



El Camino College
Compton Center

Accreditation

2017 Comprehensive Institutional Self-Evaluation Report



El Camino College
Compton Center
Every Student is a Success Story

El Camino College Compton Center

Accreditation Comprehensive Institutional Self-Evaluation Report

Submitted by:

El Camino College Compton Center
1111 East Artesia Boulevard, Compton, CA 90221

Submitted to:

Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

December 2016

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To: The Accrediting Commission for Community and Junior Colleges,
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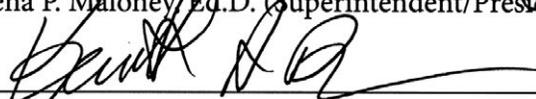
From: Dena P. Maloney, Ed.D.
El Camino Community College District
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This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's Application for Accreditation. I certify there was effective participation by the El Camino College and the Compton Center campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of the El Camino College Compton Center.

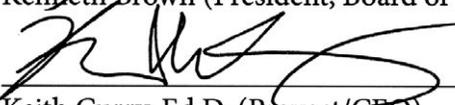
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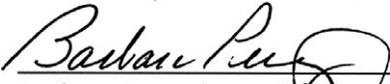
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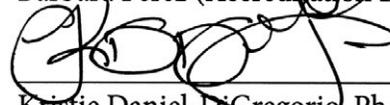
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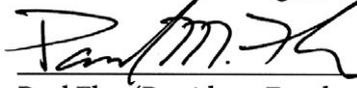
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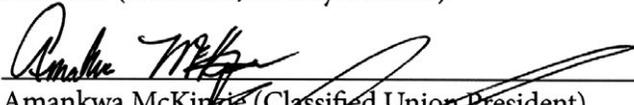
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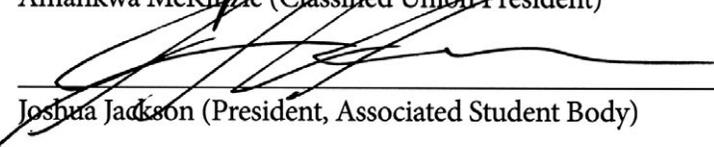
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Amankwa McKinzie (Classified Union President)



Joshua Jackson (President, Associated Student Body)



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Introduction





El Camino College Compton Center - Introduction

The El Camino College Compton Center (Compton Center) continues to grow and embrace change to meet the needs of the community. Student success is evident in the many new and expanded academic and support programs available on campus.

History of El Camino College

In 1946, after strong recommendations by a consulting team evaluating the need to establish a two-year college in the Inglewood-South Bay area, the governing boards of the Centinela Valley, El Segundo, Inglewood and Redondo school districts, by a vote of 10-1, approved the creation of a junior college. Torrance soon joined the newly chartered group, and the El Camino Community College District was officially established on July 1, 1947.

Located in the heart of the South Bay, the El Camino Community College District encompasses seven unified and high school districts, 12 elementary school districts and nine cities with a combined population of 533,000 residents.

Early classrooms were surplus World War II barracks that were trucked north from the old Santa Ana Army Air Base in Orange County. The first permanent building for classroom instruction was the shops building, which opened in 1949. Major construction was the order of business nearly every year during the initial growth years of the college.

By 2000, El Camino College's buildings covered 1.1 million square feet, built at a cost of \$28 million. All 27 structures were completed without any bonded indebtedness to the district. In November 2002, voters of the El Camino Community College District approved a \$394 million facilities bond measure. The successful passage of this first-ever bond measure for the college was followed by a \$350 million facilities bond measure approved by voters in November 2012. A Citizens' Bond Oversight Committee provides an annual report to the public regarding the use of the bond funds.

The El Camino College faculty has grown since the first 30 instructors were hired in 1947. Today about 900 full- and part-time instructors teach at ECC. Nearly 25 percent of the full-time faculty has earned doctoral degrees, while more than 90 percent have master's degrees. The remainder has excellent credentials for their areas of expertise.

The college is governed by an elected five-member El Camino Community College District Board of Trustees. Each is elected for a four-year term, by a designated "Trustee Area." Board meetings are held monthly, adhere to all Brown Act requirements, and are open to the public.

Leading the administration is the college's president, who also serves as superintendent of the El Camino Community College District. The superintendent/president is assisted by five vice presidents. Their areas of responsibility include: academic affairs, administrative services, student and community advancement, human resources, and the ECC Compton Center. As the college grew from an enrollment of fewer than 500 in 1947 to the 25,000 students today, the curriculum expanded to include lower division transfer courses, an honors program and a comprehensive set of career and technical education programs. Today, El Camino College students enjoy a broad curriculum featuring 99 degree programs and 83 certificate programs.

El Camino College is under the leadership of Dr. Dena P. Maloney, the college's sixth president, who is steering the college forward in the 21st century.

History of ECC Compton Center / Compton College

The Compton Community College District (CCCD) was established in 1927 as a component of the Compton Union High School District. In 1950, voters approved a bond issue separating the college from the high school district. Construction of the new college campus was completed on the present site. Classes began on the new campus in fall 1956.

The Compton Community College District encompasses an area of about 29 square miles, making educational services available to nearly 300,000 residents of Compton, Lynwood, Paramount and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach and South Gate. Today, about 290 full- and part-time faculty teach more than 40 degree programs and 20 certificate programs.

In November 2002 the Compton Community College District won voter approval of Measure CC, authorizing the issuance of \$100 million in general obligation bonds to upgrade classrooms, labs, infrastructure, and instructional equipment, while making much-needed health and safety repairs and energy efficiency improvements. An independent Citizens' Bond Oversight Committee was also established at this time.

After many successful years, and several challenging years, in June 2005 the Accrediting Commission for Community and Junior Colleges announced its decision to revoke Compton College's accreditation.

In August 2006, the El Camino Community College District Board of Trustees approved a Memorandum of Understanding to provide educational and related support services to Compton Community College District residents.

El Camino College provides accredited instructional and related support, in addition to administrative services, to meet the needs of Compton Center students. El Camino College courses are taught at the Compton Center by CCCD employed faculty.

Through the agreement, residents of the Compton Community College District continue to have access to university transfer and career and technical education opportunities, as well as financial aid, basic skills courses and related support services.

In November 2014, voters in the Compton Community College District approved Measure C, a \$100 million facilities bond designed to make technology and safety upgrades campuswide.

Administration at the Compton Center is led by Dr. Dena P. Maloney, Superintendent/President of the El Camino Community College District.

Dr. Keith Curry is Provost/CEO. He serves under the direction of the Superintendent/President of El Camino Community College District for operations of the Compton Center; and under the direction of the Compton Community College District Board of Trustees for operations of the CCCD.



Major Developments at the Compton Center since 2006

Several significant events have occurred at ECC Compton Center since inception of the partnership with the El Camino Community College District. The Compton Center Eligibility Application was submitted and approved by the Accrediting Commission for Community and Junior Colleges. In addition, the center boasts new facilities, technology upgrades, and new programs. Below is a summary of some of these major developments.

Student Success

Since the inception of the partnership between the Compton Community College District and the El Camino Community College District in August 2006, the number of classes offered at the Compton Center has significantly increased. In 2015-16, 1,474 class sections were offered, an increase of about 10 percent from 2006-07. The re-establishment of winter term, scheduled for January 2017, will provide further class options for students.

AA-T and AS-T degrees have also been added to the curriculum, giving students a clear pathway to a CSU degree. The class of 2016 included Compton Center's first Honors Transfer Program graduates. Tremendous increases were seen in the number of degrees and certificates earned by students. From 2006 to 2016, the number of degrees awarded increased nearly 20 times over, going from 26 associate degrees to 438. In addition, the total number of transfer students increased from 128 in 2007 to 481 in 2015. Over the past five years, the number of students transferring to UC and CSU has increased by more than 27%.

Academics

New and innovative academic programs have been added over the past 10 years, complementing existing programs and providing students with greater access to a college education. In collaboration with Compton Unified School District (CUSD), the "Early College High School" program was established in 2015, creating an opportunity for highly motivated CUSD high school students to earn both a high school diploma and two years of college credit toward an associate degree

simultaneously. Other academic milestones include the addition of the First Year Experience, Honors Transfer, and the Upward Bound Math and Science programs, which are designed to improve college entry success rates for local high school students. Transfer Pathways Partnership agreements with CSU Dominguez Hills and Historically Black Colleges and Universities (HBCUs) are helping guide students to completion of a four-year degree. Career and Technical Education (CTE) programs have also expanded to include the Career Advancement Academy, offering aerospace fastener technology, machine tool technology, utilities responsiveness training, and welding. New CTE programs also include cosmetology, heating, ventilation & air conditioning, and robotics, where students receive extensive hands-on education and training, along with valuable skills that translate directly to a lucrative career.

Student Support

From New Student Welcome Day to financial aid awareness fairs, the past decade has seen numerous student support programs added or expanded. Students have access to Supplemental Instruction peer-led tutoring, a program that helps increase student understanding of course material and raise grades. The Library-Student Success Center offers a variety of academic support via three drop-in tutoring centers - one for math & science, one for writing, and one for reading success. Additional support is offered in the Multidisciplinary Computer Lab, which features 100 new computers with a wide selection of academic software for computer-aided learning. A Summer Math Academy assists students in fulfilling math requirements, and can help students test into a higher level of math so they advance toward earning their degree in less time.

In an effort to share financial aid information with students, Compton Center recently established a partnership with Operation HOPE. Founded by John Hope Bryant, the nonprofit organization partners with the Financial Aid Office to provide financial literacy education and planning services, including credit counseling and money management workshops. The Financial Aid Office has also expanded its programs to help students explore a variety of options to pay for college. As a result, more students on campus are receiving financial aid. The number of scholarships awarded has also increased. Compton Center's 2016 Academic Awards Tea recognized many outstanding students, with 45 students receiving a total of \$40,300 in scholarships from both Compton Center and the Foundation for the Compton Community College District. For the 2014-15 academic year, 5,396 students (44.4% of the enrolled population) were awarded some form of financial aid or scholarship.

Veteran students receive assistance from Veterans Services, which offers a full academic program for veterans along with counseling and referrals to other resources. Area foster youth have access to the Youth Empowerment Strategies for Success (YESS) Program. Eligible students may also receive child care support through the free/low-cost state preschool offered at the Child Development Center on campus.

Student Life

Students have access to a diverse array of activities and Student Life programs that enrich their college experience. Through the Associated Student Body (ASB) and Office of Student Life, students are able to take on leadership positions and be involved in campus events and student advocacy. Increased opportunities to pursue personal or professional interests through clubs are also available, giving students the chance to interact with their peers, and network with faculty and staff members. The Office of Student Life and ASB also sponsor a number of educational and cultural events annually for students and community members, in observance of national awareness months.

Student programs initiated or expanded during the past 10 years:

- Latino Heritage Month
- Black History Month
- Women in Technology Conference
- ASB Awards Banquet
- Tartar Athletics Program: 13 sports
- Transfer and Career Fair
- HBCU Transfer Fair
- Debate Team
- Alpha Gamma Sigma (AGS) Honor and Scholarship Society
- "Voices of Compton" Literary Journal and Competition

Facilities

Technology upgrades, infrastructure advancements, and new and updated facilities have provided an ever-increasing array of academic and support opportunities for students – and significantly enhanced the appearance of the campus. Funds from voter-approved Measure CC (2002) and Measure C (2014) have supported many of these improvements. Compton Center provides free campuswide Wi-Fi.

The 2014 opening of the Library-Student Success Center is a symbol of the significant progress that has been made to campus facilities in the past several years. This state-of-the-art structure promotes energy efficiency and is a focal point for campus life, providing an inviting environment for student learning and instruction. A long-term view of campus facilities will be seen in a new Comprehensive Facilities Master Plan for 2017-22, now in progress.

Projects completed or in progress:

- Central Plant: December 2013
- Main north/south access road: December 2013
- Library-Student Success Center: March 2014
- Technology Infrastructure Project: September 2015
 - Renovated Football/Soccer Field & Track: September 2015



- New Allied Health Building: December 2015
- Cosmetology Facility: August 2016
- Music Building North Wing Renovation: December 2016

Planned Future Projects:

- Instructional Building 1: A \$17.7 million project in the planning stages to replace current “Row Buildings”
- Swing Space: A \$2.2 million project to create temporary instructional buildings during construction of Instructional Building 1
- Public Safety Facility: \$3.3 million headquarters for campus police

Community Engagement

To keep the lines of communication open between the Compton Center and the community, Provost/CEO Keith Curry and Vice President of ECC Compton Center Barbara Perez, have hosted Community Roundtable discussions and frequently make presentations to a variety of business, civic and community groups. Established communication with the community is also achieved through newsletters, news releases, student emails, postcards, class schedules, social media outreach, and websites (Compton District and Compton Center).

