would support the allocation of funds and resources to individual programs. There appears to be more leadership stability with the permanent hiring of the three Academic Deans, who provide guidance in the academic planning efforts.
5. The Center has set a goal that unit plans will be refined and will tie needs and goals to resource funding by 2010-11.
6. One of the critical measures of student success is the ability to transfer, for those students whose goal is a transfer degree. Articulation in the career technical area has been a problem. Only five courses in the Business Department articulate with local UC and CSU campuses. The Dean is working with faculty to improve the number of courses that will articulate for career technical students.
7. To assist students and because the Center has significant growth and can offer multiple sections of various courses, the scheduling for spring 2010 will focus on clustering core courses so that students can attend classes only in the mornings, only in the afternoons or only in the evenings and still select for a variety of core courses needed to meet the general education requirements. This will assist students who have jobs or home responsibilities, requiring them to "block" schedule.

The following actions are recommended to sustain the elements of the standard:

- See recommendations in Standard 1.1 for Program Review and Student Learning Outcomes
- The Center should adhere to the goals outlined in the excellent Enrollment Management Plan and evaluate the elements as they are achieved for effectiveness
- The Center should continue its outreach efforts to the communities in its service area to increase enrollment and meet the course and program needs of its local area
- The Center and the El Camino campus should continue and enhance their collegial relationship to support mutual planning efforts and to assist the Compton Center in the planning necessary for it to apply for accreditation in the future
- The Center should continue work with the El Camino campus to develop and implement an educational/academic master plan in the very near future
- The Center should refine some of the unit plans, incorporating more data as it ties to planning as well as methods of assessing the success of the programs using these plans. If the plans indicate areas of weakness, these need to translate into goals and action steps
- The Center should continue to find ways to articulate more of the courses in the career technical area with the receiving institutions
- The Center should continue to work with industry partners to provide short term career certificates for students to enhance local career opportunities

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	2
March 2009 Rating:	4
January 2010 Rating:	4



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 2.3 - Curriculum - Management and Quality

Professional Standard:

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

Sources and Documentation:

1. ACCJC Standard II-A
2. El Camino College – Institutional Self Study in Support of Reaffirmation of Accreditation
3. El Camino College Compton Center fall 2009 schedule of classes
4. Meeting with the Institutional Effectiveness Committee and review of minutes and other documents
5. Minutes of CCC meetings
6. Meeting with the Curriculum Committee chairs (El Camino College campus and Compton Center)
7. Faculty and administrator interviews
8. Review of 287 course syllabi (Compton Center)

Progress on Implementing the Recommendations of the Recovery Plan:

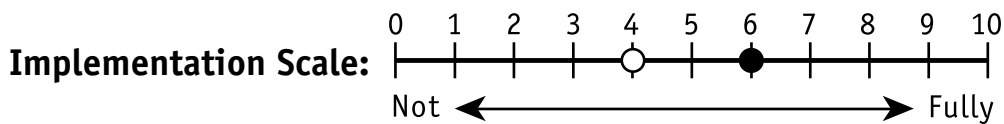
1. The Compton Center and El Camino College are working toward developing student learning outcomes for courses. The Curriculum Committee, which has representatives from the Compton faculty and administration, has developed at least one SLO in over 600 courses. Again, curriculum is approved by the El Camino campus faculty. Review of Compton Center course outlines (287) showed that most had at least one SLO listed.
2. The Curriculum Committee is working to address a WASC recommendation to include assessment and SLOs in their course of record outlines. The Compton Center faculty is working with El Camino faculty in this endeavor. To date, few courses contain measurable assessment criteria in the syllabi and course outlines. The Curriculum Committee chair confirmed that the plan is to implement assessment criteria in 2010-11.
3. The Compton Center staff development director states that the plan is still to tie the development of SLOs to the professional development plans of faculty in their disciplines.
4. The El Camino College campus has nine academic divisions, each with a division curriculum committee. Compton faculty participate in these committees. This allows for better coordination among the teaching faculty. In addition, Compton Center has a curriculum committee that feeds into the district curriculum committee.

The following actions are recommended for further progress and sustainability for this standard:

- Continue to work with the El Camino College Curriculum Committee to develop SLOs and assessment activities for each course offered by the Center and to include these, with the approval of the Curriculum Committee, on the course outline of record as well as on the course syllabi.
- Review and assess the staff development activities of the faculty as they implement their individual and department plans for the aspects of these activities as they are linked to curriculum design and delivery.
- Ensure that faculty follow the excellent course syllabi template developed at the Compton Center. This will provide all students in each course with clear information on SLOs, what they will be assessed on, classroom policies, the mission and vision of the Center and other pertinent information that will promote student success.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
April 2009 Rating: 6
January 2010 Rating: 6



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. El Camino College, Self Study 2008, ACCJC Standard II
2. El Camino College, Response to Accrediting Commission Visit
3. Curriculum Handbook for El Camino College
4. Faculty and administrator interviews
5. Compton Center faculty-created course syllabi templates
6. Compton Center course syllabi (random samples)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last visit, the El Camino College Curriculum Committee (which is the curriculum committee for both the El Camino College campus and the Compton Center) has incorporated at least one student learning outcome in over 600 courses. Some courses have more SLOs. Additional courses have been reviewed and removed from the active course offerings. Faculty and administrators at the Compton Center continue as active participants and members of the District Curriculum Committee.
2. The team reviewed 287 course syllabi provided by the Center and found that most had at least one SLO contained in the syllabi. However, many did not have assessment criteria. In a meeting with the Curriculum Committee Chair, the team was assured these are being addressed and should be completed by the end of this academic year.
3. As stated in other sections of Standard 2, all curricula for the Compton Center are approved through the El Camino College Curriculum Committee. Two members of the Compton Center faculty are voting members of that committee. One of the charges, by board policy and statewide Academic Senate mandate, is for the course outline of record to be approved by the College Curriculum Committee (in this case, the El Camino College Curriculum Committee). Unless this body approves SLOs and assessment criteria in their course outline of record, the Compton Center is unable to comply with this recommendation. Progress has been made in this area (see above), but without approved assessment as part of the board-approved course outlines, both the WASC standard and this standard are not implemented. The Curriculum Committee Chair stated that the WASC mini team was satisfied with the curriculum concerns and that will be reflected in their report to the Commission.
4. The template for course syllabi approved in spring 2009 was sent to faculty when they were asked to submit revised syllabi to the Instruction Office. This inclusive approach provides students with a variety of information they need to be successful in a course. Many faculty did not resubmit this form along with a sample course syllabi as requested, and not all faculty provided all of the information requested on the template. Faculty must follow the adopted procedure for submission of course syllabi and the sample course syllabi submitted must include all requested information.

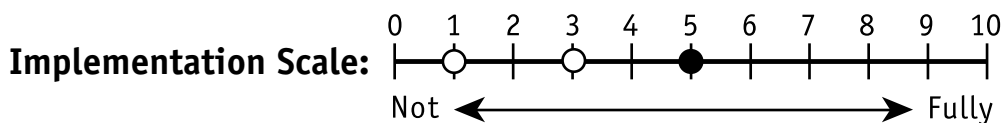
- The Center has been holding professional development workshops for faculty on developing and incorporating SLOs into their courses. The team attended the latter part of one and found it to be very useful in helping faculty understand SLOs (as opposed to course objectives) and providing hands-on experience in evaluating them. These are held on campus throughout the semester and seem to be well attended. Some measurable instrument should be provided to faculty to assess the effectiveness of these workshops as they continue to work on both SLOs and assessment criteria.

To fully implement this standard the Center should:

- Continue to work with the El Camino Curriculum Committee to develop SLOs for all course outlines of record
- Continue to develop SLOs for all course syllabi at the Compton Center. All faculty shall submit the sample course syllabi with all requested information completed
- Continue to work with the faculty at the El Camino College campus to develop measurable assessment criteria for the SLOs
- Continue to support professional development opportunities for faculty at the Center, focusing on student learning and success, and assess the effectiveness of the offering on these goals

Standard Implemented: Partially

April 2007 Rating: 1
 January 2008 Rating: 1
 July 2008 Rating: 3
 April 2009 Rating: 5
 January 2010 Rating: 5



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. Compton Center Technology Vision Statement
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Notes from the Compton Center Technology Committee
4. Interviews with librarian, Compton Center division chairs, administrators, faculty
5. Review of Institutional Effectiveness Committee meetings and plans

Progress on Implementing the Recommendations of the Recovery Plan:

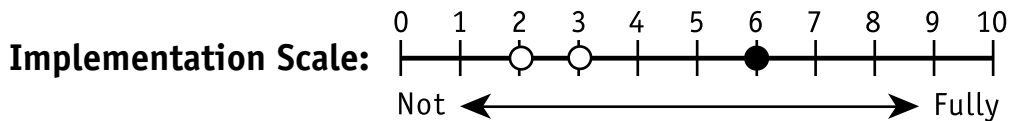
1. The Compton Center has completed the Technology Plan, which is awaiting review by the Institutional Effectiveness Committee. The plan includes all aspects of technology at the Compton Center. Much of the plan is devoted to direct technology in the classroom and the infrastructure in the classroom buildings, some of which are in dire need of work, such as the row buildings. The wiring and other work needed to prevent connectivity issues in these buildings was to be completed by the end of November 2009.
2. Some of the goals do not specify timelines. While it is not always possible to pinpoint, having a target date gives the appropriate parties a goal to measure the desired outcomes.
3. The Center has purchased Smart Carts and is looking to the Professional Development Committee to train the faculty to utilize them. In addition, the Center is offering more hybrid classes, and some of the faculty are now trained in Etudes. More courses have integrated technology in their instruction than on the previous review team visit.
4. Faculty should continue to have input into the technology planning. Program faculty make their immediate technology needs known through the division chairs. These requests are then reported to the appropriate Dean, who ensures the information is reported to the technology staff.
5. As part of program review and faculty evaluation, faculty members assess the integration of technology in their classes and instructional programs. As faculty members create their individual faculty development plans, they are encouraged to include instructional technology skills improvement. In the few unit plans the team reviewed, technology and training needs were part of the planning. The team also found technology requests in some program review documents.

6. To demonstrate sustainability the Compton Center should:

- Continue to survey the Compton Center staff and faculty about their technology needs to produce a plan for the upcoming academic year
- Continue to use the talents of the Technology Committee to assess the current plan and revise it based on assessment
- Continue to provide training for faculty on integrating technology in their instruction, and assess the effectiveness of the technology for student learning
- Continue to encourage students to avail themselves of on-campus labs

Standard Implemented: Partially

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



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. List of El Camino College courses reviewed since April 2009
3. Course outlines of record approved by El Camino College
4. Interviews with Compton Center administrators and students, and El Camino College administrators
5. Student Learning Outcomes and Assessment Handbook
6. Student and Community Advancement – Student Learning Outcomes at a Glance – Compton Community College Educational Center
7. Compton Center course syllabi
8. How to Create an Online Student Educational Plan
9. El Camino College/Compton Community Educational Center Online Educational Plan Procedure
10. El Camino College/Compton Center Student Education Plan Report, December 2009
11. El Camino College ACCJC Followup Report, October 15, 2009
12. Interviews with categorical program directors (CalWORKS, EOPS, DSPS, and Matriculation) and TRIO Director

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College have formed a joint committee to develop SLOs. They are making substantial progress and have a timeline that calls for completion of all aspects of development, assessment and improvement by fall 2012. Flex day activities included work on the development of SLOs.

El Camino College reported in its ACCJC Followup Report that the college has created and published a timeline for the development and assessment of SLOs at course, program, and institutional levels and has established systems for utilizing the results of the assessments to improve delivery of instruction.

2. The Compton Center has demonstrated the ability to generate SLOs as evidenced by the ones developed for the noncredit ESL courses offered only by the Center. Standard elements (SLOs and some assessment measures) are being developed and implementation is starting.
3. El Camino College has undertaken a review of all courses in the curriculum, which is nearing completion. The team was given a sample of course outlines. Although the outlines that have been reviewed should carry a 2009 date, only one of the sample outlines submitted had

a 2009 date. El Camino College has decided not to include SLOs as part of the course outline of record. New courses will have SLOs identified, although they will not be included in the outline.

Compton Center has developed new courses and certificate programs to meet the specific needs of Compton Center students.

An examination of 287 course syllabi produced by Compton Center faculty showed about 77% of the syllabi contained at least one SLO. However, only 52% had any reference to a method of assessing the SLO. One program review, Geology, showed use of assessment data for the improvement of instruction.

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. The Compton Center has a completed SLO framework for Student Services in development. Although Student Services programs and departments have developed just one SLO each, with plans to add more at a later date, there is clear documented evidence that the division is adhering to the self-imposed timeline/reporting cycle. Therefore, Student Services should be able to meet the ACCJC deadline to be at the proficiency level no later than 2012 if it goes one step further and engages in the widespread institutional dialogue about the results, which is expected when assessing this standard.

The team attended a portion of an SLO workshop in which faculty were given examples of assessment rubrics and ideas about the use of data for improving instruction. The faculty were genuinely interested and seemed prepared to use the workshop material for their own courses.

Compton Center and El Camino faculty and staff members must continue and accelerate their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction including some demonstration of actual changes made in courses. This should be documented (for example, in program review documents).

4. To ensure that all students complete a Student Education Plan (SEP), the Compton Center Counseling Department sends a letter inviting them to see a counselor to develop their plan. For spring 2009, 2,500 (36%) out of 7,000 students had a completed SEP on file. Current data on the number of students completing educational plans were not available to the visiting team.

All counselors have been trained on SEP procedures. In fall 2008, 18 different professional development workshops took place and 11 additional workshops are planned for spring 2009. All of these workshops focus on some aspect of counseling students, and most involve the development of SEPs. Upcoming trainings will include the new degree audit system developed by El Camino after beta testing has ended.

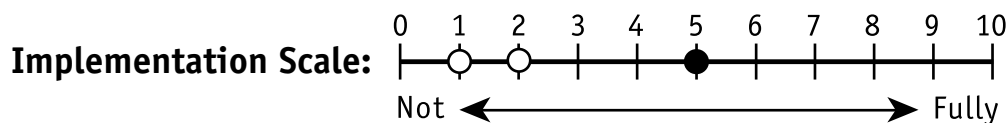
Compton Center does not randomly inspect SEPs. However, future plans include the creation of a counseling committee to check the quality of SEPs. While Compton Center appears to be

on track to meet the ACCJC’s 2012 deadline of having all SLOs completed and assessed to fully meet the standard, the following actions are recommended:

- Counselors should make a more concerted effort to require students to complete and update their individual plans including intrusive counseling. Intrusive counseling requires counselors to go to the students (in classes, the cafeteria, etc.) to help students complete their SEPs. Counselors should continue to attend professional development activities such as Ensuring Transfer Success to ensure that they have the latest knowledge about UC and CSU transfer.
- Compton Center should develop a timeline delineating when the completed SLOs will be assessed. The Center’s Student Services Division should develop both program and course SLOs.

Standard Implemented: Partially

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



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 2009-2010, Compton Center Edition
2. El Camino College Student Handbook and Planner 2009-2010, Compton Center Edition
3. Fall 2009 El Camino College, Compton Center syllabi
4. ARCC College Level Indicators, 2008 Report
5. Community College Survey of Student Engagement – Overview of 2008 Survey Results, El Camino Compton Center
6. El Camino College Compton Center visiting team’s Basic Skills Report, June 2009
7. Interviews with administrator, classified staff, and faculty
8. Observations of classes

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 contains 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 now communicated through course syllabi. The template for syllabi includes a section on behavior. Of 287 Compton Center course syllabi, 86% included sections on the instructor’s expectations for student behavior.

Observations of several classes found that students paid appropriate focused attention to their instructors.

3. The El Camino Catalog and Student Handbook, Compton Center, reflects high academic expectations and 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. In fact, some counselors report 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 plan. Only two problems with the system are apparent. First, a counselor

in Disabled Students Program and Services is using a cascaded computer that constantly freezes, making it impossible for her to use the system. Second, it is difficult to complete different educational plans if the student is undecided and has identified different majors as their educational goal since only the most recent SEP can be stored in the system.

In December 2008, the El Camino IT 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. While this program takes three hours to run, it has provided the Student Services administrators at the Compton Center with useful data on the total number of students lacking a current educational plan so that counselors can provide follow-up services.

5. The fall 2007 Student Profile report for Compton Center shows 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 has been little headway in improving basic skills instruction, increasing degree and certificate completion rates and raising transfer rates. In June 2009, the Compton Center invited a 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 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 it is commonly referred to on campus, provided the college with a number of recommendations both short and long term 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 helped a number of colleges to evaluate the effectiveness of their basic skills initiative.

With only 1% of all students testing into college level math and just 10% reading at college level, the Hope report has given the college an opportunity to engage in a more campus-wide dialogue beyond the Student Success Transfer and Retention Services (SSTARS) Committee about the low level of basic skills students that faculty struggle with in their classrooms. While the visiting team made a number of short- and long-term recommendations, it is also important to note that many community colleges in the state are trying to develop strategies to increase the success of their basic skills students.

The fall 2007 Demographic and Enrollment Characteristics Summary revealed that about 40% of Compton Center students indicate "transfer" as their educational goal on admittance to the Center. California Postsecondary Educational Commission (CPEC) Transfer Pathways data show that transfers to the UC and CSU systems have declined during the most recent years when data are available. While these data are questionable in some regards because of the methodology CPEC uses to assign the "transferring institution," the Compton Center numbers are so low, historically, that the margin of error would not substantially increase the transfer numbers comparable to other colleges of similar size. In 2005-06, the latest data available for the UC system, the Compton Center transferred one student to a UC campus compared to six in the prior year. For the CSU system, 117 students transferred from Compton Center in 2006-07 compared to 168 in 2005-06. Student goals are a lagging indicator of achievement, and over 88% of Compton Center students attend part-time, so transfer num-

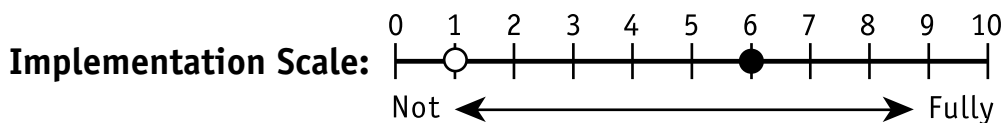
bers do not always reflect the achievement of current student goals. Nevertheless, the numbers are shockingly low. Additionally, transfer from Compton Center to universities will become even more difficult to track, because the students are now El Camino College students.

According to the 2008-09 Enrollment Management Report, while over 54% of Compton Center students indicated that their educational goal was to transfer, few were able to meet transfer requirements. CPEC Transfer Pathways data shows that transfers to the UC system from the Compton Center continue to decline. In 2005-06, a year before the partnership began, the Compton Center transferred just one student into the UC system. In 2006-07, two students transferred, in 2007-08 one student transferred, and in 2008-09, no students transferred from the Compton Center. Transfers to the California State University system have also declined. In 2005-06, 168 students transferred to CSU campuses; in 2006-07, that number declined to 117. The most recent report, in 2007-08, shows that only 104 students transferred. Although some of the decline could be attributed to the fact that students have the option of identifying themselves as El Camino students instead of Compton students, the Compton Center could track its students using the National Student Loan Clearinghouse to ascertain how many of their students have actually transferred.

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

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Community Education Center 2008-09 Enrollment Management Plan
2. Fall 2009 Schedule of Classes
3. Interviews with El Camino College and Compton Center administrators and faculty

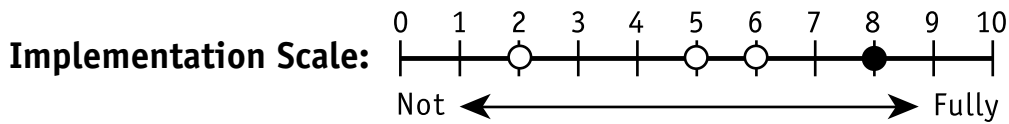
Progress on Implementing the Recommendations of the Recovery Plan:

1. Management of the class schedule continues to be fine-tuned. A four-semester plan was developed by instructional deans and division chairs. This plan includes the courses to be offered, the semester(s) in which they will be offered, and whether they will be offered during the day or the evening. The plan could be made more useful if the number of sections for each course were specified. If the plan is followed, students will be able to meet their goals of transfer or graduation on a timely basis. Administrators indicated that this plan is working. The offering of developmental courses is being closely monitored, and offerings are increased to meet student demand. A standardized schedule is now utilized for class start and end times. The Center operates under a compressed schedule, with more classes offered on Fridays and Saturdays. The Center is planning offerings from 8 a.m. to 9 p.m. A room occupancy book was used to plan additional offerings to meet enrollment demands. The Center should continue to manage the schedule of course offerings efficiently to control the numbers of students enrolling in sections. With its increased enrollment, the addition of course offerings is critical. The Center needs to capture as much enrollment as possible because it is eligible for restoration funding.
2. Compton Center has substantially increased its presence in the local high schools and the community. As called for in the Educational Master Plan, the Compton Center has implemented a comprehensive outreach and student recruitment plan that has contributed to its growth.
3. As a result of the various outreach activities, enrollment at the Center increased 40% from fall 2007 to fall 2008. The winter session had a class fill rate of 82.4%. Enrollment data from fall 2009 again shows a substantial increase in numbers of seats filled and full-time equivalent students (FTES).
4. The Center is building pools of adjunct faculty that meet the minimum qualifications required for teaching in specific fields. Compton Center is particularly looking for faculty who will support student success and persistence. Administrators report obtaining large and well-qualified pools of potential adjunct faculty. This is probably a result of layoffs at El Camino

College as well as neighboring community colleges. The Center is growing while other institutions are cutting classes. This should enable Compton Center to hire excellent new faculty members. The Center should continue to scrutinize the faculty service area (FSA) qualifications of all new faculty hires, contract and adjunct, prior to employment.

Standard Implemented: Fully - Substantially

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



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 Fall 2009 Course Schedule
2. Faculty and administrator interviews
3. Compton Educational Center Professional/Staff Development Committee Guidelines, Draft 10-27-09

Progress on Implementing the Recommendations of the Recovery Plan:

1. All Compton Center faculty were recently involved in a staff development peer-review activity with faculty members from five other community colleges. Each Center faculty member was assigned to work with a faculty member from one of these colleges in a mentor-like relationship. The visiting faculty attended classes, examined teaching materials and discussed educational strategies. This review resulted in a finding of faculty competence at Compton Center.

Each Compton Center faculty member is to create an individual development plan based on what was learned in the review process. The plans are to be developed as part of the faculty evaluation process. The evaluation schedule calls for one-third of the faculty to be evaluated in fall 2008, 2009, and 2010. Because of the current availability of funds for faculty activities, some faculty have voluntarily developed a plan before they are scheduled to do so. Priority is given to activities that assist faculty in developing currency in their discipline, acquiring the ability to use technology in the classroom, and using pedagogy that fosters student learning and success. At the time of the current visit, the development of plans has not progressed much beyond the previous visit and the emphasis seems to be on training sessions for OnCourse, 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. A template for plans is being developed and all faculty are to have plans by the end of spring 2010. Evidence of implementation of a faculty member's plan is to be included in his/her portfolio submitted for faculty evaluation.

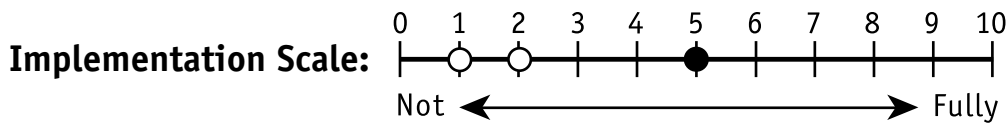
The Professional/Staff Development Committee Guidelines includes mission, goals, objectives, distribution of funds, and activities planned for the 2009-10 academic year. The team noted that the plan did not directly address meeting students' diverse learning needs.

To satisfy this standard, the Center should continue with development of the individual plans and show documented evidence that the plans are actually being implemented.

2. The review team examined 287 fall 2009 course syllabi. In only about 5% of the syllabi were diverse teaching methods provided. In general, neither course outlines nor syllabi demonstrate a commitment to using strategies to meet diverse learning styles. Faculty and staff that were interviewed expressed the opinion that the staff development activities on OnCourse will provide tools for faculty to better meet student needs. The use of teaching strategies to meet student needs should be reflected in course syllabi.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 4.1 - Assessment and Accountability – Content and Learning Standards

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center courses outlines of record
3. Course schedule fall 2009
4. Interviews with administrators and faculty
5. Standards set by the Accrediting Commission for Community and Junior Colleges, 2002

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Center uses El Camino College course outlines of record, which have been recently reviewed. The design of SLOs is a collaboration between the faculties of Compton Center and El Camino College that began in 2006 and is ongoing. The El Camino College Instructional Self Study in Support of Reaffirmation of Accreditation (May 19, 2008) projects completion of SLOs and accompanying assessments for regularly offered courses by 2012. At present, the El Camino faculty do not support including SLOs or their assessment in course outlines.

An examination of 287 course syllabi produced by Compton Center faculty showed about 77% of the syllabi contained at least one SLO. However, only 52% had any reference to a method of assessing the SLO. One program review, Geology, showed use of assessment data for the improvement of instruction.

For student services, the Student and Community Advancement document shows SLOs for all service areas and indicates that assessment and reflection activities are complete. Results are reported on the Web site.

The team attended a portion of an SLO workshop in which faculty were given examples of assessment rubrics and ideas about the use of data for improving instruction. The faculty were genuinely interested and seemed prepared to use the workshop material for their own courses.

Compton Center and El Camino faculty and staff members must continue and accelerate their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction including some demonstration of actual changes made in courses. This should be documented (e.g., in program review documents).

Tight alignment between the body of knowledge in course objectives and the body of knowledge described by SLOs is essential if the college is to “award credit based on student

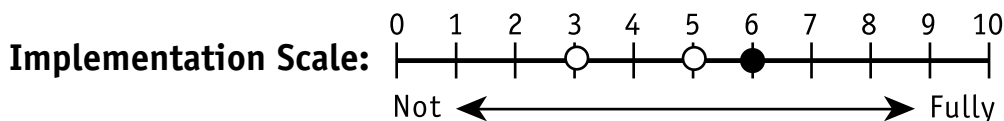
achievement of the course’s stated learning outcomes” and the “program’s stated learning outcomes” (ACCJC Standard II, 2h and 2i). This alignment implies that SLOs are course-bound, meaning that they are designed per course and are used by all who instruct that course to ensure that student achievement is a measure of the course’s learning objectives.

The administration and faculty of El Camino College and the Compton Center must continue to collaboratively establish:

- Course syllabi that are designed to deliver the learning objectives established in the approved course outline of record
- Delivery of instruction that adheres to the course objectives established in the approved course outline of record
- SLOs for every course and program that are measured and used by instructors to improve instruction

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 4.2 – Assessment and Accountability – Measurement of Learning Outcomes

Professional Standard:

Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

Sources and Documentation:

1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center courses outlines of record
3. Standards set by the Accrediting Commission for Community and Junior Colleges, 2002
4. Compton Center Academic Affairs Program Reviews, 2008-09

Progress on Implementing the Recommendations of the Recovery Plan:

1. El Camino College and Compton Center faculty have been collaborating on the development of SLOs and their assessment. The Compton Center SLO Coordinator and the Academic Affairs Dean participate on the Assessment of Learning Outcomes Committee, which has been charged with ensuring that El Camino College has SLOs and assessment for all curricula by fall 2012. Many Compton Center faculty are providing leadership in this effort. ACCJC standards require that outcomes are developed and assessed and that the assessments are used to improve instruction. Compton Center faculty are to include program level SLOs for each program and department undergoing evaluation. The team examined six program reviews and found that not all included SLOs and only one had assessment data.
2. To meet this standard, the faculty at the Compton Center, in collaboration with El Camino College personnel, needs to continue to address the intention of the ACCJC accreditation standards regarding measuring student learning: "... demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made." The measurement of how well learning is occurring will involve assessment tools that are 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 SLO development at the course and program levels. In addition, at the time of the next visit SLOs should be undergoing assessment and the results used for improvement of instruction. These results should be documented.

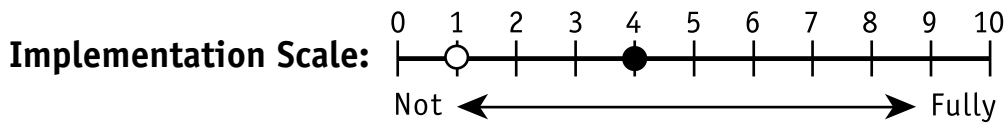
The administration and faculty of El Camino College and the Compton Center should continue collaboratively to:

- Develop assessment tools and approaches to measure student progress in achieving the SLOs during the semester and the attainment of learning outcomes by the end of each course

- Use data from assessments to improve instruction
- Use data from the assessments to “engage in discussions of ways to deliver instruction to maximize student learning” for all students (see ACCJC Standards, 2002)

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 4.3 Assessment and Accountability – Alignment of Assessments and Use of Data

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center course syllabi, fall 2009
2. El Camino College Compton Center courses outlines of record
3. Interviews with administrators and faculty
4. ACCJC Standards, 2002

Progress on Implementing the Recommendations of the Recovery Plan:

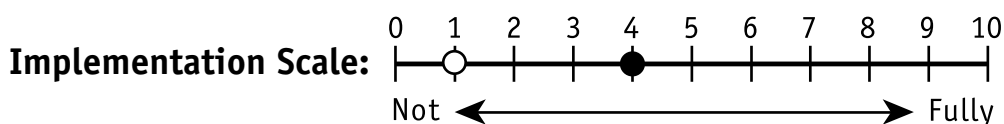
1. Since assessment tools to accompany course level SLOs are in the design phase (see Standard 4.2), the review team could not fully evaluate whether such tools are clear measures of course objectives. The major focus of current work on designing SLOs and assessments is at the course level, with a projected goal of having SLOs and assessments at the program level by fall 2012.

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,” the administration and faculty of Compton Center need to collaborate with El Camino College personnel to complete the design of assessment tools to measure program and course effectiveness for student learning.

2. See additional information in Standards 4.1 and 4.2.
3. The administration and faculty of El Camino College and the Compton Center should continue to collaboratively complete the design of assessment tools to evaluate courses and certificate and degree programs and to begin work on actual assessment of SLOs at the course and program level. Results should be documented.

Standard Implemented: Partially

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



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. Job descriptions for Research Analyst and Intern
3. 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 provides 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. This data enables an institution to compare its performance in key areas (e.g., graduation rates, transfer rates, completion rates) to other colleges.

In a number of cases when team members requested results of surveys, etc., they were told that the data had been requested from the Office of Institutional Research. Center staff was very complimentary about the cooperation of the office and its willingness to supply requested data. However, there is often a wait for results. There is a plan to hire a research intern that should help to alleviate this situation.

The 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. Protocol should be established for data analysis so it is presented in user-friendly formats.

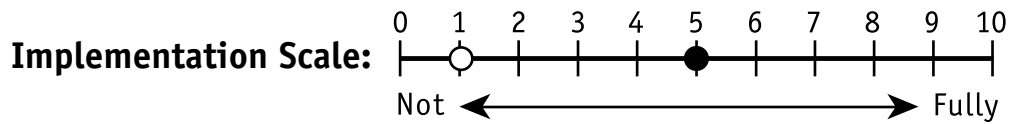
2. As SLOs are assessed the faculty will need the results to enable them to improve instruction. Since these measurements are in the planning phase, it is unknown how the data will be analyzed and shared. Further, faculty may need training in interpreting the data. To fully meet this standard, the institution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

The 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 Compton 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 collec-

tion, analysis, and use. Training in data use should be provided for administrators and faculty to address issues of student learning.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 5.1 – Professional Development Planning

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center Bargaining Unit Contract, Evaluation article
2. Review of Compton Center Professional/Staff Development draft plan, 10-27-09
3. Faculty Development Project Summary and individual faculty plans
4. El Camino College, Compton Center Edition, 2009-10 Catalog
5. Interviews with division chairs (3), faculty and administrators
6. Meeting with Faculty Chair of Staff Development/SLO committee

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center continues to progress toward using professional development activities to improve programs and instruction. Since the language is permissive rather than mandatory, a faculty member could conceivably choose not to include a personal staff development plan. This process ties professional development to the six institutional priorities and was developed through a collaboration of Compton faculty and administrators and El Camino College campus administrators. Division chairs assured the team that if a faculty member did not include a plan in his/her evaluation, the evaluation would be counted as a negative and the lack of compliance with the professional development part listed as a deficiency in the evaluation.
2. The team's meetings with appropriate administrators and discussion with faculty suggest that the staff development plans are still tied to the six institutional priorities:
 - Supports faculty who keep current in their discipline or profession
 - Supports the use of technology to enhance classroom instruction
 - Supports efforts of faculty to make educational opportunities more accessible for students through the use of hybrid and online classes
 - Supports faculty in their efforts to foster student learning and improve retention and persistence of students
 - Supports faculty efforts to improve their department, discipline and center
 - Supports faculty efforts that contribute to the current partnership between El Camino and Compton
3. Center employees believe that the professional development plans are a work in progress. Faculty who have undergone a comprehensive evaluation process have done their plans. Others are developing plans, which will be included in their comprehensive plans when they are under review. It will be important to provide a measurable assessment method to evaluate the success of the individual professional development plans as they relate to the institutional priorities.

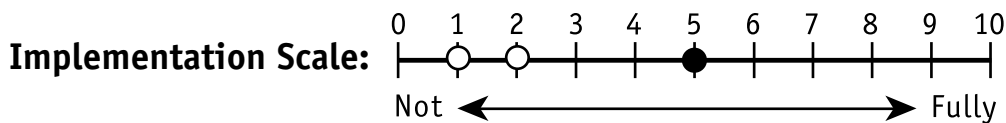
4. The faculty and staff at both the Compton Center and the El Camino College campus continue to collaborate on staff development plans and activities, to the benefit of both entities.

The Compton Center should:

- Continue to monitor the relationship of the institutional priorities and the faculty professional development project to ensure that the projects mirror the priorities
- Assess the Basic Skills report for areas that are appropriate for the Center to focus on to improve both student learning and student retention and develop specific plans, along with timelines and responsible entities, to ensure that these are carried out and assessed

Standard Implemented: Partially

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



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. Compton Center Professional/Staff Development Guidelines and Plan, draft 10-27-09
2. Various professional development workshop documents
3. El Camino College Compton Center bargaining unit contract
4. Interviews with faculty and administrators at the Compton Center
5. Six unit plans
6. Student Learning Outcomes and Assessment Handbook (spring 2009)
7. Attendance at SLO Workshop for Faculty, provided by staff development chair

Progress on Implementing the Recommendations of the Recovery Plan:

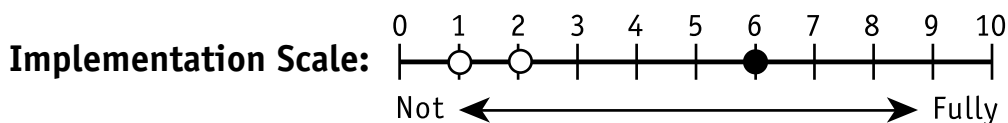
1. As discussed in Standard 5.1, Compton Center faculty are completing individual faculty development plans, which are tied to six institutional priorities that were developed by the El Camino College campus and Compton Center. Each of the six priorities involves attention to improving instruction and curriculum and, ultimately, successful student learning.
2. The Professional Development Chair is hosting a series of staff development activities on student learning outcomes for faculty. At one late afternoon session, about 10 to 12 faculty members were actively engaged in discussion about specific SLOs on course syllabi. Hand-outs were provided, and the session focused on evaluating particular SLOs. This kind of specific activity should continue so that all faculty at the center have an opportunity for hands-on work with SLOs.
3. A series of workshops is scheduled for January 2010 with the faculty at the El Camino College campus, focusing on “On Course,” a program to assist faculty with teaching and student learning. There appears to be genuine interest on the part of a number of faculty at the Center in attending this series of workshops which will occur during the intersession.
4. One fourth of the faculty will have completed their staff development plans by the end of spring 2010.
5. The visit last spring of the basic skills team from other colleges provided a report to the Center that was presented at the Opening Day event this fall. Appropriate activities that would increase retention of students in basic skills classes as well as different methods of instruction for these students might be the future subject of staff development activities.

To satisfy this standard, particularly in the area of sustainability, the Center should:

- Continue to provide professional development opportunities in student learning and integration of different learning techniques into classes to support student success. Provide a process for assessing the learning techniques
- Develop a process of identifying topics of importance to faculty as they pursue ways to strengthen student learning and student success and include them in a developed process for future professional development projects that address institutional priorities. This will ensure currency for faculty and collaboration in the process of faculty development
- Adhere to the new faculty evaluation process that relates to professional development and continue to assess the effectiveness of the plans as they support the six institutional priorities
- Continue to work collaboratively with the faculty and staff at the El Camino College campus to improve professional development opportunities

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 5.7 – Professional Development – Evaluation and Constructive Feedback

Professional Standard:

Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.

Sources and Documentation:

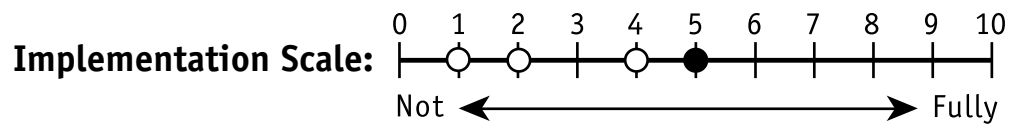
1. Collective bargaining contract, Article X, Evaluation, spring 2008
2. Interviews with Compton Center and El Camino College administrators, division chairs (3) and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. The team had continuing concerns regarding the conditional nature of the evaluation article, which includes professional development as part of the formal evaluation process. Since it is not mandated, faculty could opt out of participating in this type of activity as part of their formal evaluation. In discussions with the chair of the Staff Development Committee and the division chairs, the team was assured that should a faculty member not address the professional development part of the comprehensive evaluation process it would be counted as a deficiency and written up as such.
2. Professional development plans at the Compton Center are individualized and thus tailored to specific needs of individual instructors. The tie to the overall mission of improving student success occurs through the six institutional priorities. Since the last review team visit, it appears that professional development at Compton has also focused on offering training and activities on SLOs and on integrating different learning techniques into the classroom. The effectiveness of these offerings needs to be addressed.
3. To fully meet the standard, the Center should:
 - Develop an assessment process for individual professional development plans that tie to student learning and student success.
 - Provide a clear process on how deficiencies in evaluations are addressed.

Standard Implemented: Partially

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



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

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

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

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.
 - a. *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*
 - b. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*
 - c. *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.
 - a. *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*
 - b. *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*
 - c. *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

- d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*
 - e. *The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*
 - f. *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*
 - g. *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*
 - h. *The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*
 - i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*
 - b. *A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*
 - c. *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*
4. All degree programs included focused study in at least one are of inquiry or in an established interdisciplinary core.
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements,

and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

- a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*
 - b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*
 - c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.
 - a. Faculty distinguish between personal conviction and professionally accepted vies in a discipline. They present data and information fairly and objectively.*
 - b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*
 - c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Use of FCMAT Professional and Legal Standards

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

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

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
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
2.4	A process is in place to maintain alignment among standards, practices, and assessments.	1	1	3	5	5
2.6	Sufficient instructional materials are available for students to learn.	1	2	3	5	5
2.10	The college has adopted a plan for integrating technology into curriculum.	2	3	3	6	6
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				

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

ACCJC Standard II-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
3.4	Students are engaged in learning, and they are able to demonstrate and apply their knowledge.	2	2	3	5	5
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. El Camino College Strategic Planning Process and El Camino Action Planning Process
3. Meeting with the Provost
4. Long range planning documents prepared since March 2009
5. Review of Program Review Status document and program reviews in Student Services and Academic Affairs
6. First Year Experience documents and interviews with Dean of Student Services
7. Interviews with the Special Trustee, faculty and administrators of the Compton Center and administrators for the El Camino Community College District
8. Meeting with co-chairs of the Institutional Effectiveness Committee and review of documents
9. Review of the data from the basic skills review team

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center invited an external team of faculty and mid-level managers from neighboring colleges to review the basic skills program at the Center, how students benefit from the program and how it can be improved. The report indicated that the Center needs to have basic skills as the core of its academic thrust. While Compton has a student population more in need of basic skills than some campuses, the report is very one-sided. The Center has been working on ways to implement some of the information contained in the report, and a discussion of this occurred at the opening day activities at the Center. In meeting with faculty teaching in the ESL program and reviewing the course syllabi, the team found that the programs were solid in helping second language students move forward. One identified problem was the miscommunication on the campus among non-ESL staff about the credit toward degree completion. A number of ESL courses parallel the English A, 1A series so students can receive credit for taking these courses. Because the community the Center serves has a large population of second language residents, it's important for clarity to be brought to the ESL program with respect to transferability of some of the courses. Efforts are under way to accomplish this. Other basic skills initiatives will need to be addressed.
2. The Center has been actively involved in several new student success initiatives. These include a Learning Communities project, which will include nine units of credit for two English classes and one Human Development course. These are now being offered and although there is no data yet, since the semester is not complete, faculty believes it is successful.
3. This fall is also the first time the Center has offered the First Year Experience program to 70 students. Sixty-four are still in the program. The plan is to increase this to two cohorts (160 students) in 2010-11. Five faculty are involved in the program. Both of these initiatives are geared to student success by involving students in a more in-depth, comprehensive program of study and providing ample student support services to them.

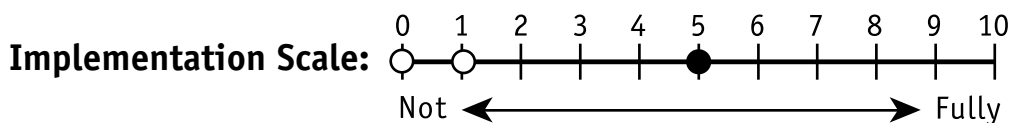
4. Another program that is helping student retention is the Supplemental Instruction program that began last spring. A tutor attends math classes and is available for students outside of class. No assessment data is available yet, although it has been requested.
5. The Center has an ambitious enrollment management plan, which includes elements of both recruitment and retention. The document includes specific activities month by month, the responsible parties, associated costs of implementation (if applicable) and status of the projects. The retention sections of the plan provide specific tasks the Center staff will undertake to increase persistence and develop intervention methods. This plan is being implemented and refined through the Outreach office. The growth in the Center's enrollment this fall is evidence of successful outreach efforts.
6. In meeting with the Institutional Effectiveness co-chairs and reviewing their documents, the team find that all plans are reviewed by this group and then sent to the budget and planning group. There is a direct tie-in to planning and budget as long as a process like this is followed. In addition, the Provost has instituted a transparent system of funding, making it clear how funding is allocated and providing budget managers with the responsibility of fiscal program management.
7. A variety of initiatives at the Center directly focus on student success. These include programs in the academic areas (Supplemental Instruction, Learning Communities, First Year Experience, coordination of ESL offerings) as well as student support programs from the student services area.