High school students can participate in concurrent enrollment options. In-district high school seniors are invited to Senior Day, an enrollment outreach event where they learn about academic programs and support resources such as financial aid, transfer and career options, as well as the steps to enroll. In fall 2016, community members joined students and employees to assist with Campus Beautification Day, volunteering their time on a Saturday to make a difference at the campus. Alumni continue to be engaged with the campus, attending various activities and sporting events, including the Tartar Athletics Hall of Fame, established in 2009 to honor athletes, coaches and others who have made outstanding

contributions in intercollegiate athletics. Alumni and community members alike are also expected to join in 90th Anniversary celebrations in 2017.

Employee Updates

Since fall 2006, 64 new full-time instructors have joined the Compton Center faculty ranks. Positions filled include a FYE coordinator/counselor, a learning disabilities specialist and counselor, and an instructional specialist for the Student Success Center. In another key personnel change, Dr. Keith Curry was named Provost/CEO of El Camino College Compton Center. He serves under the direction of the Superintendent/President of El Camino College for operations of Compton Center; and under the direction of the Board of Trustees for the Compton Community College District for operations of the CCCD. He offers weekly Provost/CEO “Open Hours,” a time to stop by his office to share news about department happenings, courses, student accomplishments, and other ideas. Dr. Curry also leads “Tartar Talks,” quarterly campuswide meetings for CCCD employees. Compton Center faculty and staff have multiple opportunities to collaborate and participate in professional development activities, and are encouraged to take a leadership role in this supportive, thriving academic community. A Distinguished Faculty and Staff program recognizes employee excellence each year and a new Campus Appreciation Program offers a way for employees to send kudos to colleagues who put in the extra effort to help make every student a success story.

Campus Safety

Community policing programs have been implemented at Compton Center, taking a collaborative approach to ensure a safe environment for all students and employees. Nixle, a community information service that provides free updates and emergency notifications to subscribers, is now a part of the campus safety plan. Campuswide Safety Forums for students and employees are held to

provide safety updates, as well as to afford the opportunity for students and employees to ask questions and provide suggestions for enhanced campus safety.

A campuswide tobacco-free policy was adopted, and emergency training for scenarios such as earthquakes and active shooter situations are ongoing. A Campus Security Report is published each year to keep students and employees informed.

Compton Center Accomplishments

A comprehensive list of Compton Center Accomplishments from August 2006 through 2016 may be found [here](#).

El Camino College Compton Center serves a diverse community with comprehensive educational programs and support services. The following Data/Organization section includes data relative to the Compton Center, as well as the Compton Community College District and area residents. This Data/Organization section includes: community profiles and population projections, enrollment profiles and trends, workforce information, student achievement (including statewide and federal comparisons), equity-related outcomes, and an overview of the institution-set standards.

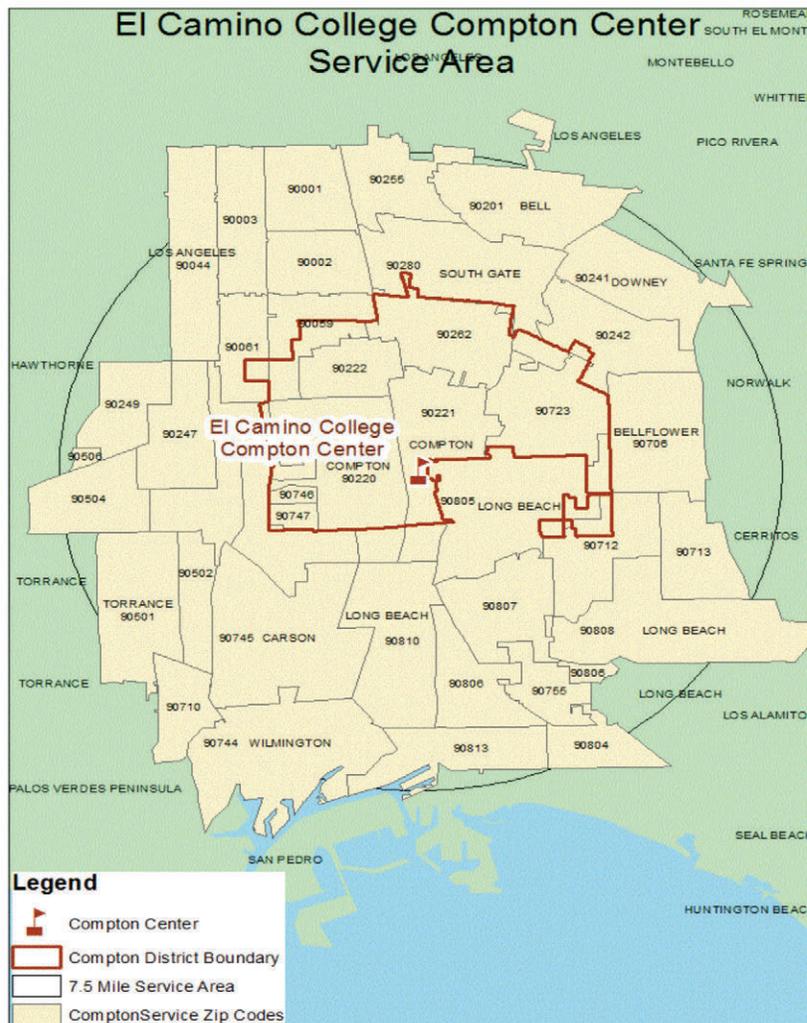
Data/Organization





Compton Community College District Profile

El Camino College Compton Center is located in southern Los Angeles County, south of downtown Los Angeles. The Compton Community College District (CCCD) includes seven cities within Los Angeles County: Carson, Compton, Downey, Los Angeles, Lynwood, Paramount, and South Gate. Compton Center additionally serves many students from neighboring non-District cities, including Artesia, Bell, Bell Gardens, Bellflower, Gardena, Huntington Park, Lakewood, Long Beach, Norwalk, Signal Hill, and Torrance. Overall, approximately 40% of students come from within District boundaries, while 60% are from outside of the District.



DATA/ORGANIZATION

Table 1 depicts zip codes within the 7.5-mile radius of the Compton Community College District service area, including the entire cities of Compton and Lynwood, in addition to portions of neighboring non-District cities served by Compton Center.

Table 1: Service Areas

City	Zip Code	City	Zip Code
Artesia	90701	Long Beach	90804
	90702		90805
Bell	90201		90806
	Bell Gardens		90202
Bellflower			90706
	Carson		90707
90745			90813
90746		Los Angeles	90001
90749	90002		
Compton	90220		90003
	90221		90044
	90222		90059
	90223		90061
	90224	Lynwood	90262
Downey	90240	Norwalk	90650
	90241		90652
	90242*	Paramount	90723
Gardena	90247	Signal Hill	90755
	90248	South Gate	90280*
	90249	Torrance	90501
Huntington Park	90255		90502
Lakewood	90711		
	90712		
	90713		
	90714		

Boldfaced zip codes are located within the Compton Community College District (CCCD). Zip codes with an asterisk are partially located within the CCCD.



To provide a direct representation of the parts of each city that are included in Compton Center's Service area, Table 2 depicts the population according to the selected zip codes as shown in Table 1.

Larger cities such as Long Beach and Los Angeles account for a significant portion of the service area population, though Compton Center does not serve all zip codes in these areas. Additionally, many service area cities of moderate size include a population between 80,000 and 100,000 residents, while some smaller cities within the area include a population between 50,000 and 60,000 residents. Altogether, the service area population for the Compton Center totals approximately 1.7 million residents.

Table 2: CCCD Population within Service Area by City (Based on the Selected Zip Codes)

Service Area City	Average Population Between 2010-2014	Percent of the Total Service Area Population
Artesia	16,698	1.0%
Bell	35,896	2.1%
Bellflower	77,521	4.5%
Carson	84,465	4.9%
Compton	97,663	5.7%
Downey	113,082	6.5%
Gardena	59,682	3.5%
Huntington Park	58,787	3.4%
Lakewood	80,926	4.7%
Long Beach	348,693	20.2%
Los Angeles	332,848	19.3%
Lynwood	60,426	3.5%
Norwalk	106,455	6.2%
Paramount	54,813	3.2%
Signal Hill	11,245	0.7%
South Gate	95,515	5.5%
Torrance	93,319	5.4%
Service Area Total	1,728,034	100.0%

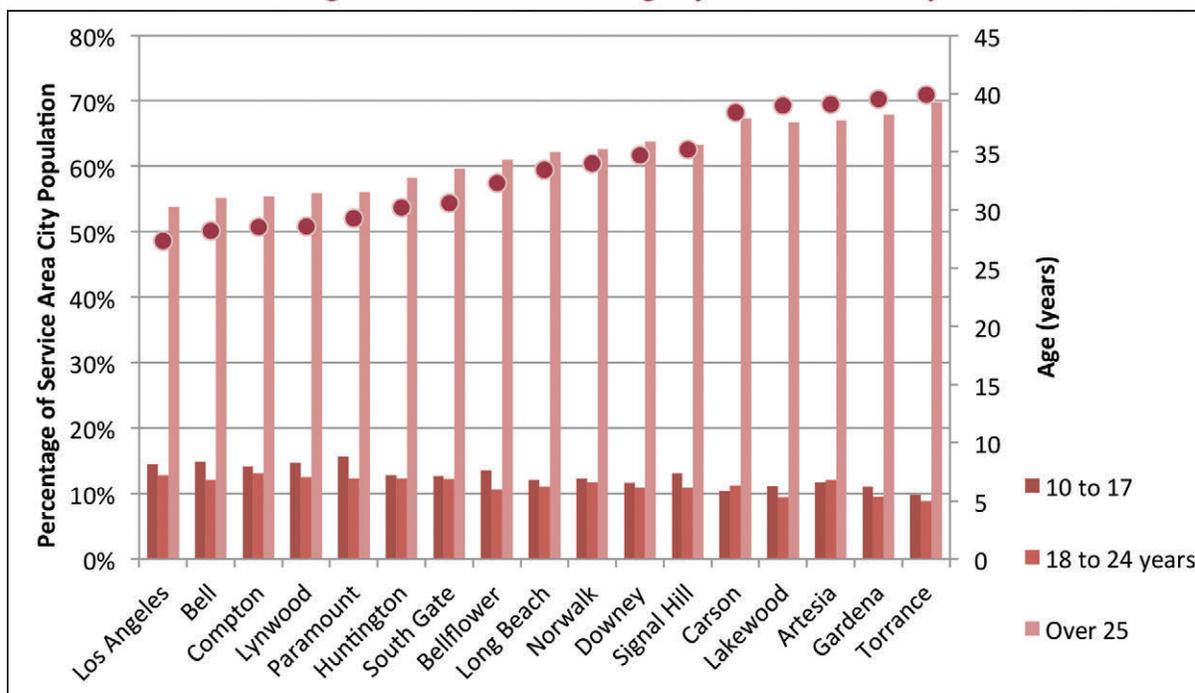
Source: American Community Survey 2010-2014 5-Year Estimate, Table S0101.

Figure 1 depicts the percentage of three age group populations in each service area city. These categories reflect potential Compton Center students: the 10-17 age range represents people who may be entering college in the next few years; the 18-24 age range represents traditional college age students who make up the majority of Compton Center’s new students; and the over 25 age range represents people who are completing their studies, returning for workforce training, or developing personal academic and career interests.

Age group proportions are very similar for each service area city, although approximately 60% of Compton Center’s enrollment is in the 18-24-year age range.

In addition, Figure 1 depicts the median age of the population from each service area city. Overall, the Compton Center population is relatively young, although it is considered to be aging. (See “Population Trends by Age” in the Compton Center Community Profile section on page five). The city with the youngest median age is Los Angeles (27.4 years), however Compton, which provides the highest proportion of enrollment, is also relatively young (28.5 years). The city with the oldest median age is Torrance (40.0 years).

Figure 1: CCCD Median Age by Service Area City



Source: American Community Survey 2010-2014 5-Year Estimate, Table S0101



Compton Community College Community Profile

Table 3 details recent population changes in the region since 2010, according to the U.S. 2010 Census report and the American Community Survey (ACS) average for 2010-2014. (This serves as a general guide since the data for 2010-2014 is an estimated average.)

The cities of the Compton Center service area generally have experienced very low growth (1.7%) since the 2010 Census. The largest growth occurred in Signal Hill (2.1%), which comprises the least of the service area population (0.2%). However, the second-largest growth occurred in Los Angeles (1.8%), which accounts for a majority of the service area population (70.3%). Second to Los Angeles, Long Beach is the largest city in the service area, accounting for 8.5% of the population.

Table 3: Population Trend by Compton CCD and Service Area Cities

City	Census 2010	ACS 2010-2014 (Average)	Percent Change	Percent of Service Area
Artesia	16,522	16,698	1.1%	0.3%
Bell	35,477	35,896	1.2%	0.7%
Bellflower	76,616	77,521	1.2%	1.4%
Bell Gardens	42,072	42,712	1.5%	0.8%
Carson*	91,714	92,475	0.8%	1.7%
Compton*	96,455	97,663	1.3%	1.8%
Downey*	111,772	113,082	1.2%	2.1%
Gardena	58,829	59,682	1.5%	1.1%
Huntington Park	58,114	58,787	1.2%	1.1%
Lakewood	80,048	80,926	1.1%	1.5%
Long Beach	462,257	468,594	1.4%	8.5%
Los Angeles*	3,792,621	3,862,210	1.8%	70.3%
Lynwood*	69,772	70,789	1.5%	1.3%
Norwalk	105,549	106,455	0.9%	1.9%
Paramount*	54,098	54,813	1.3%	1.0%
Signal Hill	11,016	11,245	2.1%	0.2%
South Gate*	94,396	95,515	1.2%	1.7%
Torrance	145,438	147,181	1.2%	2.7%
Total	5,402,766	5,492,244	1.7%	

Note. Asterisks denote cities within the CCCD.

Sources: U.S. Census Bureau, 2010 Census, DP-1, and American Community Survey, 2010-2014, DP05.

Population Trends by Age

Compton Center serves a population of almost 1.9 million. Since 2010, the total population in the region grew by less than one percent, with adults between 18 and 64 years of age representing 63% of the population. Despite overall population growth, there is an uneven distribution in growth among different age groups, and an aging population. The greatest growth is among those 55 and older, particularly in the 65- to 74-year-old age group, which has shown the greatest increase at 7.8%. In contrast, the population aged 19 and under has declined, and the number of high school graduates within the service area is expected to drop. (See *Service Area School Enrollment* on page 19). However, younger adults 20 to 24 have grown in population, whereas working adults aged 35-44 have declined nearly two percent.

Table 4: Compton Center Service Area Population Trend by Age

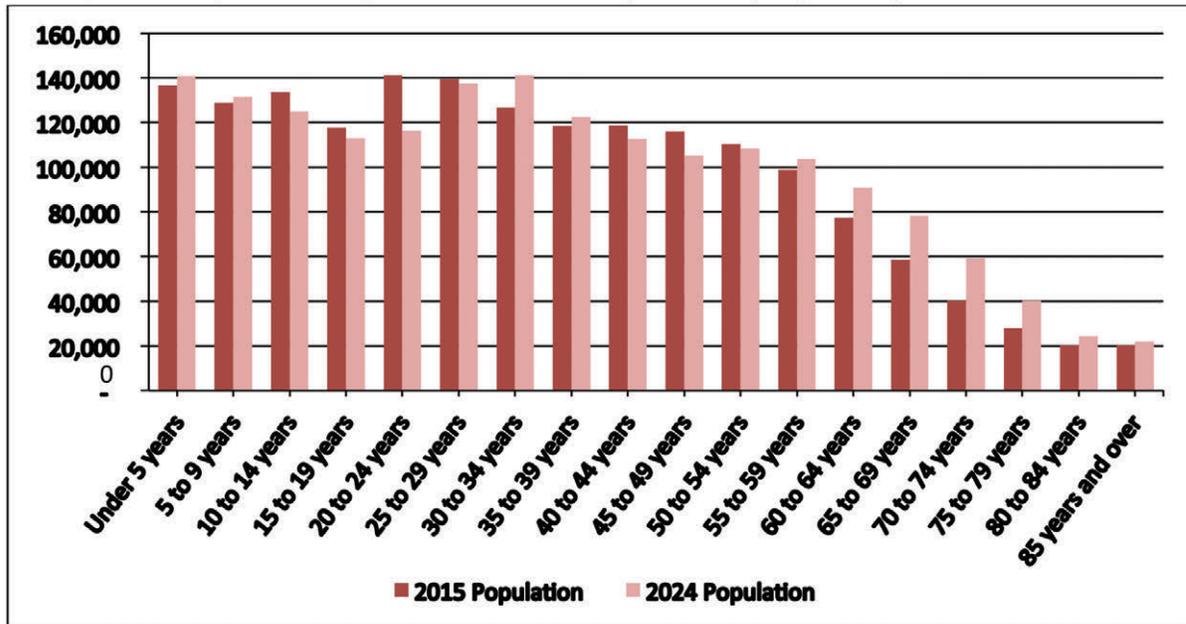
Service Area Population	Census 2010	2010-14 (average)	Percent Change	Percent of Service Area
Under 5 years	150,167	146,086	-2.7%	7.8%
5 to 14 years	299,795	286,312	-4.5%	15.4%
15 to 19 years	164,892	156,501	-5.1%	8.4%
20 to 24 years	149,068	157,052	5.4%	8.4%
25 to 34 years	274,922	272,282	-1.0%	14.6%
35 to 44 years	263,182	258,120	-1.9%	13.8%
45 to 54 years	237,889	242,534	2.0%	13.0%
55 to 64 years	165,013	177,647	7.7%	9.5%
65 to 74 years	88,307	95,180	7.8%	5.1%
75 years and older	70,640	73,894	4.6%	4.0%
Population ≥ 18 years of age	1,314,113	1,336,987	1.7%	71.7%
Population ≥ 65 years of age	158,947	169,074	6.4%	9.1%
Population 18 to 64 years of age	1,155,166	1,167,913	1.1%	62.6%
Total Population	1,863,875	1,865,608	0.1%	

Source(s): U.S. Census Bureau, 2010 Census, DP-1, and American Community Survey, 2010-2014, DP05.

Calculations indicate an aging population. The greatest growth is projected is a 47.1 % increase to occur among 70- to 74-year olds. Altogether, those 60 years and older will make up about 18% of the 2024 service area population, a four-point increase from 2015. Working adults aged 30 to 34 are expected to show an 11.5 growth in population by 2024, but the population between ages 10 and 29 is projected to decline, with the greatest decrease (-17.7%) among younger working adults ages 20-24. This decline in the younger population is noteworthy because approximately 85% of Compton Center student enrollment is younger than 35. This indicates a decreasing pool of prospective Compton Center students from these age groups within the service area.

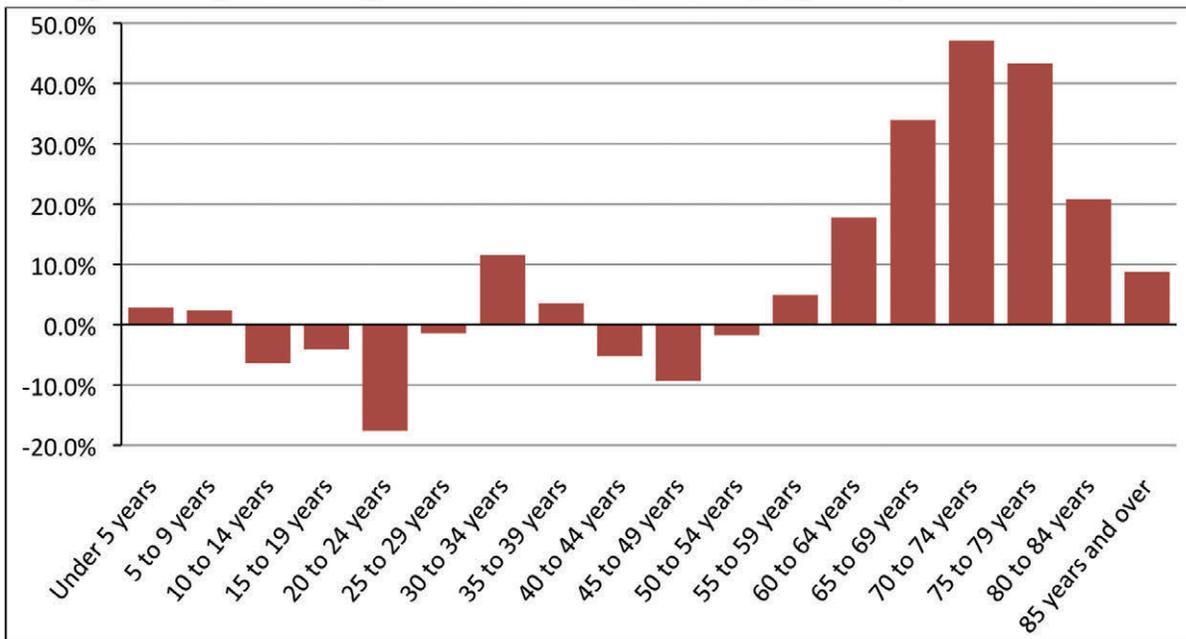


Figure 2: Projected Change in Service Area Population by Age Group from 2015 to 2024



Source: EMSI, July 2016

Figure 3: Projected Change in Service Area Population by Age Group from 2015 to 2024



Source: EMSI, July 2016

Table 5: Service Area Population Trend by Age

Age	2015 Population	2024 Population	Change	% Change	% of 2015 Population
Under 5 years	136,824	140,737	3,913	2.9%	7.9%
5 to 9 years	128,748	131,693	2,945	2.3%	7.4%
10 to 14 years	133,629	125,119	-8,510	-6.4%	7.7%
15 to 19 years	117,762	112,965	-4,797	-4.1%	6.8%
20 to 24 years	141,207	116,272	-24,935	-17.7%	8.2%
25 to 29 years	139,511	137,469	-2,042	-1.5%	8.1%
30 to 34 years	126,674	141,213	14,538	11.5%	7.3%
35 to 39 years	118,426	122,569	4,144	3.5%	6.8%
40 to 44 years	118,873	112,704	-6,170	-5.2%	6.9%
45 to 49 years	115,979	105,129	-10,850	-9.4%	6.7%
50 to 54 years	110,360	108,415	-1,945	-1.8%	6.4%
55 to 59 years	98,859	103,704	4,845	4.9%	5.7%
60 to 64 years	77,260	90,962	13,702	17.7%	4.5%
65 to 69 years	58,556	78,446	19,890	34.0%	3.4%
70 to 74 years	40,214	59,148	18,934	47.1%	2.3%
75 to 79 years	27,983	40,116	12,133	43.4%	1.6%
80 to 84 years	20,211	24,408	4,197	20.8%	1.2%
85 years and over	20,178	21,940	1,761	8.7%	1.2%
Total	1,731,254	1,773,008	41,754	2.4%	100.0%

Source: EMSI, July 2016



Population Trends by Ethnicity

The number of people indicating Hispanic or Latino heritage has increased 1.1% since 2010 and now represents approximately 64% of the service area population. There was a substantial increase in the number of people identifying themselves as of two or more races (non-Hispanic). However, they represent slightly less than two percent of the total population within the 7.5-mile radius of the Compton Center. Those identifying as one race and non-Hispanic have slightly declined. The Asian population was the only population to show an increase within the non-Hispanic group, and this population comprises 9.3% of the service area.

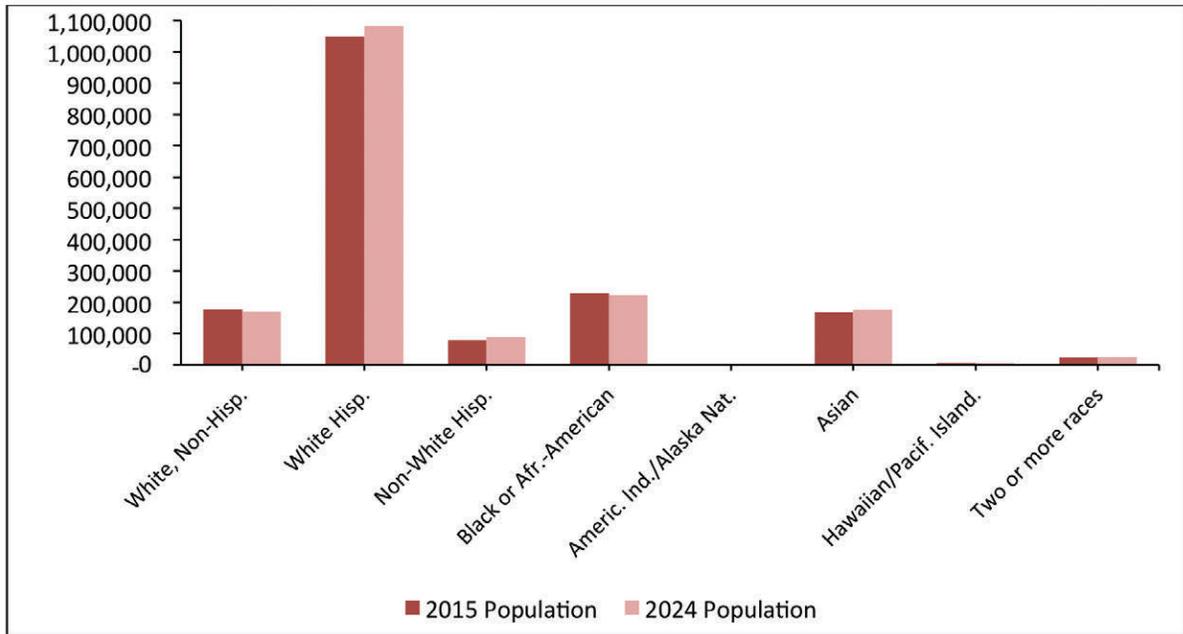
Table 6: Service Area Population Trend by Race and Ethnicity

Race and Ethnicity	Census 2010	2010-14 (average)	Percent Change	Service Area %
Hispanic or Latino	1,177,618	1,191,011	1.1%	63.8%
Two or more races, not Hispanic	26,585	32,039	20.5%	1.7%
One race, not Hispanic	686,257	674,597	-1.7%	34.6%
White	205,900	193,574	-6.0%	10.4%
Black or African American	262,602	258,603	-1.5%	13.9%
American Indian or Alaskan Native	3,632	3,192	-12.1%	0.2%
Asian	172,031	173,145	0.7%	9.3%
Hawaiian/Other Pacific Islander	11,366	10,175	-10.5%	0.6%
Other	4,141	3,869	-6.6%	0.2%
Total Population	1,863,875	1,865,608	0.1%	

Source(s): U.S. Census Bureau, 2010 Census, P9, and American Community Survey, 2010-2014, DP05.