The Compton Center should:

- Continue to implement the enrollment management plan and assess specific activities to verify the effectiveness of the strategies
- Continue to work on the ESL program and the outreach to the community, dispelling myths about the credit ESL programs
- Evaluate the Learning Communities and the First Year Experience programs at the end of fall semester to see if they assist student retention and student success
- Analyze the basic skills report and provide a firm plan on how appropriate recommendations from the report can be used to support the basic skills initiative at the Center

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	5
January 2010 Rating:	5



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.1 – Instructional Strategies – Curriculum Management

Professional Standard:

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

Sources and Documentation:

1. Compton District and El Camino College policy manuals
2. Compton Center curriculum development/approval process
3. Curriculum Handbook for El Camino College
4. El Camino College Compton Center syllabi template sample
5. Student Learning Outcomes Document, Compton Center
6. Faculty and administrator interviews, including Compton Center Curriculum Committee Chair
7. Student Learning Outcomes and Assessment Handbook (El Camino campus), April-May 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. El Camino College is responsible for curriculum development. Since Compton is an educational center of El Camino College, it is not allowed to develop curriculum outside the established, board-approved process of the college. This relationship is mandated by WASC and the MOU and Partnership Agreement between El Camino College and the Compton Center. California community colleges use the Curriculum Handbook developed by the statewide Academic Senate. El Camino College and thus the Compton Center follow the curriculum policies developed by the statewide Senate and the Board of Trustees of El Camino College.
2. The collaborative relationship between the faculty at both campuses is evidenced by the direct involvement of representatives on all levels of curriculum approval. Two faculty members from the Compton Center are voting members on the El Camino College Curriculum Committee, and the Dean of Academic Affairs is an ex-officio member. Compton Center faculty also are members of the El Camino College Division Curriculum Committees, which approve curriculum before it goes before the College Curriculum Committee. At the El Camino College campus, divisions have “mini” curriculum committees, and faculty from the Compton Center is invited to participate in these meetings.
3. Since the last evaluation, the College Curriculum Committee has developed at least one SLO for over 600 courses in the curriculum. However, measurable assessment criteria need to be developed and included on course syllabi to communicate course expectations to students. They also need to be included in the course outline of record, which is the document approved by the Board of Trustees.
4. The district has purchased CurricUNET software to manage the curriculum. Faculty at both campuses were involved in the discussions and selection process. This software is slated to

“go live” in spring 2010 and should be evaluated at the end of spring to determine its effectiveness.

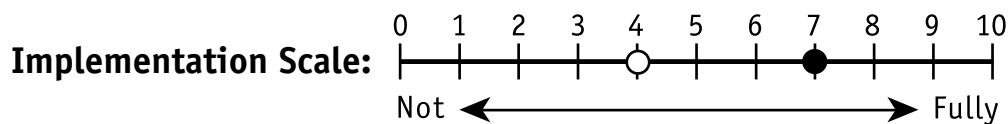
5. The Curriculum Chair states that the committee plans to send out a text sample of each course, course objectives and official SLOs for all approved courses in spring 2010. This will further assist the faculty in complying with the ACCJC and FCMAT requirements.

The Compton Center should:

- Continue collaborating with El Camino College to develop further SLOs as part of the course outline of record
- Continue to provide SLOs and assessment activities related to them on course syllabi and course outlines to facilitate student success in courses

Standard Implemented: Partially

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



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

Professional Standard:

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

Sources and Documentation:

1. ACCJC Standard II-A
2. El Camino College – Institutional Self Study in Support of Reaffirmation of Accreditation
3. El Camino College Compton Center fall 2009 schedule of classes
4. Meeting with the Institutional Effectiveness Committee and review of minutes and other documents
5. Minutes of CCC meetings
6. Meeting with the Curriculum Committee chairs (El Camino College campus and Compton Center)
7. Faculty and administrator interviews
8. Review of 287 course syllabi (Compton Center)

Progress on Implementing the Recommendations of the Recovery Plan:

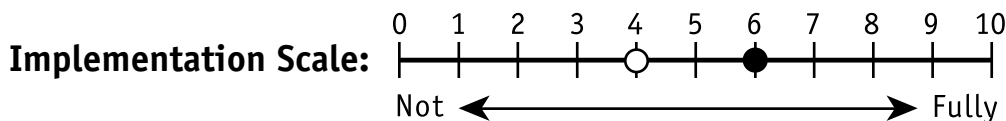
1. The Compton Center and El Camino College are working toward developing student learning outcomes for courses. The Curriculum Committee, which has representatives from the Compton faculty and administration, has developed at least one SLO in over 600 courses. Again, curriculum is approved by the El Camino campus faculty. Review of Compton Center course outlines (287) showed that most had at least one SLO listed.
2. The Curriculum Committee is working to address a WASC recommendation to include assessment and SLOs in their course of record outlines. The Compton Center faculty is working with El Camino faculty in this endeavor. To date, few courses contain measurable assessment criteria in the syllabi and course outlines. The Curriculum Committee chair confirmed that the plan is to implement assessment criteria in 2010-11.
3. The Compton Center staff development director states that the plan is still to tie the development of SLOs to the professional development plans of faculty in their disciplines.
4. The El Camino College campus has nine academic divisions, each with a division curriculum committee. Compton faculty participate in these committees. This allows for better coordination among the teaching faculty. In addition, Compton Center has a curriculum committee that feeds into the district curriculum committee.

The following actions are recommended for further progress and sustainability for this standard:

- Continue to work with the El Camino College Curriculum Committee to develop SLOs and assessment activities for each course offered by the Center and to include these, with the approval of the Curriculum Committee, on the course outline of record as well as on the course syllabi.
- Review and assess the staff development activities of the faculty as they implement their individual and department plans for the aspects of these activities as they are linked to curriculum design and delivery.
- Ensure that faculty follow the excellent course syllabi template developed at the Compton Center. This will provide all students in each course with clear information on SLOs, what they will be assessed on, classroom policies, the mission and vision of the Center and other pertinent information that will promote student success.

Standard Implemented: Partially

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



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. El Camino College, Self Study 2008, ACCJC Standard II
2. El Camino College, Response to Accrediting Commission Visit
3. Curriculum Handbook for El Camino College
4. Faculty and administrator interviews
5. Compton Center faculty-created course syllabi templates
6. Compton Center course syllabi (random samples)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last visit, the El Camino College Curriculum Committee (which is the curriculum committee for both the El Camino College campus and the Compton Center) has incorporated at least one student learning outcome in over 600 courses. Some courses have more SLOs. Additional courses have been reviewed and removed from the active course offerings. Faculty and administrators at the Compton Center continue as active participants and members of the District Curriculum Committee.
2. The team reviewed 287 course syllabi provided by the Center and found that most had at least one SLO contained in the syllabi. However, many did not have assessment criteria. In a meeting with the Curriculum Committee Chair, the team was assured these are being addressed and should be completed by the end of this academic year.
3. As stated in other sections of Standard 2, all curricula for the Compton Center are approved through the El Camino College Curriculum Committee. Two members of the Compton Center faculty are voting members of that committee. One of the charges, by board policy and statewide Academic Senate mandate, is for the course outline of record to be approved by the College Curriculum Committee (in this case, the El Camino College Curriculum Committee). Unless this body approves SLOs and assessment criteria in their course outline of record, the Compton Center is unable to comply with this recommendation. Progress has been made in this area (see above), but without approved assessment as part of the board-approved course outlines, both the WASC standard and this standard are not implemented. The Curriculum Committee Chair stated that the WASC mini team was satisfied with the curriculum concerns and that will be reflected in their report to the Commission.
4. The template for course syllabi approved in spring 2009 was sent to faculty when they were asked to submit revised syllabi to the Instruction Office. This inclusive approach provides students with a variety of information they need to be successful in a course. Many faculty did not resubmit this form along with a sample course syllabi as requested, and not all faculty provided all of the information requested on the template. Faculty must follow the adopted procedure for submission of course syllabi and the sample course syllabi submitted must include all requested information.

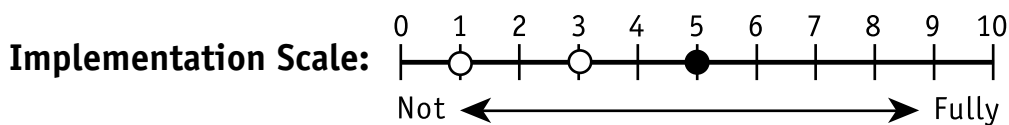
- The Center has been holding professional development workshops for faculty on developing and incorporating SLOs into their courses. The team attended the latter part of one and found it to be very useful in helping faculty understand SLOs (as opposed to course objectives) and providing hands-on experience in evaluating them. These are held on campus throughout the semester and seem to be well attended. Some measurable instrument should be provided to faculty to assess the effectiveness of these workshops as they continue to work on both SLOs and assessment criteria.

To fully implement this standard the Center should:

- Continue to work with the El Camino Curriculum Committee to develop SLOs for all course outlines of record
- Continue to develop SLOs for all course syllabi at the Compton Center. All faculty shall submit the sample course syllabi with all requested information completed
- Continue to work with the faculty at the El Camino College campus to develop measurable assessment criteria for the SLOs
- Continue to support professional development opportunities for faculty at the Center, focusing on student learning and success, and assess the effectiveness of the offering on these goals

Standard Implemented: Partially

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



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:

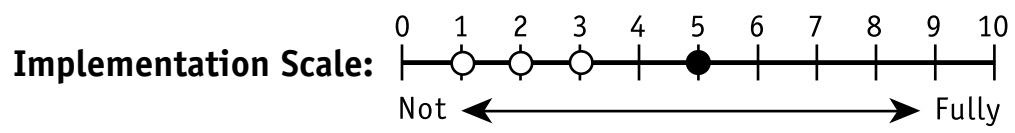
1. Review of two binders of listings for periodicals and journals available to students.
2. Interviews with Compton Center Librarian
3. Interviews with Compton Center faculty and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. The new Learning Resource Center has construction design deficiencies, and its opening has been delayed while contractors and Compton staff work to resolve the issues. In the meantime, the current library facility remains available to students, with materials on site and on-line.
2. The Compton Center faculty is actively invited to participate in updating the collection. The Center is developing a process modeled on that of El Camino College, with two committees to support the management of the collection. One is an advisory committee, which will be responsible for recommending policies, etc., and a second committee will recommend acquisition and deletion of subject matter material.
3. The Chief Librarian is working on a program review, which will incorporate additional requests to upgrade and improve the library holdings for student success. Much time has been devoted in the recent past to the Telecommunications and Technology Infrastructure Program (TTIP) data collection. That is complete, and now more attention can be devoted to plans for improving the library/learning resource area.
4. The Compton Center should:
 - Continue to actively involve faculty in the process for upgrading library materials and reviewing current material for outdated resources. Develop a process for these activities.
 - Continue work on the Student Success Committee and use the adopted recommendations to support additional materials for the LRC.

Standard Implemented: Partially

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



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. Compton Center Technology Vision Statement
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Notes from the Compton Center Technology Committee
4. Interviews with librarian, Compton Center division chairs, administrators, faculty
5. Review of Institutional Effectiveness Committee meetings and plans

Progress on Implementing the Recommendations of the Recovery Plan:

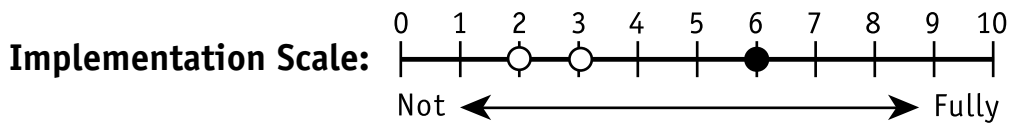
1. The Compton Center has completed the Technology Plan, which is awaiting review by the Institutional Effectiveness Committee. The plan includes all aspects of technology at the Compton Center. Much of the plan is devoted to direct technology in the classroom and the infrastructure in the classroom buildings, some of which are in dire need of work, such as the row buildings. The wiring and other work needed to prevent connectivity issues in these buildings was to be completed by the end of November 2009.
2. Some of the goals do not specify timelines. While it is not always possible to pinpoint, having a target date gives the appropriate parties a goal to measure the desired outcomes.
3. The Center has purchased Smart Carts and is looking to the Professional Development Committee to train the faculty to utilize them. In addition, the Center is offering more hybrid classes, and some of the faculty are now trained in Etudes. More courses have integrated technology in their instruction than on the previous review team visit.
4. Faculty should continue to have input into the technology planning. Program faculty make their immediate technology needs known through the division chairs. These requests are then reported to the appropriate Dean, who ensures the information is reported to the technology staff.
5. As part of program review and faculty evaluation, faculty members assess the integration of technology in their classes and instructional programs. As faculty members create their individual faculty development plans, they are encouraged to include instructional technology skills improvement. In the few unit plans the team reviewed, technology and training needs were part of the planning. The team also found technology requests in some program review documents.

6. To demonstrate sustainability the Compton Center should:

- Continue to survey the Compton Center staff and faculty about their technology needs to produce a plan for the upcoming academic year
- Continue to use the talents of the Technology Committee to assess the current plan and revise it based on assessment
- Continue to provide training for faculty on integrating technology in their instruction, and assess the effectiveness of the technology for student learning
- Continue to encourage students to avail themselves of on-campus labs

Standard Implemented: Partially

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



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. List of El Camino College courses reviewed since April 2009
3. Course outlines of record approved by El Camino College
4. Interviews with Compton Center administrators and students, and El Camino College administrators
5. Student Learning Outcomes and Assessment Handbook
6. Student and Community Advancement – Student Learning Outcomes at a Glance – Compton Community College Educational Center
7. Compton Center course syllabi
8. How to Create an Online Student Educational Plan
9. El Camino College/Compton Community Educational Center Online Educational Plan Procedure
10. El Camino College/Compton Center Student Education Plan Report, December 2009
11. El Camino College ACCJC Followup Report, October 15, 2009
12. Interviews with categorical program directors (CalWORKS, EOPS, DSPS, and Matriculation) and TRIO Director

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College have formed a joint committee to develop SLOs. They are making substantial progress and have a timeline that calls for completion of all aspects of development, assessment and improvement by fall 2012. Flex day activities included work on the development of SLOs.

El Camino College reported in its ACCJC Followup Report that the college has created and published a timeline for the development and assessment of SLOs at course, program, and institutional levels and has established systems for utilizing the results of the assessments to improve delivery of instruction.

2. The Compton Center has demonstrated the ability to generate SLOs as evidenced by the ones developed for the noncredit ESL courses offered only by the Center. Standard elements (SLOs and some assessment measures) are being developed and implementation is starting.
3. El Camino College has undertaken a review of all courses in the curriculum, which is nearing completion. The team was given a sample of course outlines. Although the outlines that have been reviewed should carry a 2009 date, only one of the sample outlines submitted had

a 2009 date. El Camino College has decided not to include SLOs as part of the course outline of record. New courses will have SLOs identified, although they will not be included in the outline.

Compton Center has developed new courses and certificate programs to meet the specific needs of Compton Center students.

An examination of 287 course syllabi produced by Compton Center faculty showed about 77% of the syllabi contained at least one SLO. However, only 52% had any reference to a method of assessing the SLO. One program review, Geology, showed use of assessment data for the improvement of instruction.

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. The Compton Center has a completed SLO framework for Student Services in development. Although Student Services programs and departments have developed just one SLO each, with plans to add more at a later date, there is clear documented evidence that the division is adhering to the self-imposed timeline/reporting cycle. Therefore, Student Services should be able to meet the ACCJC deadline to be at the proficiency level no later than 2012 if it goes one step further and engages in the widespread institutional dialogue about the results, which is expected when assessing this standard.

The team attended a portion of an SLO workshop in which faculty were given examples of assessment rubrics and ideas about the use of data for improving instruction. The faculty were genuinely interested and seemed prepared to use the workshop material for their own courses.

Compton Center and El Camino faculty and staff members must continue and accelerate their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction including some demonstration of actual changes made in courses. This should be documented (for example, in program review documents).

4. To ensure that all students complete a Student Education Plan (SEP), the Compton Center Counseling Department sends a letter inviting them to see a counselor to develop their plan. For spring 2009, 2,500 (36%) out of 7,000 students had a completed SEP on file. Current data on the number of students completing educational plans were not available to the visiting team.

All counselors have been trained on SEP procedures. In fall 2008, 18 different professional development workshops took place and 11 additional workshops are planned for spring 2009. All of these workshops focus on some aspect of counseling students, and most involve the development of SEPs. Upcoming trainings will include the new degree audit system developed by El Camino after beta testing has ended.

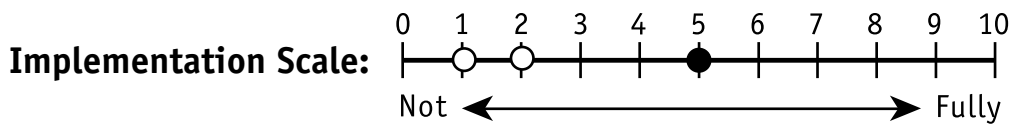
Compton Center does not randomly inspect SEPs. However, future plans include the creation of a counseling committee to check the quality of SEPs. While Compton Center appears to be

on track to meet the ACCJC’s 2012 deadline of having all SLOs completed and assessed to fully meet the standard, the following actions are recommended:

- Counselors should make a more concerted effort to require students to complete and update their individual plans including intrusive counseling. Intrusive counseling requires counselors to go to the students (in classes, the cafeteria, etc.) to help students complete their SEPs. Counselors should continue to attend professional development activities such as Ensuring Transfer Success to ensure that they have the latest knowledge about UC and CSU transfer.
- Compton Center should develop a timeline delineating when the completed SLOs will be assessed. The Center’s Student Services Division should develop both program and course SLOs.

Standard Implemented: Partially

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



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. Promotion material for fall 2009 learning communities
2. Review of fall 2009 El Camino College Compton Center syllabi
3. Interviews with division chairs, faculty, and administrators
4. Fall 2009 Math Schedule for Supplemental Instruction

Progress on Implementing the Recommendations of the Recovery Plan:

1. The report of the Staff Development Committee states the membership of the committee, a working definition of professional development, institutional priorities for professional development, project plans including activities to be considered and workshops to be conducted. Funds for implementation have been budgeted.
2. All Compton Center faculty were recently involved in a staff development peer-review activity with faculty members from five other community colleges. Each Compton Center faculty member was assigned to work with a faculty member from one of these colleges in a mentor-like relationship. The visiting faculty attended classes, examined teaching materials and discussed educational strategies. This review of faculty resulted in a finding of faculty competence at Compton Center.
3. Each Compton Center faculty member is to create an individual development plan based on what was learned in the review process. The plans are to be developed as part of the faculty evaluation process. The evaluation schedule calls for one-third of the faculty to be evaluated in fall 2008, 2009, and 2010. Because of the current availability of funds for faculty activities, some faculty have voluntarily developed a plan before they are scheduled to do so. Priority is given to activities that assist faculty in developing currency in their discipline, acquiring the ability to use technology in the classroom, and using pedagogy that fosters student learning and success. At the time of the current visit, the development of plans has not progressed much beyond the previous visit and the emphasis seems to be on training sessions for OnCourse, 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. A template for plans is being developed and all faculty are to have plans by the end of spring 2010. Evidence of implementation of a faculty member's plan is to be included in his/her portfolio submitted for faculty evaluation.

To satisfy this standard, the Center should continue with development of the individual plans and show documented evidence that the plans are actually being implemented.

4. 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 underprepared students. A team of community college professionals who possess expertise in

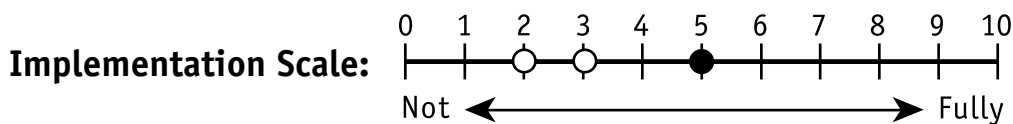
the basic skills areas visited the college in May 2009 to evaluate the existing efforts in this area. The result will be the development of a plan to serve underprepared students. This plan should be available for review during future visits.

5. The Center is offering a 9-unit learning community in fall 2009. The classes involved are two in English and one in Human Development. The initial assessment is that this is a successful effort.
6. The Center is offering supplemental instruction in math. Among other activities, tutors attend class and meet with students after class to provide assistance. The Center has requested assessment data from the research office at El Camino College.

Analysis of the results of the activities described in 1-6 above should provide additional data for the future rating of this standard.

Standard Implemented: Partially

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



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
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	
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
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
3.13	Faculty is provided with professional development on special needs, language acquisition, timely interventions, and culturally responsive teaching.	1	1	1	5	5
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
3.16	Programs for English language learners comply with state and federal regulations.	3				
3.18	Individual education plans are reviewed and updated on time.	3				

3.26	College counselors are knowledgeable about individual student academic needs and work to support postsecondary education goals.	3				
3.27	College students have access to career and post-secondary education guidance and counseling.	3	3	4	5	5

ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Community Education Center 2008-09 Enrollment Management Plan
2. Fall 2009 Schedule of Classes
3. Interviews with El Camino College and Compton Center administrators and faculty

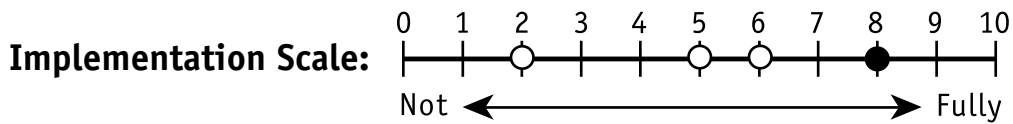
Progress on Implementing the Recommendations of the Recovery Plan:

1. Management of the class schedule continues to be fine-tuned. A four-semester plan was developed by instructional deans and division chairs. This plan includes the courses to be offered, the semester(s) in which they will be offered, and whether they will be offered during the day or the evening. The plan could be made more useful if the number of sections for each course were specified. If the plan is followed, students will be able to meet their goals of transfer or graduation on a timely basis. Administrators indicated that this plan is working. The offering of developmental courses is being closely monitored, and offerings are increased to meet student demand. A standardized schedule is now utilized for class start and end times. The Center operates under a compressed schedule, with more classes offered on Fridays and Saturdays. The Center is planning offerings from 8 a.m. to 9 p.m. A room occupancy book was used to plan additional offerings to meet enrollment demands. The Center should continue to manage the schedule of course offerings efficiently to control the numbers of students enrolling in sections. With its increased enrollment, the addition of course offerings is critical. The Center needs to capture as much enrollment as possible because it is eligible for restoration funding.
2. Compton Center has substantially increased its presence in the local high schools and the community. As called for in the Educational Master Plan, the Compton Center has implemented a comprehensive outreach and student recruitment plan that has contributed to its growth.
3. As a result of the various outreach activities, enrollment at the Center increased 40% from fall 2007 to fall 2008. The winter session had a class fill rate of 82.4%. Enrollment data from fall 2009 again shows a substantial increase in numbers of seats filled and full-time equivalent students (FTES).
4. The Center is building pools of adjunct faculty that meet the minimum qualifications required for teaching in specific fields. Compton Center is particularly looking for faculty who will support student success and persistence. Administrators report obtaining large and well-qualified pools of potential adjunct faculty. This is probably a result of layoffs at El Camino

College as well as neighboring community colleges. The Center is growing while other institutions are cutting classes. This should enable Compton Center to hire excellent new faculty members. The Center should continue to scrutinize the faculty service area (FSA) qualifications of all new faculty hires, contract and adjunct, prior to employment.

Standard Implemented: Fully - Substantially

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



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 Fall 2009 Course Schedule
2. Faculty and administrator interviews
3. Compton Educational Center Professional/Staff Development Committee Guidelines, Draft 10-27-09

Progress on Implementing the Recommendations of the Recovery Plan:

1. All Compton Center faculty were recently involved in a staff development peer-review activity with faculty members from five other community colleges. Each Center faculty member was assigned to work with a faculty member from one of these colleges in a mentor-like relationship. The visiting faculty attended classes, examined teaching materials and discussed educational strategies. This review resulted in a finding of faculty competence at Compton Center.

Each Compton Center faculty member is to create an individual development plan based on what was learned in the review process. The plans are to be developed as part of the faculty evaluation process. The evaluation schedule calls for one-third of the faculty to be evaluated in fall 2008, 2009, and 2010. Because of the current availability of funds for faculty activities, some faculty have voluntarily developed a plan before they are scheduled to do so. Priority is given to activities that assist faculty in developing currency in their discipline, acquiring the ability to use technology in the classroom, and using pedagogy that fosters student learning and success. At the time of the current visit, the development of plans has not progressed much beyond the previous visit and the emphasis seems to be on training sessions for OnCourse, 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. A template for plans is being developed and all faculty are to have plans by the end of spring 2010. Evidence of implementation of a faculty member's plan is to be included in his/her portfolio submitted for faculty evaluation.

The Professional/Staff Development Committee Guidelines includes mission, goals, objectives, distribution of funds, and activities planned for the 2009-10 academic year. The team noted that the plan did not directly address meeting students' diverse learning needs.

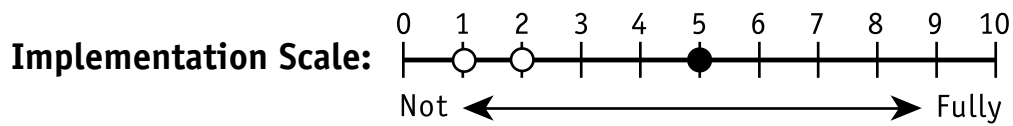
To satisfy this standard, the Center should continue with development of the individual plans and show documented evidence that the plans are actually being implemented.

2. The review team examined 287 fall 2009 course syllabi. In only about 5% of the syllabi were diverse teaching methods provided. In general, neither course outlines nor syllabi demonstrate a commitment to using strategies to meet diverse learning styles. Faculty and staff that

were interviewed expressed the opinion that the staff development activities on OnCourse will provide tools for faculty to better meet student needs. The use of teaching strategies to meet student needs should be reflected in course syllabi.

Standard Implemented: Partially

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



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.13 – Professional Development for Special Needs

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center Bargaining Unit Contract, Article X, Evaluation
2. Compton Educational Center Professional/Staff Development Committee Guidelines, draft October 27, 2009
3. Various professional development workshop documents
4. Interviews with Center administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. Each Compton Center faculty member is to create an individual development plan based on what was learned in the review process. The plans are to be developed as part of the faculty evaluation process. The evaluation schedule calls for one-third of the faculty to be evaluated in fall 2008, 2009, and 2010. Because of the current availability of funds for faculty activities, some faculty have voluntarily developed a plan before they are scheduled to do so. Priority is given to activities that assist faculty in developing currency in their discipline, acquiring the ability to use technology in the classroom, and using pedagogy that fosters student learning and success. At the time of the current visit, the development of plans has not progressed much beyond the previous visit and the emphasis seems to be on training sessions for OnCourse, 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. A template for plans is being developed and all faculty are to have plans by the end of spring 2010. Evidence of implementation of a faculty member's plan is to be included in his/her portfolio submitted for faculty evaluation.

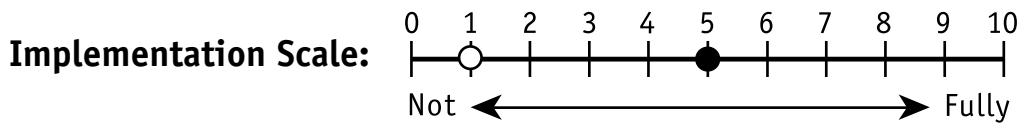
To satisfy this standard, the Center should continue with development of the individual plans and show evidence showing that the plans are actually being implemented.

2. The review team examined 287 fall 2009 course syllabi. In only about 5% 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. There is a feeling that the staff development activities on OnCourse will provide tools for faculty to better meet student needs. The use of teaching strategies to meet student needs should be reflected in course syllabi.
3. The Basic Skills/ESL Initiative of the California Community Colleges has provided numerous professional development opportunities relating to various student populations found in community colleges including underprepared students, first generation college students, and the diverse populations regarding age, ethnicity, language preparedness, etc. The Student Success Initiative provides faculty funds for these staff development opportunities.

To fully satisfy the standard, Compton Center should show development plans that include addressing special needs, 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
January 2010 Rating:	5



ACCJC Standard II-B: Student Support Services FCMAT Academic Achievement Standard 3.15 – Instructional Strategies – Curriculum and Instruction of English Learners

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center course outlines of record
3. El Camino College Compton Center course schedule for fall 2009
4. El Camino College Compton Center ESL Annual Program Plan, August 2009
5. El Camino College Compton Center Visiting Team Report on Basic Skills, June 2009
6. Program Plan for ESL Department 2009-10

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. 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. Transfer from noncredit ESL to credit ESL has not occurred because most enrollees have not completed the full sequence of preparatory noncredit classes. Tracking of students will begin in fall 2009, at which time the program will have been in place for four semesters.
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 student learning outcomes and assessment measures. The faculty are working on the development of rubrics for assessment. A future review should examine the implementation of assessment and the changes in the courses that result.
4. A five-year ESL/Basic Skills plan was developed (May 2008). One of its goals is 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 Center is planning to phase in this plan. A future visit should review the progress.

The most recent ARCC report shows that ESL improvement rates in the Compton Center are among the lowest in community colleges. These data should be updated to determine progress in this area.

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 concern that students are not given the correct exam and may be assigned to a lower level than is appropriate. Some students enrolled in noncredit may belong in credit courses. It is planned for entering students to see a counselor before taking an assessment test. Assessment of language acquisition in each course to transition to the next level is based on teacher-made tests.

The Center must take measures to ensure that students are properly assessed for placement in ESL courses.

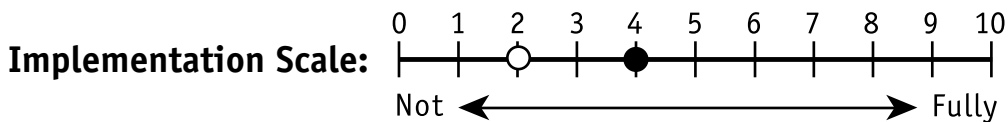
Assessment of SLOs will assist in determining whether the content and pedagogy is adequate to prepare students for advancement.

6. Intervention services are available through tutorials and the language laboratory. Instructors refer students to these services.
7. New staff development opportunities are being provided to Compton Center faculty. A future review should examine the individual plans for development of ESL faculty. See additional information on faculty development at Standard 3.4.
8. There is concern that recent high school graduates feel there is a stigma attached to enrollment in ESL. Some have been in the local schools for several years and believe they are beyond ESL. Correcting this perception will take a serious effort by counselors.

To fulfill this standard, data for the progress of ESL students should be available and used to counsel students and develop/modify programs and curriculum. SLOs should be assessed and the results used to improve instruction. The ESL action plan should be implemented.

Standard Implemented: Partially

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



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.27 – Instructional Strategies – Career Guidance

Professional Standard:

College students have access to career and postsecondary education guidance and counseling.

Sources and Documentation:

1. Interview with Dean of Students
2. Interviews with four counselors
3. Interview with Transfer Center Coordinator
4. Interview with Job Placement Coordinator
5. Interview with Vice President of Student and Community Advancement
6. Interview with Categorical Program Directors (CalWORKS, EOPS, DSPS, and Matriculation
7. Interview with TRIO Director
8. Review of Transfer Center materials
9. Review of Retention Overview 2008-2009 report

Progress on Implementing the Recommendations of the Recovery Plan:

1. The 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, two adjunct vocational counselors recently have been hired, providing about 40 hours per week of counseling for career/technical students. This is a significant improvement since the October 2007 visit when there were no vocational counselors. The Compton Center should train all full-time permanent counselors to become career counselors rather than relying on adjuncts who may or may not be hired the following year. At least one full-time permanent member of the counseling staff should be assigned to be in charge of the career center.

The Compton Center still does not have a career center that can assist students with all aspects of career services (e.g., providing career information and materials, assessments, and counseling). To receive career counseling, a student must enroll in a human development class. The only full-time counselor trained in administering career assessments has been assigned to the EOPS office and can only serve the students enrolled in that program.

Given the large number of first generation and undecided students that need to have access to career guidance, the Compton Center should identify at least one counselor who can provide leadership for the establishment of a viable career center that does not function as a job placement center.

2. Outdated materials have been culled from the career center collection and some new materials have been ordered, but after almost three months they have not been received. The Center administrator has written an internal grant to begin a soft-skills academy.
3. Activities being conducted by the Transfer Center to help increase the transfer rate from Compton Center include university tours locally and in Northern California, transfer center

visits, and field trips involving universities. A transfer counselor was added three hours a day, two days per week. One issue is that Compton will no longer get credit for transfer students because they all are now El Camino College students. The universities to which these students transfer will not know the students attended Compton Center. Reports to the California Postsecondary Education Commission from universities concerning transferring institutions will eventually stop reporting the Compton District.

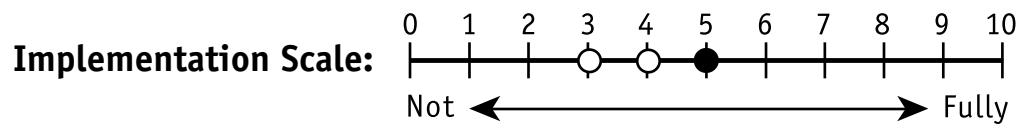
The Transfer Center is playing an important role in attempting to create a transfer culture on campus. Signage telling students that they should “get ready, get set . . .transfer!” is prominently displayed on campus, the 2009-10 El Camino College Transfer Guide helps students to understand the transfer process, and numerous transfer materials and services are provided to students, including numerous transfer workshops. All of these activities are important to the establishment of a transfer culture. However, it should also be noted that the Transfer Center by itself cannot develop high transfer success rates which, even before the partnership began, have historically been quite low. Before it can begin to establish a well defined transfer strategy, the college must first address the instructional challenges that its students face in basic skills course completion and persistence.

The lack of success by so many students (only 44.7% of basic skills students are passing their classes) is impeding the transfer process. Furthermore, student persistence continues to be a challenge. Since fall 2006, the Office of Institutional Research has tracked persistence over the course of four semesters for new cohorts entering the college. More than half (50.7%) of the fall 2006 cohort failed to return for the spring semester and by the end of the second year or fourth semester, just 27% of the cohort remained in college. In fall 2007, these percentages were largely unchanged and in fall 2008, the percentage of the cohort not returning for the second semester climbed to 52.5%, suggesting that before Compton can even begin developing a transfer strategy, the college must identify the learning challenges their students face that prevents so many of them from being retained beyond a semester and persisting to the point of transfer.

A promising practice seeking to address student persistence began this fall. The First Year Experience (FYE) program is already showing excellent results. In fall 2009, 70 students were enrolled in the program after a team of instructional and student services personnel attended training at a national FYE conference. So far, heading into final exams, 91% of the students have been retained and are expected to return for the spring semester. This is an excellent example of how collaboration between instruction and support services can benefit students. The only concern that the team notes with the FYE program is whether or not it can be expanded beyond a small percentage of freshmen, due to the expense of student support services required to operate it.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	5



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
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
6.2	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

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. Review of two binders of library reference holdings
2. Interview with Compton Center Librarian
3. Interview with Compton faculty and administrators
4. Review of Learning Resources Program student learning outcomes
5. Technology Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The review team read the Technology Plan, which is also included in the Educational Master Plan for El Camino College and is the only plan included in that document that addresses the Center. The plan is to be presented to the Institutional Effectiveness Committee in December for approval.
2. One of the recommended actions of the last visit was for the Technology Committee to continue to provide broad-based planning for technology at the Center and to monitor the Technology Plan. The Technology Committee is undergoing a leadership change and moving from the administrative arm of the Dean of Academic Programs to the Dean of Career and Technical Programs. They will be setting up an annual schedule this fall and begin meeting again. It is imperative, since technology impacts all areas of the Center, that this committee be formed, begin meeting and provide input into the technology planning at the Center and serve as a monitoring agent for the adopted plan.
3. The row buildings have been seriously at risk of losing connectivity due to the age of the wiring. They were scheduled to be completed at the end of November 2009. This is a major accomplishment because many classes are scheduled in these buildings and it will allow more use of integrated technology in those classes. In addition, upgrades to labs have been undertaken. There is discussion of doing technology repairs in some additional buildings, particularly the math building.
4. The Center has purchased and installed PLATO. This is used in the Academic Strategies classes (four levels) and is housed in the LRC. The academic strategies classes focus on basic skills. The Center is hoping to encourage the lowest level math students to co-enroll in the academic strategies class, which is enhanced by technology.
5. One purpose of the annual plans (developed by the discipline faculty) is to include equipment and technology needed to enhance individual programs and student learning. Several of the annual plans that the team reviewed provided information on needed equipment. Some

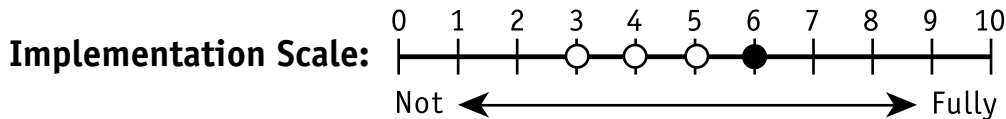
provided rationale and some did not. The Center is moving toward tying requests for equipment and technology to planning and requested budget. This effort needs to continue and be refined so that all areas include requests that show planning and are tied to budget.

6. To provide sustainability for this standard the Center should:

- Continue the planning efforts in the career/technical and math/science areas for equipment and materials to enhance student success and tie the plans to budgeting
- Develop a process for the other instructional areas that will allow for evaluation and planning for materials and equipment to enhance student success and tie these plans to budgeting. This appears to be part of the unit plans and would be an ideal way to handle the process since these can evolve into the program review documents for each area
- Continue the implementation of the technology plan, adhering to timelines and goals, and assess the success of the plan annually until it is more established
- Retain the Technology Committee to provide broad-based planning for technology at the Center and to monitor the Technology Plan

Standard Implemented: Partially

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



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 department chairs, Compton Center librarian and administrators
2. El Camino Community College District Institutional Self-Study Report in Support of Reaffirmation of Accreditation, October 2008 (library section)
3. Meeting with Dean of Student Services and Student Service Program heads
4. Review of library binders of holding available to students

Progress on Implementing the Recommendations of the Recovery Plan:

1. As mentioned in Standard 2.6, the new LRC facility has not been able to open on schedule due to construction and structural safety issues. However, the Center continues to move forward with evaluation and planning to ensure that student needs are met.
2. The library continues to progress in planning and implementing initiatives and activities that will fulfill the requirements of this standard. They include collaborating with the library staff at the El Camino College campus, purchasing several interactive learning systems (such as Key Train and Workeys), purchasing library materials for academic disciplines as requested by faculty, collaborating with ITS staff in reviewing technology in the library and library faculty participation in statewide conferences.
3. The library director and appropriate administrators indicate that they are developing a more formalized process for faculty input into acquisition and deletion of library materials in their discipline, such as a library advisory committee. They are modeling their approach on the one used at the El Camino College campus, which involves two groups. One is an advisory group, which has overarching responsibilities for the library and learning services in general, and the second group advises on acquisition and deletion of the collection materials. The process for these library functions should be completed so that planning and the tie-in with program review and budget can be more formalized.
4. Since the last visit, working with the ITS staff, the library has purchased additional technology to assist student learning, particularly in basic skills. These include New Century and Plato. The plan is to involve the lowest level math students through co-enrollment in these programs.
5. The library/LRC is working on SLOs. Teams composed of library faculty and staff from both campuses are meeting on this activity.
6. The library continues to purchase support materials and is upgrading computers to assist students using the LRC facility.

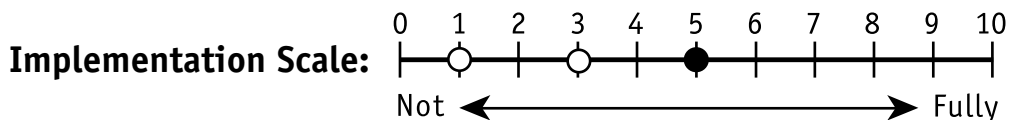
7. At the last review, the team suggested that the Center develop/reinstate policies and procedures, e.g., collection development, public service, outreach to faculty and students. Interviews with faculty and staff indicate that this has not occurred.
8. There has been some concern in the past that the library did not have adequate subject material available to students for research. However, a review shows extensive physical and on-line holdings that are readily available to students. The team examined two complete binders of listings and noted a vast number of disciplines with specific journal and magazine material that students can access.

Recommendations:

- The LRC/library should develop SLOs and appropriate measurable assessment criteria to evaluate student success
- The Center should finalize and implement a formalized process for faculty to have input into acquisition and deletion of library materials in their discipline
- The Center should continue to work with IT to evaluate the technology available to students using the library/LRC to ensure that it is updated to support student success.
- The Center should continue to prepare for the move to the new LRC
- Policies and procedures should be developed and reinstated; e.g., collection development, public service, outreach to faculty and students
- Coordination should continue with other Compton Center computer labs, learning centers, tutoring services, and basic skills offerings to provide seamless and expanded offerings to meet student demand and need
- Planning should continue for the support materials and equipment necessary to enhance and support student learning, with plans tied to budget

Standard Implemented: Partially

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



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 employs 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 employment 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 1 to 10, as to the CCCD's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress over the course of time.