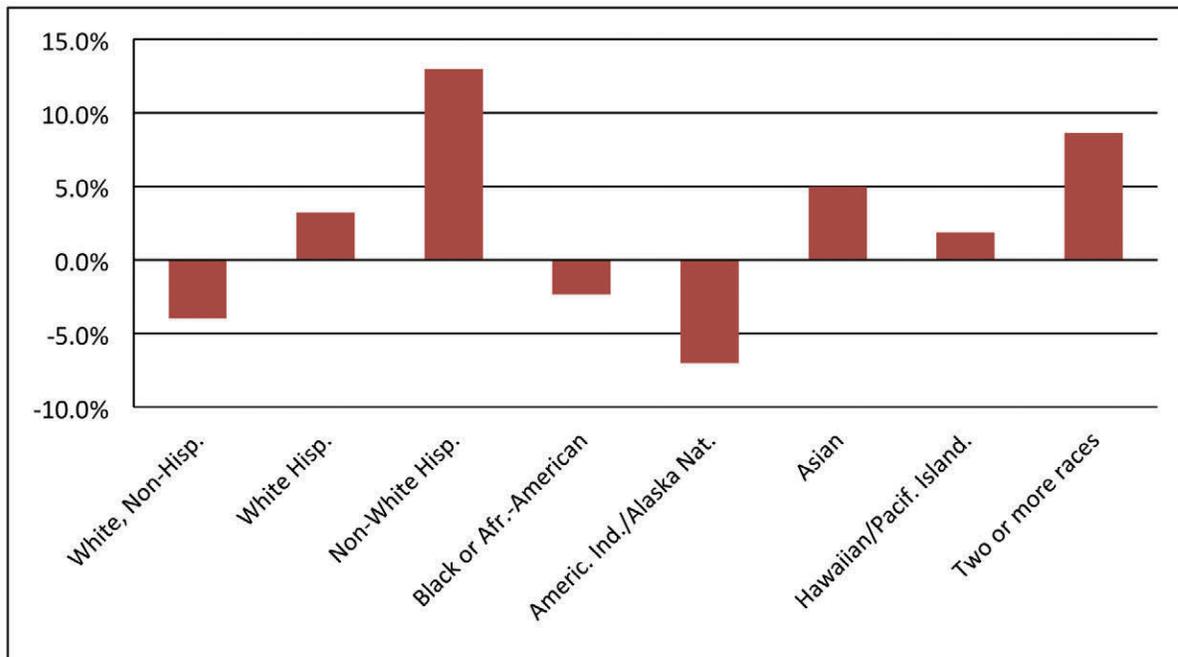
Projections indicate that non-White Hispanics and those who identify with two or more races are expected to experience the greatest growth. However, these two groups represent a relatively small percentage (6%) of the service area population. Growth is projected among the White Hispanic, Asian, and Native Hawaiian and Pacific Islander populations, although the White Hispanic group is the only one comprising a large amount of the service area population (61%). The two groups comprising the second- and third-largest proportions of the service area population (i.e., Black or African Americans and White non-Hispanics) both are projected to decline.

Figure 4: Service Area Population by Race/Ethnicity



Source: EMSI, July 2016

Figure 5: Projected Change in Service Area Population by Race/Ethnicity from 2015 to 2024



Source: EMSI, July 2016



Table 7: Service Area Population Trend by Race/Ethnicity

Race/Ethnicity	2015 Population	2024 Population	Change	% Change	2015 % of Population
White, Non-Hispanic	177,148	170,068	-7,080	-4.0%	10.2%
White Hispanic	1,048,129	1,081,797	33,667	3.2%	60.5%
Non-White Hispanic	78,479	88,664	10,185	13.0%	4.5%
Black or African American	229,302	223,955	-5,347	-2.3%	13.2%
American Indian or Alaskan Native	1,982	1,843	-139	-7.0%	0.1%
Asian	167,367	175,728	8,361	5.0%	9.7%
Native Hawaiian or Pacific Islander	5,690	5,797	107	1.9%	0.3%
Two or more races	23,156	25,156	2,000	8.6%	1.3%
Total	1,731,254	1,773,008	41,754	2.4%	100.0%

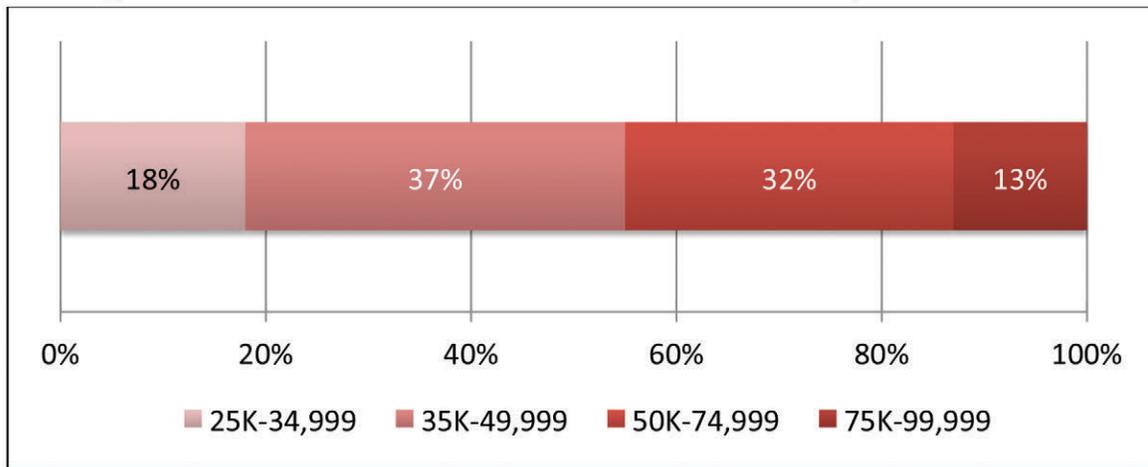
Source: EMSI, July 2016

Service Area Socioeconomics

An examination of socioeconomics helps determine the extent to which students from within the service area have the social capital necessary for college achievement. The reported median income for approximately 55% of the service area population was less than \$50,000. The greatest percentage (37%) reported a median income ranging between \$35,000 and \$49,999. Twenty-eight percent of the individuals residing within the service area lived 150% below the Federal poverty line (see Table 9 for percentage by district city), which is the measure used to identify economically disadvantaged students and serves as an indicator for students’ eligibility for the Board of Governors (BOG) Fee Waiver and Pell Grants. In 2014, a family income of less than \$35,775 for a family of four was below 150% of the Federal poverty level.

Overall, approximately 15% of the service area population earned a bachelor’s degree or higher, but this figure falls to ten percent in Bell, Compton, Huntington Park, Los Angeles, Lynwood, Paramount, and South Gate. (See Table 10.) These cities report over 90% of their populations did not earn any type of college degree.

Figure 6: Distribution of Median Household Income of Compton Service Area



Source: U.S. Census Bureau, American Community Survey, 2010-2014, S1903.


 Table 8: Median Household Income
 in Compton CCD Service Area Zip Codes

City	Zip	Income	Category
Los Angeles	90001	\$34,050	25k-34,999
	90002	\$30,214	25k-34,999
	90003	\$30,016	25k-34,999
	90044	\$28,344	25k-34,999
	90059	\$33,678	25k-34,999
	90061	\$34,566	25k-34,999
Bell	90201	\$37,013	35k-49,999
Compton	90220	\$45,474	35k-49,999
	90221	\$42,753	35k-49,999
	90222	\$40,056	35k-49,999
Downey	90240	\$71,939	50k-74,999
	90241	\$56,059	50k-74,999
	90242	\$57,095	50k-74,999
Gardena	90247	\$42,968	35k-49,999
	90248	\$51,956	50k-74,999
	90249	\$50,996	50k-74,999
Huntington Park	90255	\$35,985	35k-49,999
Lynwood	90262	\$42,057	35k-49,999
South Gate	90280	\$43,526	35k-49,999
Torrance	90501	\$59,878	50k-74,999
	90502	\$62,533	50k-74,999
	90504	\$75,180	75k-99,999
Norwalk	90650	\$60,523	50k-74,999
Artesia	90701	\$60,544	50k-74,999
Bellflower	90706	\$49,360	35k-49,999
Lakewood	90712	\$78,175	75k-99,999
	90713	\$87,095	75k-99,999
Paramount	90723	\$43,784	35k-49,999
Carson	90745	\$71,757	50k-74,999
	90746	\$75,031	75k-99,999
Signal Hill	90755	\$67,878	50k-74,999
Long Beach	90804	\$44,629	35k-49,999
	90805	\$45,197	35k-49,999
	90806	\$43,785	35k-49,999
	90807	\$72,276	50k-74,999
	90808	\$96,824	75k-99,999
	90810	\$49,087	35k-49,999
	90813	\$31,215	25k-34,999

Source: U.S. Census Bureau, American Community Survey, 2010-2014, S1903.

Table 9: Percentage of Service Area Living below 150% Poverty Rate

Service Area City	Percent Living Below 150% Poverty Rate
Artesia	12%
Bell	30%
Bellflower	18%
Carson	11%
Compton	27%
Downey	12%
Gardena	18%
Huntington Park	29%
Lakewood	6%
Long Beach	23%
Los Angeles	36%
Lynwood	26%
Norwalk	15%
Paramount	25%
Signal Hill	16%
South Gate	21%
Torrance	11%
Total	28%

Source: U.S. Census Bureau, American Community Survey, 2010-2014



Table 10: Educational Attainment for Service Area Population: 25 Years and Over

City	Population 25+	BA or higher	Less than AA/AS
Artesia	11,182	25%	67%
Bell	56,732	5%	91%
Bellflower	47,279	16%	77%
Carson	56,245	25%	65%
Compton	75,550	6%	88%
Downey	72,377	21%	70%
Gardena	56,936	22%	70%
Huntington Park	44,440	6%	90%
Lakewood	40,336	28%	61%
Long Beach	212,347	21%	71%
Los Angeles	180,925	6%	90%
Lynwood	39,572	6%	91%
Norwalk	66,710	15%	78%
Paramount	30,731	8%	88%
Signal Hill	7,218	35%	58%
South Gate	56,949	7%	89%
Torrance	64,128	32%	58%
Total	1,119,657	15%	78%

Source: U.S. Census Bureau, American Community Survey, 2010-2014

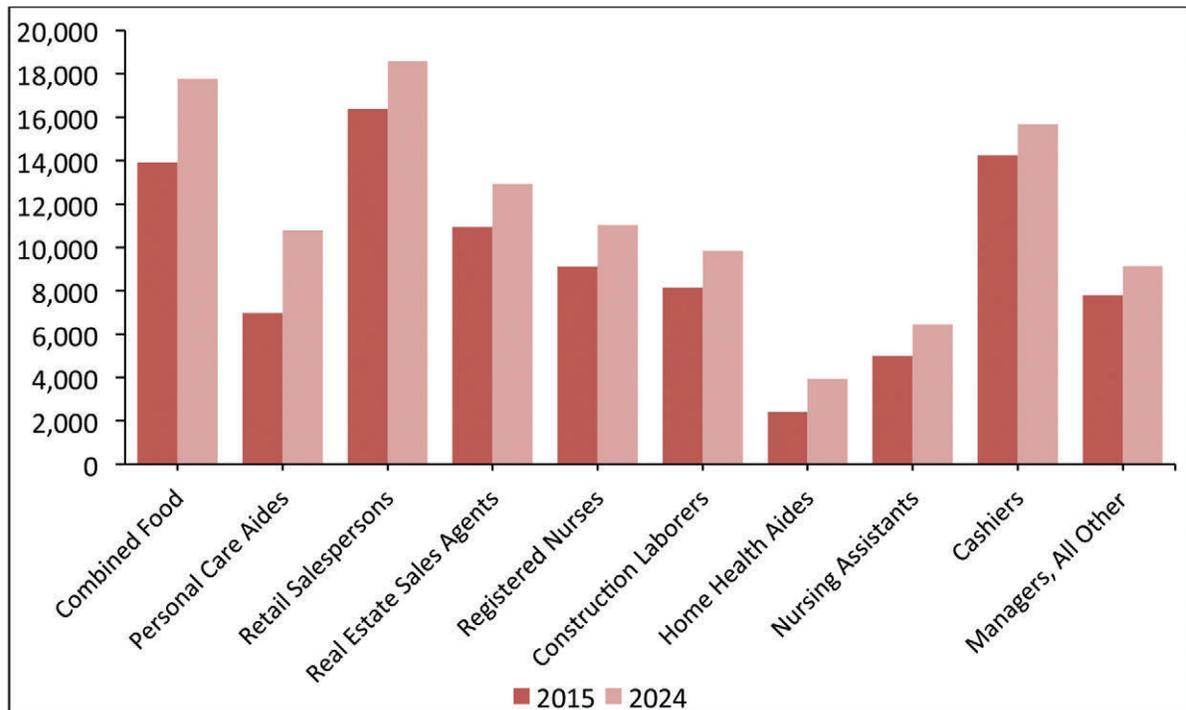
Table 11: Unemployment Rate within CCCD Service Area

City	Zip Code	Population Age Over 16	Percent in Labor Force	Employment Rate	Unemployment Rate
Los Angeles	90001	40,017	61.2%	53.3%	13.0%
	90002	34,743	56.0%	48.0%	14.3%
	90003	46,544	59.9%	50.1%	16.5%
	90044	64,958	56.6%	49.1%	13.2%
	90059	28,935	58.8%	48.3%	17.8%
	90061	20,403	58.4%	48.5%	17.0%
Bell	90201	73,392	63.8%	54.8%	14.0%
Compton	90220	37,167	62.4%	51.5%	17.5%
	90221	38,258	61.1%	51.0%	16.7%
	90222	22,976	60.3%	50.9%	15.4%
Downey	90240	20,590	64.7%	60.1%	7.1%
	90241	34,682	66.5%	58.9%	11.5%
	90242	32,673	66.7%	59.7%	10.5%
Gardena	90247	37,246	63.9%	56.8%	11.0%
	90248	8,388	56.7%	50.5%	11.0%
	90249	21,504	62.8%	55.5%	11.6%
Huntington Park	90255	56,280	64.9%	55.6%	14.4%
Lynwood	90262	51,506	59.8%	52.1%	12.9%
South Gate	90280	72,155	63.7%	54.6%	14.3%
Torrance	90501	34,208	69.1%	60.7%	12.0%
	90502	14,163	63.3%	56.2%	11.0%
	90504	27,072	68.0%	60.5%	10.8%
Norwalk	90650	82,337	62.6%	56.0%	10.3%
Artesia	90701	13,742	61.7%	57.3%	7.0%
Bellflower	90706	58,223	63.9%	56.9%	11.0%
Lakewood	90712	25,538	66.9%	61.5%	8.0%
	90713	22,421	69.1%	63.7%	7.6%
Paramount	90723	40,041	62.8%	54.5%	13.3%
Carson	90745	46,445	65.0%	55.6%	14.3%
	90746	22,002	62.5%	52.3%	16.2%
Signal Hill	90755	8,921	71.0%	63.7%	10.3%
Long Beach	90804	32,036	67.8%	59.7%	11.8%
	90805	70,300	66.2%	54.8%	17.0%
	90806	32,458	62.6%	54.0%	13.7%
	90807	27,553	67.6%	61.1%	9.4%
	90808	31,966	66.1%	61.2%	7.3%
	90810	27,597	62.6%	53.3%	14.9%
	90813	42,837	63.2%	53.6%	15.2%
Service Area Average		36,902	63.43%	55.42%	12.65%

Source: U.S. Census Bureau, American Community Survey, 2010-2014

Retail salespersons, cashiers, and food preparation/service workers are the three fastest-growing occupations in the service area. However, the occupations with the highest-projected rates of growth are home health aides (62%), personal care aides (55%), and nursing assistants (29%). The projected increases for these occupations may be explained by the area’s aging population, the relatively lucrative occupations available within the medical field, and recent changes in healthcare legislation. However, these medical occupations still continue to be among the smaller groups (by number of workers) in this list of fastest-growing occupations.

Figure 7: Trend in Fastest-Growing Occupations within the Service Area



Source: EMSI, July 2016

Table 12: Trend in Fastest Growing Occupations within the Service Area

Occupation	2015 # Jobs	2024 # Jobs	Change in Jobs (2015- 2024)	% Chang e	2014 Median Hourly Earnings
Combined Food Preparation and Serving Workers, Including Fast Food	13,898	17,741	3,843	28%	\$9.76
Personal Care Aides	6,967	10,783	3,816	55%	\$10.63
Retail Salespersons	16,365	18,580	2,215	14%	\$11.87
Real Estate Sales Agents	10,935	12,939	2,003	18%	\$22.26
Registered Nurses	9,127	11,024	1,897	21%	\$45.16
Construction Laborers	8,130	9,847	1,718	21%	\$14.17
Home Health Aides	2,427	3,931	1,504	62%	\$11.62
Nursing Assistants	5,011	6,453	1,442	29%	\$13.40
Cashiers	14,238	15,659	1,421	10%	\$9.94
Managers, All Other	7,796	9,156	1,360	17%	\$23.62

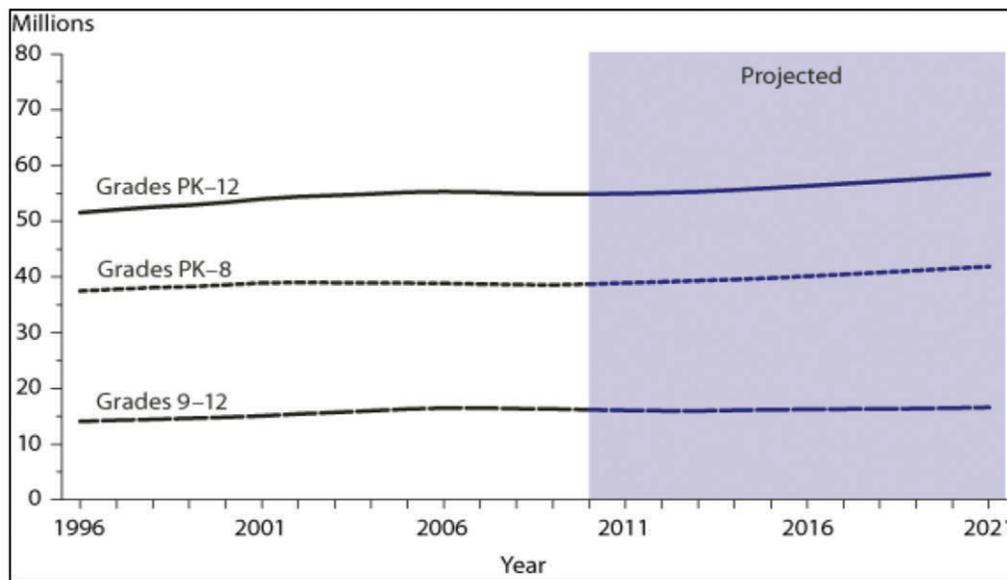
Source: EMSI, July 2016



School Enrollment in the Service Area

According to the National Center for Education Statistics, national public and private school enrollment was approximately 55 million in Fall 2014 and is expected to increase annually. Between 2014 and 2021, public elementary school enrollment is projected to increase by 7%, while secondary school enrollment is projected to increase by 3%. The school enrollment trend within the Compton Center service area, however, is slightly different. (See Tables 13 and 14).

Figure 8: Actual and Projected K-12 Enrollment Nationwide, 1996-2021



Source: Department of Education, National Center for Education Statistics, <https://nces.ed.gov>.

According to US Census reports for the Compton Center service area cities, school enrollment for the population ages three years and over has increased about 9.3%. Much of this growth is attributed to increases in nursery/preschool, kindergarten and high school enrollment. Only elementary school enrollment has decreases, but this indicates high school enrollment may continue to decline in the future. This contrasts with the Department of Education’s nationwide projection of increased high school enrollment. However, given the increase in preschool and kindergarten enrollment, the anticipated decrease in high school enrollment may be followed by a subsequent increase.

Recent enrollment trends based on California Department of Education (CDE) data provide enrollment counts by specific schools within each service area city’s district that ultimately enrolls students into Compton Center’s feeder high schools. The CDE report does not include enrollment at the nursery, preschool, college and graduate school levels, nor does it account for private schools, charter schools and homeschooling. Comparing kindergarten, elementary (grades 1-8) and high school (grades 9-12) enrollment for the 2014-2015 academic year to enrollment for the 2009-2010 academic year shows that overall K-12 enrollment has increased by approximately 7%. (See Table 14.) Kindergarten, elementary school, and high school enrollment have all increased over the past five years. Elementary school enrollment shows the smallest change in the CDE data and was the only declining enrollment in the US Census data. Kindergarten enrollment shows the largest increase in the CDE data, and there was a substantial preschool enrollment increase across the past five years of US Census data. This suggests a potentially large increase in college enrollment in the distant future.

Table 13: Enrollment Trend in PK-12 in Service Area Cities: Averages from 2005-09 to 2010-14

School Enrollment	2005-09 (average)	2010-14 (average)	Percent Change	Percent of Service Area
Nursery school, preschool	5,219	6,347	21.6%	1.8%
Kindergarten	5,457	5,733	5.1%	1.6%
Elementary School (grades 1-8)	47,002	45,495	-3.2%	12.6%
High School (grades 9-12)	25,541	27,246	6.7%	7.5%
College or graduate school	N/A	29,356	N/A	8.2%
Population aged 3+ enrolled in school	104,434	114,177	9.3%	
Total Population	324,776	360,238	10.9%	

Source(s): U.S. Census Bureau, American Community Survey, 2005-2009 and 2010-2014, S1401.

Table 14: Enrollment Trend in K-12 in Compton Area Feeder Schools: 2009-2010 to 2014-2015

School Enrollment	2009-2010	2014-2015	Percent Change
Kindergarten	21,993	24,465	11.2%
Elementary School (grades 1-8)	169,817	179,708	5.8%
High School (grades 9-12)	80,356	87,894	9.4%
Population enrolled in K-12 school	272,376	292,081	7.2%

Source: California Department of Education Dataquest. <http://data1.cde.ca.gov/dataquest>.



Compton Center and Community Participation

Overall, about 38% of Compton Center students come from within District boundaries, while 62% come from outside of the District. However, approximately 50% of Compton Center students live outside the District boundaries but within the 7.5-mile service area. Only 12% of the student population lives outside both the District boundaries and the 7.5-mile service area.

Table 15: Compton Center Fall 2015 Enrollment According to City of Residence

In District	n	%
Compton	2,005	27.0%
Lynwood	643	8.7%
Paramount	207	2.8%
<i>In-District Total</i>	2,855	38.4%
Out of District (within 7.5- miles radius)		
Long Beach	1,072	14.4%
Los Angeles	1,153	15.5%
Carson	376	5.1%
Gardena	220	3.0%
Torrance	229	3.1%
Bellflower	152	2.0%
South Gate	154	2.1%
Downey	87	1.2%
Lakewood	69	0.9%
Norwalk	54	0.7%
Bell	60	0.8%
Huntington Park	42	0.6%
Artesia	<15	<1.0%
Signal Hill	<15	<1.0%
<i>Out-of-District Total (within 7.5-mile radius)</i>	3,684	49.6%
<i>Out-of-District Total (beyond 7.5-mile radius)</i>	889	12.0%
<i>Grand Total</i>	7,428	

Source: California Community College Chancellor's Office MIS Data.

Table 16 shows the number of students who enroll at the Compton Center per every 1,000 residents for a specific city. The city of Compton has the highest rate of enrollment, providing approximately 26 students per every 1,000 residents. Compton also yields the highest proportion of the enrollment from service area cities (32.3%), a higher proportion than some of the larger cities such as Long Beach and Los Angeles.