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
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
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
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				

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
2.3	The Human Resources Division provides an annual report of activities and services provided during the year.	0	0	1	3	7
2.4	The Human Resources Division staff is cross-trained to respond to client need without delay.	0	2	3	4	6
2.5	The Human Resources Division holds regularly scheduled staff meetings.	1	5	6	7	7
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
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
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
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				

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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				
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
3.12	Selection procedures are uniformly applied.	1	3	5	6	7
3.13	The college appropriately monitors faculty assignments and reports as required.	1	3	4	5	7
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.	Not applicable				
3.17	The Personnel Commission prepares an eligibility list of qualified candidates for each classified position that is open, indicating the top three candidates.	Not applicable				
3.18	Classified recruitment results are provided in an annual report to the Personnel Commission Board.	Not applicable				
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

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
4.2	The Human Resources Division has developed materials of the college's activities and expectations for new employee orientation.	4				
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
Operational Procedures - Personnel Management Standards						
5.1	Personnel files are complete, well-organized and up to date.	1	3	5	7	7
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
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
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
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

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
5.7	Regulations or agreements covering various types of leaves are fairly administered.	4	4	4	5	7
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				
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
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
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

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
6.10	The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).	5	6	8	8	8
6.11	The college is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications.	2	5	6	7	7
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
6.13	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
6.14	Current position descriptions are established for each type of work performed by certificated and classified employees.	1	1	3	6	6
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
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

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
8.2	The college makes provisions for division-directed professional development activities.	1				
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
8.6	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				

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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
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
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				
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				

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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						
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				

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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
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
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. Interviews with the Dean of Human Resources and other Human Resources Division staff
2. Review of former policies and procedures affecting academic and classified personnel
3. Review of current plans and priorities enumerated by the Associate Vice President of Human Resources for El Camino College
4. Collective bargaining agreements impacting policies and procedures
5. Human Resources Procedure Manual
6. Letter from attorney regarding merit system
7. Administrative Policy 7120 (draft)
8. Employees' Personnel Policy and Procedures Handbook
9. Operations Manual for HR Staff Members Assigned Duties
10. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. 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. A legal opinion provided to El Camino College and the Compton CCD previously clarified that the commission's Rules and Regulations are to remain in effect while the Special Trustee serves as the Personnel Commission in addition to his role as the Board of Trustees for the Compton CCD. FCMAT's site visit confirmed the continuation of this administrative process and its effectiveness in administering the policies and procedures affecting classified personnel. Confirmation was attained through a comprehensive review of recent classified recruitment/selection procedures and the process by which classified eligibility lists are created and approved.
2. Interactions between the Compton CCD and El Camino College instructional programs and human resources administration affect the manner in which the Compton Center addresses related policies and operational procedures regarding academic personnel. During FCMAT's last visit, negotiations between Compton CCD and the American Federation of Teachers (AFT) resulted in a collective bargaining agreement that directly affected personnel practices pertaining to such issues as faculty evaluation procedures. The agreement specified a new methodology for scheduling and conducting tenured academic members' evaluations. The Compton Center instructional administration and Compton CCD human resources department have utilized the past academic year to implement the terms of that evaluation provision, and HR has worked diligently to ensure that the mandated process and procedures are adhered to for all faculty. Evaluation forms and guidelines have been finalized and are included in the faculty agreement.

3. It is the ongoing intent of the El Camino College administration to implement its Human Resources policies and procedures at the Compton Center and Compton CCD over a period of time to ensure an effective personnel system is sustainable. Because El Camino College is a nonmerit district, administrators from both institutions acknowledge that some human resources policies and procedures will differ between the two districts. In addition, the difference in class specifications/job descriptions, classified salary schedule and separate collective bargaining agreements reaffirm the separate but necessary differences between El Camino College, the Compton CCD, and the Compton Center. At the same time, the two institutions will work collaboratively through the partnership agreement to identify and implement policies and procedures that can be replicated. Because this endeavor is complex and intricate, the concept is to identify and take immediate action on comparable areas identified as having high priority. It is anticipated that development and implementation of a comprehensive policy and procedure manual for El Camino College, Compton CCD and the Compton Center will take approximately two years. However, the Compton CCD HR staff have developed a set of operational policies and plan that will complement the joint efforts. Those policies and procedures are being reviewed, with the objective of presenting them to the Compton CCD Special Trustee and El Camino College staff for approval in the coming months.

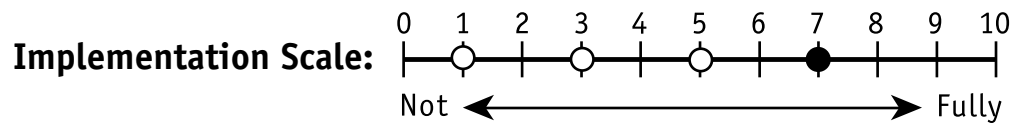
4. The Compton CCD Human Resources department operational manual contains current policies and procedures related to employment and employee benefit compensation. Although most policies are now in place, the procedures need to be effectively communicated to management staff or other key personnel. In addition, there is a clear need to train management and other key personnel regarding changes in policies, procedures and practices.

5. The Compton CCD Human Resources Department has done a commendable job in the continued improvement and expansion of the Employees' Personnel Policy and Procedures Handbook. Staff have incorporated additional modifications as a result of provisions added and modified in the latest collective bargaining agreements. The Employee Handbook was reviewed by the Center's Shared Governance Committee in December 2008 and distributed campuswide in January 2009.

6. The Compton CCD HR staff has developed operational procedures and a DVD detailing how to perform the duties and responsibilities of each position. The Dean of HR directed and assisted department staff in developing and presenting a DVD PowerPoint presentation to other staff during a regular department meeting. The DVD is available for internal use and as a communication tool for various constituent groups and administrators about department operations and procedures.

Standard Implemented: Partially

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



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. Board policies in effect subject to official action of the Special Trustee
2. Interviews of the Special Trustee and the Dean of Human Resources
3. AB 318 regarding authority of former board policies and roles
4. Faculty, management and classified hiring procedures
5. AP 7120, Recruitment and Hiring procedures (draft)
6. Board agendas through April 2009 indicating personnel actions, job description and other submittals to the board/Special Trustee affecting human resources operations
7. Handbook for Classified Employees (8/08)
8. List of administrators
9. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Special Trustee serves as the Board of Trustees for the Compton Community College District. He plans, organizes and conducts regularly scheduled open board meetings with a publicly noticed and published agenda, with appropriate meeting minutes and other legally mandated requirements. As the board, the Special Trustee follows the same legal and procedural criteria as a community college board would normally execute. Regarding Human Resources matters, the Special Trustee takes the necessary action to address employment, promotion, separations and retirement, etc. In addition, the Special Trustee acts as the Personnel Commission to approve new and modified class specifications/job descriptions, eligibility lists, disciplinary action, employee classification matters and personnel matters within the jurisdiction of the commission. Personnel Commission agendas and actions verify that matters within the legal purview of the commission were considered. Those matters within the legal purview of the Board of Trustees were addressed in the appropriate board meeting venue by the Special Trustee.
2. In the absence of the Personnel Commission, meeting agenda items affecting classified employees and requiring action continue to be submitted to the Special Trustee in his capacity as the Personnel Commission. During previous assessments of the Human Resources operations, most personnel actions involved the re-employment of laid off classified personnel based on approved re-employment lists; the Compton Center utilized these re-employment lists for the employment of both regular and temporary positions. These actions do not reflect the complete recruitment and selection process including: recruitment, test-

ing, establishment of eligibility lists and other features legally mandated as part of a merit system. During this visit, FCMAT confirmed that the Compton CCD HR Department now utilizes appropriate recruitment, testing, development and approval of appropriate eligibility lists. Although the Board of Trustees' responsibilities remain separate and unchanged with respect to personnel actions, the Special Trustee carries out these responsibilities serving as the board. These responsibilities include hiring, separation from employment (resignation, retirement and disciplinary termination), promotion (excluding testing and selection for promotional positions), and implementing disciplinary actions that have been completed operationally by the Personnel Commission, to include the conduct and procedures of disciplinary hearings.

Because these responsibilities pertain to the Compton CCD and not the Compton Center, 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 communicate openly and continually on potential areas of conflict. A similar open and continuous communication now exists between the Human Resources departments for the Compton CCD, including the Compton Center and for El Camino College. That communication and the work of the HR Department facilitate effective administrative procedures and ensure that faculty and administrators assigned to the Compton CCD meet the qualifications for similar positions at El Camino College.

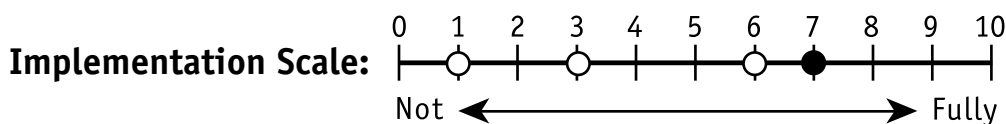
- a. Although the Compton District Personnel Commission has been set aside, the merit system Rules and Regulations remain in place and are fully operational.
3. The Compton CCD, including the Compton Center and El Camino College administrations, have made considerable efforts to align the number of full-time faculty with actual student enrollment, recruitment and selection of full-time faculty positions. Prior to this review period, the Compton CCD hired a new Vice President for Academic Affairs and has been operating and managing its instructional program more effectively. The Compton CCD instructional and Human Resources administrative staff continue to develop an effective working relationship with the instructional leadership at El Camino College. Part of that relationship involves the determining appropriate staffing levels for the Compton Center instructional programs and verifying that faculty members are qualified (through recruitment, additional training or equivalency processes) to teach the courses/instructional disciplines to which they are assigned.
4. Despite the reported significant increase in full-time equivalent students (FTES) for the 2008-09 academic year, it does not seem fiscally prudent to maintain a level of faculty staffing that is based on the much higher student enrollment that existed in the prior fiscal year. Further study and evaluation is ongoing to determine reasonable levels of faculty staffing based on annual projected enrollments and course offerings, especially in view of the significant budgetary reductions projected for the California Community College system.
5. The Compton CCD HR Department has completed and published final version of an operations manual that incorporates El Camino College's policies and procedures as well as the terms of the revised collective bargaining agreements reached with Compton's classified and

faculty employee organizations. Although commendable progress has been made, it may take several months before all the elements are in place.

- a. As a result of the continued employment of temporary/interim personnel – some of which are legally employed as consultants rather than employees – there are legal limitations on who is authorized to evaluate Compton Center personnel (classified, faculty lower level management personnel). Employees hired as consultants lack the legal authority to conduct evaluations, thus creating issues about who actually serves as evaluator for affected employees. The issue of which administrators are legally empowered to evaluate subordinates is recognized and addressed in an effort to implement an effective evaluation system. However, that situation combined with the transitory nature of regular administrators as well as temporary/interim personnel continues to detract from an efficient and effective employee evaluation program.
- b. The human resources staff has developed a plan to train administration regarding new policies and procedures affecting personnel actions. There is a draft of new policies and procedures (AP 7120) which has now been adopted and is in place. The El Camino CCD mission statement has been adopted and incorporated as the mission statement for the Compton Center.

Standard Implemented: Partially

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



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:

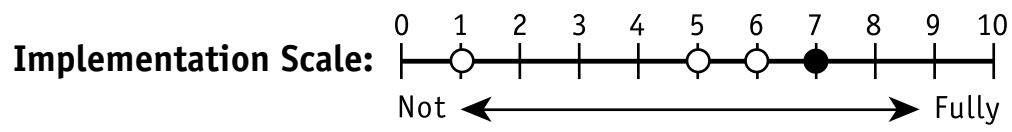
1. Interviews with all Human Resources staff
2. Calendars and memoranda regarding key dates
3. Calendars from 11/08 to 5/09
4. List of administrators, Compton CCD (1/5/09)
5. October 2009 Human Resources activities calendar
6. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD Human Resources staff have planned, developed, implemented and maintained an effective calendar of events and activities. The calendar and relevant information are communicated to many constituency groups and are distributed and maintained as comprehensive and current among department personnel. The calendar is regularly added to the agenda for department staff meetings to inform staff and to ensure that relevant information is consistent, timely and accurate.
2. The Compton CCD HR Department staff routinely distributes information and periodic reminder memos and e-mail to administrators, faculty and staff regarding important deadlines, activities, reports and other key dates. It is a regular practice to publish and distribute monthly activities calendars.
3. Since the inception of the El Camino College and Compton CCD partnership agreement, HR staff members have conducted monthly staff meetings to facilitate department operations, communication and planning. Also included is a review and status report on the FCMAT Personnel Standards, items to be addressed for continued progress and assessment of achievements in elevating implementation ratings. Meeting summaries are produced for future reference and to communicate to department personnel that may be absent or unable to attend the meeting.

Standard Implemented: Partially

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



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 of Human Resources staff and examination of technology equipment utilized
2. Review of operating manual for new RICOH copier
3. Manuals for operating and training on Greentree, an employee tracking software system
4. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

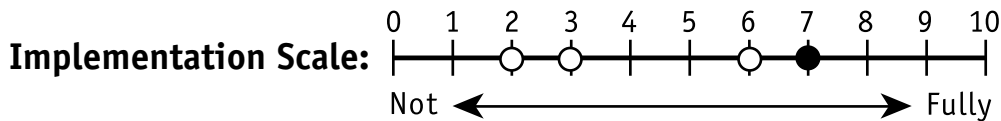
1. The Compton Center HR staff has acquired, installed and is fully utilizing new computer equipment and associated software that significantly enhances department operations, applicant tracking and coordination of major computer system operations procedures with other departments (payroll, instruction and fiscal services). The equipment also expedites connectivity to the Los Angeles County Office of Education for communicating human resources and payroll-related information. Although there is some duplication of effort to maintain one internal HR system for the Compton Center and a separate system with the county office of education, it is effective and efficient while meeting critical operational needs of the department.
2. The Compton CCD HR Department has access to the Internet, which is a benefit for position vacancy publication and recruitment, access to other community college districts of the state system and to 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 to maintain the important and beneficial communications with the Compton Center constituent employees and the El Camino College personnel department.
3. The Compton Center HR Department has acquired user rights and appropriate training to implement Greentree, a software system that facilitates employee selection processes, statistical analysis of applicant pools to assist in diversity efforts, and effective and efficient communication with the applicants for each recruitment. The staff has successfully completed the vendor's training and the populating of the system with previously completed selection procedures that will form a foundation for future statistical analysis and comparisons. The staff has been enthusiastic about the implementation project as evidenced by the discussions with the members of the review team and the demonstrated use of the program's operational components during the site visitation. Selection and successful implementation of the Greentree software was a result of considerable research and collaboration between the El Camino College and Compton CCD HR departments.
4. The Compton CCD HR Department has acquired copy machine equipment that facilitates effective and efficient duplication, collating and fax capabilities that can be linked to the staff's computer equipment at their respective workstations. The system for receiving fax

materials at each employee's work station is a major asset in protecting the confidentiality of personal data for applicants and communications regarding the recruitment/selection process as well as daily operational requirements (grade reports, transcripts, information that could result in identity theft, etc.)

5. The Compton CCD HR staff have established a designated room and specific computer access for use by applicants to facilitate an effective recruitment/selection process and to provide information on the Center and vacancy announcements from surrounding public sector and educational organizations. Applicants can use the computer terminal to prepare and submit online application materials to be processed by the Greentree system, and HR staff are on duty and available to assist applicants with the process.

Standard Implemented: Partially

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



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:

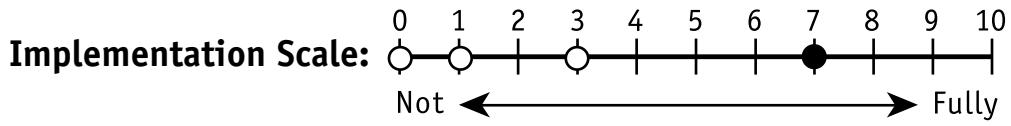
1. Interviews of division staff and the Compton Center Dean of Human Resources
2. Materials provided by the staff regarding past practices
3. Human Resources monthly reports covering March-May 2009
4. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department has initiated regular reporting to the Compton Center Provost, the Compton College District Special Trustee, the Compton College District Board of Trustees and Personnel Commission. Although the information is currently provided to the Special Trustee acting in the capacity of the Board of Trustees and Personnel Commission, the report format and information will easily transition to the regular board when Compton CCD returns to local governance. The 2009 report includes more information and provides a better picture of the HR Department's activities and accomplishments for the year.
2. The Compton CCD HR Department maintains electronic records pertaining to statistics and ethnic origins of applicants for each stage of the recruitment/selection process (application, initial interview, final interview and successful applicant) to monitor the diversity efforts and tracking activities of the department. Although there is a need to do observation assessments of those candidates that do not elect to self-identify, the Greentree applicant tracking software facilitates the general HR processes and monitors the diversity in each recruitment/selection process. Implementation of Greentree has assisted in the refined reporting contents by the department. Reporting information addressing the recruitment source (publication, Web site or source that encouraged candidates to submit their application materials) is informative and assists in evaluating and maximizing the recruitment budget.
3. The Compton CCD Dean of Human Resources has initiated a monthly report to the Provost addressing such matters as vacancies, number of applicants, positions filled, terminations, data on workers' compensation claims, legal updates, collective bargaining matters, grievances and other requested information (from the Special Trustee or Provost). Monthly reports include a list of special projects and progress reports, projections and objectives identified for the next reporting period and other pertinent data required by management.
4. The Compton CCD HR Department continues to develop and complete an annual report for the Personnel Commission detailing HR operations. The annual report for the 2008-09 fiscal year was completed and available during this review period.

Standard Implemented: Partially

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



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. Interviews of Compton Center HR Department staff members
2. Interview of Dean and other leadership
3. Staff-prepared list of cross trained activities
4. PowerPoint materials recorded on CD and in printed format
5. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Each Compton CCD Human Resources Department employee is assigned a major HR activity or group of employees (classified, certificated, benefits and workers compensation). Substantial progress has been made regarding the extent of intradepartmental cross training to improve efficiency and effectiveness. The project has also been used as a professional development activity for department personnel in the preparation and presentation of a PowerPoint training session to co-workers as well as creating a tool that provides information and clarification of position responsibilities for any member of the college administration, constituent groups and the general public. In addition, the Compton Center HR Department staff morale and cohesiveness appears to have noticeably improved through both the staff development and the cross training professional growth activities.
 - a. A Personnel Analyst is primarily assigned to academic personnel matters. Although this position provides general assistance in other HR operations as necessary, the employee is now being cross trained in greater detail on classified tasks assigned to an HR co-worker. Additional training will follow on other workstation duties and departmental responsibilities.
 - b. A Personnel Specialist works primarily on classified personnel matters and is the only holdover from the former Personnel Commission staff. Although this employee assists with commission and non-commission-related personnel activities, the position is being cross trained on academic personnel tasks.
 - c. A Benefits Specialist specializes in the health benefits function and is not cross trained on the detailed duties and responsibilities of other desks' tasks.
 - d. Another Personnel Specialist works on workers' compensation claims and property and liability insurance claims. This employee also serves as the primary interface with legal counsel on risk management and other HR legal actions. The position is cross trained on the district's human resources system and is able to assist with certificated and classified data entry when needed. This employee participated in the staff development training to obtain a better understanding and awareness of her co-workers as part of the PowerPoint presentations. Additional ongoing cross training is planned.

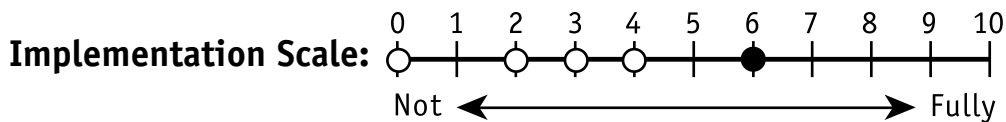
2. Interviews with the Compton CCD Dean of HR and department employees confirm progress in cross training in the following areas: health and welfare benefits administration; generation of faculty assignments; receipt and processing of candidate applications and related materials; entering employee data into the information technology system; and personnel file maintenance. In addition, the classified and certificated recruitment areas are being cross trained, and the benefits and workers' compensation functions have made progress in cross training. Additional cross training will be conducted in the next phase of staff development activities for department staff.

3. Compton CCD HR employees continue to learn the El Camino College HR operational process, procedures and methodology, as well as maintaining control over the layoff lists, re-employment lists and other matters affecting the Compton Center. Additional informal training is conducted by the Chief Human Resources Officer (CHRO) of El Camino to address topics such as equivalency determination (those lacking in degree requirements of the Chancellor's Office minimum qualification list, but may have a related degree and/or experience that would be equivalent to such minimum requirements) for applicants, determination of accredited institutions for higher education and similar topics associated with efficient HR operations.

4. Cross training and professional development opportunities have continued. The Compton CCD HR Department staffing level is sufficient to allow cross training opportunities for all department staff.

Standard Implemented: Partially

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



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:

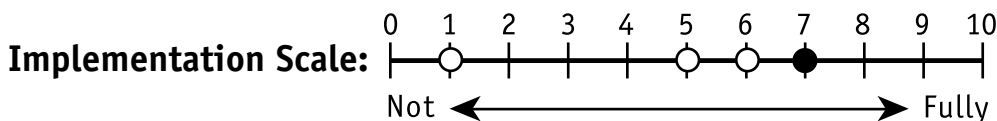
1. Interviews with the Compton CCD HR Dean and department staff
2. Review of minutes of staff meetings for the 2.5 year period since June 2007
3. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR Department has consistently conducted regular monthly staff meetings during the 2.5-year review period since June 2007. This practice of informative and staff development meetings and agenda topics is commendable. The CHRO periodically conducts additional sessions to effectively communicate and implement such projects as training, cross training, communication and strategic planning. The Compton CCD HR Department has made significant progress in scheduling and conducting regular meetings, with the associated operational changes and communication improvements that can be attributed to such meetings.
2. A review of the meeting summaries confirms that these comprehensive summaries are prepared for each meeting and that clear action items and accountability is identified. In addition, the ongoing agenda item of addressing corrective action of the FCMAT reporting standards and continuing assessment contributes to the improvements obtained during this review.

Standard Implemented: Partially

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



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. Board Policy 7100, Commitment to Diversity (undated)
2. Interviews with Compton CCD HR Dean, Compton Center HR staff, other Center administrative and academic staff
3. Compton CCD Faculty Selection Procedures (May 10, 2007 and revisions) applicable to full and part-time (adjunct) faculty selection
4. Compton CCD Administrator Selection Procedures (May 10, 2007 and revisions), including educational administrator retreat rights
5. Personnel Commission Rules and Regulations for Classified Employees
6. Application forms and information materials, including vacancy notices and distribution list
7. Demographics of applicants and electronic applicant tracking data pertaining to recent recruit-ment/selection procedures for different employee groups
8. MIS data reports
9. Adverse impact reports
10. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

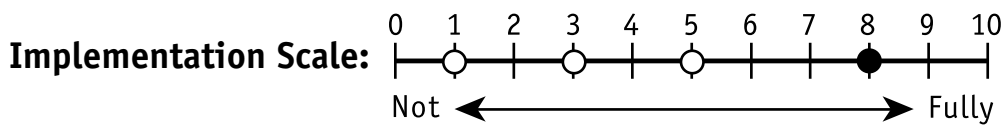
Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures are now in effect that detail the process to advertise, recruit, screen and select qualified administrators, faculty and classified staff within the parameters of equal opportunity as well as faculty and staff diversity guidelines. These processes have been in effect and utilized for more than two years; the use, efficiency and effectiveness of such procedures have been enhanced by the associated applicant tracking system of Greentree.
2. Statistical information, including diversity monitoring at each level of the selection process, is maintained by Compton CCD HR staff on applicant pools for each category of employee recruit-ment/selection including adverse impact reports. These activities have been enhanced and improved by the acquisition and use of the Greentree software system. The staff has utilized the Greentree system and Excel databases to enter and interpret data on applicant demographics over the past year. The HR staff consistently and effectively follows through with the documentation process to facilitate monitoring selection procedures, diversity and statistical information, as well as effective and timely communication with applicants.
3. FCMAT was provided with statistical data obtained, compiled and maintained through the Greentree applicant tracking system pertaining to gender and ethnicity of applicants. The percentage of applicants whose ethnic origin is unlisted or unknown has continues to be less than 2%, which constitutes a reasonable variance based on the data samples.

4. Selection committee members are provided a utilization analysis (diversity analysis) of the department with the vacant position to enhance their awareness and sensitivity to the department's diversity composition. It also facilitates the efforts of HR to encourage diversity efforts of the Compton Center and El Camino College before the screening selection process begins.

Standard Implemented: Fully - Substantially

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



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:

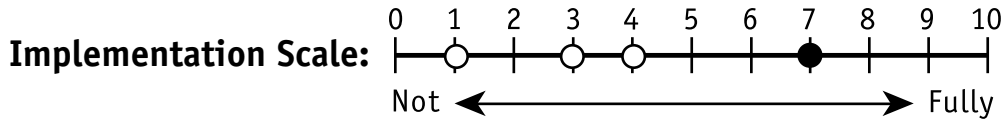
1. Board Policy 7100, Commitment to Diversity (undated)
2. Interviews with Compton Center HR Dean and staff, other Center administrative and academic staff
3. Compton CCD Faculty Selection Procedures (May 10, 2007 and revisions) applicable to full and part-time (adjunct) faculty selection
4. Compton CCD Administrator Selection Procedures (May 10, 2007 and revisions), including educational administrator retreat rights
5. Personnel Commission Rules and Regulations for Classified Employees
6. Application forms and information materials, including vacancy notices and distribution list
7. Demographics of applicants and electronic applicant tracking data pertaining to recent recruitment/selection procedures for different employee groups
8. MIS data reports
9. Adverse impact reports
10. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures have been reviewed, revised and implemented by Compton CCD HR staff. The process and administrative procedures are now well-documented and an integral part of the Compton CCD, including the Compton Center HR procedures.
2. Statistical information of the ethnic composition of the applicant pool at each level of the selection process is maintained through the implementation of the Greentree software system and the knowledge and commitment of staff to enter necessary data for each staff recruitment process. Staff have undergone sufficient professional development training to effectively utilize the system and resultant information to improve the effectiveness for each category of employee (administrator, classified and faculty) recruitment/selection processes.
3. Application forms and materials have been reviewed and revised as appropriate to clearly emphasize the commitment of the Compton CCD to the Compton Center for equal employment opportunity. In situations where printed material does not identify the EEO compliance officer, the notification process includes verbal communications regarding the employee to whom information and/or complaints can be directed.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.4 – Employee Recruitment/Selection

Professional Standard:

The Human Resources Department 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. Interviews with Compton CCD Dean of HR, HR Department staff, other administrators and faculty assigned to the Compton Center
2. Compton CCD Faculty Selection Procedures (May 10, 2007 and revisions) applicable to full- and part-time (adjunct) faculty selection
3. Compton CCD Administrator Selection Procedures (May 10, 2007 and revisions), including educational administrator retreat rights
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 indicating division and department of assignment, status (open, closed, pulled, not posted) and status comments
7. Center documents that confirm continuing participation in the California Community Colleges Annual Job Fair in Los Angeles
8. Employment Interest Form available for potential applicants
9. Department budget reports and information for the Compton Center HR Department
10. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

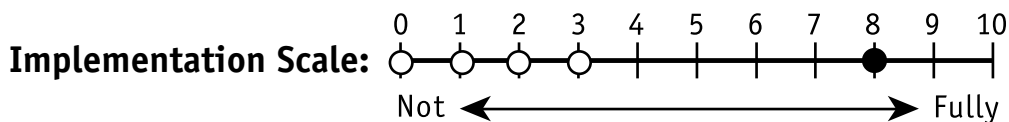
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR department is provided a budget allocation that includes appropriations for advertising, staff training, conferences and equipment. However, a need still exists for public relations/promotional materials to enhance and create a positive response to the employment opportunities in all employee categories at the Compton Center.
2. The Compton CCD and Compton Center continue to participate in the public relations program developed by El Camino College to enhance the community and state image of the Center and to facilitate more effective instructional outreach and employee recruitment programs. Public relations programs are viewed as the responsibility of El Camino College, although the Compton CCD HR Department actively engages in promotional activities regarding recruitment/selection for regular and adjunct faculty, classified and administrative positions. The HR Department should have more opportunity to create additional positive recruitment/selection media to attract and retain regular employees.
3. In January 2009 the Compton Center announced to faculty and staff the implementation of the Faculty/Staff Ambassadors Program, including six activities in which faculty/staff could participate. These included college fairs, outreach booths, door-to-door contact in the neighborhoods surrounding the campus, distribution of outreach folders, assembling of folders

and packets, and a phone campaign. The program included the opportunity to participate in a program of valuable community outreach and assistance, but also it encouraged faculty and staff to take an active role in the development and maintenance of a good public perception of the Center, its programs and employees.

Standard Implemented: Fully - Substantially

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



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. Board Policy 7100, Compton Center's Commitment to Diversity (undated)
2. Interviews with Compton CCD Dean of HR, HR Department staff as well as other administrators and employees assigned to the Center
3. Faculty and Staff Diversity EEO Plan
4. Compton CCD Faculty Selection Procedures (May 10, 2007 and revisions) applicable to full and part-time (adjunct) faculty selection
5. Compton CCD Administrator Selection Procedures (May 10, 2007 and revisions), including educational administrator retreat rights
6. Personnel Commission Rules and Regulations for Classified Employees
7. Reference Check Form for Management and Faculty Candidates (1/07)
8. Reference Check Form for Classified Employees (5/07)
9. Revised application forms for classified and academic positions
10. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

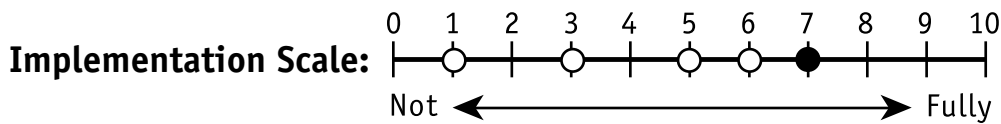
1. The Faculty and Staff Diversity/Equal Employment Opportunity Plan clearly identifies the process and procedures to be used by administration in performing reference checks on candidates for employment. The Compton CCD HR Department monitors the recruitment/selection process to ensure that reference checking is done in accordance with operational procedures and does not compromise the process with inappropriate inquiries. The procedures and monitoring by the HR Department have now been in place for a period of 2.5 years, and are consistently performed efficiently and effectively.
2. The Reference Check Form for Classified and Certificated Personnel contains nine questions to be posed to those contacted. The questions are specific and pertinent to the screening/selection process. The HR Department personnel ensure that selection committee members performing this reference check process are aware of the legal and Compton Center operational procedures and legal mandates associated with reference checking.
3. The Reference Check Form for Classified Personnel addresses topics such as length of time the reference has known the candidate, cooperation with co-workers, acceptance of criticism, would the reference rehire the candidate and additional comments. The HR Department personnel ensure that selection committee members performing this reference check process are aware of the legal and Center operational procedures and legal mandates associated with reference checking.

4. Employee selection procedures identify the HR staff, Selection Committee Chair and selection committee members as those who perform background reviews and complete the Compton Center forms with the candidate's specified references and "others who are likely to have relevant information about the candidate's suitability for employment." These procedures are routinely completed by selection committees. They are monitored by the Compton CCD Dean of Human Resources as part of personnel selection and equal employment opportunity procedures.

5. The reference/background checking forms are utilized in accordance with the directions and criteria established by the Compton CCD HR Department. Further, they are properly completed during each recruitment process by the appropriate personnel for both the Compton CCD and the Compton Center. HR consistently adheres to the process and reinforces the necessity and value of performing such information gathering according to law and administrative regulations.

Standard Implemented: Partially

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



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:

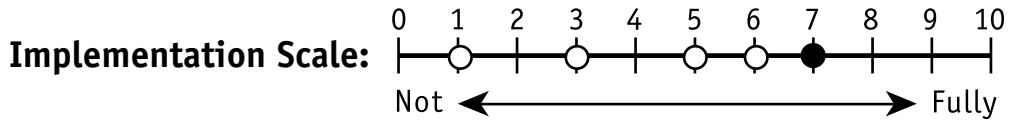
1. Board Policy 7100 – Commitment to Diversity (undated)
2. Interviews with Compton CCD Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
3. Compton CCD Faculty Selection Procedures (May 10, 2007 with revisions) applicable to full and part-time (adjunct) faculty selection
4. Compton CCD Administrator Selection Procedures (May 10, 2007 with revisions), including educational administrator retreat rights
5. Personnel Commission Rules and Regulations for Classified Employees, 9/05
6. Application forms and information materials, including vacancy notices and distribution list
7. Interview with Dean of Human Resources and HR Department staff members
8. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures have been modified and put into operation by the Compton CCD HR 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. Statistical information is consistently and effectively maintained on applicant pools for each category of employee recruitment/selection processes through the ongoing utilization of the Greentree software system. Staff is knowledgeable about the operations of the system and consistently gathers and inputs detailed information associated with each employee into the system to facilitate analysis and comparisons, and effectively measure the diversity of applicant pools.
3. FCMAT was provided detailed information on the gender and ethnicity of applicants in respective recruitment/selection pools and examples of the automated notification process available through Greentree. The data continues to reflect that the percentage of applicants whose ethnic origin is unlisted or unknown remains at less than 2%, which is a good representation of the improvements by HR staff.
4. Compton CCD HR staff are providing 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.
5. Compton CCD HR management and staff consistently reflect a commitment to the uniform application of the selection procedures for employees at all levels of the organization.

Standard Implemented: Partially

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



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 HR and department staff
2. Interview with Compton Center Vice President of Academic Affairs
3. Compton CCD Faculty Selection Procedures (May 10, 2007 and revisions) applicable to full- and part-time (adjunct) faculty selection
4. Compton CCD Administrator Selection Procedures (May 10, 2007 and revisions), including educational administrator retreat rights
5. Application forms and information materials, including vacancy notices and distribution list
6. FSA Audit Report (Adjunct Faculty), July 2008
7. FSA Audit Report (Full-Time Faculty), August 2008
8. Compton Educational Center Faculty Teaching Load Report
9. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

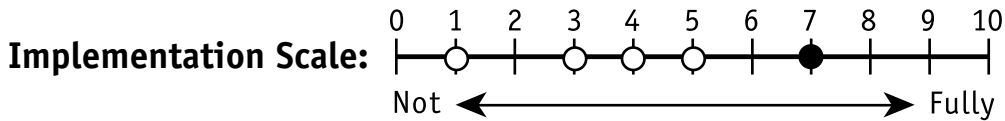
Progress on Implementing the Recommendations of the Recovery Plan:

1. Candidates for employment as faculty members are carefully evaluated to ensure they meet the minimum qualifications specified in the California Community Colleges Chancellor's Office published booklet of minimum qualifications.
2. Upon selection, official transcripts are re-evaluated by Compton CCD HR staff to ensure that minimum qualifications are met for the discipline in which the candidate will be employed, either through educational accomplishments or the El Camino College equivalency process. The El Camino College Vice President-Human Resources and the Vice President-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. The Compton CCD HR and Compton Center Academic Affairs Departments are diligent and closely coordinate the regular monitoring of faculty assignments to ensure that both full-time and adjunct instructors meet the minimum qualifications for assigned classes. Not only does this process ensure that only qualified faculty teach classes, it facilitates cooperation and coordination between the HR Department and the Academic Affairs Department.
4. With the acquisition of new computer information hardware and systems by the Compton CCD HR staff, adequate technology systems are in place 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 loads to ensure compliance with state and district mandates.

5. Compton CCD HR staff members have cooperated with El Camino College HR in developing and utilizing an operational form and procedures for use by current faculty applying to add an instructional discipline to their qualifications. The form and process document the applicant's qualifications to be able to teach in a discipline different from their current assignment, and the appropriate administrative review and final determination of those qualifications by (1) achievement of an additional degree in the subject area addressed by the application, (2) additional coursework within the subject area, or (3) the equivalency process. In addition to assisting the applicant in this process, the Compton CCD HR staff ensures that necessary and appropriate information is provided, the application form and appropriate documentation is properly evaluated and, if approved, the necessary documentation is placed in the permanent personnel file of the applicant faculty member. Compton CCD HR staff is managing the process and administrative determinations consistently and in a sustainable manner for this standard.

Standard Implemented: Partially

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



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:

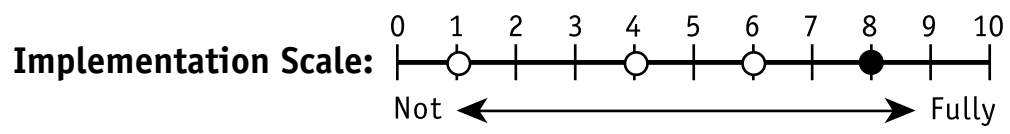
1. Interviews with Compton CCD Dean of HR, HR Department staff, other administrators and faculty assigned to the Compton Center
2. Employees' Policies and Procedures Handbook, 2/05
3. Handbook for Classified Employees (draft), 10/07
4. Employees' Personnel Policy and Procedures Handbook (4/08)
5. Handbook for Classified Employees – 2008 (final version)
6. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD HR staff designed, planned and implemented a process for a new employee orientation program conducted by department staff. In addition to an orientation, the process provides review of operational aspects of the Compton Center, its activities and operational relationship with El Camino College. All new employees are provided with a copy of the policy and procedure handbook completed in 2008.
2. The Employees' Policies and Procedures Handbook is an extensive manual covering employment, benefits, performance reviews, conflict resolution and an array of other policies dealing with safety, lost and found items, and other operational matters of the Center. It has been vetted through the shared governance process. The manual is comprehensive and informative. Performance appraisal, employment procedures and other policies and procedures in this manual have recently been updated to reflect changes in the collective bargaining agreement between Compton CCD and the AFT bargaining unit representing classified personnel. It remains important to have the contents and information in the manual reviewed and approved by the Compton CCD and Compton Center management through collaborative efforts with the El Camino College Human Resources administrative staff.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	6
January 2010 Rating:	8



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. Interviews with Compton CCD Dean of HR, HR Department staff, other administrators and faculty assigned to the Compton Center
2. New Employee Orientation Checklist for division staff and the employee's supervisor
3. Personnel file checklist
4. Personnel file update schedule
5. Handbook for Classified Employees, 2008
6. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

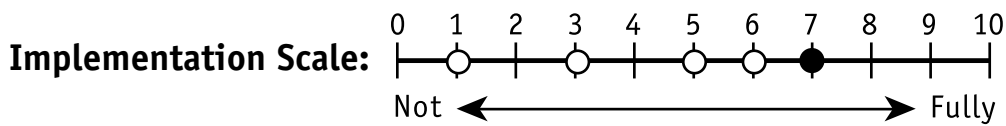
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR staff have planned, designed and implemented an individual orientation program for new employees. In addition, they have developed a valuable employee handbook for classified employees. This information, as well as benefits information, sexual harassment and discrimination information, fingerprint information and other state and federal notice requirements are routinely provided as part of this new employee orientation. The department utilizes a checklist form to record information disseminated to new employees as a confirmation that applicable topics, including access information for the current collective bargaining agreement, were addressed and fully communicated.
2. The Rules and Regulations for Classified Personnel have been developed by the Compton CCD HR Department to appropriately delineate the respective authority and responsibilities of the Personnel Commission and Board of Trustees for the Compton CCD. These Rules and Regulations continue to govern the merit system process for Compton Center classified employees, are coordinated with the HR procedures of El Camino College, and facilitate the working relationship between the two HR departments.
3. The HR staff has reviewed and reorganized the personnel files of the Compton Center faculty and classified employees. In addition to evaluating information and materials in the permanent personnel files, Compton CCD HR staff conduct periodic audits to ensure all requisite data and information is present. The audit also includes objectives to ensure that all permanent personnel files include the necessary documentation to reflect El Camino College's HR standards. Although the audit revealed serious deficiencies in documentation and information, the Compton CCD HR staff worked with employees to obtain and retain in the permanent personnel file the necessary and appropriate materials. A sample review of department records and information confirms that legally mandated El Camino College and Compton

Center operational forms, including new employee checklist forms, are prepared and retained in the permanent personnel files. The HR Division will once again be relocated in the near future to the space it occupied before the last move. Plans for the remodeled site provide for security for the personnel files.

Standard Implemented: Partially

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



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:

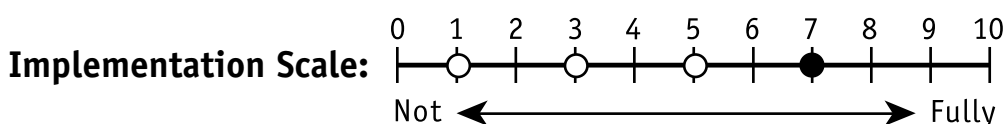
1. Interviews of primary staff responsible for the personnel files
2. Personnel files
3. Personnel File Checklist
4. Observation of personnel files storage area
5. Personnel file update memo to all employees
6. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The permanent personnel files reviewed were complete and organized. Compton CCD and Compton Center staff are strongly encouraged to come to the HR Department to review their own permanent personnel file and provide both necessary information and other information that reflects their skills, knowledge, abilities and professional accomplishments. Compton CCD HR staff have completed the audit and information-gathering process to obtain complete permanent personnel files for all Compton Center employees. The review included both content and organization using the El Camino College HR Department practices and guidelines.
2. The permanent personnel files have been relocated to an area of the Compton CCD HR Department that has much less traffic from personnel not assigned to the department and is more secure from damage, theft and/or vandalism. The file room is now kept locked, with surveillance over the area and alarms on the outside of the building to alert security of possible break-ins. Thus, the security and confidentiality of employee data and files are managed in accordance with the standard.

Standard Implemented: Partially

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



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:

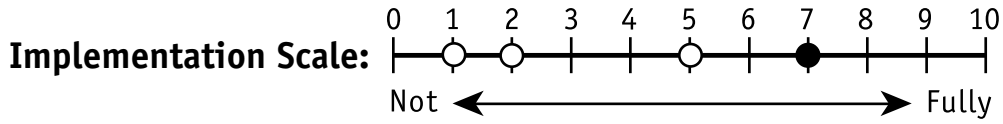
1. Human Resources Procedures Manual
2. Interviews with Compton CCD Dean of HR, HR Department staff, other administrators and faculty assigned to the Compton Center
3. Rules and Regulations of the Personnel Commission
4. Pre-Employment Process (Certificated)
5. Pre-Employment Process (Classified)
6. Workers' Compensation Process
7. Compton Center Desk Manuals – Office of Human Resources
8. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. An extensive set of desk manuals now serves as a guideline for personnel practices. A process is in place to maintain the manuals to reflect changes in organization, forms and policies. In addition, Compton CCD HR staff have developed and implemented internal staff development activities to conduct staff training on each person's assigned duties and responsibilities. Informative CDs have also been developed using PowerPoint to outline assigned duties and responsibilities. These CDs are available to HR staff and Center constituent groups to facilitate awareness of department operations and responsibilities. Procedures are updated and progress is being made to complete the manuals for the entire division. Most processes are covered by the manual following this well-organized effort to document internal operations.
2. The Compton CCD Dean of HR regularly reviews the work product to ensure that manuals and operational procedures are current, thorough and effective. FCMAT did not conduct a detailed review of recently negotiated collective bargaining agreements to ensure that changes affecting HR operations have been incorporated into staff desk manuals.
3. The progress in implementing this category of previous recommendations has been significant. During the initial FCMAT review, the Compton CCD HR staff provided a narrow three-ring binder as its department manual. During the second visit the manual had grown to two narrow binders. The Compton CCD now maintains two comprehensive binders and a separate sizable volume of materials to supplement the binders. That effort clearly indicates that the Compton CCD HR Department staff recognize the need for corrective action and are dedicating considerable time, effort and activities to accomplish the necessary changes to improve and document recovery actions. A portion of that improvement is evidenced in the increased documentation provided to FCMAT and the improved efficiency and effectiveness of HR operations, including the comprehensive operational manual. These have now become an important element of the ongoing management of the department.