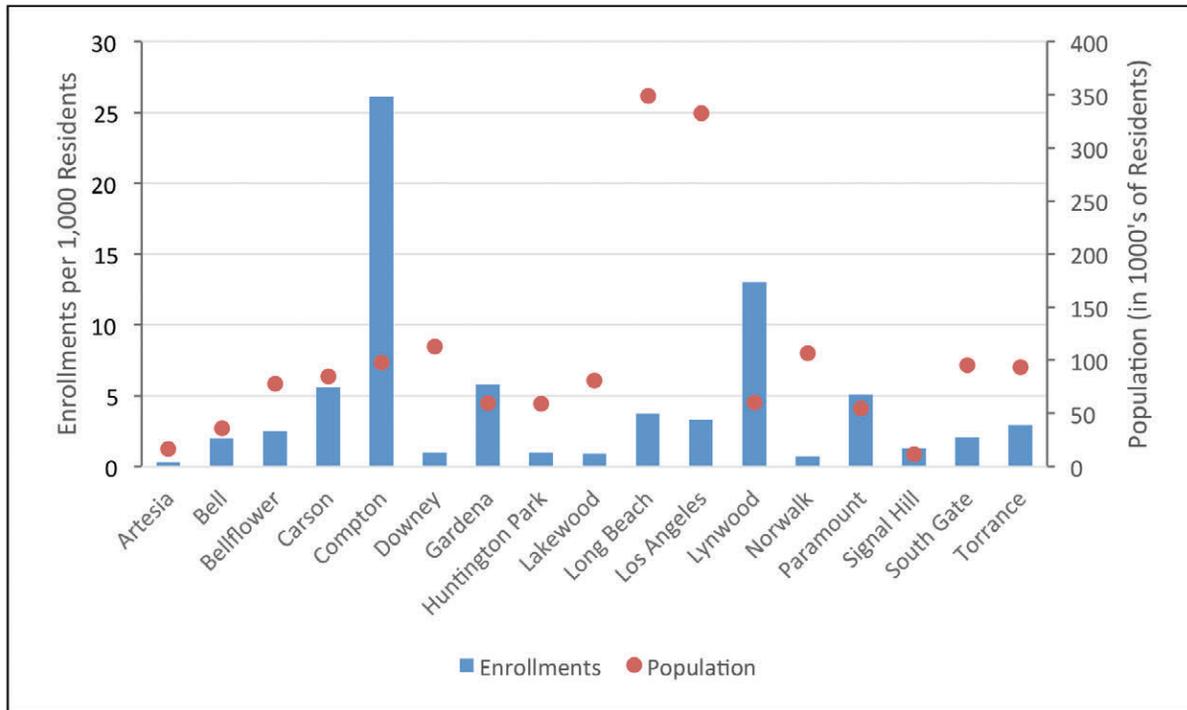
Table 16: Compton Center 2015-2016 Enrollments per 1,000 Residents by City*

City	2010-2014 Population Average	2015-2016 Enrollment	Proportion of Enrollment	Enrollment per 1,000 Residents
Artesia	16,698	5	0.1%	0.3
Bell	35,896	71	0.9%	2.0
Bellflower	77,521	193	2.4%	2.5
Carson	84,465	473	6.0%	5.6
Compton	97,663	2,553	32.3%	26.1
Downey	113,082	114	1.4%	1.0
Gardena	59,682	345	4.4%	5.8
Huntington Park	58,787	59	0.7%	1.0
Lakewood	80,926	69	0.9%	0.9
Long Beach	348,693	1,298	16.4%	3.7
Los Angeles	332,848	1,086	13.8%	3.3
Lynwood	60,426	784	9.9%	13.0
Norwalk	106,455	76	1.0%	0.7
Paramount	54,813	279	3.5%	5.1
Signal Hill	11,245	15	0.2%	1.3
South Gate	95,515	204	2.6%	2.1
Torrance	93,319	274	3.5%	2.9
Area Total	1,728,034	7,898	100.0%	4.6

Sources: American Community Survey 2010-2014 5-Year Estimate, Table S0101. California Community College Chancellor's Office MIS Data. *City populations are based on the selected zip codes within the service area as depicted in Table One.

Figure 9 depicts this same enrollment data per 1,000 residents of a given service area city. Compton and Lynwood provide the highest proportions of enrollment in relation to their population within the service area, although Long Beach and Los Angeles have the largest populations of residents who reside in the service area.

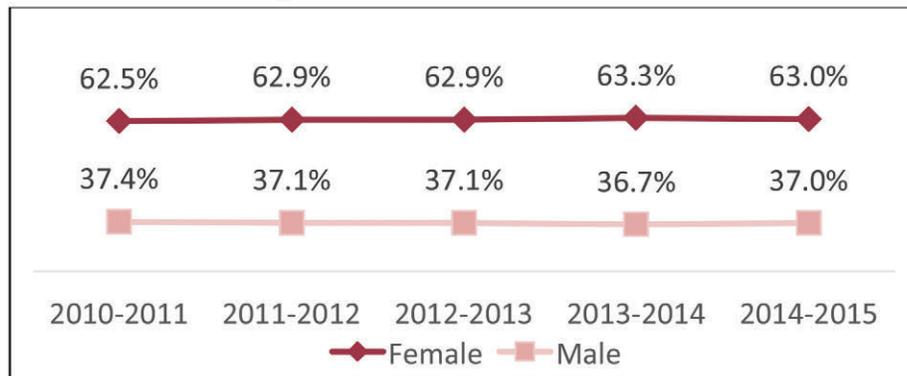
Figure 9: Compton Center Enrollments per 1,000 Residents within Service Area



Sources: American Community Survey 2010-2014 5-Year Estimate, Table S0101. California Community College Chancellor's Office MIS Data.

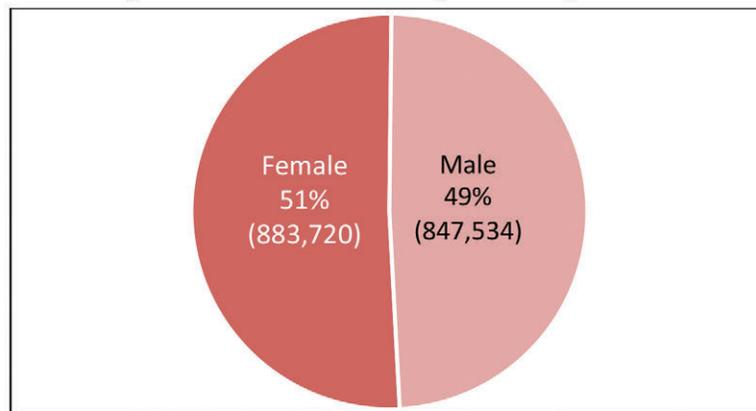
As is typical of many community colleges, Compton Center consistently has higher enrollments of women. The proportion of male and female students has remained relatively unchanged since 2010-2011, with a student population of 37% males and 63% females in most academic years. Projections for the Compton Center service area population indicate there will be a similar rate of growth among both males and females, indicating a continued higher percentage of female residents (51%) as compared to male residents (49%).

Figure 10: Compton Center Student Enrollment Trends by Gender: 2010-11 to 2014-15



Source: California Community College Chancellor's Office MIS Data

Figure 11: CCCD 2015 Population by Gender



Source: EMSI, July 2016



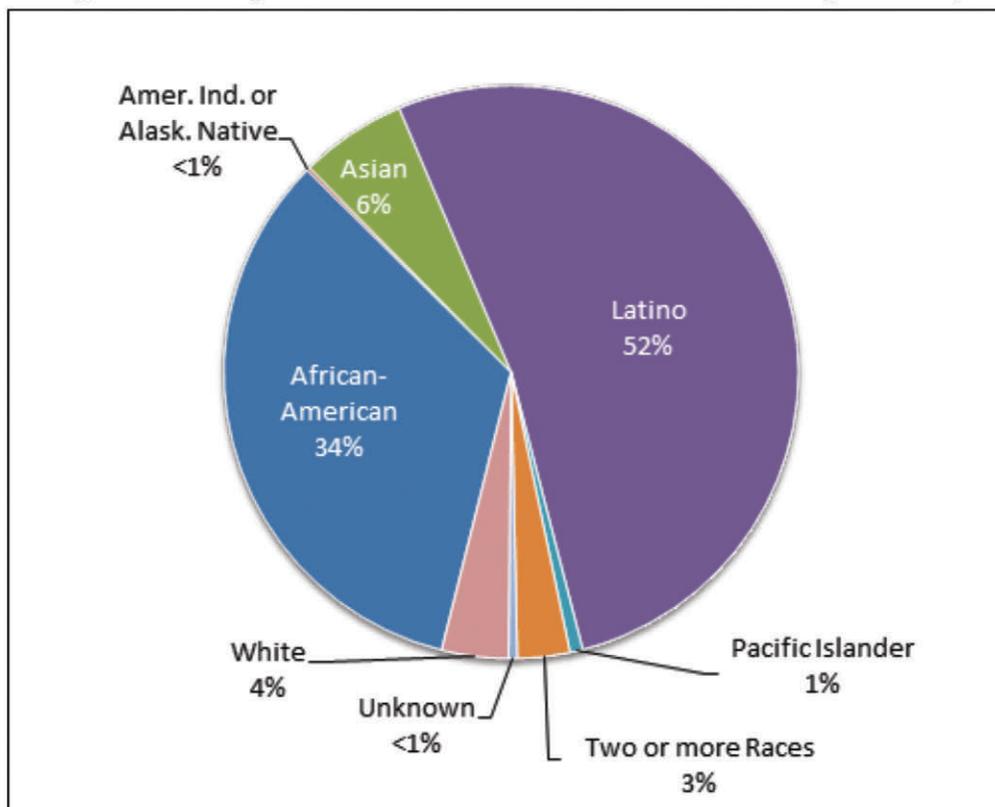
Table 17: CCCD Population Trends by Gender

Gender	2015 Population	2024 Population	Change	Percent Change	Percent of 2015 Population
Females	883,720	904,648	20,928	2.4%	51.0%
Males	847,534	868,360	20,826	2.5%	49.0%
Total	1,731,254	1,773,008	41,754	2.4%	100.0%

Source: EMSI, July 2016

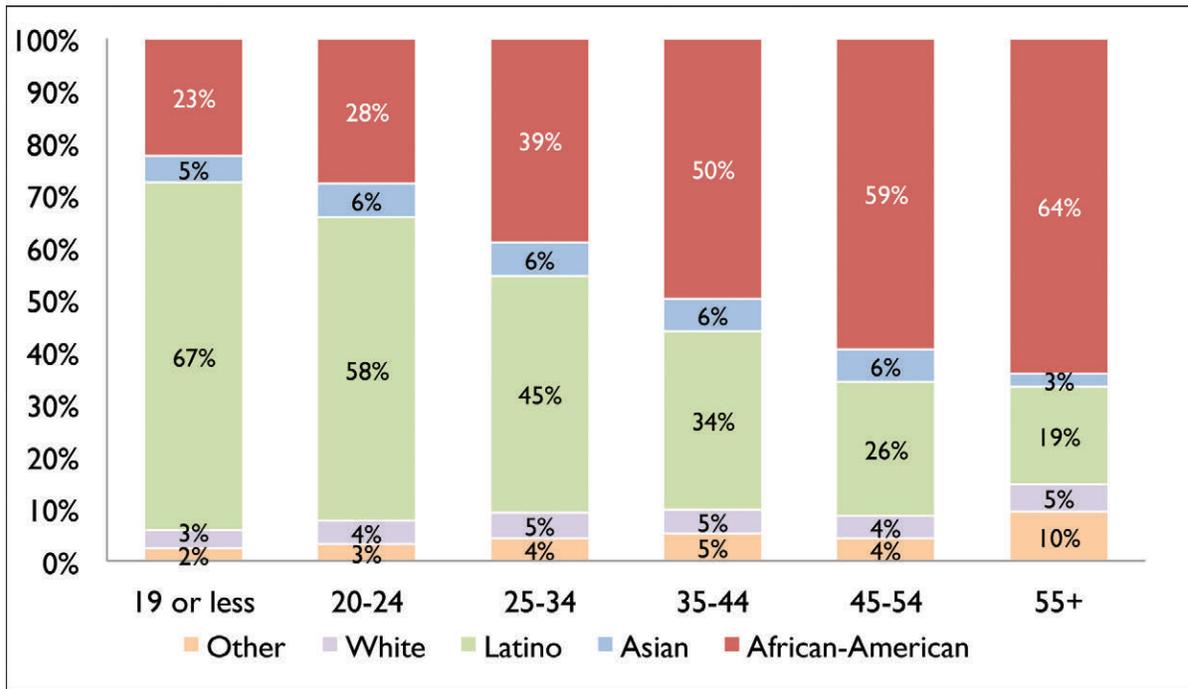
Compton Center primarily serves African American and Latino students, who comprise approximately 86% of the student population and 78% of the district population. Latino students are more likely to be of younger and traditional college age (i.e., in their 20s and 30s), while African American students are more likely to be older and working adults. These appear to be relatively distinct patterns among Latino and African American students, as there is less pronounced variability found among other ethnic groups in this population.