Standard Implemented: Partially

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



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. Job descriptions for classified and faculty classifications, full-time, hourly, management and confidential
2. Interviews with Compton CCD Dean of HR, HR Department staff, and other administrators and faculty assigned to the Compton Center
3. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

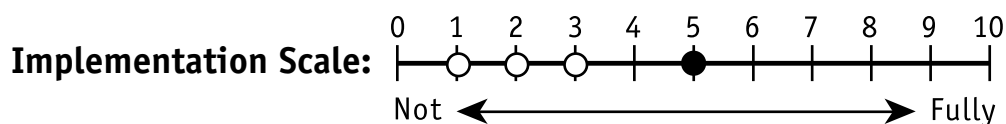
1. The last classification and compensation study for classified positions at the Compton CCD was performed in 2000. The study was implemented in 2001. This process occurred before the FCMAT audit and appointment of a Special Trustee for Compton CCD. The study addressed a larger number of positions and classifications; the employee and position reductions have necessitated reassignment of essential duties and responsibilities, thereby having a detrimental effect on the study outcomes.
2. Job descriptions covering academic positions for the Compton CCD are accurate insofar as they reflect the duties and responsibilities of the respective faculty position(s). However, typical of faculty positions throughout the California Community College system, faculty can opt to teach different classes as each semester class schedule is developed. FCMAT has determined that current job descriptions do not exist for several job classifications throughout the organizational structure. The Compton CCD HR Department staff rectified these deficiencies.
3. The Compton CCD HR Department staff, in cooperation with the El Camino College HR Department, have established standard operating procedures for the development of job descriptions for new positions/ classifications. Implementation of that process has improved the consistency of job development and salary placement within the classification structure of the classified and administrative salary schedules.
4. With the exception of job descriptions that have recently been prepared for new and vacated positions within the classified service and administrative structure of the Compton Center, most job descriptions comply with the requirements of the Americans with Disabilities Act in terms of identifying essential duties as prescribed by law. The El Camino CCD and Compton CCD HR departments have evaluated the ADA compliance review of all available job descriptions. Not only is such a project a legal obligation, but it will assist the Compton CCD and Compton Center in evaluating work modification and accommodations for applicants with disabilities and current employees that require accommodation for disabilities.

Job descriptions recently developed by Compton CCD HR Department staff and coordinated with El Camino HR administrators have included a comprehensive evaluation of duties and responsibilities within ADA criteria.

5. The Compton CCD entered into an agreement with Koff & Associates to conduct a classification study. The agreement was approved by the Special Trustee in March 2009, and FCMAT was provided with a copy. The purpose of the study was to develop updated and objective classification descriptions for all studied positions that are legally compliant, internally aligned, contain contemporary standards and accurately reflect current roles, responsibilities, duties and qualifications. An internal job analysis will be conducted and specific recommendations will be made for internal compensation equity for all the positions studied. The compensation and classification study preliminary findings are under review by the Compton CCD HR staff.
6. Some classified positions allocated to supervisory classifications no longer directly supervise other employees. This needs to be carefully evaluated by the two HR Department staffs to determine the impact on Compton Center strategic planning, the effects on the classified organizational structure and potential effect on the classified bargaining unit represented by AFT.
7. The study had already produced a new set of class descriptions which meet ADA requirements and bring duties and responsibilities current, ensuring employees are allocated to the proper classification. The consulting firm has also made recommendations on the exempt/non-exempt status of all classifications.
8. Concern still exists with respect to the consulting firm's methodology for allocating each classification to a salary range. In the absence of a salary survey, this will be accomplished using some form of internal equity process such as whole job ranking or factor ranking system. The division needs to take ownership of this process early so that recommendations truly reflect the values of the organization and the staff will understand how to update and modify the system in the future.

Standard Implemented: Partially

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



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:

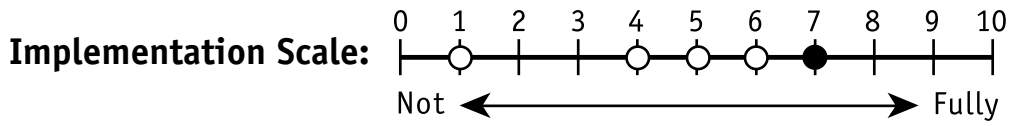
1. Interview with the Dean of Human Resources and department staff that regularly interact with Payroll Department staff
2. Interview with the Director of Fiscal Services
3. Minutes of Human Resources Division meetings
4. Minutes of Human Resources meetings with payroll personnel
5. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Before the FCMAT reviews of the district began in 2007, the two staff members who performed the Center's payroll function voluntarily resigned from their positions. The lack of trained payroll personnel and regular staff caused a number of problems in processing payroll, communication and coordination with the Compton CCD HR Department, including accurate implementation of payroll changes, and delays in compensating some district staff. In an effort to overcome those problems, Human Resources staff members have been proactive and aggressive in seeking corrective action. Regular meetings and cross training were initiated. El Camino CCD provided assistance with the temporary reassignment of experienced payroll personnel. The payroll function is now staffed with permanent personnel, and ongoing, consistent and effective communication exists between the Compton CCD HR Department and the Payroll Department. Compton CCD HR staff recognized the need for corrective action to minimize detrimental effects to all employees of the Center and actively participated in problem resolution. Good communication and effective working relationships exist between the two departments.
2. Regular and well-planned meetings are hallmarks of the interdepartmental relations and are of great assistance in sustaining the requirements of this standard. Effective working relationships and communication processes have been instrumental in minimizing problems such as adding new employees in all categories into the personnel and payroll systems; implementing classification and compensation changes; timely processing of salary changes based on promotion and/or reclassifications; and other personnel/payroll issues of longevity compensation, deductions for leave without pay, accurate accounting of sick leave and vacation balances and related actions affecting both departments. Regular meetings continue to be held between Human Resources and the payroll function to correct problems and plan for more effective cooperation and communication between the two departments. These meetings are well-planned, organized and conducted, with pertinent agendas and meeting summaries that indicate accountability for action items. Meeting summaries also serve as an effective reference source for future operations and problem solutions.

Standard Implemented: Partially

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



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. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
3. Certificated and classified salary schedules
4. Collective bargaining agreements with classified and faculty groups
5. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The information flow to the Los Angeles County Office of Education (LACOE) from the Compton CCD HRS system is efficiently and effectively managed through the PeopleSoft financial management software. The system is integrated with the HRS position control software that facilitates timely wage and salary implementation for new employees and changes to compensation for continuing employees. The Center/LACOE HRS system runs parallel to the Center's internal computer information system, but HR Department staff work effectively to transition information between the two systems to efficiently process wage and salary determinations and changes without delays or conflicts. This interface between the Compton CCD and LACOE does not alter or infringe on the process and procedures between the Compton CCD and El Camino College HR operations. The Compton CCD, including the Compton Center, continues to coordinate effectively with El Camino College HR Department staff to obtain appropriate approvals before making changes to an employee's compensation record.
2. The organizational structure affecting interdepartmental communication and working relations between the Compton CCD HR and Payroll departments and with LACOE has been revised to increase efficiency, coordination, communication and cooperation. Compton CCD continues to measure the effectiveness of the changes implemented and to complete the planning, development and implementation of the entire process of payroll interface and associated new policies and procedures regarding approval authority for compensation changes or other matters affecting wage and salary determination. Meanwhile, the interfaces between the affected departments are in place, operational and meeting the objectives of their development and implementation.
3. Salary schedules applicable to certificated (including full- and part-time/adjunct faculty), classified (including regular and hourly temporary, substitute and limited-term employees) and management personnel (including regular and interim management personnel) are in place and operational in accordance with collective bargaining agreements negotiated

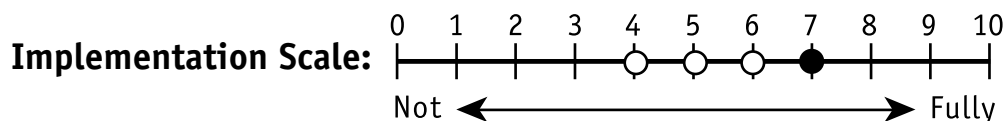
between the district and the respective employee organizations. They are also fully in compliance with Compton CCD and El Camino HR Department policies and procedures.

4. The Compton CCD HR Department staff member assigned to oversee the employee benefits program effectively works with and coordinates benefits administration with personnel operations (including collective bargaining agreements). The Personnel Specialist also administers the Compton CCD comprehensive risk management program, including workers' compensation and the property and liability insurance program. FCMAT recommends moving the property and liability insurance program administration to a different employee assigned to the Center's Business Office.

5. Although FCMAT was able to confirm that the Compton Center HR Department staff report and implement timely changes in classified staff salaries, some minor delays continue with respect to certificated changes, especially related to assignment and compensation of adjunct faculty. Some of the delays are attributable to abbreviated hiring procedures that frequently occur shortly before and at the start of a new instructional semester. They are necessitated by the unanticipated resignation/non-availability of some adjunct faculty and increases in enrollment. More timely notification is needed for additional assignments for adjunct and full-time faculty. The same need exists for resignation/separation of adjunct faculty when classes are cancelled or assignments discontinued before completion.

Standard Implemented: Partially

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



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:

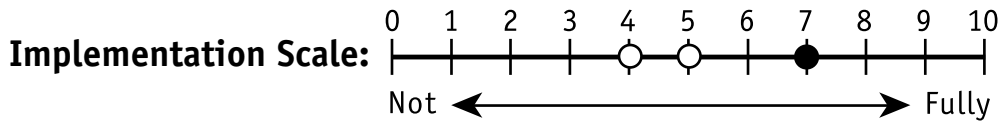
1. Leave policy as indicated in the Procedure Manual for employees and management
2. Applicable sections of the collective bargaining agreements with respect to leaves
3. Interviews of union leadership for academic and classified employees
4. Interviews with the Compton Center Dean of HR and responsible department staff member assigned to administer the leave program
5. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. As confirmed in the previous FCMAT visitation, neither the faculty or classified employee organization leadership nor staff of the Compton CCD or El Camino College indicated that any types of employee leaves of absence are improperly or unfairly administered. All leave programs in effect for the Compton CCD are administered consistently and without preferential treatment to any employee or employee group. The Compton CCD HR staff administer the leave provisions of both collective bargaining agreements (faculty and classified) in a fair and equitable manner and consistent with the applicable provisions of the current collective bargaining agreements. Leave provisions applicable to classified and educational administrators and confidential employees are consistent with provisions of board policies and administrative regulations.
2. Most leaves of absence in effect for the Compton CCD are subject to the negotiations process and incorporated into the collective bargaining agreements with faculty and classified bargaining units. In event that significant problems/violations of the leave provisions occurred, a corollary increase in grievances filed by the employee organization(s) on that topic would be documented; a similar increase in presentations to the Board of Trustees (or designated Special Trustee) would be observable. FCMAT found no evidence of grievances, presentations at Board of Trustee meetings or written communications of complaints pertaining to collective bargaining agreement provisions or administrative regulations for non-bargaining groups. No employee, group of employees or employee organization approached the FCMAT team with complaints or allegations regarding leaves not being fairly administered.
3. Appropriate forms and records for monitoring and controlling leaves are maintained by the Compton CCD HR staff. The designated Personnel Specialist is knowledgeable on the provisions of the collective bargaining agreements, Personnel Commission Rules and Regulations, board policies and/or administrative regulations governing leaves applicable to classified personnel and administrators. Such leave programs are administered in full compliance with those guidelines. These records are periodically reviewed by the Dean of Human Resources to ensure that violations do not occur.

Standard Implemented: Partially

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



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. Interviews with Compton CCD Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviewing management, academic and classified personnel (09/92)
6. Vacancy announcement brochures (09/92)
7. Hiring process for management and full-time faculty responsibility charts (undated)
8. AP 7337, Fingerprinting
9. Applicable Education Code sections
10. Request for LiveScan Service
11. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

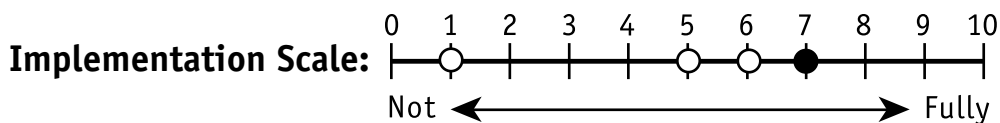
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR Department staff has developed a comprehensive policy/procedure and administrative regulation that adequately addresses the fingerprinting of all newly hired employees, including temporary and substitute personnel.
2. The Compton CCD and El Camino College have developed clearly defined processes for fingerprinting all new hires that expedites the transmission of the fingerprints and results back to El Camino College from the California Criminal Justice Department. Because this system is an electronic transmission between the state of California and El Camino, it is an efficient and effective system to obtain timely information important to both Compton CCD and the Compton Center regarding hiring decisions.
3. Once an offer of employment has been made and accepted, full-time faculty members and classified employees are electronically fingerprinted through a LiveScan system located in the El Camino College Security Department. Fingerprint information is electronically transmitted to the California Department of Justice for expeditious reporting/processing. Information regarding arrests, convictions and possible judicial probation status is included in the report transmitted to the Compton Center's Human Resources Department. These processes provide rapid notification of anyone that may have a conviction that precludes employment in a public education system (narcotic and sex convictions), as well as other convictions that are potentially job-related.

4. The Compton CCD HR Department has developed an operational form that facilitates the receipt and evaluation of fingerprinting information, whether the LiveScan fingerprinting is at a certified governmental (El Camino CCD or other agency) or private vendor site. The form ensures that the Compton Center HR Department will directly receive the information from the Department of Justice.
5. The Compton CCD HR Department has procedures and secure repository for receipt, evaluation and secure storage of printed LiveScan reports. The information reports are not retained in the employee's permanent personnel file to ensure the confidentiality of any information provided by the Department of Justice.
6. The Compton CCD HR Department has a procedure in place that allows applicants to provide confidential information regarding arrests and convictions before employment. This process allows the HR administration proper time to evaluate official court records and related information that could have a direct impact on the Compton CCD's employment decisions (whether affecting initial employment or continued employment). FCMAT determined that the procedure is effective and administered in a manner that provides the necessary protections for the Compton CCD, Compton Center and El Camino College, while also providing assurances of confidentiality to the affected applicant/employee. The procedures are appropriately administered and monitored by the Compton CCD HR staff.

Standard Implemented: Partially

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



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. Interviews with Compton CCD Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. The California Community Colleges' Chancellor's Office Minimum Qualifications to Teach in the California Community Colleges
3. Faculty and Staff Diversity/EEO Plan (9/05)
4. Application forms and materials (9/06)
5. Recruitment brochures and advertisements (10/06)
6. Department procedures for interviewing management, academic and classified personnel (09/92)
7. Vacancy announcement brochures
8. Hiring process for management and full-time faculty responsibility charts (undated)
9. Memorandum of Understanding between the El Camino Community College District and the Compton Community College District (08/06)
10. El Camino College: Local Qualifications for Faculty Hires (1990)
11. FSA Audit, Full Time and Adjunct Faculty (1/08)
12. Announcement format – nursing (1/09)
13. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

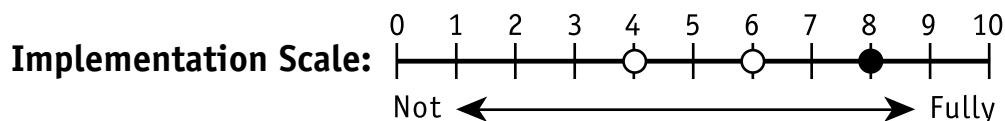
1. The Compton CCD HR Department includes the minimum qualifications for employment in the vacancy announcements for academic employees and educational administrators. These are specified in the Minimum Qualifications document published by the California Community Colleges' Chancellor's Office in consultation 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 statements that meet the minimum qualifications that can be attained through an equivalency process, which is one of the methods to meet minimum qualifications for employment as a faculty member.
3. The minimum qualifications for employment and equivalency statements in effect for El Camino College will continue to be required in full-time faculty vacancy announcements for the Compton Center.
4. Compton CCD HR Department staff and the academic/educational administrator selection committee members review application materials to certify that minimum qualifications have

been met through the comparison of educational achievement to the minimum qualifications list or the equivalency process utilized by El Camino College. The Vice President must sign off on equivalencies.

5. El Camino College Human Resources Department personnel conduct an evaluation of all Compton academic employees to verify that state-mandated minimum qualifications or equivalency processes are met. The purpose is to ensure authorization for Compton CCD and Compton Center academic employees to teach in the appropriate discipline granted. Although the Compton Center has a computer information system that is capable of providing faculty assignment data for full- and part-time (adjunct) faculty, the information is not always provided to the Compton CCD HR Department. This needs to be periodically reviewed and corrected to ensure that faculty assignments are made to academic employees that meet the minimum qualifications for the class/courses to which they are assigned.
6. El Camino College and Compton CCD HR Department staff completed the review of the Compton Center faculty. Those that were not qualified were provided the opportunity to complete approved training/educational programs to meet the state-required minimum qualifications. The two HR departments have monitored the successful completion of such retraining programs. In addition, the two HR departments administered a comprehensive and successful faculty service area (FSA) audit of full-time faculty.

Standard Implemented: Fully – Substantially

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



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. Interviews with Compton CCD Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials including Request for LiveScan Service
4. Recruitment brochures and advertisements
5. Department procedures for interviewing management, academic and classified personnel (09/92)
6. Training/staff development announcements and brochures
7. Hiring process for management and full-time faculty responsibility charts (undated)
8. Course outline for “Harassment in the Workplace”
9. AB 1825 Sexual Harassment: Awareness Training (Atkinson, Andelson, Loya, Ruud & Romo)
10. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

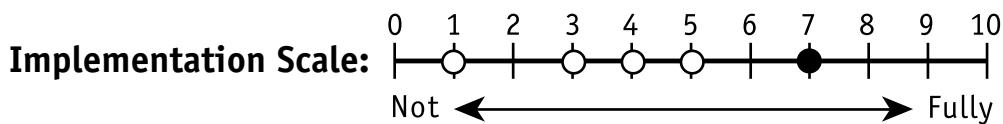
1. The Compton CCD HR Department has established, implemented and continues to monitor a comprehensive process for planning and documenting training/staff development programs. As budgetary resources have continued to diminish, steps have been taken by Compton CCD HR staff to continue to involve El Camino College trainers in these activities. This has resulted in a continued emphasis on valuable training opportunities and has reinforced the institutional commitment to providing employees with training and staff development workshops. In addition to the revised faculty evaluation procedures that included a training need assessment performed for Compton Center personnel, Compton CCD HR staff continue to assess and evaluate an online tracking system to host and provide electronic training sessions. These activities would be in addition to tracking the training/staff development activities attended by Center personnel. These efforts have resulted in a system that will be applicable to administrators, academic personnel and classified staff during a period when budgetary resources will be minimized due to budget reductions proposed by the state.
2. Training/staff development programs conducted by the Compton CCD HR Department have expanded beyond the focus on activities associated with selection committees, and legally mandated training for administrators and supervisors to prevent workplace sexual harassment and discrimination. Although documentation is now kept of such training and the personnel attending, the Compton CCD HR staff continues to seek evidence of documentation pertaining to previous training sessions and attendees for past programs. In addition to comprehensive documentation for current training and staff development activities, the Compton CCD

HR Department staff is closely monitoring and administering the legally mandated training to ensure compliance with regulatory directives.

3. Instructional materials used and handouts provided to attendees for a training program regarding sexual harassment were found to be complete, accurate and appropriate. The materials used for the training and their content are comprehensive and informative; handouts provided by the presenter will serve as reference information in the future.
4. Training materials also confirmed additional training sessions for administrators on a variety of topics involving legal compliance that took place throughout fiscal year 2008-09.

Standard Implemented: Partially

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



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:

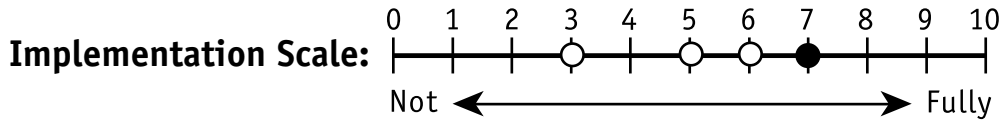
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements
5. Department procedures for interviewing management, academic and classified personnel (09/92)
6. Training/staff development announcements and brochures
7. Hiring process for management and full-time faculty responsibility charts (undated)
8. Legal postings regarding discrimination, complaint procedures, Title IX Compliance, and other topics
9. Board agenda item dealing with Adoption of Revised Policy and Procedure for Handling Complaints of Unlawful Discrimination, First Reading (10/23/07), approved 11/20/07
10. Update of District Policies Prohibiting Discrimination (7/17/2008)
11. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR Department and Compton Center are in compliance with the legal posting requirements associated with Title IX legal provisions as well as discrimination policies of El Camino College and the related complaint procedures available to students, members of the general public and employees. Information has been disseminated in a variety of Center publications. Communications also include bulletin board postings with applicable policies and relevant complaint forms located in the Compton CCD and El Camino College HR departments.
2. Title IX policies and procedures regarding employment have now been developed and disseminated by mail to students, faculty and staff (7/08). The current plan of the Compton CCD HR Department is to incorporate the policies, procedures and applicable forms into the revised Faculty and Staff Diversity Plan. The discrimination complaint procedure directed and legally mandated by the California Community Colleges' Chancellor's Office is also included. FCMAT reviewed the revised, board-approved policies and procedures that are in place and fully operational.
3. The Compton CCD HR Department staff continues to conduct an ongoing evaluation of all legal posting notices on public display/access in the office. They also monitor the legal posters and associated forms to ensure they remain current and accurate.

Standard Implemented: Partially

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



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:

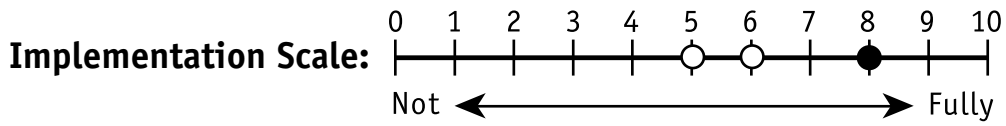
1. Interviews with Compton CCD Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. General Notice of COBRA Continuation Coverage Rights (11/06)
5. Notice of Right to Elect COBRA Continuation Coverage
6. Department procedures for interviewing management, academic and classified personnel (09/92)
7. Vacancy announcement brochures (09/92)
8. Hiring process for management and full-time faculty responsibility charts (undated)
9. Presentation to employees regarding COBRA training (4/08)
10. Evaluation Notice form
11. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

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.
2. The Compton CCD HR Department has established procedures and forms to notify affected personnel of their rights under COBRA in a timely manner. Included in the notification memorandum are the costs related to such continuation, enrollment deadlines, period of coverage eligibility as well as a question and answer sheet addressing more common inquiries regarding COBRA insurance continuation.
3. The Compton CCD HR Department staff distributes notices of rights and benefits of affected employees under COBRA continuation in a timely, informative and understandable process.
4. Current computer software should be evaluated to facilitate correspondence, assignment of eligibility period and timely receipt of insurance premium payments related to COBRA compliance requirements. There are manual entries to a form indicating COBRA payments by employees. This function appears to be thorough and effective in accomplishing its intended record-keeping.

Standard Implemented: Fully - Substantially

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



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 Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Family and Medical Leave Act (FMLA) of 1993 information materials prepared by Compton Center Human Resources Division (undated)
5. Sample FMLA letter prepared by Compton Center Human Resources Division (undated)
6. Department procedures for interviewing management, academic and classified personnel (09/92)
7. Vacancy announcement brochures
8. Hiring process for management and full-time faculty responsibility charts (undated)
9. Family Medical Leave Chart – 2008-09
10. Seminar Training Outline for Administering Family Leave & Medical Act
11. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

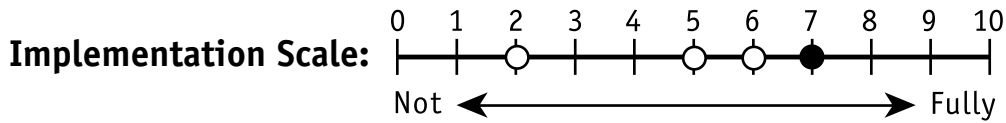
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR Department has developed extensive and complete informational materials and sample communications that notify affected personnel of their rights to continue employment status and health and welfare benefits under federal FMLA. Staff continues to make such information readily available to Compton Center employees and to freely discuss questions and requests for information in a confidential manner that is both informative and sensitive.
2. The Compton CCD HR Department has established procedures to notify affected personnel of their rights under federal FMLA in a timely manner. 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 Center employees that are absent on a long-term basis, notify HR staff of qualifying events that could affect eligibility for the legal benefits of both federal and state benefits.
3. Notices of rights and benefits under the FMLA are timely, informative and understandable. Compton Center HR staff is helpful, informative and respect the confidentiality of the information discussed and the professional/medical information that may also accompany an employee request.
4. The Compton CCD HR Department personnel received training on FMLA administration as a part of ongoing training for topic currency and as part of their professional development

activities. They continue to 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: Partially

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



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 procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges of employment.

Sources and Documentation:

1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Department procedures for interviewing management, academic and classified personnel
5. Vacancy announcement brochures including ADA sections
6. Hiring process for management and full-time faculty responsibility charts (undated)
7. Job descriptions including complete working conditions sections
8. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR Department completed a comprehensive classification and compensation study that would provide current class specifications/job descriptions for classified employees, confidential personnel and management personnel that meet ADA legal mandates for identification of essential duties of each position. However, due to the current significantly detrimental economic conditions affecting all California Community Colleges, the negotiations to implement the comprehensive study have been unsuccessful. Compton CCD also lacks the financial resources that would allow full implementation of the study. Without the ability to implement the results of the classification and compensation study, Compton CCD will be without the benefit of current and accurate class specifications/job descriptions that affect a number of personnel functions outside of the compliance mandates of the Americans with Disabilities Act.
2. The Compton CCD HR Department has established procedures to provide accommodations for the classified employee selection procedures within the Rules and Regulations for Classified Service. FCMAT confirmed that rules or procedures providing applicant accommodations for management and faculty selection processes were in place, operational and consistently applied by HR staff.
3. Recent vacancy announcements published by the Compton CCD HR Department contain provisions for reasonable accommodations and working conditions but no designation of essential duties in the list of representative duties. That will be rectified when the Compton CCD can determine an appropriate course of action to overcome the lack of financial resources to implement important components of the classification and compensation study that has been completed. The situation is made more complex by the legal mandate to negoti-

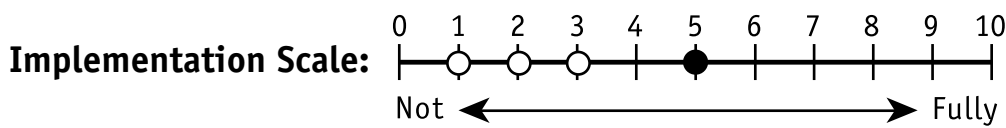
ate the implementation of the classification and compensation structure affecting bargaining unit employees.

4. Koff & Associates conducted a classification and compensation study consistent with its proposal to the district that was approved by the Special Trustee in March 2009. (FCMAT was provided with a copy of the study proposal during its visitation in June 2009.) The purpose of the study was to develop updated and objective classification descriptions for all studied positions that are legally compliant, internally aligned, contain contemporary standards and accurately reflect current roles, responsibilities, duties and qualifications. An internal job analysis will be conducted and specific recommendations will be made for internal compensation equity for all the positions studied.
5. The Compton CCD should conduct a detailed analysis of the classification and compensation study that has been completed. Consideration should be given to a three-step (or similar) implementation that defrays the cost of changes in classification. The district and employee organization should consider an agreement to forgo implementation of the external salary alignment aspect of the study to obtain the benefits of (1) an internal alignment of salaries for affected classifications; (2) current and accurate duties and responsibilities and eligibility requirements; (3) accurate class specifications/job descriptions that will assist in administrative decisions for previously discussed ADA legal mandates, workers' compensation, working out of classification, and other related personnel issues; and (4) facilitate more accurate performance evaluations through more accurate and descriptive class specifications/job descriptions.

These recommendations directly relate to the issue of development and implementation of class/specifications/job descriptions that meet the legal criteria of ADA (identification of essential duties for applicant and employee reasonable accommodations; workers' compensation (determination of reasonable accommodations for an employee who becomes ill or is injured in the course of performing his/her assigned job duties); and working out of classification (eligibility for a salary adjustment based upon the performance of duties and responsibilities for more than five days in a 15-day period). Current and accurate class specifications/job descriptions are essential to such determinations.

Standard Implemented: Partially

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



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 Compton CCD Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Department procedures for interviewing management, academic and classified personnel
5. Vacancy announcement brochures
6. Rules and Regulations for the Classified Service published by the Compton CCD Personnel Commission
7. Hiring process for management and full-time faculty responsibility charts (undated)
8. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

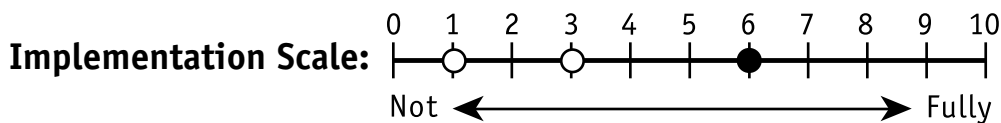
Progress on Implementing the Recommendations of the Recovery Plan:

1. FCMAT was provided documentation from the Compton CCD Personnel Commission Rules and Regulations for the Classified Service dated 9/05 that defined 14 classified management positions that were exempt from overtime legal and regulatory provisions. 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. The Personnel Commission Rules and Regulations documentation identifies seven classifications that 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. The Compton CCD HR Department continues to ensure that a monitoring/accounting system is in place to ensure legal compliance with the rights and benefits prescribed by overtime compensation. In addition to Department of Labor regulations and criteria for assessment of overtime exempt positions, the Compton CCD’s HR Department must continue to ensure that the contents of the respective job description/class specification remains current so that designated positions may remain overtime exempt.
3. FCMAT was provided a full copy of the Personnel Commission Rules and Regulations that contained an abbreviated provision for overtime exempt versus nonexempt classified position(s) that apparently predates the referenced excerpt. The team did not find evidence to confirm an ongoing evaluation/monitoring process to ensure continued compliance to Department of Labor published criteria for overtime exempt position determination.

4. The Rules and Regulations for the Classified Service developed by the Compton CCD Personnel Commission includes a section (70.300) that defines overtime on the basis of hours worked per day, days per week and compensation versus compensatory time off work.
5. The Compton CCD and El Camino College HR departments have placed the project to identify overtime exempt positions on hold pending implementation of the new classified bargaining unit contract. No evidence was provided to FCMAT demonstrating that a systematic review or determination of exempt/nonexempt positions has taken place. However, it has been recommended for the classification study to include administrative positions and determination of overtime exempt/nonexempt status. FCMAT confirmed that a review of FLSA status was included in the consultant's scope of work related to classified positions.
6. The Compton CCD HR Department continues to ensure that training/staff development activities provided through the HR Department include the legal requirements of overtime and compensatory time to ensure that district administrators provide consistent and uniform application of those legal mandates.

Standard Implemented: Partially

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



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 Compton CCD Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Class specifications for all classifications in the Compton CCD's classified service
5. Class specifications/job descriptions developed for the recruitment/selection process for administrator and academic employee positions at the time of recruitment/selection
6. Department procedures for interviewing management, academic and classified personnel (09/92)
7. Vacancy announcement brochures
8. Hiring process for management and full-time faculty responsibility charts (undated)
9. Request for Proposal for a Classification and Compensation Plan (to be revised)
10. Review of recently prepared job descriptions
11. Interview of the Dean of HR
12. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

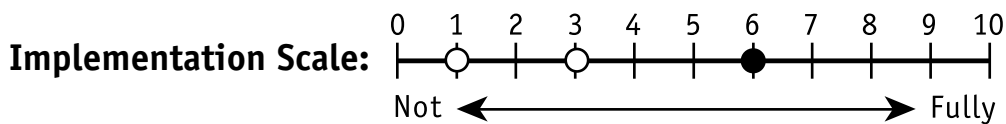
1. The Compton CCD has entered into an agreement with Koff & Associates to conduct a classification study. The agreement was approved by the Special Trustee in March 2009, and FCMAT was provided with a copy. The purpose of the study was to develop updated and objective classification descriptions for all studied positions that are legally compliant, internally aligned, contain contemporary standards and accurately reflect current roles, responsibilities, duties and qualifications. An internal job analysis will be conducted and specific recommendations will be made for internal compensation equity for all the positions studied. The preliminary findings of the study are under review by the Compton CCD HR staff.
2. Revision and/or modification to the class specification/job description for administrative positions is conducted on a case-by-case basis as management positions become vacant at the Compton CCD and Compton Center. This assessment is done to ensure that an accurate description of the duties and responsibilities exists and is on file with the Compton CCD HR Department. A second important reason to conduct such an assessment is to ensure that the position is at the appropriate salary grade based on appropriate compensation criteria.
3. Similar to the process for the assessment of management class specification/job description, the Compton CCD HR Department staff members perform a comprehensive assessment of the duties and responsibilities of new faculty positions that will be subject to the recruitment/

selection procedures. The development of the vacancy announcement also serves as the development of a job description that ultimately becomes part of the personnel file of the selected academic employee. The vacancy announcement contains a clear definition of the assigned duties and responsibilities, the minimum qualifications and any specialized training/work experience and/or certificates associated with the specific position.

4. The Compton CCD HR Department has established procedures to create and/or modify the job description of educational administrators and academic employees when recruitment procedures are initiated for vacant or soon-to-be-vacant positions.

Standard Implemented: Partially

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



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 Compton CCD Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviewing management, academic and classified personnel (09/92)
6. Vacancy announcement brochures
7. Hiring process for management and full-time faculty responsibility charts (undated)
8. Draft of fingerprinting policy and forms
9. Live Scan Submission policy and procedure (2007-08)
10. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

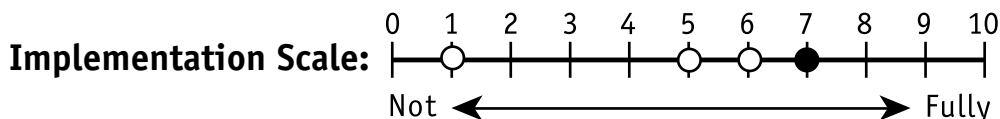
1. The Compton CCD HR Department has developed a comprehensive policy, procedures and administrative regulations that effectively and appropriately address the fingerprinting of all newly hired employees through the use of a LiveScan system that expedites the receipt of criminal reporting information.
2. The Compton CCD and El Camino College HR departments have cooperated and coordinated the implementation of an effective and efficient process to fingerprint newly hired employees that provides expedited receipt of a criminal record summary. The process provides a methodology for addressing possible personnel actions before problems develop.
3. Newly hired full-time faculty members and classified employees are electronically fingerprinted through a LiveScan system located on the El Camino College campus. That system automatically transmits the prints to the California Department of Justice for expeditious reporting/processing. Information regarding arrests, convictions and possible judicial action (i.e. conviction, probation action, etc.) is included in the state reporting transmitted to the Compton CCD's HR Department. These processes are designed to provide rapid notification of individuals that may have a conviction that precludes employment in a public education system (narcotic and sex convictions), as well as other convictions that are potentially job-related that may require follow-up action by HR staff.
4. The Compton CCD HR Department has developed and begun using an internal operational form that facilitates the monitoring of fingerprinting through LiveScan. Monitoring is able to be performed whether the fingerprinting process is followed at El Camino College or a certi-

fied governmental or private vendor site. The LiveScan fingerprinting and monitoring process is being completed efficiently and effectively to complement the Compton CCD HR personnel hiring procedures.

5. The Compton CCD HR Department has a secure and efficient internal procedure for the receipt, evaluation and retention of printed LiveScan reports. Proper precautions ensure that the reports are not placed in the permanent personnel file of employees. The reports are retained in a secure file in an area that is free from deliberate or random access by unauthorized persons. This also ensures the confidentiality of the reports obtained from the California Department of Justice.
6. The Compton CCD HR Department has drafted procedures that allow applicants to provide confidential information regarding arrest and conviction information during the application process but before employment. This process gives the applicant the option to provide additional information regarding information contained in a criminal record summary report. Such information is helpful to Compton Center HR staff, as well as the applicant, when critical employment decisions need to be made after extensive recruitment/selection procedures have been followed.

Standard Implemented: Partially

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



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:

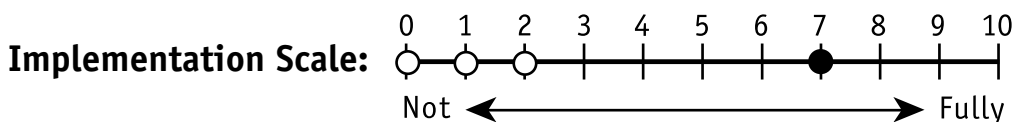
1. Interviews with the Dean of Human Resources and the Director of Information Technology Services for the Compton Center
2. Summary of Technology Used prepared by the Human Resources Division staff
3. Description of Greentree applicant tracking system
4. Review and assessment of the Compton CCD and Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The El Camino College and Compton CCD HR staff developed a rigorous testing and criteria evaluation process, which included presentation and demonstration of potential software programs that would allow analysis of ethnicity and sex for each applicant pool; the diversity of each recruitment/selection process at each level of the selection 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. Of equal importance is the ability to directly enter 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.
2. The Greentree software system is being utilized by the Compton CCD HR staff for applicant tracking. Greentree staff provide training and guidance on data entry of previous selection processes to facilitate the longer-term statistical analysis of the diversity of applicant pools.
3. FCMAT reviewed several recruitment/selection processes that utilized the Greentree system and found staff to be very knowledgeable on the system and its operational capabilities. The Greentree applicant tracking system has been fully implemented with very successful results.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 7
January 2010 Rating: 7



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. Southern 30 Training Consortium Training Calendars
2. Atkinson, Andelson, Loya, Ruud & Romo, “Practical Guidelines for Evaluators in Documenting Unsatisfactory Employee Performance”
3. Compton Community College District, “Guide to the Evaluation of Employee Performance in the Classified Services” (undated)
4. Brochure on Classified Professional Development Day and list of attendees
5. Technology Training Schedule for El Camino College – Staff Development Office
6. List of staff development opportunities offered for El Camino and Center staff for 2008
7. Conferences and seminars attended by Human Resources personnel
8. Current Developments in Workers’ Compensation (Liebert, Cassidy, Whitmore)
9. Understanding Potential Risks Involving Property and Liability, Employment Practices and ADA (Keenan & Associates – 2/08 and 3/08)
10. Faculty Professional Development Program
11. 2008-09 list of staff training programs
12. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

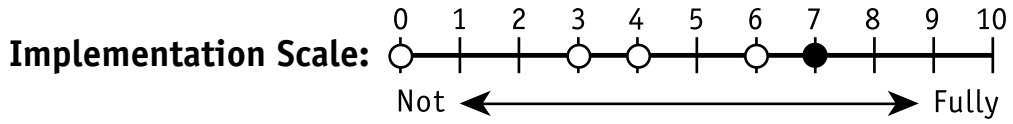
1. The Compton CCD HR Department continues to be an active member and financial contributor to the Southern 30 Training Consortium. The consortium is an important component of the Southern 30 Chief Human Resources and Staff Diversity Officers (CHRO) representing the 30 community college districts of southern California. The mission of the consortium is to provide professional training to chief HR officers, member districts, district management, supervisor and confidential employees on important, timely and valuable subjects for the professional development of participant districts. Compton Center management, supervisory, confidential and HR staff personnel were participating in the current fiscal year training opportunities. FCMAT confirmed participation by Compton Center personnel in training workshops that included: 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. Compton CCD HR Department personnel advertise and encourage management team personnel to attend the Southern 30 Training Consortium training workshops at no cost to the employee. Each participating community college district contributes an annual amount that is based on the organization’s size, thereby facilitating more inclusive participation in the professional development activities that is more comparable to the participating district’s ability to pay for participation. The districts benefit by greater financial economies of scale, and participants benefit from instruction provided by attorneys that have considerable experience

and training on various and current legal issues facing California Community Colleges. The consortium members annually discuss and determine the workshop topics for the following fiscal year to ensure training on current and relevant topics for participating district management, supervisory, confidential and HR personnel.

3. Workshops are prepared and presented by Liebert, Cassidy and Whitmore legal staff and are pertinent to management, screening committee members, staff involved in collective bargaining, instructional administrators and faculty department chairs.
4. Arrangements were also made by the Compton CCD HR Department staff to participate in additional training conducted by the law firm of Atkinson, Andelson, Loya, Ruud & Romo. Workshop topics are designed and intended for any employee (classified, faculty and management) that supervises and evaluates classified employees, especially as it pertains to unsatisfactory (classified) employee performance. Approximately 40 employees representing a number of operational departments of the Compton Center attended one such workshop. The Compton Center booklet, "A Guide to the Evaluation of Employee Performance in the Classified Service" is the study guide for a workshop that addresses the evaluation process and forms used for evaluating the center's classified personnel. The booklet and instructional materials are periodically updated to provide workshop attendees with current, timely and relevant information.
5. El Camino College and the Compton CCD, including the Compton Center senior administrative personnel, continue to support and encourage the involvement of the Compton CCD's Dean of Human Resources in: (a) the CHRO organization; (b) meetings and activities of the Southern 30 (CHRO) organization; and (c) semi-annual CHRO conferences. FCMAT believes that this involvement, as well as ongoing participation, has been an important component of the Dean's professional development and instrumental in the successful recovery efforts of the Compton Center's HR Department. Others in the Human Resources Division have attended in-depth training programs. The paraprofessional portion of the CHRO conference should be made available to appropriate Compton Center and El Camino HR personnel.
6. The professional development programs offered to El Camino College HR Department personnel are well planned, organized and presented, and are available to Compton CCD employees.
7. The Faculty Professional Development program was a collaborative effort between outside consultants and the entire full-time faculty employed at the Compton Center during 2007-08. The resultant summary report includes: faculty development plans and ideas for faculty connection to the classroom; training to incorporate technology into the classroom; training to develop online classes; development of instructional materials; projects related to specific academic disciplines; and learning strategies.

Standard Implemented: Partially

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



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. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and the Compton CCD Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units
4. Process for evaluations of management personnel (4/08) including forms
5. Classified Employee Performance Evaluation Training materials (4/08) including a Guide to the Evaluation of Employee Performance in the Classified Services
6. Faculty Development Project outline and report (2008)
7. Letter to administrators (4/2/08) regarding evaluation of classified employees
8. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

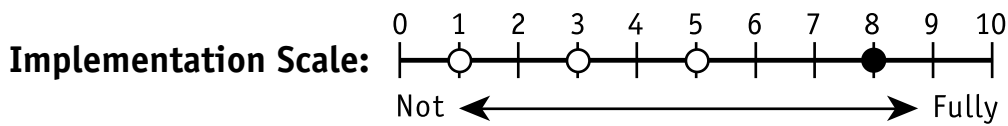
Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center faculty were evaluated in fall 2008 and spring 2009 using the newly established process developed as a part of the collective bargaining agreement between the district and AFT as referenced in Personnel Management Standard 8.1.7. A faculty development plan has been established for each faculty member as part of the Faculty Development Project. Training has been recommended and is in the planning stages for a comprehensive program covering the faculty. Management and colleagues received training on the methodologies to be employed.
2. Academic administrators conducted the current faculty evaluations with continued training on the newly negotiated evaluation process. Additional staff training is appropriate and ongoing. Participation by management personnel in professional development workshops pertaining to employee evaluation processes has assisted and facilitated the faculty evaluation process.
3. Collective bargaining between the Compton CCD on behalf of the Compton Center and the classified employee organization has been completed. One of the topics of the bargaining process is classified evaluation procedures. Training on classified evaluation procedures and forms has now been implemented and all classified staff were evaluated in fall 2009 after comprehensive management training was conducted. Evaluation of utility maintenance positions was not completed until October 2009 because the Director of Maintenance position was vacant.
4. As referenced in Personnel Management Standard 8.1, managers, supervisors, confidential and HR staff members of El Camino College, Compton CCD and the Compton Center are

regularly provided the encouragement and opportunity to participate in professional development workshops, one of which addresses employee evaluation methodology. Continued participation in the Southern 30 Training Consortium will provide ongoing training opportunities on the topic of employee evaluation, as a refresher for previous attendees and as valuable training for new managers and supervisors.

Standard Implemented: Fully - Substantially

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



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 HR has developed an evaluation handbook and provided due process training for managers and supervisors.

Sources and Documentation:

1. Interviews with Compton CCD Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and the Compton CCD Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units
4. Article X of the collective bargaining agreement adopted 5/22/07 dealing with El Camino faculty evaluations
5. Revised Performance Evaluation Policy for Faculty
6. Faculty Evaluation Schedule
7. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

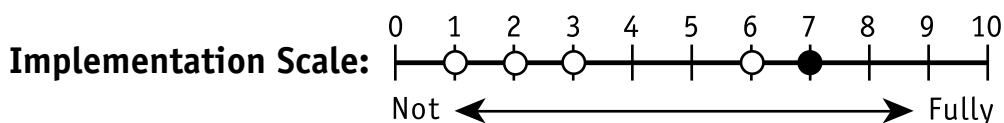
1. Evaluation policies and procedures for administrators and faculty are included in the publication, "Assembly Bill 1725, Employment Standards and Procedures," published in 1992. Evaluation policies and procedures for classified, faculty and administration were revised as a component of the collective bargaining agreement provisions for the respective bargaining units and implemented by both employee groups during the spring 2008 semester. Compton CCD HR Department staff has effectively incorporated the evaluation processes into the department operations along with the appropriate monitoring and follow-up on late and/or delinquent employee evaluations.
2. Negotiations with the employee organization representing full-time faculty resulted in a new evaluation process (Article X of the collective bargaining agreement). Tenured faculty will be evaluated every six years. All full-time faculty were evaluated in spring 2008 under the new plan to establish a baseline and a professional development plan for each full-time academic employee. Recognizing that the collective bargaining agreement governed the full-time faculty evaluation process, an effective system has been developed and implemented as a coordinated project between the Dean of Instruction for the Compton Center and Compton Center HR staff. As a result of this cooperative coordination, a new faculty evaluation sequencing schedule was developed in October 2008 that divides full-time faculty evaluations into a manageable annual number. Now in its second year of operation, the evaluation

process is being followed in a consistent manner by Compton Center HR staff. Evaluation forms and materials are distributed in a timely manner and administrators responsible for the completion of the evaluation of faculty are instructed on the collective bargaining provisions applicable to faculty evaluations.

3. All classified employees were evaluated in April 2008 and October 2009; evaluation will follow in a similar process planned for 2010 as a component of a campuswide employee evaluation process.
4. FCMAT previously noted the discrepancy between the collective bargaining agreement for classified personnel and the Personnel Commission Rules and Regulations for Classified Personnel in referencing the number and timing of evaluations for probationary classified employees. The discrepancy has been corrected. Both the collective bargaining agreement and the Rules and Regulations specify two probationary evaluations, during the third and fifth month of employment. As a result, classified employee evaluations are proceeding in a manner consistent with mandates of the Personnel Commission and the collective bargaining agreement. Compton Center HR staff are scheduling and monitoring classified evaluation processes to ensure compliance and completion.
5. FCMAT was provided no information to show that corrective action has been taken on the deficiencies previously cited in scheduling and conducting adjunct faculty evaluations. The Compton CCD HR staff recognizes that effective evaluation of adjunct faculty is one of the primary methods of ensuring the delivery of a quality and comprehensive instructional program and is working in a cooperative and concerted manner with instructional services to ensure completion of timely and comprehensive adjunct faculty evaluation documents.

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 11.3 – Employer/Employee Relations

Professional Standard:

The HR Department provides all managers and supervisors training in contract management with emphasis on the grievance process.

Sources and Documentation:

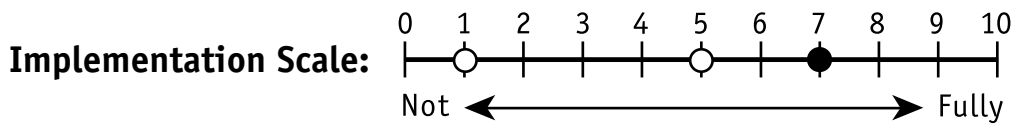
1. Interviews with Compton CCD Dean of HR, HR Department staff, other administrators and staff assigned to the Center
2. Interviews with Interim Vice President of Academic Affairs, Compton Center Provost and Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units
4. Certificated collective bargaining agreement 2/1/2007 through 6/30/2010
5. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR Department Dean and staff have participated in professional development training on collective bargaining in the California Community College system in various sessions of the Southern 30 Training Consortium and as part of the ACHRO Institutes. Participation in various training activities available through the Southern 30 Training Consortium and other legal and professional organizations has facilitated an understanding of the collective bargaining process and enhanced comprehensive development of negotiation and contract administration processes.
2. The Compton CCD and El Camino College HR departments have initiated and conducted internal professional development activities regarding collective bargaining, contract administration and grievance processing. In addition, training opportunities through participation in the Southern 30 Training Consortium and attendance at professional development workshops have enhanced the skills, knowledge and abilities for managers and supervisors regarding contract administration, grievance processing and other important employer-employee topics.
3. The Compton CCD Dean of Human Resources has been included in the faculty and classified collective bargaining sessions as a management representative. That inclusion continues to benefit the Dean's performance of duties and responsibilities relevant to contract administration, grievance processing and other employer-employee relations, and enhance the knowledge of specific topics to be included in developing and presenting internal professional development for managers and supervisors on those topics.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 11.4 – Employer/Employee Relations

Professional Standard:

The HR Department provides a clearly defined process for bargaining with its employee groups.

Sources and Documentation:

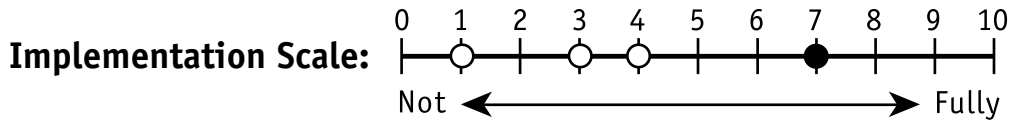
1. Interviews with Compton CCD Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and Compton CCD Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units
4. Collective bargaining agreement (certificated) 2/1/2007 through 6/30/2010
5. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD and Compton Center administrative staff has successfully negotiated collective bargaining agreements for both the classified and faculty bargaining units. Reopener negotiations on a limited number of contract provisions were under way in the fall 2009 semester. The Dean of HR has served as a member of the management negotiations committee. That action will ensure a well-defined process of collective bargaining that fully complies with the legal statutory mandates including: presentation of initial proposals; access of initial proposals of both parties; and, provisions for public viewing/information and hearings on initial proposals. Collective bargaining cannot commence unless and until the legal requirements for “sunshining” of proposals is completed.
2. The Compton Center chief spokesperson for classified and faculty collective bargaining is very experienced and fully knowledgeable of the legal processes and procedures required to conduct negotiations. Legal counsel is also available to the Center and its negotiation representatives to ensure that a clearly defined and legal process for bargaining with the employee groups continues to be conducted.
3. Senior administrators of El Camino College are aware of the legal authority and responsibility of the Compton CCD, including the Compton Center administration, to engage in collective bargaining with classified and faculty employee organizations. Interviews confirmed close coordination between the Compton CCD Special Trustee and the Superintendent/President of El Camino CCD to maintain an effective working relationship between the two organizations and reach an agreement in accordance with the terms of the MOU between El Camino College and Compton CCD.
4. Compton CCD’s designated representative in the collective bargaining process must continue 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: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 11.5 – Employer/Employee Relations

Professional Standard:

The HR Department 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:

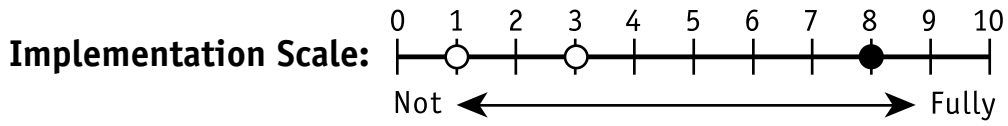
1. Interviews with Compton CCD Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and Compton CCD Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units
4. Review and assessment of the Compton Center HR FCMAT Strategic Recovery Plan (October 6, 2009)

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. An attorney with the law firm of Atkinson, Andelson, Loya, Ruud and Romo is the district's chief negotiator. He negotiated the faculty contract that was ratified in May 2007 and the classified contract that was ratified in January 2008. The Special Trustee, board's representative for negotiations and the President of El Camino College coordinate and communicate to ensure that district proposals facilitate cooperation between the two districts.
2. Communications between the Compton CCD, including the Compton Center management team, and the Center faculty regarding bargaining discussions/proposals continues to improve. The Dean of Human Resources, as contract administrator and member of the campus management negotiations group, will be able to facilitate communication between the district's chief negotiator/board representative and members of the Compton Center management in an effective and comprehensive manner.
3. The Compton CCD Dean of Human Resources, as a member of the faculty and classified collective bargaining process, must work diligently to conduct and facilitate communication with management during collective bargaining by obtaining comments, observations and opinions on bargaining proposals and by communicating the process. Once collective bargaining concludes, whether on the full agreement or limited reopener provisions, the Dean will continue the needed planning, organization and training on collective bargaining agreement provisions to the Center's management, supervisory and confidential employees.
4. The Compton CCD and Compton Center management team and supervisors continue to have a significant need for an effective training program for contract administration to include grievance procedures, evaluation and leave provisions, as well as layoff and re-employment provisions for classified personnel.

Standard Implemented: Fully - Substantially

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



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.*

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
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
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				

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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
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
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
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
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				

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
1.23	The college maintains Materials Safety Data Sheets. [LC 6360 et seq., CCR Title 8 §5194]	6				
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
1.25	The college conducts periodic first aid training for employees.	0	0	0	4	5
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 (1997).	0	0	0	8	10
2.3	The college seeks state and local funds.	6	6	7	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
2.6	The college has developed and implemented an annual capital planning budget.	5	5	6	7	8
2.7	The college has standards for real property acquisition and disposal. [EC 39006, 17230-17233]	8				

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
2.11	The college has developed a process to determine debt capacity.	4	4	4	8	9
2.12	The college is aware of and monitors the assessed valuation of taxable property within its boundaries.	4	4	4	8	9
2.14	The college has developed an asset management plan.	5				
2.16	The college has established and utilizes an organized methodology of prioritizing and scheduling projects.	2	2	3	7	8
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
3.4	The college maintains a plan for the maintenance and modernization of its facilities. [EC 17366]	1	1	2	8	8
3.6	The college has established and maintains a system for tracking the progress of individual projects.	2	2	3	6	7
3.7	Furniture and equipment items are routinely included within the scope of modernization projects.	2	2	2	6	7

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
3.8	Refurbishing, modernization, and new construction projects take into account technology infrastructure needs.	1	1	2	7	8
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
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
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
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				

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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				
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
8.3	Cost-effective, energy-efficient design has been made a top priority for all college construction projects.	1	1	1	5	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

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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
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
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
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 §631, CCR Title 5 14030, EC 17576	3	3	3	6	6

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
8.12	The college has a documented process for assigning routine repair work orders on a priority basis.	3	3	4	6	6
Facilities Management – Instructional Program Issues						
9.1	The college has developed a plan for attractively landscaped facilities.	4	4	4	4	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				
Facilities Management – Community Use of Facilities						
10.2	Education Code Section 38130 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

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

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.					

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 policies
2. Hazardous Materials Business Plan, Health & Safety Code, Title 19, Division 2, CCR Title 22, Division 4.5
3. Availability of Materials Safety Data Sheets (MSDS) copies
4. List of hazardous substances on site per building and room location
5. Evidence of training programs or sessions
6. Evidence of flammable storage cabinets, visual inspection
7. General Safety, Laboratory Rules, Chemical Storage dated October 31, 2009
8. Appropriate labeling on pipes and storage areas, visual inspection
9. El Camino/Compton Center Hazardous Materials Definitions and Disclosure
10. Compton Community College Custodial and Maintenance Procedures Manual
11. Keenan & Associates proposal for hazardous substances

Progress on Implementing the Recommendations of the Recovery Plan:

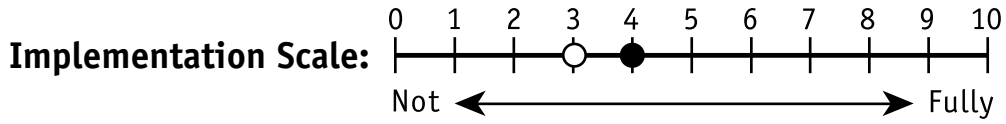
1. The Director of Maintenance and Operations position had been filled by the Compton Community College District only six weeks prior to FCMAT's arrival. However, the position has made immediate contributions to the updates and implementation of this standard. The college has identified the need to update and create board policies and has distributed Administrative Regulation 8503, Hazardous Material Communication Program to all maintenance, operations, custodial and grounds personnel. A related board policy is in draft form. The storage and disposal plan required by this standard has not been updated in the Infrastructure Master Plan Final Report dated June 2009. This component should be included in either the Security or Fire Safety sections of the plan. The Infrastructure Master Plan does reference chemical release or other event requiring immediate action under section 9.4.2.2 titled System Operation but should also include references to chemical storage and evacuation plan. The Director of Maintenance has created an internal document after the team's site visit titled General Safety, Laboratory Rules, Chemical Storage and related information that was distributed to staff campuswide.
2. A sample Hazardous Materials Business Plan was provided that outlined the district's commitment to safety and stored hazardous materials. The team acknowledges reviewing previous plans that were initiated or partially completed by former staff in this position. The HMBP provided during this review has not been fully completed and will be used 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 includes the purpose,

site requirements, inventory statements, facility maps, emergency response/contingency plans, employee training and record-keeping requirements. Upon completion, the HMBP will meet the requirements of the California Health and Safety Code, chapter 6.95 for the filing requirements.

3. Emergency action plans are posted throughout the campus, and the campus police department has developed a comprehensive multihazard emergency preparedness plan to conform to the state's Standardized Emergency Management System (SEMS) guidelines. Procedures regarding the training, storage and disposal of toxic materials should be included in the administrative regulations (AR 8503) but have not been completed for this policy update.
4. Annual training procedures for employees are being developed, including documentation by Keenan and Associates. The proposed policy for consideration includes safety planning, site inspections and communication protocols. The staff meets daily, and the training emphasis to the custodial staff has been to provide a healthy and safe environment for students. Topics include the proper use and mix of chemicals, hazardous materials and waste handling, and an evacuation plan.
5. The college is developing a complete list of hazardous substances pursuant to the Code of Regulations, Title 8, Section 5184(e)(1)(A), requiring such a list to be provided via the written hazard communication program, preferably with an indication of the work area where the materials are contained. The team acknowledges that work by the purchasing department satisfies the procurement and signoff of hazardous materials, but no campuswide inventory of hazardous substances has been completed, and there is no systematic collection and referencing process for MSDS for custodial and maintenance staff. However, the process has begun and selected room inventories, including the Math Science Building, were provided to FCMAT. No integrated process involving purchasing, facilities and other end users has been developed by the maintenance department to capture the data required to develop a comprehensive list of hazardous substances. The process would include the identification of incoming hazardous materials, inventory and logging, and campus location(s). The college is working with Keenan & Associates to develop the plan, which includes software, to monitoring hazardous substances.
6. The college has not provided the local fire department with a list of hazardous substances that are stored on the site (including science labs). Once the maintenance staff completes the inventory list of hazardous substances, it also should be provided to the local fire department. Multiple meetings with the fire department have occurred to discuss the college's plan to work with Keenan & Associates to meet this requirement.
7. The college has not provided written communication to outside contractors regarding hazardous substances that are present on the campus. The college must provide this information, preferably utilizing the list of hazardous substances once it is developed. It is the contractor's responsibility to disseminate this information to its employees and subcontractors.

Standard Implemented: Partially

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



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 submaster keys. A college-wide standardized process for the issuance of keys to employees is followed by all college administrators.

Sources and Documentation:

1. Interview with Director of Facilities/Planning Management and Director of Maintenance
2. Evidence of key issuance and control documentation and processes for existing (metal) key locks
3. Compton Community College District Infrastructure Master Plan Final Report June 2009
4. Evidence of new programmable key card control system installed in newer buildings
5. Copies of invoices paid for new access/key control system

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD's Infrastructure Master Plan includes 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. The current documentation 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 college facilities and property. As previously reported, the college is unable to identify all grand master key holders. This is not unusual with metal/mechanical key sets that are overdue for rekeying. Even if proper key procedures are followed, the condition may arise in time. The only solution is to rekey the entire campus, which can be extremely costly. Some master keys are known to be in circulation but with unknown key holders, and it is necessary to assume that key return failures and significant unauthorized copying of master keys have occurred.

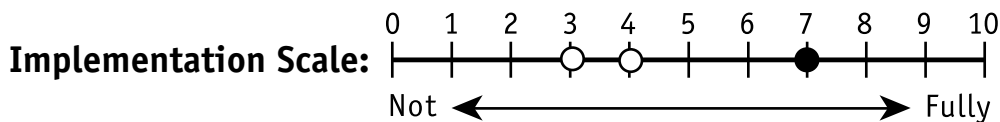
The district's master key controls appear to be adequate (see documentation for key control), but problems exist because of the length of time that has expired since the entire campus was scheduled for a complete (mechanical key/lock) rekey. The administration's plan to rekey with programmable key cards was initiated in March 2008. Programmable key cards allow better control, as well as periodic rekeying at minimal expense, in contrast to mechanical key/locks, for which a complete rekeying can be a major investment.

2. The college has started rekeying the campus with the new electronic programmable access card system. The system that was selected will allow the college staff to control access to buildings and remotely lock and unlock doors. Additionally, each staff member will have his or her own key card that will be assigned by employee number to allow college staff more oversight over which buildings staff members can enter. This new programmable system will allow entry and exit to the buildings to be time stamped and provide for more efficient key-less security.

- The Math and Science building was upgraded first due to the existing infrastructure and compatibility with the new key system. The college staff plans to install the key system for all facilities except for the row buildings, which will be eventually replaced according to the Campus Master Plan. The new system is expensive and therefore is being completed in phases within the budget allocated for each fiscal year. College staff/faculty report that the system is expandable and can tie into additional systems, which will allow for it to be flexible over the long term. Once the new keyless system is completely installed, college staff should review Board Policy 10.8 as recommended in the initial Comprehensive Review, and revise the policy to address the new system.

Standard Implemented: Partially

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



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. Interview with Director of Facilities and Planning Management
2. Compton Community College District Infrastructure Master Plan Final Report June 2009
3. Campus site inspection

Progress on Implementing the Recommendations of the Recovery Plan:

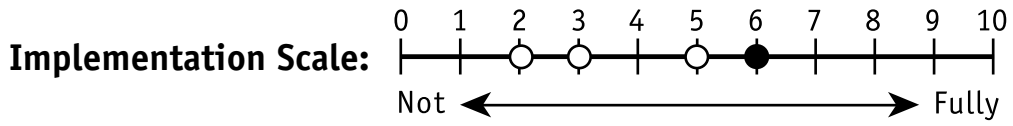
1. The college has established a routine schedule for checking lighting in all areas of the campus. The four-person evening shift custodial crew has a standing order to replace any nonfunctioning fixtures accessible by standard ladders as needed and when time permits. The survey completed by Southland Industries, with an initial report dated October 27, 2008, stated that much of the campus had deficient or aged wiring and fixtures.

According to staff, two critical areas still exist, the north end of the campus and parts of the Y Building where there is inadequate walkway lighting.

2. The college continues to provide sufficient exterior lighting through most of the campus, but the lighting infrastructure is insufficient and unreliable. A complete upgrade of the campus lighting infrastructure is scheduled to occur in two phases: phase one was scheduled to begin in November 2009, and phase two is scheduled to begin in October 2011. Both phases combined are estimated to cost approximately \$2,210,700. 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.
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 the existing entry on Artesia, campus roadways, pedestrian pathways, parking lots and stadium lighting.

Standard Implemented: Partially

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



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:

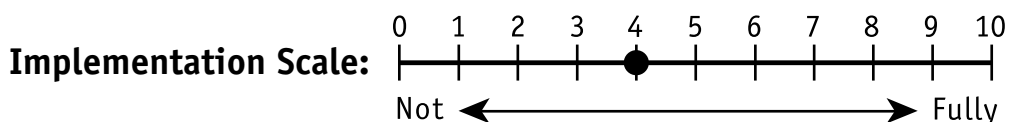
1. Administrative Regulation AR 8503, Hazardous Material Communication Program
2. Sample Hazardous Materials Business Plan
3. Availability of Material Safety Data Sheets
4. List of chemical materials
5. Custodial and Maintenance Procedures Manual
6. Hazardous Materials Definitions and Disclosure
7. Math and Science Building Chemical Inventory

Progress on Implementing the Recommendations of the Recovery Plan:

1. Administrative Regulation 8503, Hazardous Material Communication Program, was proposed to be issued on November 17, 2009. Compton CCD is in the process of developing a Hazardous Materials Business Plan, but this document has not been completed to meet the standard requirements during this review period. Keenan & Associates will provide and include annual training for all staff in the Injury and Illness Prevention Program Plan now in development.
2. The college provided minimal documentation of flammables contained in the Math/Science rooms but has not documented processes for faculty to update the chemical inventory annually (or each semester). A chemical inventory and access to materials safety data sheets are critical to minimize potential exposure issues for students and faculty.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	4
January 2010 Rating:	4



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. Interviews with Director of Facilities and Planning Management, Director of Maintenance, and the Provost
2. Completed sample of employee evaluation Daily Work Assignments and Attendance Report
3. Custodial and Maintenance Procedures Manual
4. Infrastructure Master Plan by S & K Engineers
5. Facilities Inspection Checklist by Zone
6. Facilities Priority Project List
7. Restroom Checklist form

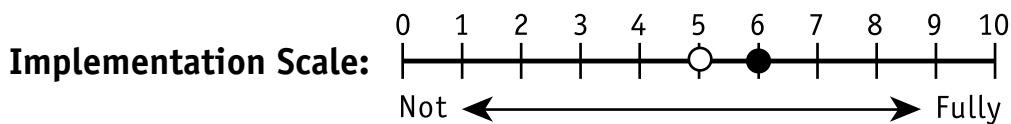
Progress on Implementing the Recommendations of the Recovery Plan:

1. Complete building condition assessments are being performed as part of the preparation of the Facilities Master Plan by tBP Architecture and Planning and the Infrastructure Master Plan documents. The documents includes a series of meetings with the Facilities Planning Committee to review the analysis of existing facilities and prepare multiple development options for small and large capital projects that may include safety concerns. The Facilities Master Plan is designed to meet the requirements of the State Chancellor's Office and guide the development of the Five-Year Capital Construction Plan. The plan addresses the existing building conditions for seismic, fire/life safety, mechanical, electrical, plumbing, and deferred maintenance requirements.
2. The college has not adopted board policies to date to address this standard. However, the team reviewed the college's draft of the Custodial and Maintenance Procedures Manual. The manual addresses the duties and responsibilities of the utility-maintenance workers in an effort to maintain safety and cleanliness of the facilities, including restrooms, hallways, administrative offices, gyms, and all other buildings on the campus.
3. To address the required action, the college created a scheduler position to help monitor the work order system and to assign and monitor projects. The position was filled from within the department. The scheduler receives work orders via e-mail or by paper copy and then assigns the work order to a maintenance and operations staff member. The scheduler also assigns a tool kit to the assigned staff member for use in completing the work order. This position continues to oversee the work order process so that the Director of Maintenance and Operations can attend to other issues. The college is in the process of procuring a new Web-based work order system. The maintenance and operations staff has researched electronic work order programs, and have identified the necessary software solution, CMMS. The program had not been purchased or implemented at the time of the site visit.

4. College staff reported that the building adoption program has been partially implemented. The goal for the program is to have every college facility, grounds area, field, road, and parking lot adopted by a maintenance and operations employee for inspection. The team concept for scheduled maintenance has been adopted. The goal is to create a greater sense of responsibility and ownership because each facilities team is responsible for a particular set of facilities. It is reasonable to expect a higher level of care and maintenance utilizing the team concept. Weekly facility inspections are now conducted for safety and lighting issues by the Director of Facilities Planning and Management. Due to the recent hiring of the new Director of Maintenance, these specific duties will be transitioned to maintenance.

Standard Implemented: Partially

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



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 the Provost, Director of Facilities and Planning Management, Director of Maintenance
2. On-site observation
3. Employee evaluation samples to address sanitation maintenance and correction of fire hazards
4. Custodial and Maintenance Procedures Manual
5. Facilities Project List
6. Draft Policy for Injury and Illness Prevention Program
7. Crystal Reports Viewer, School Dude work order system
8. Preventative Maintenance Program contract with Southland Industries

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Governing Board/Special Trustee has not adopted a board policy to delineate that all sanitation hazards are to be corrected immediately. The college reports that the maintenance and operations staff maintains 66 restroom facilities. The campus enrollment is approximately 4,850 students. During FCMAT's visit in October and November 2009, the overall appearance of the campus was excellent and demonstrated that the team approach has been very effective in maintaining the campus. The utility maintenance staff has been assigned to teams and has created specific zones on the campus to address safety and sanitation issues. Custodial assignments are not yet programmed on the college work order system, School Dude, but knowledge of work order requirements and each task are delineated in the Custodial and Maintenance Procedure Manual. Each team is assigned a definite shift with starting and ending times. Teams or zones can be adjusted temporarily to accommodate the needs of the college for special programs or events. Compton CCD is in the process of procuring a new Web-based work order system.

FCMAT reviewed Compton CCD's Facility Project List that includes projects with significant priorities along with a measured scale that rated the deficiency significance. Projects were rated or valued in categories including safety or life threatening situations, compliance with current building codes or laws, projects designed to maintain or protect existing facilities, and energy conservation. Under funded maintenance in the general fund, Compton CCD had budgeted approximately \$3,055,529 for these types of priority maintenance projects.

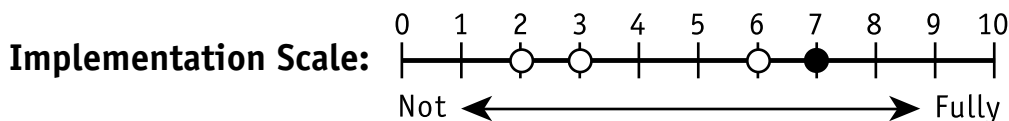
2. The maintenance department contracts annually for all fire extinguishers to be serviced during summer school. The utility maintenance workers are responsible for checking all fire extinguishers monthly, which includes dating and initialing the tags on each fire extinguisher.

Kitchen fire suppression systems are not part of the annual contract and are assigned separately to the Food Service staff. The college contracts with a vendor for regular inspection and recharging of fire extinguishers.

3. The college has provided in-service training on site safety and cleanliness for all site operational personnel. The maintenance and operations department staff receives weekly training and safety briefings from the Director of Maintenance, but minimal formal in-service training for all staff has not been conducted.
4. Compton CCD contracts with Southland Industries for all heating, ventilation and air conditioning (HVAC) equipment, including air filter replacement and inventory of equipment, and testing and inspection of systems to ensure that safe and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard.

Standard Implemented: Partially

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



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:

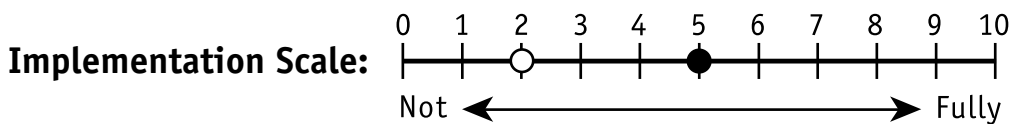
1. Interviews with Director of Maintenance
2. Draft policy for Injury and Illness Prevention Plan
3. Site walkthrough with the Director of Facilities
4. Facilities Projects List (Required for Safety)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not updated the board policy for addressing the Injury and Illness Prevention Plan. FCMAT reviewed a draft of the administrative regulation that was to be issued on November 17, 2009 and was scheduled to be reviewed by the state Special Trustee, but no additional progress has been made on this item.
2. Compton CCD is working with Keenan & Associates to provide training to staff regarding the IIPP program. The Director of Facilities and Director of Maintenance reported that once the new IIPP Handbook has been drafted and approved by the board, training on the handbook will be provided to staff.

Standard Implemented: Partially

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



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 Provost, Director of Facilities and Planning Management, Director of Maintenance
2. Draft policy for Injury and Illness Prevention Plan
3. Minutes from safety meeting
4. Emergency Preparedness PowerPoint, Police Department
5. Flex Day PowerPoint, spring 2009
6. Infrastructure Master Plan dated June 2009

Progress on Implementing the Recommendations of the Recovery Plan:

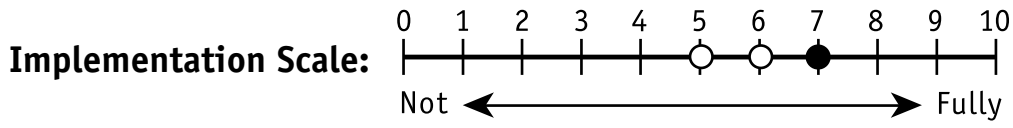
1. The comprehensive college safety plan titled Plan for the Prevention of Crime and Violence was completed by the Compton campus police department in July 2009. Previous interviews during the team's last visit with the college's police department revealed that work on a comprehensive safety plan had begun, and the safety plan mirrors a similar plan that exists for El Camino Community College. The plan addresses operational safety (facilities and materials hazards), personal safety and emergency response. Success in its continued development and renewal will require active participation of Academic Affairs, Student Services and Community Relations, and the police and facilities departments.
2. The Compton CCD police department provides an emergency preparedness PowerPoint presentation to Compton staff that includes both the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). This provides a review for the record-keeping processes for federal and state reimbursement requirements. The Emergency Preparedness and Evaluation Plan was completed in July 2009.

The plan includes the responsibilities of the Commander for staging and planning with the Compton Fire Department, paramedics, Nursing Center, the Los Angeles County Sheriff's Office, and the city of Compton Public Works Department.

3. The district's Infrastructure Master Plan includes a complete component to support a campus-wide physical security system including building security systems, campus lighting and parking lots and open spaces. The campus has no video surveillance or proprietary monitoring systems in place during this review period.

Standard Implemented: Partially

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



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:

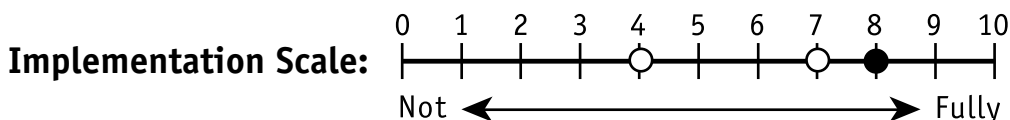
1. On-site observation of boilers and fired pressure vessels
2. Southland Industries working papers including boiler inspection documents and maintenance logs
3. Tracking logs for vendor purchase orders
4. Preventative Maintenance Contract with Southland Industries

Progress on Implementing the Recommendations of the Recovery Plan:

1. As of the date of the site visit, the Compton CCD has contracted with Southland Industries to perform boiler assessments, to decommission several unused boilers and to provide inspection and maintenance for the remaining operational boilers. This contract eliminates the need for the college to develop maintenance procedures of its own or to have district maintenance personnel perform these services.
2. Due to the small size of the college staff and consequent limitation in technical skills available in-house, contracting out is the most cost-effective solution at this time. The contract with Southland Industries includes annual inspections on all mechanical equipment, equipment inventory, bi-annual inspection of automation systems, fan coils, system status update, equipment and maintenance log book, cleaning condenser coils on all air cooled condensers, equipment tagging, changing filters and staff training.
3. Southland Industries maintains the boilers and has implemented two training programs for employees: lockout/tag out and confined space training. Training for Compton CCD staff includes working with the Southland maintenance technicians on the proper maintenance techniques for HVAC equipment.

Standard Implemented: Fully - Substantially

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



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 9.1
2. Board Policy 9.2
3. Interview with Director of Maintenance (serves as Chair of the Safety Committee)
4. Draft policy of Injury and Illness Prevention Program
5. 30 – 360 Day Objectives prepared by Director of Maintenance

Progress on Implementing the Recommendations of the Recovery Plan:

1. There have been no changes or updates to the board policies during this review. College staff recognizes the need to update the policies, but no changes have been made to date. Changes in staffing have occurred with the hiring of a new Director of Maintenance by Compton CCD. This position currently reports to the Provost and will serve as the chair for the Safety Committee.

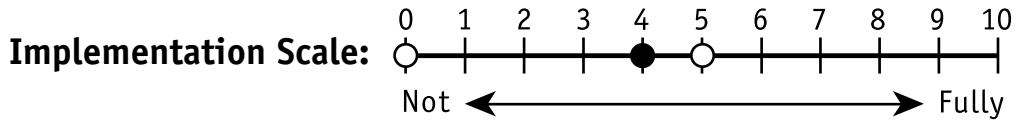
The El Camino Community College Police Department conducts an annual emergency preparedness PowerPoint presentation to Compton staff that includes both the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). This provides a review and meets the requirements for the record-keeping for federal and state reimbursement.

The presentation includes major evacuation points: the Artesia grass field area for the Delta (Foster and Kinship Care Education), Math Science, MIS, Observatory, Learning Resource Center, Music, Theatre Arts and the Y buildings. The presentation included an actual campus-wide evacuation based on building damages and student injuries.

2. A strategic plan has been prepared regarding emergency preparedness and evacuation that has been reviewed beginning with the responsibilities of the Commander for staging and planning with the Compton Fire Department, paramedics, Nursing Center, the Los Angeles County Sheriff's Office, and the city of Compton Public Works Department. The PowerPoint presentation has all the elements needed to meet the requirements of this standard and should be converted to a policy document and presented to the state's Special Trustee for final approval.
3. The college had a safety committee, but it has not been active. It is proposed to begin meeting regularly, chaired by the Director of Maintenance. The safety committee should include staff from the Maintenance and Operations Department, campus police, faculty, student representative and administration.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0
June 2009 Rating: 5
January 2010 Rating: 4



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:

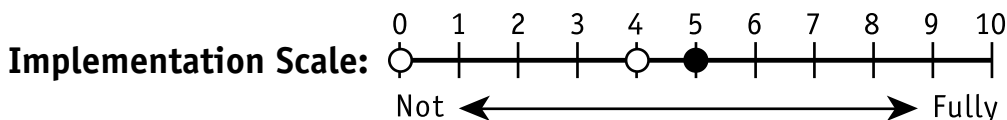
1. Board policy
2. Interview with site administrators
3. Copies of bargaining unit agreements
4. Observation of employees and safe practices
5. Draft policy of Injury and Illness Prevention Program by Keenan & Associates
6. E-mail from Keenan & Associates

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change to the board policy for school safety since the last site review. The college has created a draft board policy regarding minimum first aid training for all college employees.
2. The Dean of Human Resources has reviewed the respective collective bargaining agreements and has determined that Compton will use a designated group of employees referred to as first responders. These employees are provided training by El Camino College, and the process will be incorporated into the Emergency Preparedness and Evacuation Plan.
3. The Director of Maintenance indicated that a plan to provide safety trainings, such as CPR, was being proposed by Keenan & Associates for custodial and maintenance staff. The proposed plan includes contracting for first aid and hazard training for one-day staff development sessions.
4. The Director of Maintenance reported that various safety and training briefings are presented during weekly staff meetings, but the briefings have not focused specifically on first aid training. The Compton College campus police department has been assigned the responsibility for first aid training.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0
June 2009 Rating: 4
January 2010 Rating: 5



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 dated 2008.

Sources and Documentation:

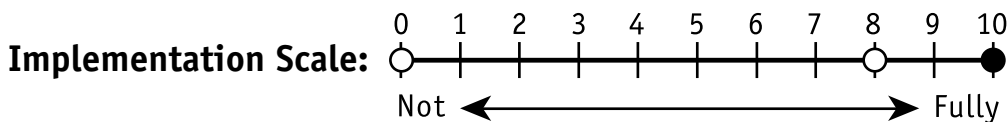
1. Compton CCD Space Inventory Report
2. Request for Qualifications/Capital Facilities Project Management Services
3. 2012-16 Five-Year Construction Plan
4. Compton Community College District 2008 Campus Plan
5. Infrastructure Master Plan Final Report dated June 2009
6. Certification of Inventory for Fiscal Year 2010-11
7. Infrastructure Master Plan and Construction Schedule

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has developed a Compton Center 2008 Facilities Master Plan, Infrastructure Master Plan, Master Plan and Construction Schedule that include a list of proposed new construction and modernization projects. Preliminary phasing plans are included with a description of the proposed projects. The plan has an analysis section that identifies the campus circulation, zoning and building conditions for seismic, fire/life safety, mechanical, electrical, plumbing, and deferred maintenance.
2. The college uses the online Facilities Planning Manual of the California Community College system effectively. The college submits its five-year and deferred maintenance plans, annual space inventory and project proposals in compliance with state guidelines.

Standard Implemented: Fully - Sustained

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	8
January 2010 Rating:	10



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:

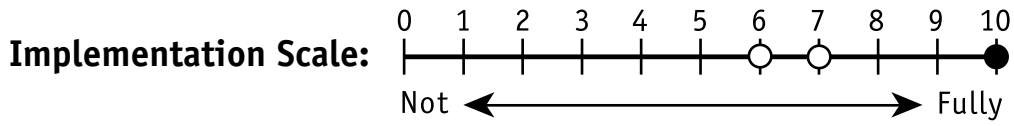
1. Interviews with Director of Facilities Management and Planning
2. Cost Estimate Summary and Anticipated Time Schedule – JCAF 32
3. Facilities Master Plan dated May 20, 2008
4. 2012-16 Five-Year Construction Plan
5. Resolution No. 08-09/062408 establishing general obligation bond tax rate
6. Initial Project Proposals for Phase I and II
7. Capital Outlay Reverting Appropriations, Seismic Replacement (LRC) and Child Development Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has been proactive and successful in seeking state and local funds for capital improvements. In November 2002, Measure CC passed with 76% of voters authorizing the college to issue \$100 million in general obligation bonds. Measure CC authorized funds to repair and renovate academic classrooms and job training facilities and upgrade safety security systems, electrical capacity, computer technology, energy efficiency, and leaky roofs.
2. The college has approximately \$59 million in general obligation bonding capacity. The college is conducting an external financial and performance audit to reconcile the previously issued bonds. The audit was scheduled for completion in November 2009 and was being conducted by Moss Adams.
3. The district's five-year capital outlay plans are developed 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. It is actively utilized by the Director of Facilities Planning and Management. Fusion provides for project scenario planning analysis as a decision-making tool to determine the priority for projects receiving state funding in a district's five-year capital outlay plan. Access to Fusion is protected and is password specific.
4. The Compton CCD received bond funding from the state of \$31,198,000 for the Infrastructure Replacement Phase 1 (H & S) capital outlay project. The actual receipt of funding and management of this project will reside with the El Camino Community College, which will have the project management responsibility to ensure that the project stays within scope of work and budget as proposed. The project will require local matching funds of \$5,024,000 by Compton CCD.

Standard Implemented: Fully - Sustained

April 2007 Rating: 6
January 2008 Rating: 6
July 2008 Rating: 7
June 2009 Rating: 10
January 2010 Rating: 10



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:

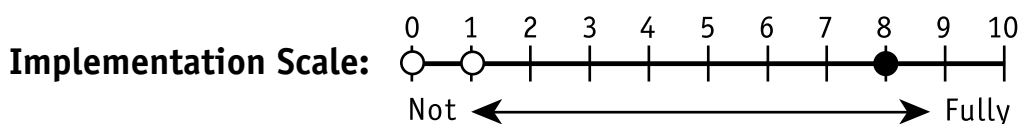
1. Interviews with Provost, Director of Facilities and Planning Management
2. Compton CCD Organizational Chart
3. 2012-16 Five-Year Capital Outlay Plans
4. Final Project Proposals (FPPs)
5. Initial Project Proposals (IPPs)
6. Compton CCD Infrastructure Master Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD currently utilizes a Director of Facilities and Planning Management that is funded through the partnership agreement with the El Camino Community College/Compton Center. This position reports directly to the El Camino Community College District 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 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.
2. The district augments planning of capital construction and modernization projects by consulting with tBP Architecture services and other external construction management firms to maximize state funding opportunities. Any further skills and capabilities are provided through the use of consultants for specialty design by mechanical, electrical or civil engineers due to the size of the college.