Figure 12: Compton Center 2014-2015 Student Enrollment by Ethnicity



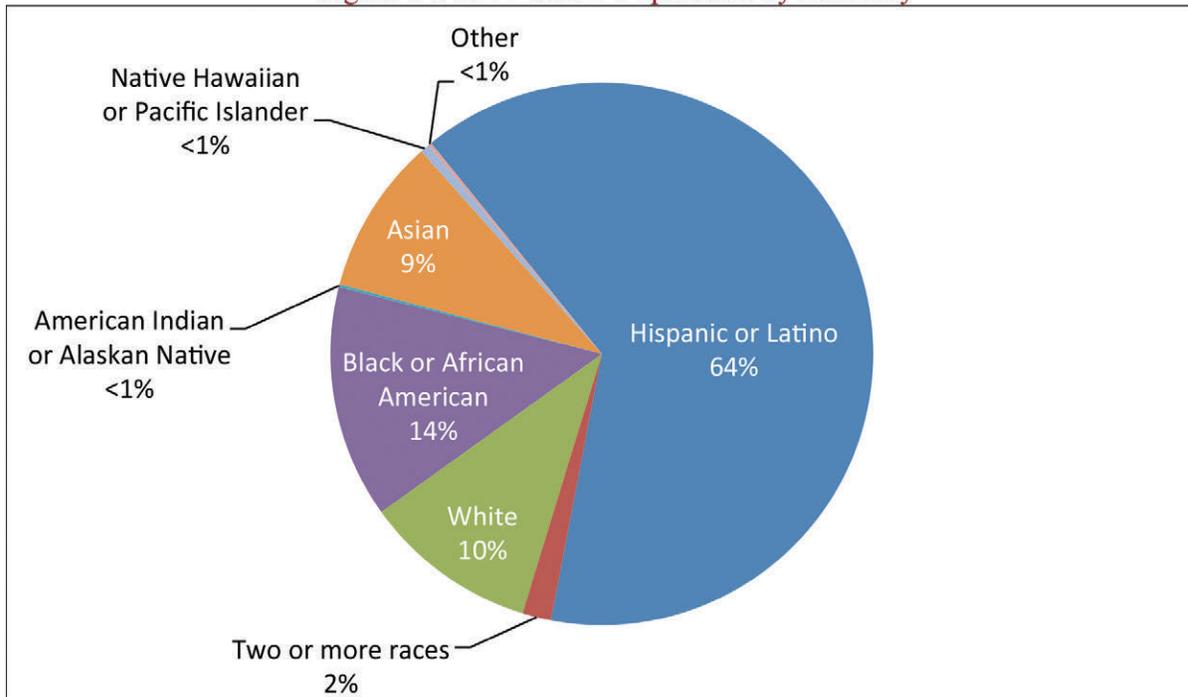
Source: *El Camino College Compton Center Enrollment by Ethnicity 2014-15.*

Figure 13: 2014-2015 Age Distribution by Ethnicity of Compton Center Students*



*Smaller groups and unidentifiable groups are excluded from the figure. Source: California Community College Chancellor's Office MIS Data

Figure 14: 2014 CCCD Population by Ethnicity



Sources: U.S. Census Bureau, 2010 Census, P9, and American Community Survey, 2010-2014, DP05.



While Compton Center’s student population reflects the ethnic diversity of the surrounding community, some groups may be slightly over- or underrepresented with respect to the ethnicity of local residents. Compton Center primarily serves African American and Latino students, but at such a rate that these enrollments may be adjusting to levels comparable with the surrounding community, as depicted in Tables 18 and 19.)

Table 18: Service Area Population Trend by Race and Ethnicity

Race and Ethnicity	2010-14 (average)	Percent of Service Area	2014-2015 Compton Center
Hispanic or Latino	1,191,011	63.8%	52.4%
Two or more races, not Hispanic	32,039	1.7%	3.0%
One race, not Hispanic	674,597	34.6%	44.6%
White	193,574	10.4%	3.7%
Black or African American	258,603	13.9%	33.5%
American Indian or Alaskan Native	3,192	0.2%	0.2%
Asian	173,145	9.3%	6.0%
Native Hawaiian/ Pacific Islander	10,175	0.6%	0.7%
Other	3,869	0.2%	0.5%
Total Population	1,865,608		

Source(s): American Community Survey, 2010-2014, DP05. [El Camino College Compton Center Enrollment by Ethnicity 2014-15.](#)

Table 19: Compton Center Enrollment Trend by Ethnicity: 2010-11 to 2014-15

Ethnic Group	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African American	42.0%	40.2%	37.4%	36.3%	33.5%
Amer. Ind. or AK. Native	0.2%	0.2%	0.2%	0.2%	0.2%
Asian	8.3%	7.4%	7.8%	6.7%	6.0%
Latino	37.6%	41.1%	44.7%	48.0%	52.4%
Pacific Islander	1.2%	1.0%	0.8%	0.8%	0.7%
Two or more races	2.6%	2.9%	3.1%	3.1%	3.0%
Unknown or Decline	2.7%	1.9%	1.2%	0.7%	0.5%
White	5.4%	5.1%	4.8%	4.2%	3.7%

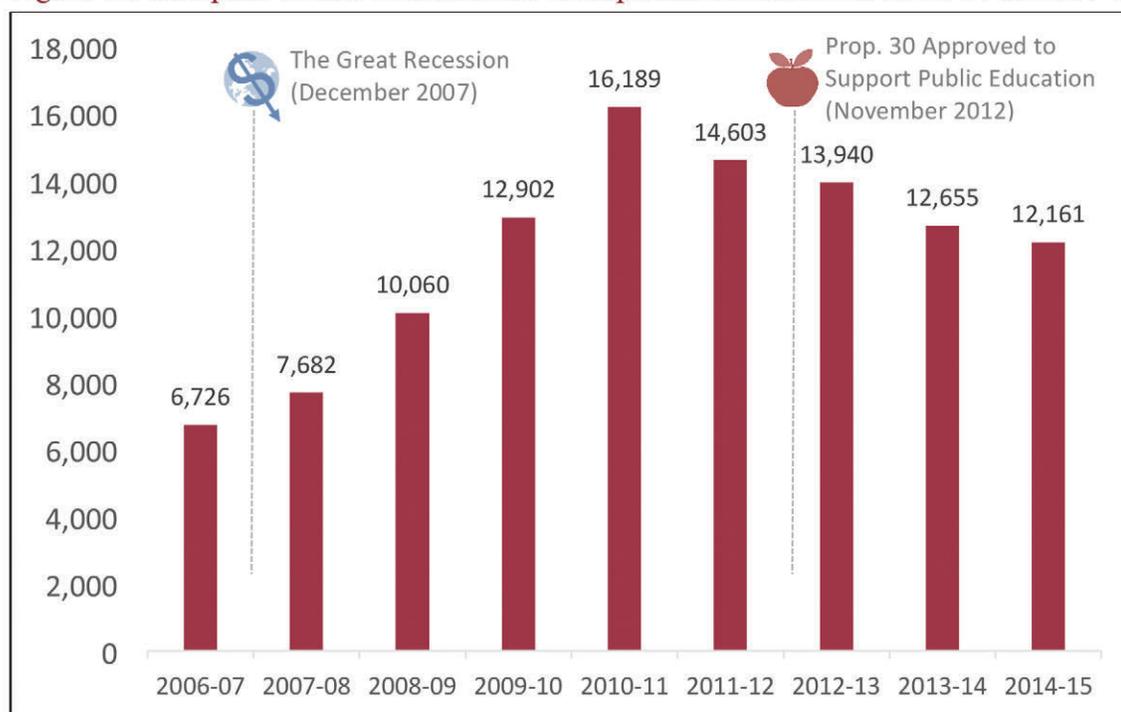
Source: California Community College Chancellor’s Office MIS Data.

Compton Center Enrollment Profile

Compton Center serves an annual student population of approximately 12,000. This includes students and community members who enroll or participate in semester-length coursework, shorter classes, and a variety of skill-building and Career Technical Education (CTE) courses.

In the early years of the partnership with El Camino College, the Compton Center experienced a significant increase in student enrollment. There was a 31% enrollment increase in the 2007-08 to 2008-09 academic years, and a 25% increase from 2009-10 to 2010-11. However, beginning in 2011-12, Compton Center experienced small decreases in enrollment before stabilizing after the 2012-13 academic year.

Figure 15: Compton Center Total Annual Unduplicated Enrollment: 2006-07 to 2014-15

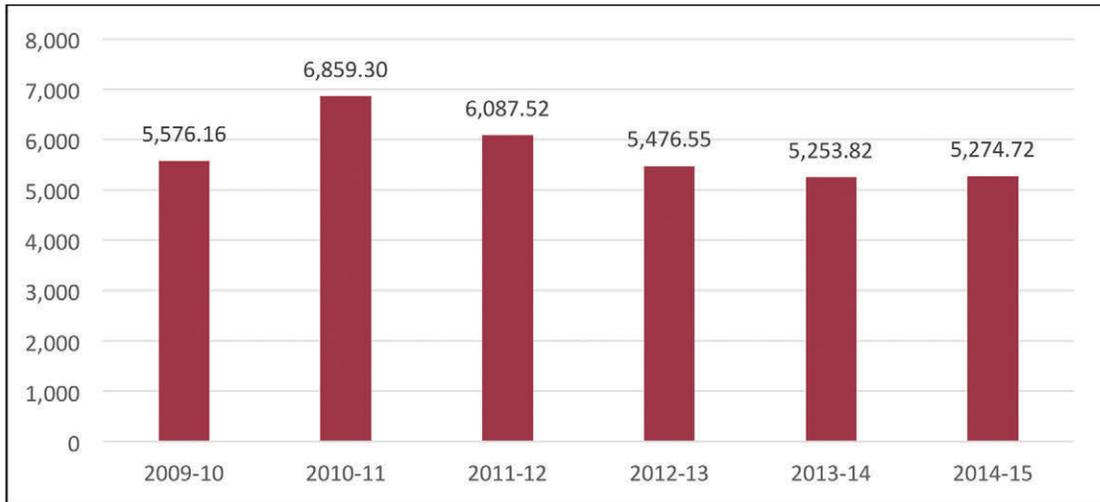


Source: California Community College Chancellor’s Office MIS Data.

While Compton Center’s enrollment steadily recovered after entering into partnership with El Camino College, the 2010-11 peak coincides with significant budget cuts that led to restricted student enrollments across public higher education statewide and an increase in unemployed workers seeking to obtain certificates or degrees. This period was followed by a steady decline beginning in 2011-2012, when public universities began experiencing increases in enrollment as a result of the improving state budget. Compton Center enrollment has been slowly declining, but compared to the larger losses between 2010-2011 and 2013-2014, the smaller loss between 2013-2014 and 2014-2015 indicates enrollment may be stabilizing.

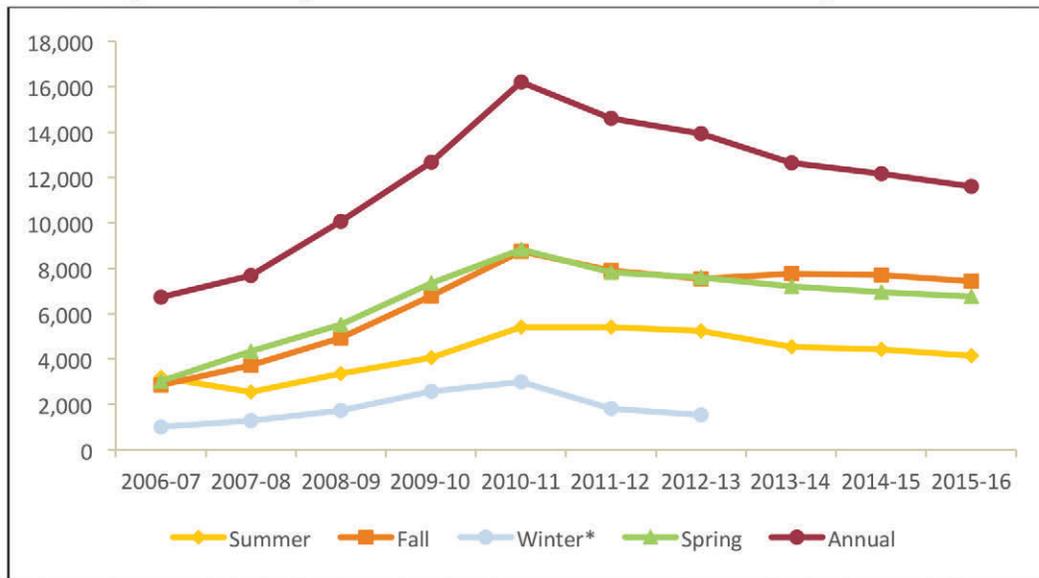


Figure 16: Compton Center Total FTES: 2009-10 to 2014-15



Source: California Community College Chancellor’s Office MIS Data.

Figure 17: Compton Center Enrollment Headcounts: 10-year Trend



* Winter Intersession has not been held since 2012-13. Source: California Community College Chancellor’s Office MIS Data.