Standard Implemented: Fully - Substantially

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



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:

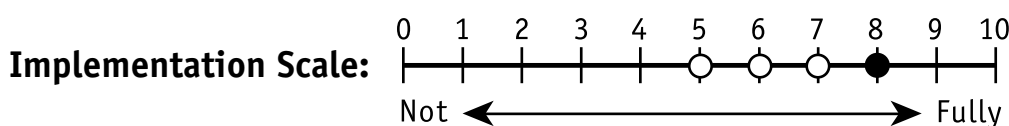
1. Interviews with Director of Facilities and Planning Management, Compton CCD CBO
2. Facilities Master Plan dated May 20, 2008
3. 2012-16 Five Year Construction Plan
4. Adoption of Revised Measure CC Project List
5. Facilities Master Plan bridge document, 2008
6. Infrastructure Master Plan dated June 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. As of the February 2009 visit, the Facilities Master Plan had 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 to facilitate this need and provided the team with a list of projects meeting this criteria that were either pending, in progress, planning or completed phases with a total budget of \$3,055,529.
2. The district's five-year capital outlay plans are developed 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. It is actively utilized by the Director of Facilities Planning and Management. Fusion provides for project scenario planning analysis as a decision-making tool to determine the priority for projects receiving state funding in a district's five-year capital outlay plan. Access to Fusion is protected and is password specific.

Standard Implemented: Fully - Substantially

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



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:

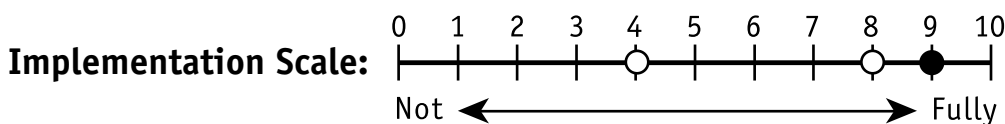
1. Interviews with Director of Facilities and Planning Management, Compton CCD CBO
2. Compton Center 2008 Campus Facilities Master Plan
3. Citizens' Bond and Oversight Committee Agenda and Minutes
4. Board agenda dated June 24, 2008; Resolution
5. 2008-09 Draft Independent Audit

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college continues to be proactive and successful in seeking state and local funds for capital improvements. In November 2002, 76% of voters authorized the college to issue \$100 million in general obligation bonds (Measure CC). Measure CC authorized funds to repair and renovate academic classrooms and job training facilities and upgrade safety security systems, electrical capacity, computer technology, energy efficiency, and leaky roofs.
2. The college has approximately \$35 million in general obligation bonding capacity. The college is conducting an external financial and performance audit to reconcile the previously issued bonds. The audit is scheduled for completion in November 2009 by Moss Adams.
3. The college is working with its financial advisor, bond counsel and bond underwriter to assess its current bonding capacity and matching funds for state-funded projects. In accordance with Education Code Sections 15278, 15280, 15282; California Constitution Article XIII A Section 1(b), Article XVI Section 18 (b), the college presented Resolution No. 08-09/062408 to establish the tax rate for general obligation bonds and issue \$15 million series of its bonds authorized from Measure CC approved in November 2002.

Standard Implemented: Fully - Substantially

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



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:

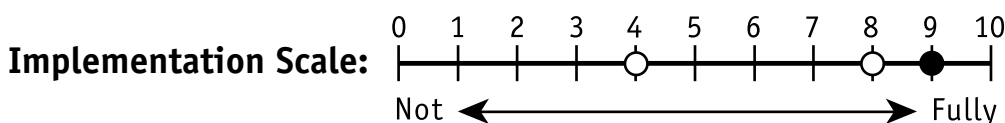
1. Interviews with Chief Business Official
2. AB 318 Legislation
3. Memorandum between El Camino College and Compton Center
4. 2008-09 Audit Report
5. Series 2009B General Obligation Bonds

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Director of Facilities Planning and Management consults with the Vice Chancellor of Business Services for El Camino College and the Compton CCD Chief Business Official regarding budget and long-term debt financing for current and future capital projects.
2. Additional consultation is provided from Compton CCD's financial advisor, bond counsel and bond underwriter to assess its bonding capacity and long-term debt. In accordance with Proposition 39, and Education Code Section 15264, et seq., the college's \$100 million general obligation bond Measure CC is being audited pursuant to financial and performance audit standards to reconcile all funds expended to date.
3. In accordance with Compton CCD's independent audit report for the 2008-09 fiscal year, the college reported total general obligation bonds and notes payable of \$55,793,934.
4. In September 2009, the Compton CCD issued an additional \$15 million of general obligation bonds from the 2002 election named Series 2009B. Copies of the final Bond Summary Statistics prepared by RBC Capital Markets were presented including the cost of issuance, bond pricing and annual bond debt service through the maturity of the issuance on 08/01/2034. The G.O. bonds were issued utilizing a variable coupon rate for principal and interest payments with a total debt service of \$31,252,300.55.

Standard Implemented: Fully - Substantially

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



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:

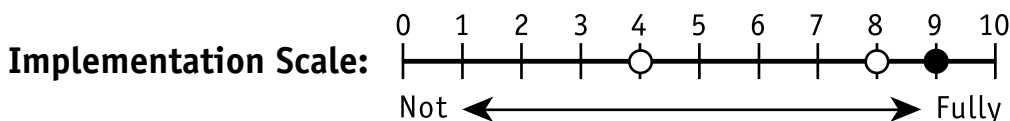
1. Interviews with Chief Business Official
2. AB 318 legislation
3. Memorandum between El Camino College and Compton Center
4. 2008-09 Audit Report
5. Series 2009B general obligation bonds

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has successfully passed and issued local general obligation bonds under Measure CC, authorized by the local voters in November 2002. Compton CCD works with its financial advisor, bond counsel and bond underwriter to assess its bonding capabilities. See Standards II.B 2.10 and 2.11 above. The assessed valuations of taxable property and fluctuations that may affect the college's bonding capacity are provided by the county Tax Assessor's Office and by the college's financial advisor. The Compton CCD Chief Business Official participated in the latest evaluation and issuance of the Series 2009B general obligation bonds.

Standard Implemented: Fully - Substantially

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



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. Review board policies
2. Interviews with El Camino College Director of Facilities Planning and Management
3. Review of college records and reports including the Facilities Infrastructure Master Plan dated June 2009
4. Citizens Bond Oversight Committee Agenda and Minutes
5. Citizens Bond Oversight Committee Agenda and Minutes
6. Adoption of Revised Measure CC Project List
7. Parsons Project Control Systems review
8. Certification of Inventory for Fiscal Year 2009-10

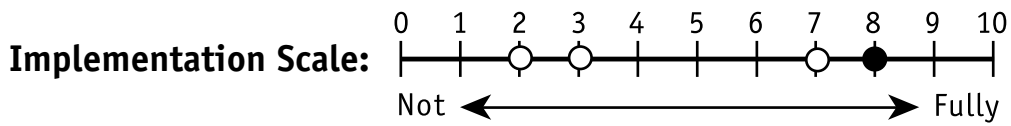
Progress on Implementing the Recommendations of the Recovery Plan:

1. 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. Facilities planning requirements better reflect how to prioritize, fund and address current issues such as the fire alarm system, exterior lighting and the continued expansion of the programmable key card access program.
2. The Facilities Master Plan will not be fully completed until the Educational Master Plan and Technology Master Plans can be completed and integrated into the final document. The college has completed the Infrastructure Master Plan Report dated 2009, which includes the utility requirements to build out the campus and to determine which buildings would be demolished and replaced by new construction.
3. The district has contracted with Parsons Project Management Systems utilizing the Impact 3D/I software program to track and monitor facility project costs, financial analysis and project reporting. The software is integrated with Fusion technology used by the California Community Colleges Chancellor's Office and provides for complete tracking of both state and local bond projects. The software also has the ability to extract financial data from Compton CCD's PeopleSoft financial management software.
4. While the Facilities Master Plan contains critical elements for funding and facilities planning, the document still lacks the implementation and integration with educational 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 demonstrate documented evidence that the Facilities Master Plan is linked to educational planning in accordance with requirements of the Accrediting Commission for Community and Junior Colleges and Western Association of Schools and Colleges.

Standard Implemented: Fully - Substantially

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



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:

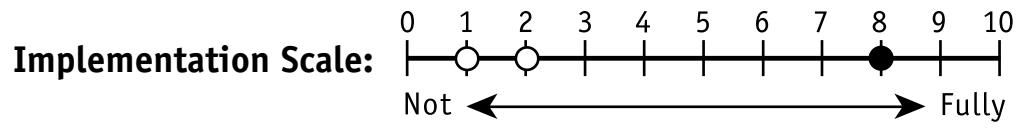
1. Infrastructure Master Plan dated June 2009
2. Interview with Director of Facilities Management and Planning
3. College's general ledger for Fund 45, Capital Outlay Projects
4. Copy of Fund 45, Capital Outlay Projects budget
5. Copies of claim reimbursement documents
6. Copy of Five-Year Capital Outlay Plan 2012-16
7. Copy of Measure CC Bond Program and State Capital Outlay Program Progress and Budget Cost Report
8. Adoption of Facilities Master Plan Bridge Document, September 2008
9. Adoption of Revised Measure CC Project List
10. Facilities Project Priority List

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has a restricted capital outlay fund, dedicated to capital projects and deferred maintenance, as required by the Community College System Budget and Accounting Manual. However, providing funds for this type of activity is very difficult. According to the Facilities Project Priority List, \$3,055,529 has been budgeted for maintenance and special repairs for the 2009-10 fiscal year.
2. The district's five-year capital outlay plans are developed 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. The software is actively utilized by the Director of Facilities Planning and Management. Fusion provides for project scenario planning analysis as a decision-making tool to determine the priority for projects receiving state funding in a district's five-year capital outlay plan. Access to Fusion is protected and is password specific. Compton CCD has been extremely successful in accessing capital facilities funding from state and local sources.

Standard Implemented: Fully - Substantially

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



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:

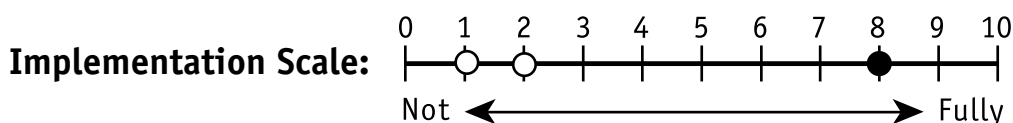
1. Interviews with staff and Director of Facilities Management and Planning
2. Reviewed minutes of the college's Bond Oversight Committee (October/November)
3. Reviewed college's five-year scheduled maintenance plan for 2011-2016
4. Reviewed college's Facilities Master Plan 2008 for Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college's campus is maintained and modernized to provide for the safe utilization of all facilities. Renovation and capital project plans for the college include the following:
 - a. The Facilities Master Plan was approved by the board, including subsequent bridge documents.
 - b. The Five-Year Capital Outlay Plan is prepared and submitted to the Chancellor's Office.
 - c. An energy conservation plan is required to address the utility infrastructure on the campus. A Final Project Proposal has been submitted and funded under the 2009-13 Five-Year Construction Plan (2009-10 first-year funding) to address many of the existing energy issues. The Compton campus was constructed in the early 1950s, and many of the original structures are in need of electrical, fire alarm and safety upgrades to enhance energy conservation.
 - d. A regular condition assessment program is ongoing with external contractors with regard to HVAC equipment, lighting and other utility infrastructure components.
 - e. The Infrastructure Master Plan Final Report dated June 2009 includes an evaluation and recommendations in the areas of energy efficiency, mechanical, electrical, fire alarm, site utilities, technology, security and campus lighting.
2. Maintenance planning is less developed but in process, with assessment conducted by external contractors. The college has recently hired a new Director of Maintenance who is further evaluating the campus for maintenance and modernization requirements.

Standard Implemented: Fully – Substantially

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



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:

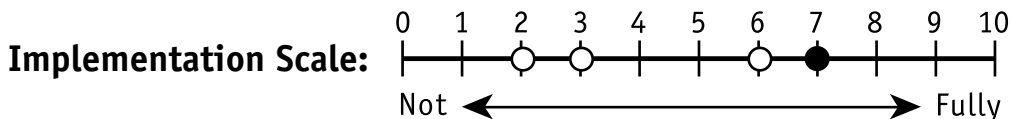
1. Interviews with Director of Facilities Management and Planning
2. Detailed PeopleSoft financial reports for Fund 45
3. Reports provided from the Fusion network
4. Adoption of Revised Measure CC Project List
5. Measure CC Bond Oversight Committee Bylaws
6. PowerPoint presentation of Parsons Project Management 3D/I software

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has contracted with Parsons Project Management Systems to monitor and track all state and local facilities projects. Parsons utilizes the Impact 3D/I software program that is integrated with both the state System Office's Fusion software and the college'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 college with 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 college is conducting a financial and performance audit of all Measure CC projects previously conducted to date through an external auditor. The bond audit was to be completed by the end of November 2009 and was not available for review during this evaluation.

Standard Implemented: Partially

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



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:

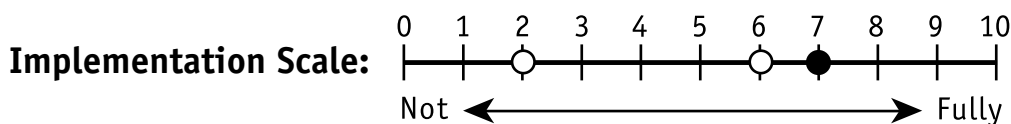
1. Interviews with Director of Facilities Management and Planning
2. Detail reports provided by program and project from PeopleSoft
3. Physical inspection of new construction including the Learning Resource Center (LRC) and modernization projects on campus

Progress on Implementing the Recommendations of the Recovery Plan:

1. FCMAT reviewed reports for capital projects recorded on the Fusion network maintained by the state System Office. Standards have been developed for campuswide design standards including furniture, fixture and equipment in the Facilities Master Plan for all projects.

Standard Implemented: Partially

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



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:

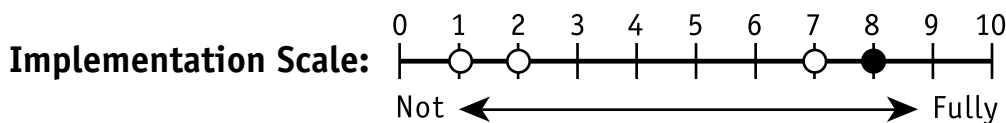
1. Interviews with Director of Facilities Planning and Management
2. Infrastructure Master Plan Final Report dated June 2009
3. Detail reports provided by program and project
4. Physical inspection of college campus facilities and selected classrooms
5. Facilities Master Plan and subsequent bridge documents

Progress on Implementing the Recommendations of the Recovery Plan:

1. With the development of the Facilities Master Plan, the college has completed an Infrastructure Master Plan with technology being an integral component. The plan includes an assessment and recommendations for telecommunications upgrades to the campus infrastructure. The recommendations are designed to support both existing and new construction projects. The planning includes multiple configurations campuswide for technology connectivity requirements that will be consistent with the Facilities Master Plan.

Standard Implemented: Fully - Substantially

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



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:

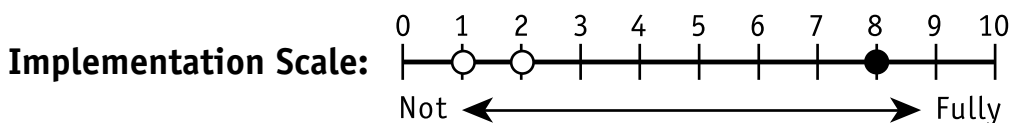
1. Interview with Director of Facilities Planning and Management
2. Architectural drawings
3. CADD standards, Los Angeles CCD sample depicting plans, elevations, model files, layer guidelines

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. The Director of Facilities Planning and Management has extensive experience and demonstrated competency in DSA requirements. However, as part of the El Camino Community College/Compton Community College Center Partnership Agreement, this position is funded through the agreement and is technically not an employee of the Compton Community College District. While the partnership agreement meets the functionality and experience requirements of this standard, Compton CCD should begin planning to hire and fund the position of Director of Facilities Planning and Management. The issue will require additional discussion regarding the sustainability of Compton CCD's facilities planning department.

Standard Implemented: Fully - Substantially

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



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:

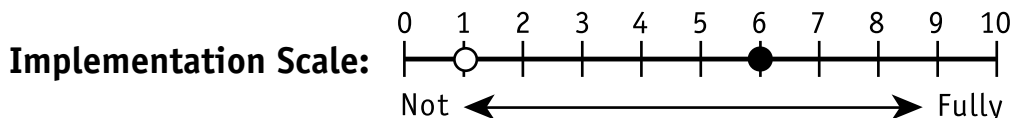
1. Interviews with Director of Facilities Planning and Management
2. Detail reports provided by program and project
3. Physical inspection of college campus facilities and randomly selected classrooms

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has contracted with Parsons Project Management Systems to monitor and track all state and local facilities projects. Parsons utilizes the Impact 3D/I software program that is integrated with both the state System Office's Fusion software and the college'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 college with 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. As part of the El Camino Community College/Compton Community College Center Partnership Agreement, the Director of Facilities Planning and Management is funded through the agreement and is technically not an employee of the Compton Community College District. While the partnership agreement meets the functionality and experience requirements of this standard, Compton CCD should begin the planning process to hire and fund the position of Director of Facilities Planning and Management.
3. Compton CCD recently filled the position of Director of Maintenance, which will reduce the full burden of project management on the Director of Facilities, and potentially redistribute the maintenance component of facilities planning. The issue will require additional discussion regarding the sustainability of Compton CCD's facilities planning department.

Standard Implemented: Partially

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



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:

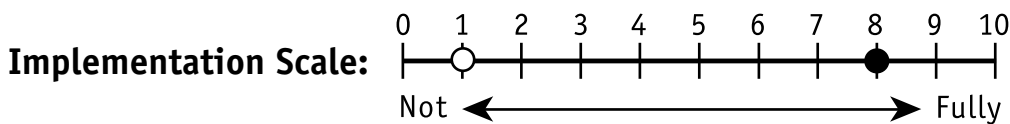
1. Interviews with Director of Facilities Management and Planning
2. Detail reports provided by program and project
3. Physical inspection of drawing room and records
4. Visual inspection of AutoCAD drawings

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college 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 college is planning to implement a fully electronic archive, and for the last several years has requested and received from its architects electronic files and records for all construction projects. Older documents can be converted to electronic format, but in each case an evaluation should be made, so that conversions are made only when cost effective.
3. The electronic filing reference system used should be consistent and cross-referenced with the electronic files, the paper blueprint files in the blueprint archive, and the files maintained by the procurement and accounting departments.
4. The college is in the process of adopting a set of CADD standards that include project folder structures, drafting symbols, plans and elevations, along with best practices for electronically stored architectural drawings. These requirements will be included in the district's Facilities Master Plan.

Standard Implemented: Fully - Substantially

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



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:

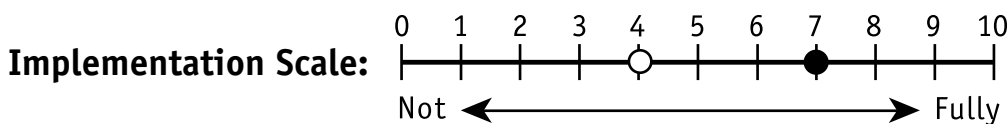
1. Board policy
2. Interviews with college staff
3. Form 700, Annual Filing of Statement of Economic Interests

Progress on Implementing the Recommendations of the Recovery Plan:

1. 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 meets the annual office statement requirement.
2. The college should update its board policies and identify designated positions that must file the annual Form 700. Due to the specific duties and responsibilities of the Director of Facilities Planning and Management and the number of contracts, 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 both El Camino College and Compton CCD but work at the Compton Center.

Standard Implemented: Partially

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



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:

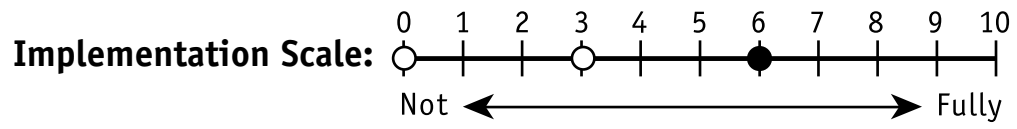
1. Energy and Sustainability Policy for school design by California Community Colleges Board of Governors
2. Interview with Director of Facilities Planning and Management
3. Review of contract with Southern California Edison
4. California Community Colleges Energy Efficiency Partnership Program 2009 Bridge Period Agreement
5. Infrastructure Master Plan
6. Energy Service Contract from Southland Industries

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 college 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 facility planning purposes during the design phase for all projects.
3. 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). Examples of projects submitted include lighting retrofit (\$33,796.08), HVAC controls (\$115,472.59) and gas savings (\$7,390.00).

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	3
January 2010 Rating:	6



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:

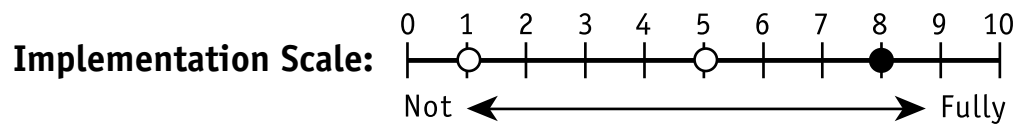
1. Energy and Sustainability Policy for school design by California Community Colleges Board of Governors
2. Interview with Director of Facilities Planning and Management
3. Review of contract with Southern California Edison
4. California Community Colleges Energy Efficiency Partnership Program 2009 Bridge Period Agreement
5. Infrastructure Master Plan
6. Energy Service Contract from Southland Industries

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. Following the construction of the original campus in 1953, four buildings have been added over the last 50-plus years. 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. While board policies have not been updated, a number of incremental steps have been completed to meet this standard. The college 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 facility planning purposes during the design phase for 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 CPUC. Examples of projects submitted include lighting retrofit (\$33,796.08), HVAC controls (\$115,472.59) and gas savings (\$7,390.00).

Standard Implemented: Fully - Substantially

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



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. Interviews with the Director of Maintenance
2. Site observation of actual inventory
3. Interviews with site staff
4. College-provided documentation of proposed organizational charts

Progress on Implementing the Recommendations of the Recovery Plan:

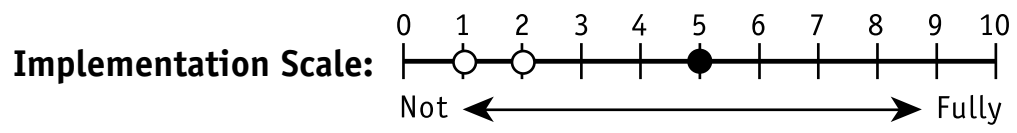
1. All labor hours, supplies and materials used are not consistently recorded in the work order system. However, the system creates a work order documenting the work to be done and the location and building system, and it is then assigned to a maintenance person manually, thus allowing follow-up and assessment. The district recently hired a new Director of Maintenance and is in process of updating the method and procedures for tracking supplies, materials, tools and equipment, including the procurement of a new work order system.

The Maintenance Department will utilize the software to include scheduled maintenance and materials purchased specifically for individual work orders. Moving to scheduled maintenance utilizing the online work order system is important, but linking work orders to the building database is an even higher priority. This process will allow the college to build a searchable history of maintenance performed by space or building location.

2. Supplies and equipment inventories are recorded manually. The college maintains an inventory of supplies and materials and major equipment, including tools, that is tracked in the inventory system manually. Employees use a checkout procedure to track the location of this type of equipment.

Standard Implemented: Partially

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



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:

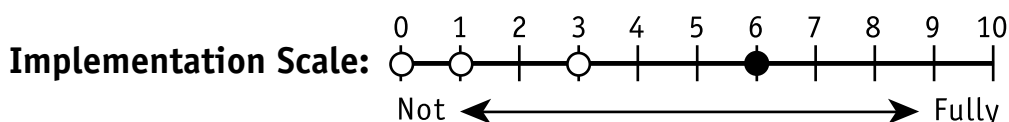
1. Board policy
2. Agreement between the college and the Federation of Classified Employees, Local 3486, CFT/AFT/AFL-CIO
3. Job descriptions
4. Sample employee evaluations

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has developed board policies to delineate requirements for the evaluation process since the last facilities review and include board-approved standard evaluation forms per the current bargaining contract.
2. The college has created a process to notify departments so that evaluations are performed and submitted to Human Resources in a timely manner. However, due to the timing and hiring of the new Director of Maintenance, evaluations were completed after the required annual evaluation period of April 2009.
3. The current evaluation period ends April 30, 2009. The college reported that the evaluations are a top priority and will be completed in accordance with the contract requirements in the future.
4. 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.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	1
June 2009 Rating:	3
January 2010 Rating:	6



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:

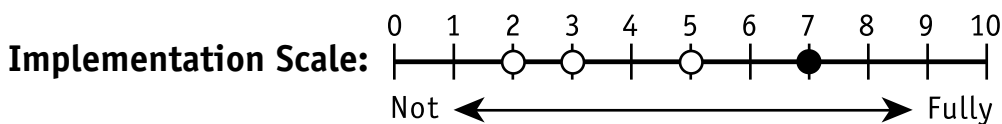
1. Board policies
2. Interview with Director of Maintenance
3. Agreement between the college and Federation of Classified Employees, Local 3486
4. Job descriptions
5. Draft policies for Injury and Illness Prevention Program
6. Custodial and Maintenance Procedures Manual

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.
2. The Maintenance Department has created a Custodial and Maintenance Procedures Manual that addresses the duties, work schedule, equipment, operational procedures and inventory for the utility maintenance position. Daily checklist and attendance forms have also been created to assist in the evaluation procedures for all assigned employees.

Standard Implemented: Partially

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



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:

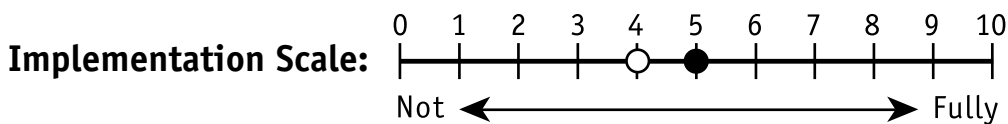
1. Interview with Director of Maintenance
2. Interviews with site staff
3. Site observation of actual inventory
4. Custodial and Maintenance Procedure Manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college continues to provide adequate amounts of cleaning supplies and proper equipment to allow custodial staff to perform at an acceptable level. Financial constraints require exercises in judgment when allocating the budget for equipment and supplies. The utility maintenance workers are now staffed by zones, and supplies are stored in custodial closets for each zone on the campus.
2. The college had developed cleaning standards and processes that are clearly documented in the Custodial and Maintenance Procedure Manual. The manual addresses the duties, work schedule, equipment, operational procedures and inventory for the utility maintenance position.
3. The Compton CCD has not implemented training so that all site personnel responsible for cleaning of the campus have a complete understanding of the types of chemicals and equipment that must be used to maintain a clean and safe campus. The hazardous materials training and related job training for all staff is being updated by Keenan & Associates but has not been completed to date.
4. The college has not specifically addressed evaluating the proper use of supplies and equipment to verify that operational personnel are following the training provided to date. The evaluation process is being completed, but this area is not addressed. The training detailed above should be provided as soon as possible so employees can be evaluated on the practices.

Standard Implemented: Partially

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



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 Director of Maintenance
3. Interview with site staff
4. Site observation
5. Custodial and Maintenance Procedural Manual
6. Sample work order requests from the School Dude software

Progress on Implementing the Recommendations of the Recovery Plan:

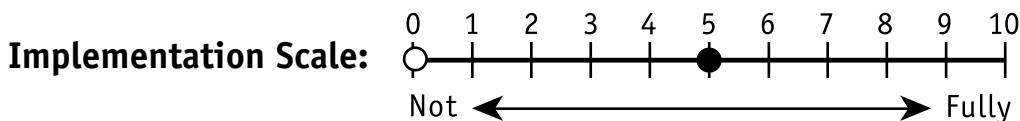
1. The college has a number of scheduled or preventive maintenance programs in place. These programs are all contracted maintenance services because of the college's current limited ability to schedule maintenance work for technical systems such as heating, ventilation and air conditioning (HVAC).

Custodial cleaning and grounds maintenance are examples of current scheduled maintenance programs. The new Director of Maintenance has created facilities inspection checklists to formally document specific tasks for each building locations that are performed on a routine basis. The duties have prescribed steps or procedures, performed on a regular schedule.

2. Existing scheduled maintenance programs for Compton CCD include:
 - a. Fire extinguisher checking and recharging
 - b. Boiler system checking
 - c. Roof maintenance contract
 - d. Custodial cleaning
 - e. HVAC systems

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	5
January 2010 Rating:	5



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 §631, CCR Title 5 14030, EC 17576]

Sources and Documentation:

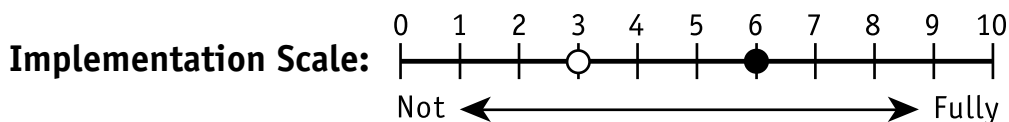
1. Board policy
2. Interview with Director of Facilities Management and Planning, Director of Maintenance
3. Interview with site staff
4. Site observations verifying conditions of facilities
5. Custodial and Maintenance Procedures Manual
6. Draft policy of Injury and Illness Prevention Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college 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. Detailed discussions of these matters and discussions of needed improvements are also contained in standards III.B 1.12, 1.18, 2.16, 3.4, 3.8, 8.5, 8.6, 8.7, and 8.11. Limitations exist daily because of the current age and condition of the facilities.

Standard Implemented: Partially

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



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:

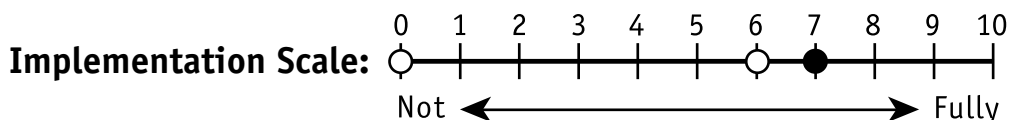
1. Board policy
2. Interview with Director of Facilities Management and Planning, Director of Maintenance
3. Five-Year Capital Outlay Construction Plan
4. Report 17 Certification, Space Inventory Report
5. Facilities Master Plan, Compton Center 2008
6. Infrastructure Master Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college is working toward full implementation of this standard. 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 college to follow regarding new construction and maintenance requirements.
2. The college's next major planning step should be to integrate the building systems database portion of the scheduled maintenance system online and integrate the maintenance component with the new work order system. Once the building systems database is integrated with the work order system, condition assessments can be performed and captured in the system, along with life cycle information and estimated replacements costs for budgeting purposes.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	6
January 2010 Rating:	7



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:

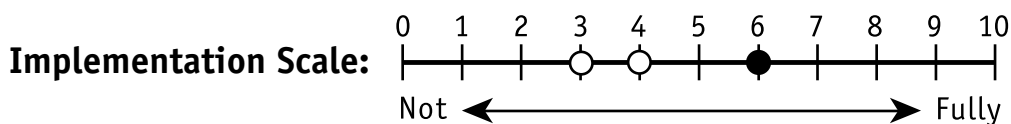
1. Interview with Director of Maintenance
2. Interviews with site staff
3. Work orders submitted by e-mail

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has hired a new Director of Maintenance who is in the process of purchasing a new work order system to track and monitor the cost of labor and materials by building location. The Maintenance Department currently prioritizes work orders manually and receives site requests through telephone calls or e-mail.
2. The college has continued the current 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. Beyond health and safety considerations and daily maintenance, priorities have been set on a Facilities Project Priority List, with the tasks completed primarily by external contractors because of the technical nature of the projects.

Standard Implemented: Partially

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



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:

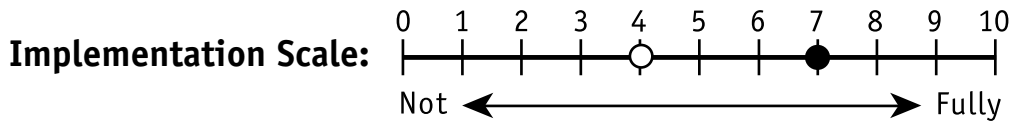
1. Interviews with staff
2. Campus inspection
3. Facilities Master Plan for Compton Center, 2008
4. Revised Capital Facilities Projects Plan, September 2008
5. Landscape Concept Plan by HMC Architects
6. Infrastructure Master Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has developed conceptual landscape plans to continue to improve campus landscaping. The Compton CCD grounds staff has been maintaining the existing landscaping with the consideration that the Facilities Master Plan calls for an overhaul of the campus infrastructure and the demolition and construction of several structures, which are to be completed in the next few years. The college 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 college has developed a conceptual landscape plan that includes partial components of the campus such as medians, parking lots, interior quad area, etc. 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. The college reports that this adoption program will help to identify landscaping areas that need to be addressed. The college 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 can not occur until a later phase of the Facilities Master Plan because of proposed construction and demolition of existing facilities. FCMAT's site observation shows that the college is maintaining the existing landscaping on campus. Until the college 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



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 38130 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:

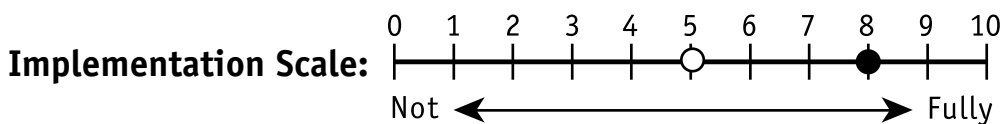
1. Board policy 6701 Civic Center Permit and Other Facilities Use, dated February 20, 2009
2. AR 6701 Civic Center and Other Facilities Use, dated February 2009
3. AP 6701 Civic Center Permit and Other Facilities Use, dated February 2009
4. Internal accounting records
5. Facility Fee Schedule dated February 20, 2009
6. Facilities Use Application/Permit by user group category

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college identified 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 6701, Civic Center Permits and Other Facilities Use. The policy and corresponding administrative regulations include a new fee schedule that identifies fees for all facilities on the campus. The policy also identifies Civic Center permit categories and updated cash collection procedures.
2. The adopted policies 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



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.

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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				

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
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
17.10	Business office computers, computer screens, operating systems and software applications used for administrative system access are kept up to date.	8				

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. Interviews with staff members from the El Camino and Compton community colleges, and the Los Angeles County Office of Education

Progress on Implementing the Recommendations of the Recovery Plan:

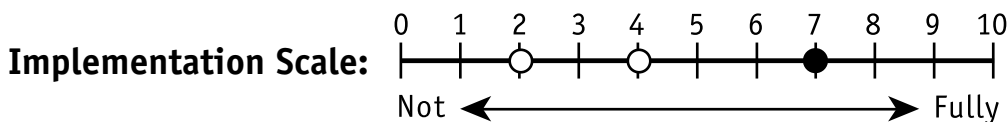
1. Interviews with staff and documentation received from staff members of the El Camino and Compton community colleges
2. Management Information Systems Strategic Recovery Plan
3. Compton Five-Year Management Information Systems Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The DataTel and PeopleSoft financial modules are maintained in a parallel model to support Compton CCD's financial reporting requirements. Although monthly reconciliation processes must be conducted to process payroll to LACOE through the PeopleSoft module, user support is maintained and meets the financial reporting requirements. All DataTel software applications, including the student and academic software modules, continue to be hosted by the El Camino Community College District under a separate licensing agreement. The technology infrastructure including hardware and software applications are fully supported, maintained and compatible with the operations of both Compton CCD and the Compton Center.

Standard Implemented: Partially

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



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:

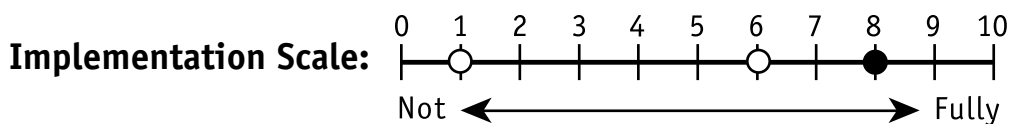
1. Interviews with staff members from the El Camino and Compton community colleges

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD has implemented an electronic inventory tracking system and has obtained preliminary results for all hardware on the campus to determine the appropriate replacement schedule. In March 2009, the Compton CCD CEO committed to the replacement of approximately 250 desktop and laptop computers on the campus. Equipment replacement funds were established in the 2009-10 fiscal year budget. The budget and technology plans demonstrate budgetary commitment to the four-year replacement cycle by identifying a stable and reliable funding source.

Standard Implemented: Fully - Substantially

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



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:

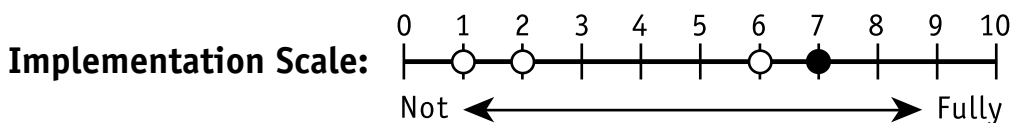
1. Interviews with staff members from the El Camino and Compton Community Colleges

Progress on Implementing the Recommendations of the Recovery Plan:

1. Recommendations contained in the previous report have been implemented through the use of Compton CCD's Web site portal, which provides "on-demand" access to training modules for the DataTel software. The availability of computer-based training-on-demand options has been universally accepted. The specific training needs of individual staff members remain partially unmet but are being addressed by departmental managers on an individualized basis to minimize the cost of professional development training. Instructor-led training sessions in small groups of "Just in Time" training sessions were observed by FCMAT staff during the last review and meet the training needs of administrative users.

Standard Implemented: Partially

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



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.*

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
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
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

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
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
2.5	Documents developed by the financial departments for distribution to the board, staff and community are easily understood.	3	3	3	4	7

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
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
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

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
6.2	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				

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
8.4	Budget revisions are made on a regular basis and occur per established procedures, and are approved by the Governing Board.	0				

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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
Financial Management Standards -- Attendance Accounting						
11.1	An accurate record of enrollment and attendance is maintained.	5	5	5	5	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
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				

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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
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
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

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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
12.10	The accounting system has an appropriate level of controls to prevent and detect errors and irregularities.	1				

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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				
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
Financial Management Standards -- Multi Year Financial Projections						
14.2	The college annually provides a multi-year 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
14.3	Multiyear financial projections are prepared for use in the decision-making process, especially whenever a significant multiyear expenditure commitment is contemplated.	0				

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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				
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				

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
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
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				

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
Financial Management Standards -- Maintenance and Operations Fiscal Controls						
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
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
18.3	The college controls the use of facilities and charges fees for usage in accordance with college policy.	5	5	4	5	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
18.5	Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.	5	5	6	6	6
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				

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

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				
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

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. Draft Administrative Regulation 2711: Conflict of Interest, dated November 17, 2009
2. Draft Administrative Regulation 3101: Management Organization Chart, dated November 17, 2009
3. Evaluation Procedure for District Administrators
4. Employment Opportunity announcement
5. Classified employee performance evaluations
6. Manager employee performance evaluations
7. Administrative Services Departmental Goals for Fiscal Year 2009-10
8. Interview with Chief Business Official
9. Interview with Compton CCD Provost
10. Interview with Internal Auditor

Progress on Implementing the Recommendations of the Recovery Plan:

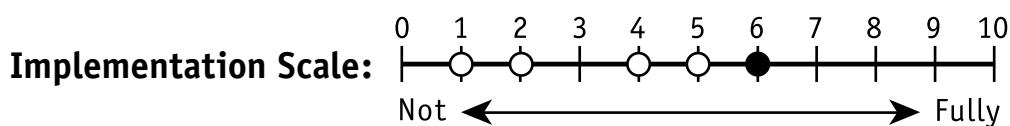
1. In November 2009, the Conflict of Interest Disclosure administrative regulation (AR) was presented for a first reading to the state Special Trustee. This AR describes in detail the general requirements, designated employee positions, disclosure categories, and gifts and honoraria. Each section places 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. This policy demonstrates the district's commitment to enhance the college'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-B provides guidance regarding the roles and responsibilities to all designated positions required to file a Statement of Economic Interest, Form 700, upon assuming and leaving office, and annually during office. The district has fully implemented complete procedures to ensure that designated employees, including public officials, file statements of financial interest per Government Code Section 1090. Form 700 statements were available for review by FCMAT.
3. The Compton CCD (Special Trustee), Compton Center (Provost) and El Camino CCD administrators continue their efforts to communicate organizational expectations to employees during staff meetings. Consistent 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.

4. 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 struggled with constant turnover of the chief business official (CBO) position. This has created instability in leadership, confusion of support staff, and a complete lack of direction. Most recently, the district spent considerable time and effort in its recruitment of a new CBO. The new CBO has provided structure and guidance to staff and sets forth high expectations for the delivery of timely and accurate processing of financial data.
5. The district had previously maintained a fraud hot line, posted fliers at key employee locations and placed information on the college's Web site. The team could find no evidence that these efforts have been sustained. The district should provide avenues for reporting fraud, asset misappropriation, or other abuses through anonymous reporting by Compton CCD employees or individuals in the community.
6. Compton CCD and El Camino CCD share a full-time internal auditor. This position has the duties and responsibilities to implement and evaluate action plans, establish and monitor internal controls, provide risk analysis, implement a fraud detection program and evaluate policies and procedures. During this review period, the role of the internal auditor at the Compton CCD campus has diminished considerably. Instead, the internal auditor primarily resides at and services the El Camino CCD campus. The district should consider funding and adding an internal auditor position exclusively for Compton CCD. This will strengthen Compton CCD's position to sustain this standard and build the internal capacity to meet the requirements of the self study accreditation process. Continued reliance on positions funded by El Camino CCD does not help validate Compton CCD's ability to operate and function as a separate entity.

Management is actively addressing the findings and recommendations of the financial audit for the fiscal year ended June 30, 2009. Although many unresolved issues exist in the business division, the audit findings are significantly fewer. Several accounting processes and procedures have been implemented to provide structure for business office operations. As the district continues to evolve with the financial recovery plan, the validation of internal controls, particularly in accounting, should reoccur often.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	6



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. Compton Community College District Management Organizational Chart
2. Compton Community College District Certificated Management Salary Schedule (2006-07)
3. Job Descriptions: Manager of Accounting and Director of Fiscal Affairs

Progress on Implementing the Recommendations of the Recovery Plan:

1. 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 (originally Compton CCD) operates as a center of El Camino Community College and under the partnership agreement, 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 November 2009, the board reviewed AR 3101 - Management Organizational Chart for the first reading. The management organizational chart delineates the lines of authority and reporting to the CEO/Provost for Compton CCD and El Camino CC that include the following:
 - a. Administrative Dean of Academic Affairs (El Camino College Compton Center)
 - b. Dean of Human Resources (Compton CCD with oversight by the CEO & El Camino CC)
 - c. Chief Business Officer (Compton CCD with oversight by the CEO)
 - d. Manager of Facilities/M&O (Compton CCD with oversight by the CEO)
 - e. Dean of Student Services (El Camino College Compton Center)

Specific elements of the Memorandum of Understanding continue to be revised and were in discussion. These include dissolution of the combined Provost/CEO position and elimination of the Administrative Dean of Academic Affairs position. While this proposed revision was incomplete during FCMAT's current review, the revised partnership agreement included the Compton CCD CEO position reporting to the Special Trustee and governing board, and the El Camino CC Vice President reporting directly to the El Camino CC President. The agreement provides for additional provisions and the creation of a formal Senior Management Group composed of the El Camino CC President, state Special Trustee, Compton Center Vice President and Compton CCD CEO.

Each division is further subdivided into various supporting departments. This organizational chart provides clear direction for management and support staff and will eliminate any confusion regarding lines of authority.

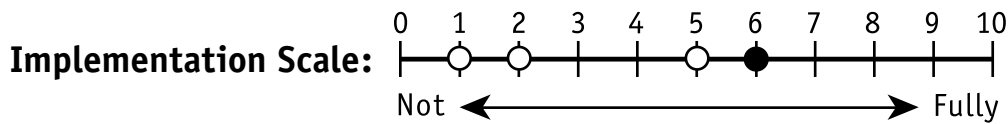
2. The Compton CCD chief business official position was filled for most of the 2008-09 fiscal year by an interim CBO. As previously mentioned, Compton CCD recently went through an extensive recruitment process and filled the position in spring 2009. This position is critical to

the continuity of the previous training received through El Camino College management and business staff. A permanent CBO will be instrumental in providing departmental structure, general guidance and professional development training.

3. In accordance with the intent of AB 318, El Camino CC will continue to provide oversight to the Compton Center and as necessary to ensure Compton CCD's fiscal recovery and assistance with ensuring compliance and progress toward accreditation for the Center.
4. Based on observations made by the team during the November 2009 visit, there has been significant improvement in working relationships between the two partner institutions.

Standard Implemented: Partially

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



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. Employment Opportunity announcement
3. Classified employee performance evaluations
4. Manager employee performance evaluations
5. Contract Agreement between the Compton Community College District and the Compton Community College Federation of Classified Employees (July 1, 2006 – June 30, 2009)
6. Personnel Commission's Rules and Regulations of the Classified Service

Progress on Implementing the Recommendations of the Recovery Plan:

1. During this review period, management has created a comprehensive evaluation instrument that provides guidance for the evaluation process. The document contains examples of desirable professional attributes that include:
 - a. Leadership skill and ability
 - b. Communication skill and ability
 - c. Administrative/managerial skill and ability
 - d. Professional knowledge and expertise

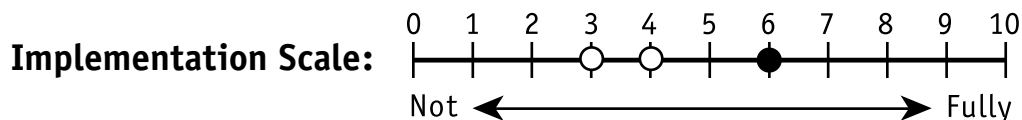
The appendix includes templates for basic, comprehensive and administrative evaluations. This standardized framework for the evaluation process will provide the necessary guidance for managers and will ensure that the overarching goals for the district are addressed in the process.

2. Current board policy requires the annual performance evaluation of all management and classified employees. The team reviewed documentation to support that management employees had been evaluated during the past fiscal year by the Provost and that classified employees received annual evaluations from management. Although some of these evaluations were after the required cut-off period according to provisions of the collective bargaining agreement, demonstrated progress was made in the district's efforts to provide communication to employees regarding their work performance. There were instances of specific areas of improvement for some employees and measurable goals to attain satisfactory results on future evaluations.
3. The collective bargaining agreement between Compton CCD and the certificated bargaining unit requires the performance evaluation instrument to be reviewed every six academic years

for tenured employees. The team received written and verbal evidence that employees had received performance evaluations for the current period.

Standard Implemented: Partially

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



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. Compton Community College District Report on Audit of Financial Statements as of June 30, 2009
2. Compton Community College District Report on Audit of Financial Statements as of June 30, 2008
3. Interviews with College Provost, El Camino College Internal Auditor, Compton CCD Chief Business Official
4. Compton Community College District Measure CC Bond Program Performance Audit (June 30, 2008)
5. El Camino College, Compton Center Project Controls Systems – Parsons Project Management Systems, dated August 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. The primary object 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 efficiently, efficient and economically,
 - f. Established operational and programmatic goals and objectives are met.
2. Establishing a fraud prevention program is essential in fraud deterrence. In previous reviews, the district has maintained several elements of an effective fraud prevention program that included a fraud hot-line, posters and information that was posted on its Web site. Together with the efforts of the internal auditor, these measures provided visibility and an awareness of management's intentions to maintain a high level of importance on fraud deterrence and prevention. However, the internal auditor stated that these programs have not been sustained and no longer exist. The district should re-initiate these programs and ensure that avenues exist to report suspected fraudulent activity to management.
3. The internal auditor developed a status report that encompasses Compton CCD's prior audit findings. The report prioritized the severity of each finding and other critical component areas to address the internal control standards. Once the new CBO was hired, the internal auditor no longer maintained this document with new information that included the progress on each item by assigned area of responsibility. Instead, the new CBO was given this responsibility.

Because audit findings are not confined to just the financial area, this document should be maintained by the internal auditor and shared with all management staff.

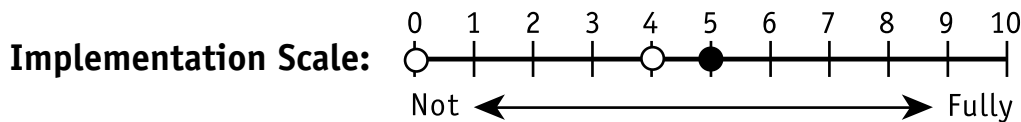
4. The internal auditor position is shared between Compton CCD and El Camino CC and was created to identify processes and procedures that protect against irregularities and illegal acts. Various board policies have been developed over the last two reporting periods that address fraud prevention and conflict of interest issues. During this reporting period, the internal auditor's function has been primarily limited to the El Camino CC campus because of workload and other issues. Compton CCD should hire an internal auditor dedicated to the Compton campus exclusively, especially during this time of fiscal recovery, to sustain the progress and initiate proper internal controls in key operating areas including the business office, bursar's office, financial aid, and categorical state and federal grants.

While all employees have some degree of responsibility for the internal controls of the college, 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. Compton CCD management should continue to 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. Weaknesses in internal controls still exist according to the June 30, 2009 audit report; however, the frequency in audit findings has decreased considerably. The goal is to provide reasonable assurance that the operations of the district are effective and efficient, and that the financial information is considered reliable.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	5



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:

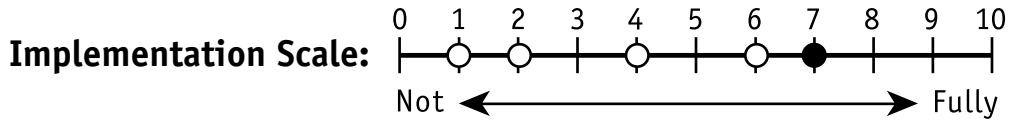
1. Budget and Planning Committee Meeting, dated October 13, 2009
2. Budget Development Calendar for 2010-11 fiscal year
3. Guiding principles for budget development
4. Underlying Budget Assumptions Summary for 2009-10, dated February 3, March 6, May 19, and April 21, 2009
5. Tentative Budget, All Funds, 2009-10
6. El Camino College, Compton Center Adopted Budget 2009-10
7. Memorandum, dated May 4 and 27, 2009: Campus-Wide Meeting regarding the State Budget

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD has a Budget and Planning Committee (BPC) that meets regularly during the budget development period. This group includes key business office staff members, senior administrators, department managers and bargaining unit members. Detailed information about the unrestricted 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 BPC.
2. The team reviewed Compton CCD's budget and planning committee meeting minutes regarding budget development, calendar and budget assumptions. The process also includes:
 - a. Guiding principles for budget development,
 - b. Budget development philosophy, and
 - c. Response to proposed budget cuts.
3. Several campuswide meetings were held for all employees. These meetings were designed to keep all employees informed of the budgetary situation and provided a forum for management to address individual questions. This process was informative to all employees of Compton CCD and provided transparency to the budget development process.
4. A tentative budget document is presented for review and comment to the BPC prior to final adoption of the budget for the subsequent fiscal year.

Standard Implemented: Partially

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



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. Budget Advisory Committee agendas
2. Budget and Planning Committee Meeting, dated October 13, 2009
3. Tentative Budget, All Funds, 2009-10
4. Compton CCD Tentative and Adopted Budgets for 2009-10
5. Memorandum, dated May 4 and 27, 2009: Campus-Wide Meeting regarding the State Budget
6. Board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

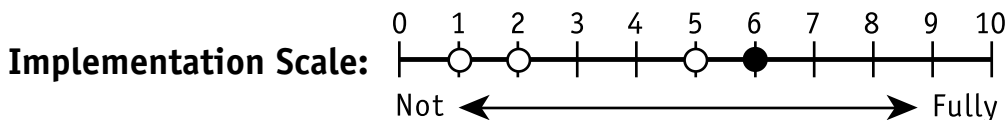
1. The district has placed a high emphasis on improving communications between departments, all employees, and district administration, and between the two campus partners. The Compton CCD communicated the budget development process to all concerned. Documents included the tentative and adopted budgets, the 311Q financial status reports and several memoranda from the Provost inviting all employees to meetings held to discuss budgetary issues.

Budgetary and fiscal information has been disseminated to departments and managers throughout the organization and shared with El Camino CC administrators. Budget development communications have improved significantly. Assignments for budget preparation, underlying assumptions and site-level detail information were prepared and disseminated to departments at Compton CCD for input into the process.

2. The budget development process should ultimately reflect the Compton CCD’s academic goals and facility planning needs and is an essential component in meeting the requirements of the anticipated accreditation process. The integration of planning and budgeting in all aspects must continue to be a priority for Compton CCD.

Standard Implemented: Partially

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



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. Interview with College Provost
2. Interview with El Camino College Internal Auditor
3. Compton CCD Chief Business Official

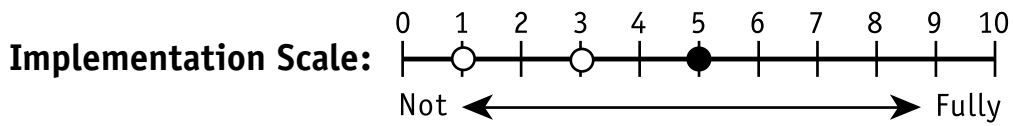
Progress on Implementing the Recommendations of the Recovery Plan:

1. The internal control environment includes the integrity, ethical values and competence of personnel. Other features of an effective internal control environment include the philosophy and operating style of management; the way management assigns authority and responsibility to its employees. Management should focus on the following principal objectives to achieve effective internal controls:
 - a. Compliance with applicable policies, laws and regulations,
 - b. Safeguarding assets against theft and/or loss,
 - c. Compilation of reliable and accurate financial information,
 - d. Efficient, effective, and economical use of resources, and
 - e. Meeting established operational and programmatic goals and objectives.
2. It is essential to establish a fraud prevention program to effectively deter fraud. In previous reviews, the district had a fraud hot-line, posters and information that was posted on its Web site. Together with the efforts of the internal auditor, these measures provided visibility and an awareness of management's intentions to place a high level of importance on fraud deterrence and prevention. As previously mentioned, interviews with the internal auditor indicate that these programs have not been sustained and no longer exist. The district should re-initiate these programs and ensure that avenues exist to report suspected fraudulent activity to management.
3. The district should develop a fraud policy that identifies the following key areas:
 - a. Scope – to identify what constitutes an irregularity and that the policy covers all employees including management,
 - b. Actions that constitute fraud that include any dishonest or fraudulent act; forgery or alteration of documents; misapplication of funds or assets; impropriety with respect to reporting financial information; accepting gifts from vendors; destruction or disappearance of records or assets, and any similar or related irregularity,
 - c. Identification of non-fraud irregularities to be resolved by management,
 - d. Investigation responsibilities – who will investigate suspected irregularities,
 - e. Confidentiality requirements during the investigative process,

- f. Reporting procedures for suspected fraud,
- g. Termination process,
- h. Communicating the fraud policy to employees,
- i. Memoranda detailing the fraud policy,
- j. Fraud hot-line and posters to be displayed in common areas.

Standard Implemented: Partially

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



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:

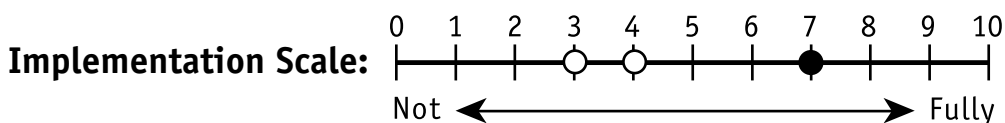
1. Budget Advisory Committee agendas
2. Budget and Planning Committee Meeting, dated October 13, 2009
3. Compton CCD tentative and adopted budgets for 2009-10
4. Memoranda dated May 4 and 27, 2009: Campus-Wide Meeting regarding the State Budget
5. Board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. Budget presentations and the budget development process have improved. The CEO has sent memoranda to all staff with information for upcoming budget presentations and held general meetings to discuss budget issues. The BPC meets regularly, and minutes indicate active participation in budget development. The business office has prepared and submitted for the board's review required financial and enrollment reports, the CCFS 311A and CCFS 311Q, in accordance with statutory time lines.
2. Budget assumptions and site-level detail information have been prepared and disseminated to departments at Compton CCD as part of the budget development process.
3. Included in the preliminary budget documents are the following: underlying assumptions, projected enrollment FTES, revenues and expenditures for unrestricted programs, and detailed information by site/location, department, educational program and budget calendar.

Standard Implemented: Partially

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



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:

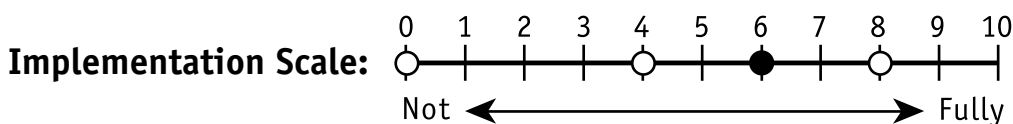
1. Interview with Internal Auditor
2. Interview with Chief Business Official
3. Interview with CEO/Provost

Progress on Implementing the Recommendations of the Recovery Plan:

1. A full-time internal auditor position is shared between Compton CCD and El Camino CC and was created to identify processes and procedures that protect against irregularities and illegal acts. During this reporting period, the internal auditor’s function has been primarily limited to the El Camino CC campus because of workload and other issues. Compton CCD should hire an internal auditor dedicated to the Compton campus exclusively, especially during this time of fiscal recovery, to sustain the progress and initiate proper internal controls in key operating areas including the business office, bursar’s office, financial aid, and categorical state and federal grants.
2. All elements of the standard had been fully implemented during the prior reporting period; however, during this reporting period the internal auditor function on the Compton CCD campus has had a limited role. Proposed policies and procedures are in place, but without the presence of the internal auditor, this standard must be revisited.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	4
June 2009 Rating:	8
January 2010 Rating:	6



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. Compton CCD Financial Audit Report as of June 30, 2009
2. Interview with the Internal Auditor

Progress on Implementing the Recommendations of the Recovery Plan:

1. The internal auditor has developed a status report that encompasses Compton CCD’s past audit findings, which has been shifted to the new CBO. The current Annual Financial Report dated June 30, 2009 has been received in draft form, but these findings have not been updated into the status report.
2. Subsequent to this report, the internal auditor prioritized the severity of each finding and other critical component areas for correction in response to the audit findings. Once the rankings were identified, the report was updated periodically with new information – including the progress on each item by assigned area of responsibility – in a summary report to the state Special Trustee.

Because audit findings encompass areas other than the business office functions, the internal auditor should continue monitoring and updating the status of each audit finding.

The findings and recommendations are listed below. A number of these findings and recommendations are brought forward and have been addressed from previous audits.

3. The previous audit report contained 19 findings, of which 10 have been implemented and six have been partially implemented during the current audit period that ended June 30, 2009.

Audit Finding Reference	Audit Category	Status
2008-1	Financial Condition – Material Weakness	Partially Implemented – See 2009-1
2008-2	Financial Statement Reporting – Material Weakness	Partially Implemented – See 2009-2
2008-3	Schedule of Expenditures of Federal Awards (SEFA) – Material Weakness	Implemented
2008-4	Compton CCD District Business Office Staffing and Oversight – Material Weakness	Partially Implemented – See 2009-1
2008-5	Accrual Accounts – Material Weakness	Implemented
2008-6	Capital Asset Accounting – Material Weakness	Implemented
2008-7	Workers’ Compensation Self-Insurance/Risk Management – Material Weakness	Implemented
2008-8	Internal Balances - Receivables and Payables – Material Weakness	Partially Implemented – See 2009-1
2008-9	Student Enrollment Fees and Related Accruals – Material Weakness – Significant Deficiencies	Improved – See 2009-1

Audit Finding Reference	Audit Category	Status
2008-10	Internal Control Structure – Significant Deficiencies	Implemented
2008-11	Financial Statement Reporting/Payroll – Significant Deficiencies	Partially Implemented – See management letter
2008-12	Payroll – Significant Deficiencies	Improved – See management letter
2008-13	Payroll Clearance Fund and Liability Accounts – Significant Deficiencies	Partially Implemented – See 2009-5
2008-14	Vacation Liability Maintenance – Significant Deficiencies	Implemented
2008-15	Cash Bank Reconciliations – Significant Deficiencies	Implemented
2008-16	Bursar’s Office Procedures – Significant Deficiencies	Implemented
2008-17	Procurement, Suspension and Debarment – Federal Award Findings	Implemented
2008-18	Enrollment Fees – State Award Findings	Not Implemented – See 2009-6
2008-19	CalWORKs – State Award Findings	Implemented

4. The audit for the fiscal year ended June 30, 2009 has seven audit findings. The district has shown significant progress by reducing audit findings from 19 to seven from the prior year, which will have a positive effect on the accreditation process for finance:

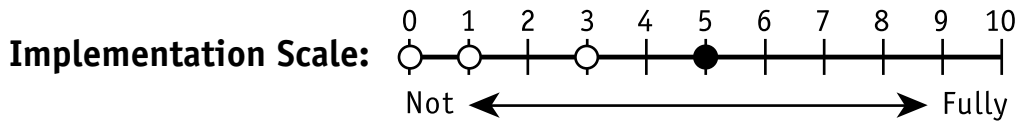
- a. Material weaknesses – from eight to four
- b. Significant deficiencies – from eight to one
- c. Federal award findings – from one to zero
- d. State award findings – two in each year

The following table shows the audit findings as of June 30, 2009:

Audit Finding Reference	Audit Category	Status
2009-1	Financial Condition – Material Weakness	Financial statements continue to require significant adjustments and reclassifications.
2009-2	Financial Statement Reporting - Material Weakness	Reconciliation of DataTel and PeopleSoft systems was not completed until the closing process. Budgets are not updated in PeopleSoft, the system of record, for changes that are approved during the year.
2009-3	Perkins Loan Program Reporting - Material Weakness	The district has not met reporting requirements of its Perkins Loan Program.
2009-4	Student Financial Aid Fund – Material Weakness	The financial aid fund contains activities that do not belong to the district.
2009-5	Benefit Liabilities – Significant Deficiencies	General fund and child development fund contain unusual debit balances whereby debits exceed credits for payroll liabilities.
2009-6	Enrollment Fee Reporting – State Award Findings	The CCFS-323 Enrollment Fee Report for the 2008-09 fiscal year did not agree with the PeopleSoft general ledger at June 30, 2009.
2009-7	Concurrent Enrollment – State Award Findings	Enrollment fees are not assessed for K-12 students that exceed 11units and therefore they become special full-time students.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1
June 2009 Rating: 3
January 2010 Rating: 5



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, Revision September 15, 2009
4. Administrative Regulation 6251, Budget Management, February 17, 2009
5. Administrative Policy 6251A, Budget and Expenditure Management, September 15, 2009
6. Budget Development Calendar for 2009-10
7. Annual Strategic Review: Underlying Budget Assumptions Summary for 2009-10, August 24, 2009
8. 2009-10 Budget Summary Narrative
9. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD has implemented several board policies accompanied by detailed administrative regulations that are followed throughout the budget development process. In addition to the board policies, the business office has developed a comprehensive budget development, monitoring and maintenance manual. This manual describes the following budget development process:
 - Budget development calendar. During this phase, the goals and master plan are developed to provide guidance and assist staff in the planning of assumptions.
 - Primary planning phase begins in February with the combination of department requests/budgets, staffing/benefits and fixed operating costs.
 - Refinement and finalization phase commences in May. This phase contains the Governor's May Revise and all other final approved adjustments.
 - Correction and adjustment (during the year) include a formal review of the budget and any necessary adjustments.

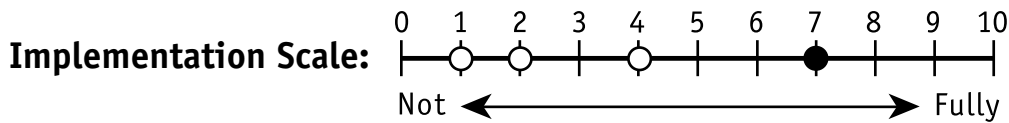
The manual defines specific processes for budget tracking and monitoring throughout the year. In addition, detailed steps are given for processing personnel requests, purchase requisitions, budget transfers including recognition of internal control elements, and identification of various reports for managers.

2. The budget process, including a planning and budget development calendar, was developed by the business office for the 2009-10 fiscal year. The document contained key dates, various budget development activities and responsible personnel in the process. The business services manual contains detailed steps for all personnel involved in budget development.

3. The budget development process links the administrative and institutional goals with financial assumptions that shape the ultimate financial plan. The process that was implemented for 2009-10 has been significantly improved.

Standard Implemented: Partially

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



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:

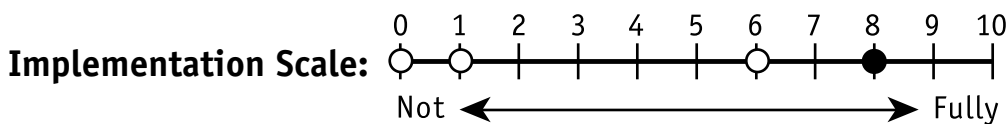
1. Board Policy 6200, Budget Preparation, issued March 17, 2009
2. Administrative Regulation 6201, Budget Calendar
3. Budget Calendar for 2009-10
4. Compton Center Business Services Policies and Procedures Manual 2009-10
5. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has continued its efforts to align the FCMAT standards in conjunction with the audit findings to identify a plan of corrective action. This has had a tremendous effect on the outcome of the independent audit report findings and has initiated several processes that guide the business services division.
2. The development of the business services budget development, monitoring and maintenance manual is evidence of the district's intent to sustain this standard.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	0
June 2009 Rating:	6
January 2010 Rating:	8



ACCJC Standard III-D: Financial Resources FCMAT Financial Management Standards 5.4 and 5.6 – Budget Development Process (Policy)

Professional Standards:

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:

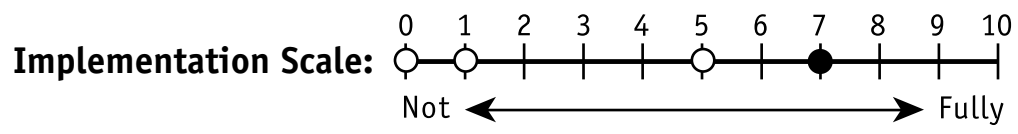
1. Board Policy 6200, Budget Preparation, issued March 17, 2009
2. Administrative Regulation 6201, Budget Calendar
3. Budget Calendar for 2009-10
4. Compton Center Business Services Policies and Procedures Manual 2008-09
5. Provost's Report on Recovery Progress

Progress on Implementing the Recommendations of the Recovery Plan:

1. A budget development process has been fully implemented and includes resource allocations that address key components that affect the budget. The district should continue efforts to align the restricted categorical programs with the administrative and organizational goals.
2. The administration should develop a process for regaining accreditation that interfaces with the academic and administrative program planning efforts. It should ensure the optimal use of institutional resources and provide documentation that resources are integrated through the shared governance process.
3. The Compton CCD has created board policies, administrative procedures and written documentation that facilitate the development of an operating budget that sufficiently meets this standard.
4. The 2008-09 audit report finding 2009-3 cites a reporting requirement deficiency for the Perkins Loan program. The business office staff needs to be fully aware of reporting requirements for all state and federal programs.

Standard Implemented: Partially

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



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. Multiyear Projection Assumptions: 2009-10 through 2014-15
2. Board Policy 6250 Budget Management, September 15, 2009
3. Administrative Regulation 6251, Budget Calendar, March 17, 2009
4. Administrative Policy 6251A, Budget and Expenditure Management, September 15, 2009
5. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual

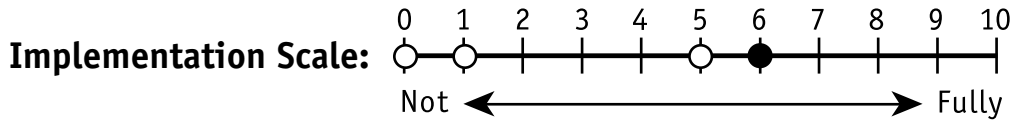
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD business office staff has made significant progress toward developing a realistic operating budget with a detailed and documented budget process that is contained in the business services manual. Several board policies and administrative procedures give clear guidance for budget development.
2. The annual audit report dated June 30, 2009 finds a material weakness in financial accounting. The finding addresses concerns that the district's financial statements require significant adjustments and reclassifications to conform to generally accepted accounting standards. The audit report cites the following classifications of adjustments:
 - a. Adjustments to revenues related to grants,
 - b. Write-offs of prior accruals that had not been adequately analyzed prior to closing the books,
 - c. Correcting accounting errors, and
 - d. Reclassifications of assets, liabilities, revenues and expenses to properly report activity.

The district should expand training of the accounting personnel in proper accounting procedures, including the posting of entries to the general ledger and reconciliations at month's end. The department management should review the work of staff and provide necessary training to ensure the proper posting of entries.

Standard Implemented: Partially

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



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:

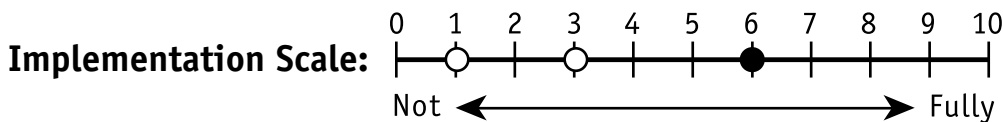
1. Board Agenda, October 20, 2009 – Approval Board and Administrative Policies:
 - a. BP1100 – Compton Community College
 - b. BP1200 – District Mission Statement
 - c. BP2010 – Board Membership
 - d. BP2100 – Board Elections
 - e. BP2200 – Board Duties and Responsibilities
 - f. BP 2300 – Regular Meetings of the Board
 - g. BP 2310 – Closed Session
 - h. BP 2320 – Special and Emergency Meetings
 - i. BP 2340 – Agendas
 - j. BP 2350 – Public Participation
 - k. BP 2360 – Minutes
 - l. BP 2370 – Representatives at Board Meetings
 - m. BP 7100 – Commitment to Diversity
 - n. BP 7110 – Delegation of Authority, Human Resources
 - o. BP 7120 – Recruitment and Selection
 - p. BP 7130 – Compensation
 - q. BP 8100 – Campus Safety
 - r. BP 8200 – Emergency Response Plan
 - s. BP 8300 – Workplace Violence Plan
 - t. BP 8400 – Reporting of Crimes
2. Quarterly Financial Status Report – Form CCFS – 311Q
 - a. Fiscal Year 2008-09 Fourth Quarter – Financial and Budget Report
3. Annual Financial Status Report – Form CCFS – 311A
 - a. Financial Report for Fiscal Year 2008-09
 - b. Budget Report for Fiscal Year 2009-10
4. Actual Enrollment Fee Revenue Report, Form CCFS-323
5. Board Agenda, June 16, 2009
6. Quarterly Financial Status Report – Form CCFS – 311Q
7. Fiscal Year 2008-09 Third Quarter – Financial and Budget Report
8. Independent Audit for the period ended June 30, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. The audit for the fiscal year ended June 30, 2009 contained seven audit findings. The district has shown significant progress by reducing audit findings from 19 to seven from the prior year, which will have a positive effect on the accreditation process for finance. The district has improved significantly in this standard.
2. In accordance with Education Code sections, the district is required to maintain compliance relating to enrollment fee collections and the reporting of this information. The annual audit report dated June 30, 2009 cited the district for incorrect reporting of Form CCFS 323 – Actual Enrollment Fee Revenue Report. According to the audit report, the CCFS 323 did not agree with the PeopleSoft general ledger or the DataTel system as of June 30, 2009. The district has implemented procedures to reconcile the report to both systems and needs to monitor this new procedure to ensure proper reporting has occurred in the fiscal year.
3. The annual audit for the period ended June 30, 2009 noted a material weakness because of numerous adjustments and reclassifications recording revenues, expenditures, grant adjustments and write-offs of prior accruals. The district should create processes that will significantly reduce errors and mispostings. Business office staff must be trained in this specific area. A plan to address this deficiency in the standard has been developed and has been implemented.
4. The district has a new CBO that was hired after an exhaustive process in late spring 2009. The new CBO comes to the district with recent community college experience and strong technical skills in the accounting and finance areas.

Standard Implemented: Partially

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



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 overexpenditure 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 Calendar, March 17, 2009
3. Administrative Policy 6251A, Budget and Expenditure Management, September 15, 2009
4. Forms: Budget Transfer Request, Request For Line or Major Item Budget Revision and Expenditure Transfer Request
5. Board Agenda, October 20, 2009 – Approval of several board and administrative policies/regulations
6. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual

Progress on Implementing the Recommendations of the Recovery Plan:

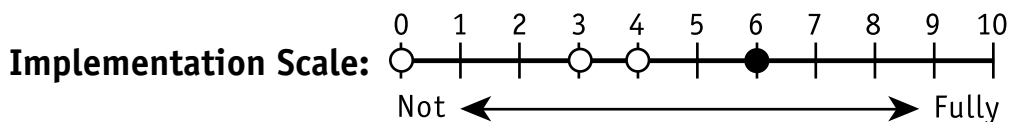
1. The business services department has developed a comprehensive budget development, monitoring and maintenance manual. The manual contains a section that defines specific processes for budget tracking and monitoring throughout the year.
2. The manual identifies departmental budget holders such as deans, directors and others authorized to approve or modify expenditures. These individuals are responsible to ensure that their departments stay within funding allocations. Managers are expected to review budget status reports monthly from the DataTel system and note any discrepancies to the business office. Twice each fiscal year, managers are offered campuswide budget review by the CBO. This process allows managers an opportunity to request formal revisions or other adjustments to individual allocations.
3. Prior to the last review, the business office staff at El Camino has finished training the Compton CCD accounting personnel site and department staff on online purchase requisition processing and running budget reports. Performing these functions has reinforced site and department responsibility for program budgets. All managers receive monthly budget reports that show the budget, expenditures and encumbrances to date. The DataTel system will not allow users to override the system and input a requisition if funds are not available in an individual account line. Managers must notify the accounting office to prepare a budget transfer.
4. Only the accounting office prepares budget transfers, which are then approved by the Special Trustee monthly. This is a long and cumbersome process. Because of the long wait, employees will sometimes use an incorrect account code that has available funds rather than wait for the budget transfer authorization to take place. The district should consider “not to exceed” flexibility within major object codes. This would allow the end users some flexibility and would reduce the number of budget transfers and correcting journal entries. Another option

would be to implement online budget revisions by authorized department personnel. This would allow more efficient, accurate and timely processing of budget transactions and the processing of goods and services.

5. The Student Services Division has prepared a DataTel Requisitions/Approver List for the 2008-09 academic year. Only authorized personnel can process requisitions for specific categorical and/or grant programs. Each requisitioner has an authorized approver that is ultimately responsible to ensure that restricted dollars are spent within the program guidelines.
6. The El Camino/Compton partnership should continue to develop a plan that provides proper fiscal oversight in the business and accounting functions. The El Camino business services department should apportion sufficient resources to enhance the progress, including but not limited to adequate levels of qualified accounting personnel.
7. All community colleges in Los Angeles County require an interface with the PeopleSoft software, maintained by the Los Angeles County Office of Education, for proper oversight and reporting responsibilities. Because the district uses two different accounting systems, it is imperative to reconcile both accounting systems monthly.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	6



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:

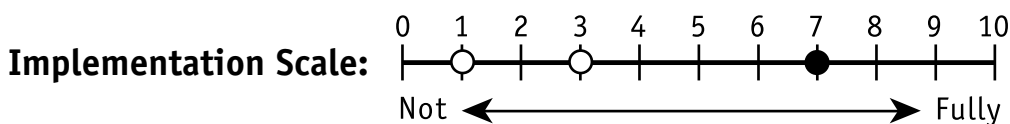
1. AR 6252, Position Control, Preliminary Draft
2. AP 6252A, Position Control, Preliminary Draft
3. Position Control Position List, dated October 28, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. A position control system incorporates authorized positions and creates a unique number for each authorized position. A properly maintained position control system prevents overstaffing by ensuring that district standards and formulas for staffing align with the budget. An effective position control system is fully integrated with the budget development process and the payroll systems.
2. The district has board policy and administrative regulations that govern position control. These include the authorization and approval processes, assignment of position control numbers, discrepancy reports, assignment of responsibilities between human resources and business services, and the internal auditing process.
3. The district has all employee data in position control. The position control system is functional but requires input into dual financial reporting systems for both DataTel and PeopleSoft. The Compton CCD has identified and implemented monthly payroll reconciliation processes between the DataTel and PeopleSoft financial reporting systems. Staff has indicated that a more timely process to verify internal controls and compare actual payroll records with budget and, ultimately, the alignment with position control is time consuming. Compton CCD payroll is processed through the PeopleSoft application by the Los Angeles County Office of Education (LACOE).

Standard Implemented: Partially

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



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. 2008-09 CCFS 311Q
2. 2008-09 CCFS 311A
3. Board Policy 6250, Budget Management, September 15, 2009
4. Administrative Regulation 6251, Budget Calendar, March 17, 2009
5. Administrative Policy 6251A, Budget and Expenditure Management, September 15, 2009
6. Budget Advisory Committee agendas
7. Budget and Planning Committee Meeting, dated October 13, 2009
8. Tentative Budget, All Funds, 2009-10
9. Compton CCD Tentative and Adopted Budgets for 2009-10
10. Memorandum, dated May 4 and 27, 2009: Campuswide Meeting regarding the State Budget
11. Board agendas
12. 2009-10 Adoption Budget

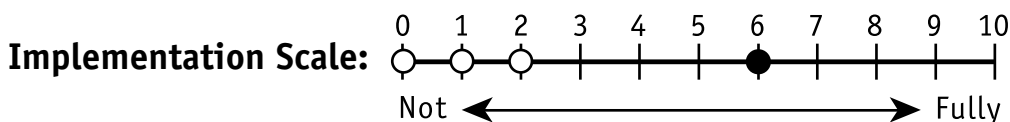
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Dean of Student Services has developed an internal budget document that monitors one-time revenues and expenditures for grant and/or categorical funds.
2. The district authorizes one-time expenditures for various consultants and other services. These contracts are issued for a specific amount as approved by the board and state Special Trustee.

The budget development process and budget monitoring identifies one-time revenues or expenditures through the application of specific location codes in the chart of accounts for both carryover and grant funds. This process allows the business office to identify one-time sources in developing the budget and eliminate duplicate funding or expenditures for the subsequent fiscal year.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	2
January 2010 Rating:	6



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:

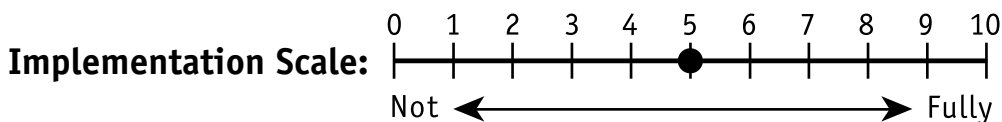
1. Compton CCD financial audit report for 2008-09
2. Accounting Advisory No. 98-02
3. Budget and Accounting Manual (BAM)
4. Enrollment Fee Report (CCFS-323) – Annual Report for 2008-09

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD’s latest audit report, for the year ended June 30, 2009, found that the CCFS-323 submitted by the district for the 2008-09 fiscal year did not agree with the LACOE PeopleSoft general ledger as of June 30, 2009. The student enrollment revenue recorded in the DataTel system as of June 30, 2009 did not agree with the CCFS-323 report. These findings affect the accuracy of the attendance reported to the state for apportionment purposes. Therefore, the district should review the accuracy of the attendance report and establish an internal review process to ensure accuracy in all reports that are filed with the state.
2. The team could find no evidence that defined procedures for the admissions and registration office have been fully implemented that require proper completion and reconciliation of attendance records and review by senior management. The team received a full set of standard registration forms, first and second census and grade reports.

Standard Implemented: Partially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	5
June 2009 Rating:	5
January 2010 Rating:	5



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:

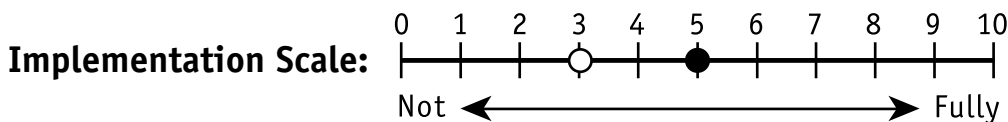
1. Compton CCD financial audit report for 2008-09
2. State reporting manual section on Full-Time Equivalent Student Attendance Accounting – procedures
3. Certification 2008-09 Apportionment Attendance (CCFS-320) – Second Period, dated April 15, 2009
4. Certification 2007-08 Apportionment Attendance (CCFS-320) – Recalculation Report- Annual Report dated October 31, 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD utilizes El Camino’s student enrollment, registration, and attendance processes, forms, and systems.
2. Future reporting will generate revenue primarily from FTES; therefore, attendance staff need to be properly trained in this area. Annual training for attendance personnel will be necessary for updates to regulations.

Standard Implemented: Partially

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



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:

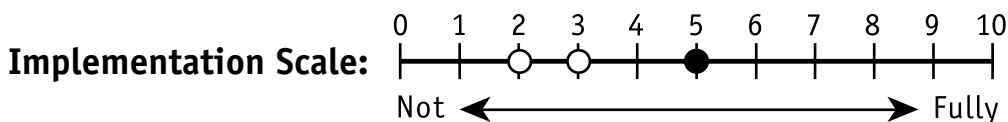
1. Fund and object expense reports for all funds generated from PeopleSoft system, October 2009
2. Compton CCD Report on Audit of Financial Statements as of June 30, 2009
3. Interview with Chief Business Official

Progress on Implementing the Recommendations of the Recovery Plan:

1. The most recent audit report for the year ended June 30, 2009, has a material weakness finding with the posting of journal entries and other transactions that require significant reclassifications and accounting corrections. The business office has hired a new CBO that has implemented a training program for staff.
2. The audit report for 2008-09 shows significant progress with the reduction in the number of findings and recommendations, many related to core accounting issues. The numbers of findings was reduced from 19 to seven, demonstrating considerable progress in this standard.
3. During this review, the team reviewed documentation for the year-end closing process. Business office staff members have received extensive training in this area.

Standard Implemented: Partially

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



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:

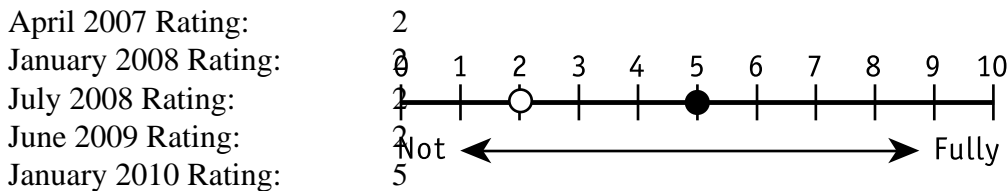
1. Various financial reports generated from PeopleSoft and DataTel systems
2. Special board meeting, June 24, 2008 – approval of a five-year cash flow plan for the \$30 million line of credit
3. Board agenda dated September 16, 2008:
 - a. Resolution for Authorization for Temporary Interfund Cash Borrowing
 - b. Notice of Public Hearing, 2008-09 Adoption Budget
 - i. Adoption Budget – All Funds, Unrestricted and Restricted Budgets
 - ii. Assumptions and notes to Adoption Budget 2008-09
 - c. Authorization of several contracts
4. Board agenda dated October 14, and November 18, 2008:
 - a. Adoption Budget – All Funds, Unrestricted and Restricted Budgets
 - i. Assumptions and notes to Adoption Budget 2008-09
 - b. Actual Enrollment Fee Revenue Report CCFS-323
 - c. Quarterly Financial Status Report 311Q, Unaudited
 - d. Financial Report for Fiscal Year 2007-08
 - e. Budget Report for Fiscal Year 2008-09
5. Board agenda dated June 16, 2009:
 - a. Board Policy 5030 – Compton Community College District Fee Policy
 - b. Administrative Regulation 5031 – Compton Community College District Fee Policy
 - c. Board Policy 6310 – Payroll
 - d. Board Policy 6320 – Investments
 - e. Board Policy 6340 – Contracts
 - f. Board Policy 6400 – Audit
 - g. Board Policy 6450 – Wireless or Cellular Telephone Use
 - h. Board Policy 6500 – Real Property
 - i. Board Policy 6520 – Fixed Asset Security and Accounting
 - i. Approval of the Tentative Budget for the 2009-10 fiscal year
 - j. Authorization of several contracts
6. Compton CCD Report on Audit of Financial Statements as of June 30, 2009

7. Board Agenda dated September 15, 2009:
 - a. Public Hearing – 2009-10 Proposed Budget
 - b. Adoption of the 2009-10 Proposed Budget

Progress on Implementing the Recommendations of the Recovery Plan:

1. Business office management staff oversees cash management. Reconciliation of bank statements is now performed monthly with review by appropriate levels of management personnel. Under the provisions of AB 318, the college has access to an established line of credit for cash flow purposes.
2. The district staff presented a five-year cash flow plan for the \$30 million line of credit to the board in September 2009. This plan should include a multiyear financial projection with underlying assumptions to support cash requirements for operations.
3. AB 318 appropriated \$30 million as an emergency apportionment. This is considered to be a line of credit against advanced apportionments subject to repayment with interest. The district has received \$17,575,476 outstanding as of June 30, 2009. With interest to maturity, the total obligation is \$24,167,961.
4. The district is in no imminent danger regarding its current cash position with \$12,424,524 available for draw down. Based on interviews with the CEO and CBO, the Compton CCD has no immediate plans to access the line of credit established by AB 318.

Standard Implemented: Partially



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:

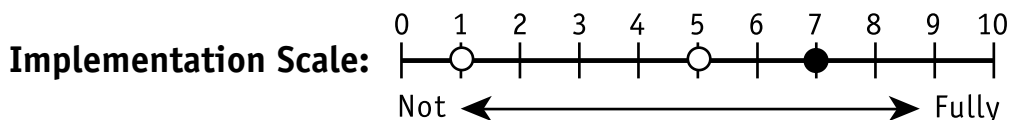
1. HRS District Payroll Schedule report from PeopleSoft for September, October and November 2009
2. Compton CCD Report on Audit of Financial Statements as of June 30, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Payroll Department has stabilized, with significant improvement in payroll processing.
2. 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 systems creates timing differences that must be accounted for when the district reports state-required financial activities, budget and variance reports and should be streamlined to develop more efficient payroll processing.
3. Issues continue with the timing and posting of all payroll transactions have been implemented through a monthly reconciliation process between position control and payroll records. This requires the district to devote additional staff resources to ensure timely reconciliations and accurate reports to the state.

Standard Implemented: Partially

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



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:

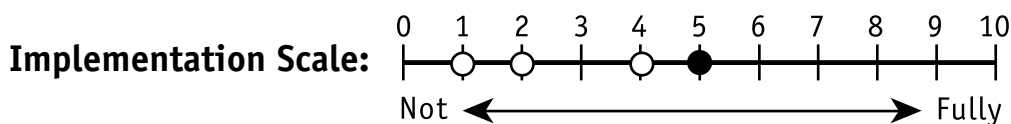
1. Compton CCD Report on Audit of Financial Statements as of June 30, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. The most recent audit report for the year ended June 30, 2009, cites significant deficiencies with the posting of journal entries and other transactions that require significant reclassifications and accounting corrections. The business office has hired a new CBO that has implemented a training program for the accounting staff. Most district staff had previously been housed at El Camino campus, and most recently transitioned to the Compton campus. Therefore, staff lacked the consistency of management staff to provide the necessary guidance on accounting matters.

Standard Implemented: Partially

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



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:

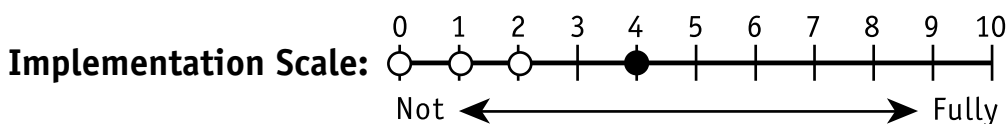
1. 2008-09 LACOE Year-End Closing Procedures and Schedules – PeopleSoft system
2. Year-End Financial Review Checklist
3. Basic Categorical Accounting manual
4. Budget and Accounting Manual (BAM) 2000
5. Compton CCD reports on audits of financial statements, June 30, 2008 and June 30, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. The books were closed timely; however, based on the findings in the 2008-09 independent annual audit, the district was cited with a material weakness because of the many adjustments and reclassifications required to conform the financial statements to generally accepted accounting standards.
2. The new CBO has provided necessary guidance for year-end closing procedures that includes assigned tasks for each staff member in the business office. Personnel have been trained in the year end closing process. Each member of the Business Office will require additional training to complete transactions correctly. This process should include review and final approval by the CBO or his designee.
3. The new CBO provides strong oversight and supervision and has extensive experience.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	0
June 2009 Rating:	2
January 2010 Rating:	4



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:

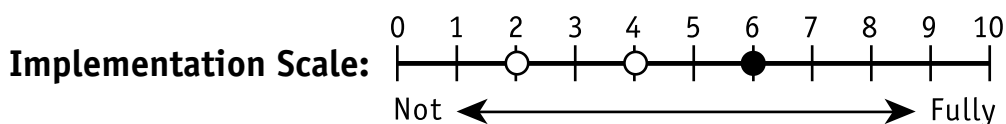
1. Board agendas requesting authorization for contracts, purchases and other services
2. Compton CCD reports on audits of financial statements, June 30, 2008 and June 30, 2009
3. Board Policy 6330 - Procurement, approved February 17, 2009
4. Board Policy 6340 – Contracts, approved June 16, 2009
5. Administrative Regulation 6302 – Accounts Payable, approved February 17, 2009
6. Administrative Regulation AP 6331 - Procurement, approved February 17, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has made good progress in this standard by implementing board policies and administrative regulations for procurement, contracts and accounts payable during this review period. These policies and regulations incorporate required elements of the Education Code and Public Contract Code sections.
2. Purchasing and bidding practices have been implemented and are monitored by the business office.
3. The district needs to initiate procedures to conduct internal audits of construction activities to ensure compliance. The district is in the final stages of completing a separate and independent financial and performance audit of the Measure CC general obligation bonds.

Standard Implemented: Partially

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



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:

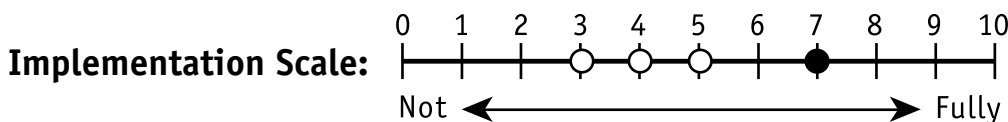
1. Business services – ASB Accounting – Operational Review
2. Interview with Chief Business Official
3. Interview with Accounting Manager

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 ASB Accounting – Operational manual to provide written guidance on various operational procedures and best practices.
2. The following procedures are included in the manual:
 - 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. Identification of staff for separation of duties is maintained.
 - c. Check stock is controlled and in a secure location.
 - d. All checks require dual signatures for processing.
 - e. Disbursements require authorized and approved purchase requisitions and /or resolutions.
 - f. Disbursements cannot be made in advance of the delivery of goods or services.
 - g. Use of credit cards, revolving funds or any other form of district funds is not permitted.
 - h. The ASB budget must be approved by the board.
 - i. Adequate funding must exist prior to disbursement of payment.
 - j. All revenues must be recorded in the bursar’s office.
 - k. Making or receiving loans is prohibited.
 - l. The Director of Student Life authorizes DataTel reports on transactional detail by request.

Standard Implemented: Partially

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



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:

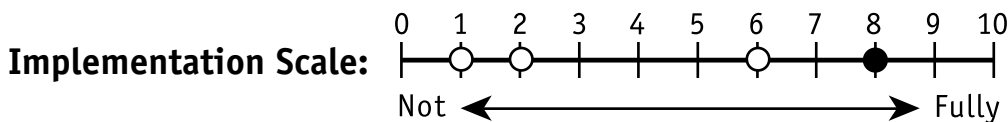
1. Business services – ASB Accounting – Operational Review
2. Interview with Chief Business Official
3. Interview with Accounting Manager

Progress on Implementing the Recommendations of the Recovery Plan:

1. The business office has reviewed ASB accounting practices and procedures. This study provided the basis for a standardized operational manual for staff. The guidelines include year-end closing processes by the ASB accountant and a formal set of financial statements: a balance sheet, profit and loss statement and other required reports meeting generally accepted accounting principles. Reports are distributed to the Director of Student Life, Provost and audit team.
2. At the time of fieldwork, transactions for expenditures and revenues were posted on the DataTel financial system on a regular and timely basis. The process mandates that adequate funding be available prior to the authorization of purchases. Requisitions not meeting this standard are returned unprocessed.
3. Business office staff are available to provide accounting guidance and oversee record keeping.
4. The major elements of the standard have been implemented and are becoming sustainable.

Standard Implemented: Fully – Substantially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	6
January 2010 Rating:	8



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:

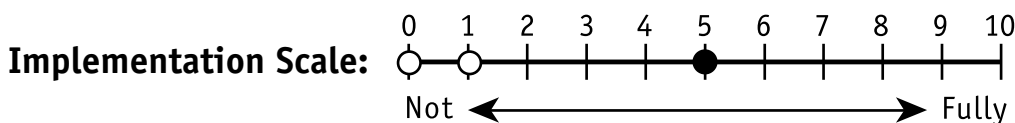
1. Tentative budgets for 2008-09 and 2009-10
2. Compton CCD reports on audits of financial statements, June 30, 2008 and June 30, 2009
3. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD does not prepare multiyear financial projections, as this is not a requirement for community colleges. However, a district under state intervention should prepare multi-year projections that cover at least the current and two subsequent fiscal years, and limited documentation was provided to meet this standard.
2. Most recently, the new CBO initiated a comprehensive process for budget development for the projected or targeted fiscal year. Future plans include expansion of this model for multi-year projections. These projections would provide the district with information to analyze the effects of assumptions over multiple years for changes in FTES, revenue and expenditures. The district would have the capability to analyze the effects of multiyear expenditures for proposed salary and benefits adjustments. This information also gives management time to make necessary budgetary adjustments to ensure that the district maintains an adequate fund balance and fiscal solvency.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	1
January 2010 Rating:	5



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. Bay Actuarial Consultants report dated June 7, 2007
2. Compton CCD reports on audits of financial statements, June 30, 2009

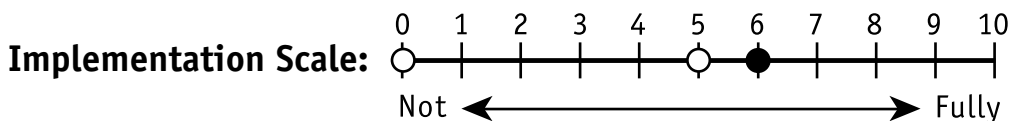
Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has completed an actuarial for workers' compensation and has complied with the GASB 43 requirements one year before the required date. The liability has been determined and remains unfunded in accordance with an actuarial review of the workers' compensation program dated June 7, 2007. The current liability of the unpaid losses reported on the annual financial audit is \$1,669,348 as reported on the Statement of Net Assets.
2. The Governmental Accounting Standards Board (GASB) issued Accounting Standards 43 and 45 for post employment benefits in 2004. Prudent fiscal management of post employment benefit costs requires the establishment of a long-term plan to pre-fund these benefits on an actuarial basis. The plan for post employment health care benefits is in accordance with various bargaining unit agreements.
3. The district contributes on a pay-as-you-go plan, with additional prefunded contribution determined through mutual agreements between the district and the collective bargaining units. In accordance with GASB Statement No. 45, the district has the following obligation as of June 30, 2009:

Annual Required Contribution	\$1,418,148
Contributions	(398,018)
Net OPEB Obligation	\$1,020,130

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	5
July 2008 Rating:	5
June 2009 Rating:	5
January 2010 Rating:	6



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:

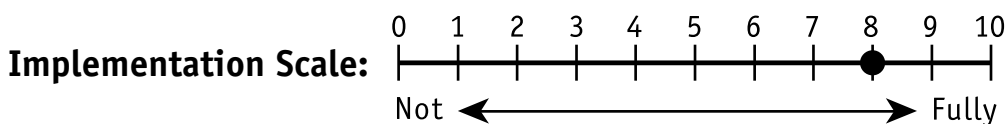
1. Contract Agreement – CCC Federation of Classified Employees, July 1, 2006 through June 30, 2009
2. Contract Agreement – CCC Federation of Employees Certificated Unit, July 1, 2007 through June 30, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has completed negotiations for the certificated bargaining unit through June 30, 2010.
2. The classified bargaining unit has elected to delay negotiations pending the fiscal stability of the district.

Standard Implemented: Fully - Substantially

April 2007 Rating:	8
January 2008 Rating:	8
July 2008 Rating:	8
June 2009 Rating:	8
January 2010 Rating:	8



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:

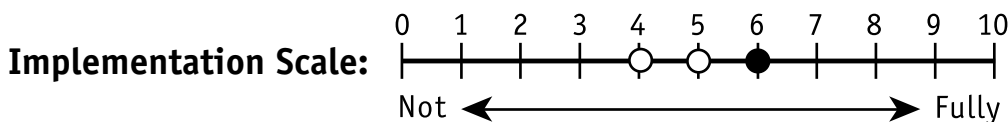
1. Schools Alliance for Workers' Compensation Excess, dated July 2, 2009
2. Compton CCD reports on audits of financial statements, June 30, 2009
3. Keenan & Associates – 2009-10 Workers' Compensation Program
4. Workers' compensation – process and procedures guidelines for administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district contracts with the Statewide Association of Community Colleges (SWACC) Joint Powers Authority for the property and liability insurance coverage administered by Keenan & Associates. The district is self-insured for the first \$500,000 of each workers' compensation claim.
2. 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. Bay Actuarial Consultants' report dated June 7, 2007 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 balance on June 30, 2009 is \$1,669,348, but assets available to pay claims total \$1,295,631. The district should fully fund the projected liability.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	6
January 2010 Rating:	6



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:

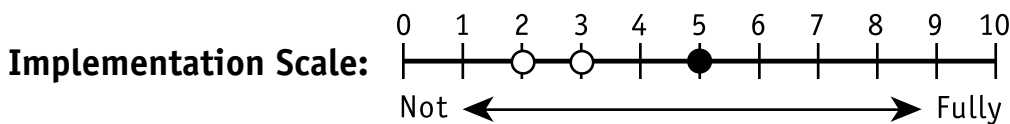
1. Interview with Facility and Maintenance Supervisor
2. Interview with Director of Facilities
3. Interview with Chief Business Official
4. Review of work order program

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Maintenance Department uses School Dude, which has capabilities that meet some of the department’s needs. However, under the direction of the newly hired Director of Maintenance, the district continues to evaluate alternative systems that will meet additional department needs. The new system will allow the maintenance department to establish preventative maintenance programs by building and classroom location and allow for proper cost accounting for labor and materials costs.

Standard Implemented: Partially

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



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:

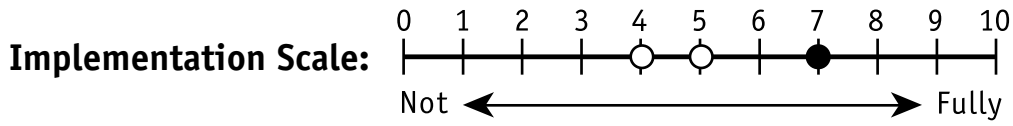
1. Board Policy 6700 – Civic Center and Other Facilities Use, dated March 17, 2009
2. Administrative Regulation 6701 – Civic Center and Other Facility Use, revised June 11, 2009
3. Interview with Facility and Maintenance Supervisor
4. Interview with Director of Facilities
5. Interview with Chief Business Official
6. Interview with Internal Auditor

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has formally updated the facilities usage policy. The board policy includes a administrative regulation that includes:
 - a. Categories of facility use for official district use versus Civic Center permits
 - b. The guidelines of use under the Civic Center permit section
 - c. Limitations on use
 - d. Denial of Civic Center permits
 - e. Identification of type of user
 - i. Direct Charge category
 - ii. Fair Rental category
 - f. Rental fees and cost recovery
 - g. Equipment for use in conjunction with facilities rental
 - h. Services such as custodial or security
 - i. Insurance requirements
 - j. Events involving food
 - k. Promotional and advertising materials
 - l. Other requirements
2. The district has had difficulty determining the allocation of room and master keys and has retained a security consultant to assist with a campuswide security program. The Maintenance Department has completed the installation of an electronic key card system for the Math and Science wing and has plans to expand this installation to the Vocational Education building. This system has the ability to program entrance times and links each card to specific employee identification numbers. The system is centralized and can be controlled and monitored by the Maintenance Department.

Standard Implemented: Partially

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



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:

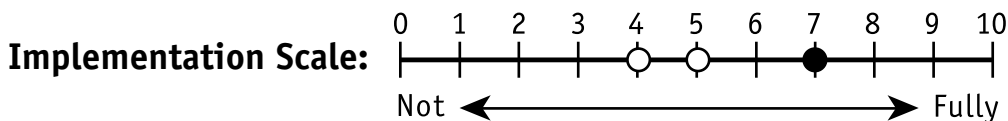
1. Maintenance department internal documents
2. Interview with Facility and Maintenance Supervisor
3. Interview with Director of Facilities
4. Interview with Chief Business Official
5. Board agendas for purchasing and contracts for services

Progress on Implementing the Recommendations of the Recovery Plan:

1. The CBO has initiated several procedures for best practices for purchase requisition and purchase order procedures. This has reduced incidents of non-compliance for unauthorized purchases. The district is following Public Contract Code for all bidding and authorization for contracts to vendors. Vendors have been notified of the district’s policy to ensure proper payment for services.
2. The business office must ensure that all purchasing follows state contracting regulations and that all contracts are in accordance with Public Contract Code Section 20111. FCMAT reviewed documents that indicate compliance with state purchasing and bidding.
3. The CBO places all major contracts 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



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:

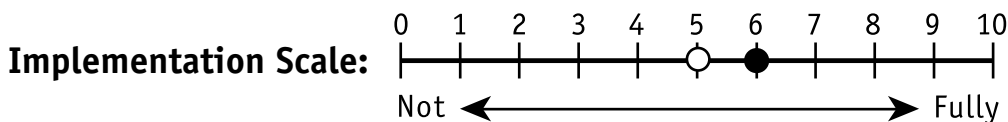
1. Maintenance department internal documents
2. Interview with Facility and Maintenance Supervisor
3. Interview with Director of Facilities
4. Board agendas for purchasing and contracts for services

Progress on Implementing the Recommendations of the Recovery Plan:

1. The maintenance 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 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 department has a manual physical inventory system that allows each employee to check out equipment. The college utilizes the School Dude maintenance work order system to safeguard against the loss of equipment and is evaluating other systems for expanded capabilities.

Standard Implemented: Partially

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



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:

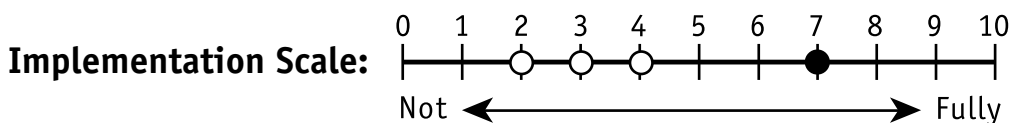
1. Nichols Consulting Contract for Professional Services dated September 15, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. State Government Code section 17550 et seq. authorizes the district to file state mandated cost claims for reimbursement for certain services mandated by the state. Mandated cost claims are an opportunity for Compton CCD to recover funds expended for 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 the filing of mandated costs claims because of the number of claims and complexity of the filing requirements.
3. The district should provide staff training annually to review potential areas for reimbursable claims, track new programs for first-time filing and review procedures for proper tracking.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	7



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

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

Use of FCMAT Professional and Legal Standards

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

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

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
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
3.3	Community collaboratives and college Shared Governance, and Academic Senate have identified specific outcome goals that are understood by all members.	2				
3.4	The college encourages and provides the necessary training for collaborative and council members to understand the basic administrative structure, program processes and goals of all college partners.	3				
3.5	Community collaboratives and college councils effectively fulfill their responsibilities and provide a meaningful role for all participants.	3				

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

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

Professional Standard:

Staff input into college operations is encouraged.

Sources and Documentation:

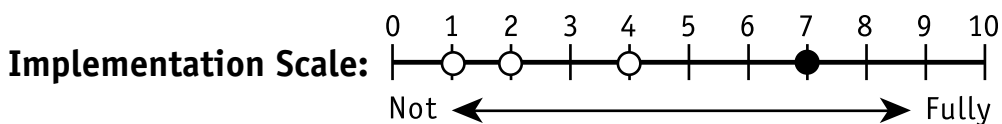
1. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Perceptions of communications continue to be positive, and interviewees described multiple means for staff to provide input and feedback to the CEO. The Center should continue its use of print newsletters, electronic media, and in-person meetings. Stable leadership at the Compton Center has helped to ensure a consistent, two-way flow of information. The CEO continues to send a regular newsletter, hold office hours and convene campuswide meetings of faculty and staff.
2. As communications and information have become more consistent, it is still important for the CEO to periodically assess the effectiveness of the communications platforms. As needed, the Center should check in with employees to ensure that messages are being heard and understood. This issue is particularly relevant as new policies are adopted that employees must know and understand to correctly and consistently implement them.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

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

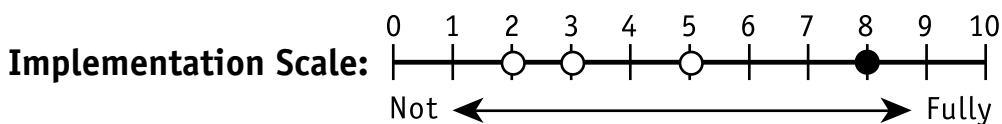
Progress on Implementing the Recommendations of the Recovery Plan:

1. The outreach strategy for the Compton Center has been formalized and implementation is under way. The CEO has made a priority of developing relationships with local businesses, and continuing to build partnerships with community and civic organizations. The enrollment management and marketing plans have also included 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 district should continue its outreach to community groups and partnerships that serve students, because this strategy can help make additional resources available to them. The district has developed a partnership with the city of Compton and county of Los Angeles to identify job opportunities for students of the Compton Center. Board members also should participate in community outreach with each of their constituencies. The trustees and the CEO can work together to make formal connections between the district and community groups, government agencies, and elected officials. Long-term partnerships will only be successful if there is a commitment to maintaining them, so the district should consider designating additional staff resources to support the outreach strategy.

Standard Implemented: Fully - Substantially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

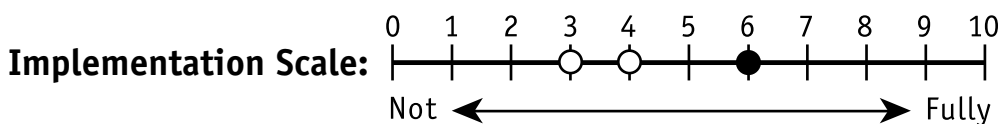
1. Faculty, staff, and administration interviews
2. Community member interviews
3. Compton Community College District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. A comprehensive review of the district’s committee structure is under way, with the intent to clarify the roles and responsibilities and provide an understanding of how each group fits into the overall operations and planning of the institution. This examination of the effectiveness of existing committees and refinement of protocols can help when training participants to understand their role as committee members. Interviewees indicated that they rely on the guidance of the CEO to clarify and address concerns where there may be ambiguity about decision-making. In general, committee members understand and trust this process, which allows them to provide constructive feedback to the CEO and board of trustees.
2. The Center should continue to refine and enhance its outreach to community groups and partnerships that serve students. Both the CEO and the board members can play a role in outreach, as they are well-equipped to engage their constituencies and help formally connect the district with community groups, local government agencies, and businesses. To sustain these partnerships, the district must ensure that proper staff resources are dedicated to this outreach strategy.

Standard Implemented: Partially

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



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

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

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

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 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
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
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
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
5.5	Functional working relations are maintained among board members.	1	1	3	6	7
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

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

ACCJC Standard IV-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating
5.7	Functional working relations are maintained between the board and administration.	1	1	2	6	7
5.8	The board publicly demonstrates respect for and support for the district staff.	1	1	2	6	7
5.9	The board publicly demonstrates respect for public input at meetings and public hearings.	1	1	2	6	7
5.10	Board members respect confidentiality of information shared by the administration.	1	1	1	5	7
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
5.12	The board acts for the community and in the interests of all students in the district.	1	1	2	5	7
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
6.3	Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	1	1	2	6	7
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
6.6	Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.	5	5	5	6	7

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

6.7	The Board has adopted bylaws for the placement of items on the board agenda by members of the public.	4				
6.8	Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings and to bring before the board matters that are not on the agenda.	4	4	4	7	8
6.9	Board meetings focus on matters related to student educational attainment.	1	1	1	3	7

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

Professional Standard:

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

Sources and Documentation:

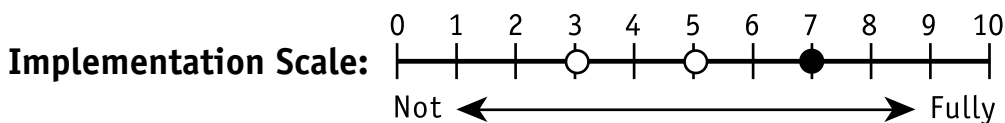
1. Board member interviews
2. Faculty, staff, and administration interviews
3. District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board members indicate their awareness of the roles and responsibilities of elected trustees. Since the last progress report, there have been no reported issues of board members becoming inappropriately involved in matters that should be addressed by staff. When public concerns are raised at board meetings, the board president routes those concerns to the CEO to address and resolve. Board bylaws that have recently been adopted include a delineation of responsibilities for board members and for the CEO, and this policy reflects the current practices of the board.

Standard Implemented: Partially

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



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

Professional Standard:

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

Sources and Documentation:

1. Interviews with administrators and board members

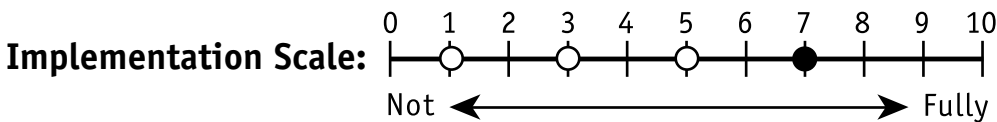
Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has developed a specific and thorough training agenda for the current and newly elected board members. Newly elected board members were to receive an orientation session in December before attending the statewide conference of community college trustees in January. The training was to address the areas of expectations, roles, and responsibilities for board members and provide a framework for operations at board meetings. The orientation was to provide information on the Brown Act, and outline unique situations in the governance of the Compton Community College District, operating the Compton Center in partnership with the El Camino College.

The board members and 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 in their elected positions.

Standard Implemented: Partially

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



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:

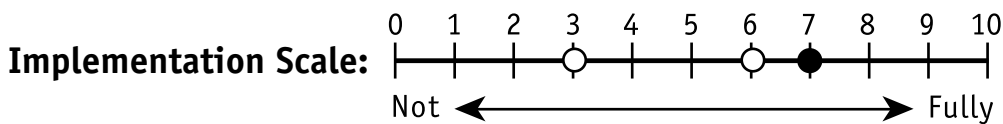
1. District documents and Web site
2. Board member interviews
3. Faculty, staff, and administration interviews
4. Community member interviews
5. Board agendas and minutes
6. Observations of board meetings
7. District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD has an adopted vision and mission statement that serves as a framework for planning documents across the institution. The vision and mission was developed with input from faculty and staff, students, administrators, and the board of trustees. The document lays out the three or four main themes that should be the strategic focus of the district for the short- and mid-term and serves as the basis for allocating resources in the current year budget. The 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.

Standard Implemented: Partially

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



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:

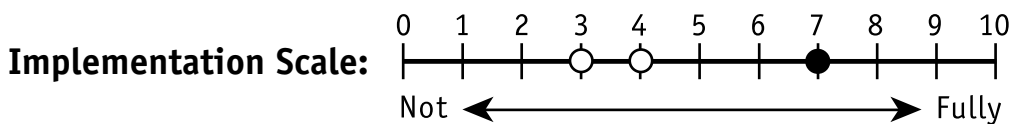
1. Board member interviews
2. Faculty, staff, and administration interviews
3. Board agendas and minutes
4. Observations of board meetings

Progress on Implementing the Recommendations of the Recovery Plan:

1. The CEO and staff deliver background information and data in advance of public meetings to ensure the opportunity to review materials and ask questions. Staff members routinely provide reports and presentations at board meetings. The timeliness of the background documents for board meetings has continued to improve, and interviewees indicated their appreciation of the quality of the agenda materials. The board meeting agenda materials can be expanded even further to include explicit links between program goals and budgetary decisions, and the relationships between specific recommendations for board action to the vision, mission, and goals of the district. Such refinement to the written materials will assist the Compton CCD in meeting the eligibility requirements for accreditation.

Standard Implemented: Partially

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



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:

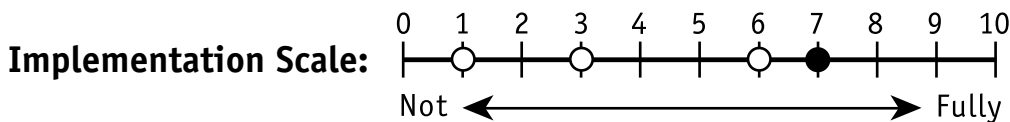
1. Interviews with staff, faculty, administrators and board members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board members fully participate in public meetings, and the board president chairs the meeting. As of the November 2009 election, the elected board is fully populated. The board members continue to show progress in working together to ensure they effectively fulfill this advisory role. The orientation training and professional development agenda for the new board members will help to ensure a cohesive team and help them to understand their roles 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. With the newly adopted board bylaws as part of the district policy manual, there is also a common agreement for how and when it is appropriate for board members to conduct themselves. Training and professional development should be a routine expectation for board members and will enhance their ability to set the tone and direction for the district as they regain 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



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:

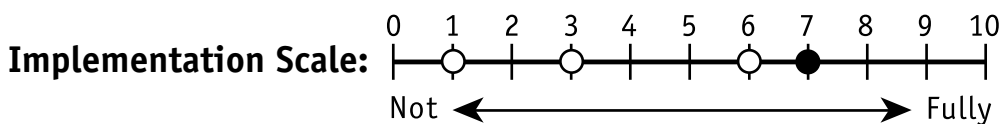
1. Interviews with staff, faculty, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. As of the November 2009 election, the elected board is fully populated. The candidates for the board participated in a forum to help them become aware of the Compton Center’s unique operating situation under the partnership agreement and memorandum of understanding with El Camino College. Having a fully elected board demonstrates that the community wants to be involved and engaged in the Compton Center. The board members fully participate in public meetings, and the board president chairs the meeting. The board members continue to show progress in working together to ensure they effectively fulfill this advisory role. The agenda for orientation, training, and professional development for the board will continue to enhance their understanding of their roles and responsibilities. Further training will continue to improve the board’s ability to set direction for the district, and will heighten their ability to communicate in a professional and respectful manner, with meeting discussion focused on relevant topics.

Standard Implemented: Partially

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



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

Professional Standard:

Functional working relations are maintained between the board and administration.

Sources and Documentation:

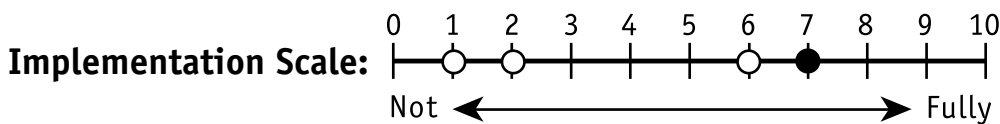
1. Interviews with administrators and board members

Progress on Implementing the Recommendations of the Recovery Plan:

1. The CEO and Special Trustee have reached out to all newly elected and continuing board members. Additionally, they continue to meet with board members prior to public meetings to review operational issues. By providing the board with an opportunity to discuss the agenda in advance and ask questions, the working relationships between the CEO, Special Trustee, and the elected board members continue to be characterized as constructive, positive, and fully functional.

Standard Implemented: Partially

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



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:

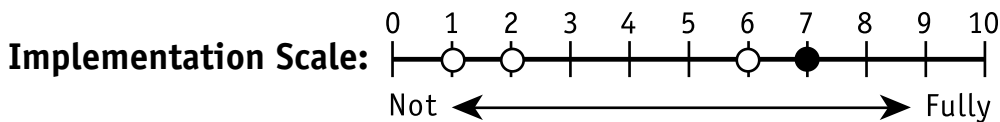
1. Interviews with staff, faculty, administrators and community members

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 populated board demonstrates that the community wants to be involved and engaged in the Compton Center. Board members have been asking appropriate and relevant questions of staff following presentations and have shown respect for the recommendations made by staff members. The board conducts its meetings in a professional and businesslike manner, with the board president now chairing the meetings. The board members continue to show progress in working together to ensure they effectively fulfill this advisory role. The CEO, Special Trustee, and board members should periodically evaluate the type of recognition and positive feedback on employee performance that is given to support staff morale.

Standard Implemented: Partially

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



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

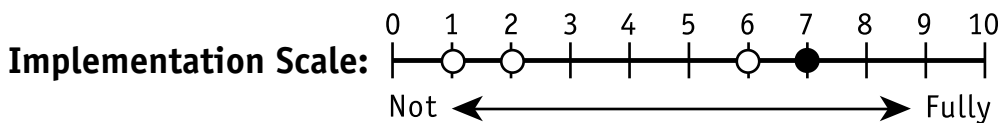
Progress on Implementing the Recommendations of the Recovery Plan:

1. The board conducts its meetings in a professional and businesslike manner, with the board president now chairing the meetings. The board members continue to show progress in working together to ensure they effectively fulfill this advisory role. The agenda of orientation, training, and professional development in which the board has and will continue to engage will provide them with the understanding of responsibilities to effectively fulfill their roles.

Public hearings and forums on policy matters and issues of community concern continue to be a routine part of board meetings, allowing for meaningful opportunities for input by the public. The board is respectful and cordial to the speakers. The CEO should continue to ensure that these 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



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

Professional Standard:

Board members respect confidentiality of information shared by the administration.

Sources and Documentation:

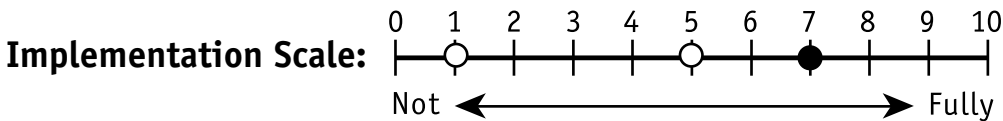
1. Interviews with staff, faculty, and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the board has returned to participating in closed session discussion. The board members have participated in training on the provisions of the Brown Act. There have been no concerns reported about board members breaching the confidentiality of information shared in closed session. The ongoing training and orientation agenda for new board members includes information on the Brown Act and on confidentiality, and this area is not expected to be a concern for the district.

Standard Implemented: Partially

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



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

Professional Standard:

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

Sources and Documentation:

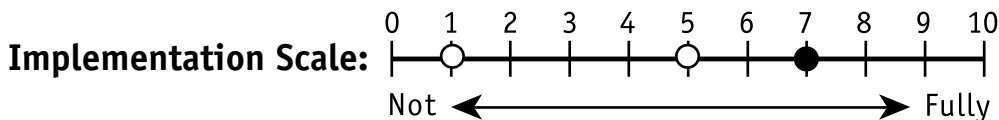
1. Interviews with staff, faculty, and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board conducts its meetings in a professional and businesslike manner, with the board president now chairing the meetings. The board members continue to show progress in working together to ensure they effectively fulfill this advisory role. The training and professional development in which the board engaged appears to have helped them understand their roles and responsibilities. Additionally, this training has worked to rebuild the board’s credibility, and has enhanced their ability to communicate in a professional and respectful manner, with meeting discussion focused on appropriate topics. There no reports of board members being inappropriately involved in routine staff matters, and the board members indicated that they were instituting the practice of routing any operational concerns through the board president, streamlining the process of providing feedback to the administration and staff.

Standard Implemented: Partially

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



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

Professional Standard:

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

Sources and Documentation:

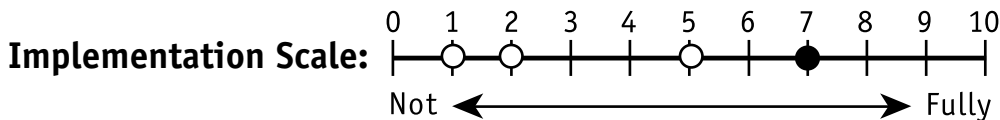
1. Interviews with staff, faculty, students, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board conducts its meetings in a professional and businesslike manner, with the board president now chairing the meetings. The board members continue to show progress in working together to ensure they effectively fulfill this advisory role. During board meetings, the CEO, Special Trustee, and board members have been in discussions pertaining to student educational attainment, success indicators of student persistence, and measures of programmatic success. Because enrollment and retention of students is one of the most important factors in the long-term health of the district, the members of the board should continue to play a role in outreach to their constituencies in the community as part of the strategy to recruit additional students. The orientation session and ongoing training and professional development agenda for the board members demonstrate additional progress toward helping the board to understand its role in effectively setting the direction of the district.

Standard Implemented: Partially

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



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

Legal Standard:

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

Sources and Documentation:

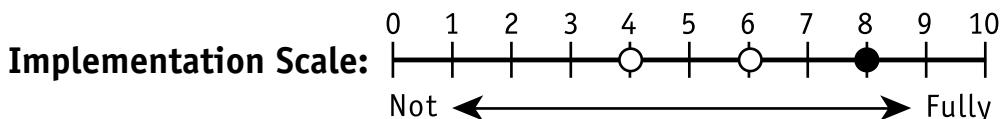
1. Board member interviews
2. Faculty, staff, and administration interviews
3. District Web site
4. District bylaws
5. Board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board meeting agendas are regularly posted near the board meeting room and CEO’s office in compliance with Government Code 54954.2 at least 72 hours prior to a regular meeting. Interviewees indicated a high level of satisfaction with the quality and timeliness of agenda packets. Meeting agendas are posted to the district’s Web site, and background materials are consistently made available the week before the public meeting. The district should continue to post agendas, meeting minutes, and adopted policies on its Web site so that staff, students and the community can readily access the information.
2. The board, working with the Special Trustee and CEO, should finalize the process of policy review and adoption. Once all the recommended sample CCLC policies have been customized to reflect local practice and need, the district must ensure that a system is in place to revise and amend policies on an ongoing basis as often as is needed.

Standard Implemented: Fully - Substantially

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



ACCJC Standard IV-B: Board and Administrative Organizations

FCMAT Community Relations/Governance Standard 6.3 – Board Meetings

Professional Standard:

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

Sources and Documentation:

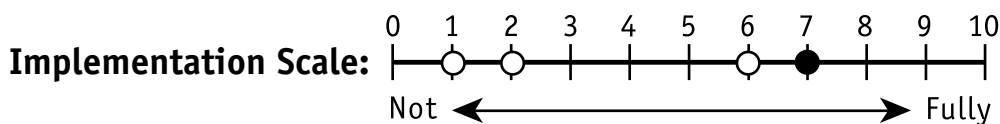
1. Interviews with administrators and board members
2. Review of board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board members fully participate in public meetings, and the board president chairs the meeting. The board members continue to show progress in working together to ensure they effectively fulfill this advisory role. The agenda for orientation, training, and professional development for the board will continue to enhance their understanding of their roles and responsibilities. During meetings, the board members continue to demonstrate their advance preparation and familiarity with background materials. Interviewees reported a high level of satisfaction with the timeliness and quality of board agenda packets and background materials. The district should continue to post agendas, meeting minutes, and adopted policies on its Web site so that staff, students and the community can readily access the information.

Standard Implemented: Partially

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



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

Legal Standard:

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

Sources and Documentation:

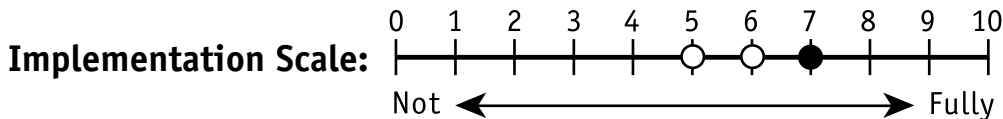
1. District policies/bylaws
2. Board agendas and minutes
3. Board member interviews
4. Faculty, staff, and administration interviews
5. Observations of board meetings

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board has been fully participating in public meetings, including closed session. The Special Trustee reports in open session any decisions made in closed session. Since the last progress report, board bylaws on open and closed meeting sessions have been revised and adopted as part of the district’s comprehensive policy review process. Additionally, the board has participated in training on the provisions of the Brown Act.
2. The newly elected board members will receive training on the Brown Act as part of their orientation.

Standard Implemented: Partially

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



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

Professional Standard:

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

Sources and Documentation:

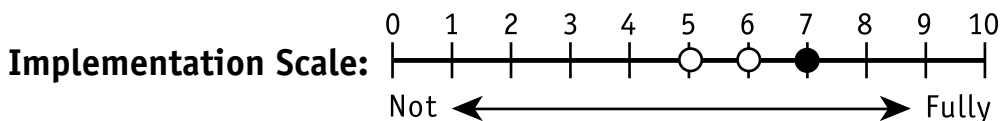
1. Board member interviews
2. Faculty, staff, and administration interviews
3. Community member interviews
4. Observations of board meetings
5. District bylaws
6. Board agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. Recent board meetings have focused on issues of substantive policy and student education attainment issues. Meetings are well organized and proceed in accordance with the written agenda. The board members fully participate in meetings, and the board president now chairs the sessions. The chair continues to provide the public, union representatives, committee chairs, student leaders, and board members with opportunities to speak on particular agenda topics and allows for public comment during meetings. The board members have demonstrated themselves fully capable of professional conduct through their participation in discussions and by offering meaningful advice and opinions.
2. The chair has continued to provide opportunities during policy discussions for board members to ask questions of staff and to share their input and feedback with the audience before a vote is taken.

Standard Implemented: Partially

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



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

Legal Standard:

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

Sources and Documentation:

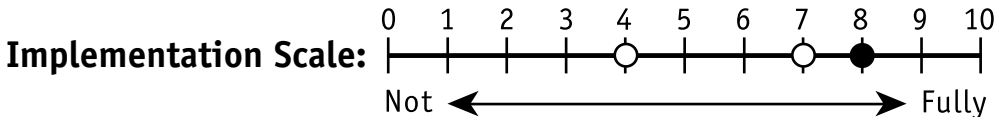
1. District bylaws
2. Board agendas and minutes
3. Observations of board meetings
4. Board member interviews
5. Faculty, staff, and administration interviews
6. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board members fully participate in public meetings, and the board president chairs the meeting. The board members continue to show progress in working together to ensure they effectively fulfill this advisory role. Board meetings always include an opportunity for public comment and discussion. The district’s recently adopted board bylaws include a procedure for public participation at board meetings. There were no reports of concern for a lack of opportunity to address issues before the board at public meetings.

Standard Implemented: Fully - Substantially

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



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

Professional Standard:

Board meetings focus on matters related to student educational attainment.

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviewees reported that agenda packets for meetings of the Compton CCD have focused on student educational attainment and measures of programmatic success in addition to matters of human resources, financial decision-making, and policy.

Specific opportunities to discuss the academic program, student accomplishments, and reports on student data are beginning to be regularly incorporated into the meeting agendas. This development is highly positive and demonstrates progress toward the full implementation of this standard. Future meeting agendas should continue to focus on these areas, and could even more explicitly link discussions of policy, planning, and analysis to the academic program and student educational attainment. The CEO should direct staff to reinforce the effects that specific financial and programmatic decisions can have on particular student outcomes in the district. The chair and CEO should continue to work together to ensure agendas are structured so that agenda items with the greatest priority are placed earlier on the agenda, to allow for sufficient time for the public, the board, Special Trustee, and CEO to discuss those topics.

Standard Implemented: Partially

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