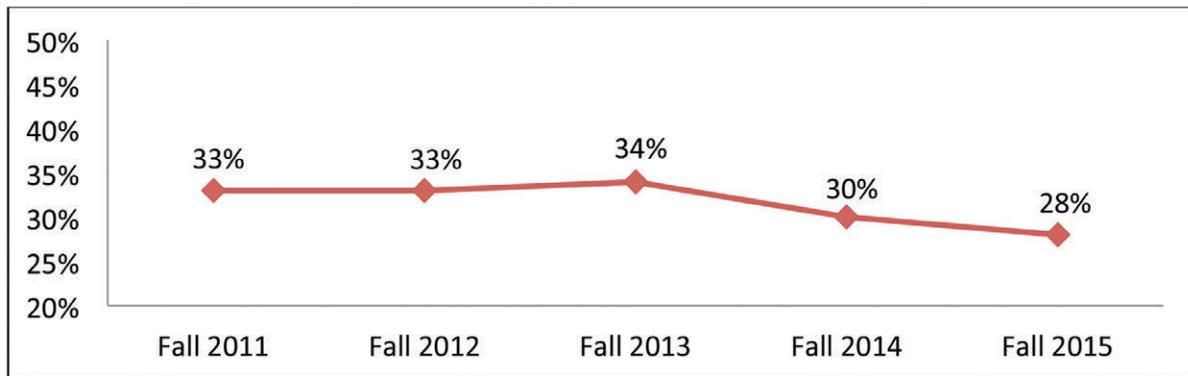
Applicant yield rate is the percentage of applicants who enrolled at the institution, an indicator of Compton Center’s ability to encourage applicants to sign up for courses. Across five years, the number of applicants decreased from 5,560 in Fall 2011 to 4,579 in Fall 2015. Incidentally, the applicant yield rate has decreased during this time period from 33% to 28%. Fewer students are applying to Compton Center, but there are disproportionately fewer students enrolling as well.

Table 20: Compton Center Applicant Yield Rate, Fall 2011 to Fall 2015

Applicants	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Applicants	5,560	5,054	5,142	5,216	4,579
Number of Applicants Enrolled	1,840	1,667	1,770	1,570	1,297
Applicant Yield Rate	33.3%	33.0%	34.4%	30.1%	28.3%

Source: Internal Colleague data

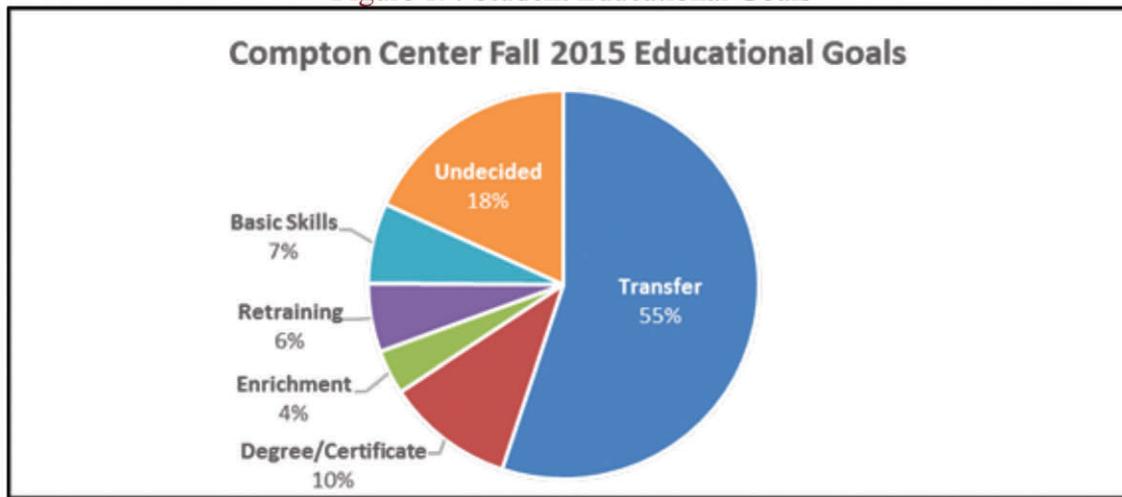
Figure 18: Compton Center Applicant Yield Rate: Fall 2011 to Fall 2015



Source: Internal Colleague data

Of the Fall 2015 Compton Center students with known educational goals, more than half (55%) intend to transfer. Approximately 10% are focusing on a certificate or AA degree, and 18% are undecided. A number of students also enroll at the Compton Center to develop career interests, acquire and/or update job skills and certifications, or improve basic skills.

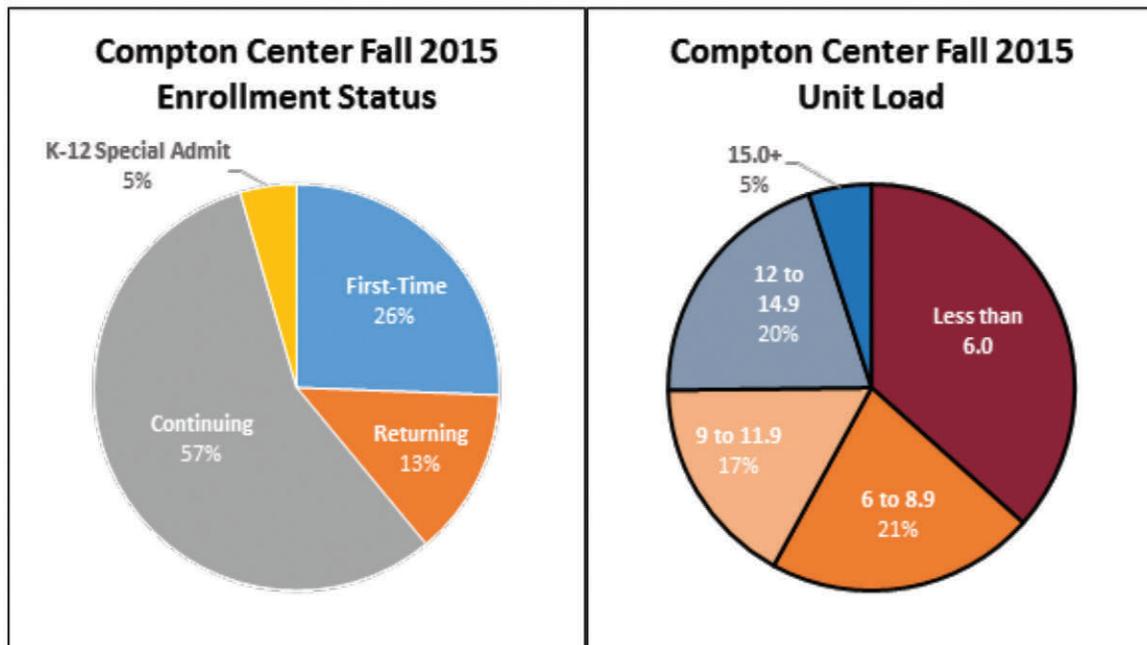
Figure 19: Student Educational Goals



Source: California Community College Chancellor’s Office MIS Data.

Compton Center serves first-time and continuing students as well as students who are enrolled concurrently in high school as K-12 special admits. These students enroll in coursework to varying degrees, resulting in approximately 75% part-time students and 25% full-time students.

Figure 20: Enrollment Status and Unit Load



Source: California Community College Chancellor’s Office MIS Data.

Changes in enrollment status indicate a decrease in first-time students from Fall 2014 to Fall 2015, after a significant increase from Fall 2013 to Fall 2014. However, Fall 2015 yielded a significant increase in returning students, or students who returned to Compton Center after a break in their enrollment. This decrease in first-time students is accompanied by an improving economy, suggesting that potential first-time students may focus on finding employment or enrolling at the university level, while returning students may seek to enhance their skills and further their professional development by enrolling in Compton Center courses.

Table 21: Compton Center Trend in Enrollment Status: Fall 2011 to Fall 2015

Enrollment Status	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
First-Time Student	27.4%	27.5%	25.6%	36.9%	25.6%
Returning	12.1%	13.1%	13.4%	3.5%	13.4%
Continuing	56.7%	56.5%	57.9%	56.8%	56.5%
K-12 Special Admit	3.5%	3.0%	2.4%	2.1%	4.4%

Source: California Community College Chancellor’s Office MIS Data

Unit load has varied over the past five years. Compared to five years ago, fewer students enroll in less than six units, and more students are enrolling in at least six units. There also has been an increase in the number of students who enroll in full-time coursework. However, overall enrollment patterns have been fairly stable. Approximately one-third of students enroll in less than six units, and two-thirds enroll in at least six units. About 25% of students consistently enroll in at least twelve units.

Table 22: Compton Center Trend in Unit Load: Fall 2011 to Fall 2015

Unit Load	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Less than 6.0	39.0%	41.9%	39.3%	35.5%	36.6%
6.0 to 8.5	19.0%	19.9%	18.8%	20.5%	21.4%
9.0 to 11.5	16.1%	15.2%	16.6%	17.2%	16.8%
12.0 to 14.5	19.2%	18.6%	19.4%	20.1%	20.2%
15 or more	5.0%	4.2%	5.1%	5.4%	4.9%
Noncredit/Unknown	1.6%	0.3%	0.8%	1.3%	0.0%

Source: Internal Colleague data

There have been relatively minor changes in enrollment according to age groups, with a slight increase in students 19 and under and among young adults in the working age population (25 to 34). However, there has been a slight decrease among traditional college age students (20 to 24) and a decrease among older adults in the working age population (45 to 54). Compton Center has regularly enrolled older and working adult students in the past, and this decline is consistent with the national trend in community college enrollment that could be the result of an improving economy.



Table 23: Compton Center Total Annual Enrollment by Age: Fall 2006 to Spring 2015

Age	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
19 or under	29.2%	28.4%	29.7%	26.3%	30.2%	21.4%	23.6%	20.6%	21.1%
20 - 24	24.7%	26.6%	27.4%	30.1%	31.9%	38.7%	38.1%	39.4%	39.0%
25 - 34	21.9%	22.1%	21.5%	22.8%	22.2%	24.1%	23.1%	24.3%	24.6%
35 - 44	14.2%	12.9%	11.9%	10.9%	9.1%	9.2%	8.4%	8.3%	8.3%
45 - 54	6.9%	7.1%	7.0%	6.0%	4.9%	5.0%	5.1%	5.4%	4.7%
55+	3.0%	2.7%	2.5%	1.9%	1.7%	1.7%	1.9%	2.0%	2.2%

Source: Internal Colleague data

Nearly half of Compton Center students enroll exclusively in daytime courses. About 16% enroll exclusively in evening courses, and 21% enroll in a combination of daytime and evening courses. Over the past five years, there has been a steady increase in daytime-only students, while evening-only and combination day-evening students have steadily decreased. However, there is also an increase in the percentage of students in the “unknown” category, which includes distance education courses and classes with irregular meeting schedules.

Table 24: Trend in Compton Center Enrollment by Time of Day: Fall 2011 to Fall 2015

Enrollment by Time of Day	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Daytime Student	42.2%	42.6%	44.3%	44.1%	46.6%
Evening Student	20.4%	20.2%	19.3%	18.3%	16.3%
Combined Day/Eve Student	24.2%	22.7%	21.8%	22.7%	20.9%
Irregular/Unknown*	13.2%	14.5%	14.6%	14.9%	16.1%

* Irregular/Unknown includes DE and variable meeting courses. Source: Internal Colleague data

Table 25 highlights high schools within the Compton Community College District boundaries as well as schools that are not within the district but still send a significant number of students to the Compton Center. A majority of feeder high schools have sent an increased number of students to Compton Center over the previous year. Only four schools show a decrease in their Compton Center student enrollment: Carson, Dominguez, Locke (Alain Leroy), and King/Drew.

In most cases, high schools with increasing enrollment show substantial increases, and those with decreasing enrollment show small decreases. Carson Senior High School is the only feeder high school indicating a substantial decrease in the number of students sent to the Compton Center. In recent years, Dominguez, Compton, Jordan, Lynwood, Centennial, and Paramount high schools contribute the most students to Compton Center enrollment. Previously, enrollment had been steadily declining from Carson, Compton, Jordan, Locke (Alain Leroy), and Lynwood high schools. Enrollment has been steadily increasing from Centennial and Paramount. Although student enrollment from non-district schools has been steadily decreasing, enrollment from district schools and the overall percentage of enrollment from feeder high schools has remained relatively stable.

Table 25: Student Enrollment from Compton Area Feeder High Schools: Fall 2010 to Spring 2015

High School	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Carson Senior High School*	160	166	168	105	71 ↓
Centennial High School	110	110	117	122	155 ↑
Compton Senior High School	309	299	295	285	297 ↑
Dominguez High School	308	299	287	327	320 ↓
Jordan Senior High School*	215	196	189	170	187 ↑
King/Drew Medical Magnet	121	116	129	132	118 ↓
Locke (Alain Leroy) Senior High	56	57	50	29	20 ↓
Lynwood High School	229	171	146	141	164 ↑
Paramount High School	95	113	129	141	154 ↑
Other Non-District Schools	2,643	2,423	2,430	1,851	1,787 ↓
District Total	1,228	1,165	1,153	1,177	1,228 ↑
Non-District Total	3,018	2,785	2,787	2,126	2,045 ↓
% of Enrollment from Feeder H.S.	26%	27%	28%	26%	27% ↑

* High schools outside of Compton district boundaries. Source: [Compton Center Enrollment by Feeder School 2010-2015](#).



The educational level of students enrolling at Compton Center has varied over previous years. While there has been a recent increase in the percentage of Compton Center students in the K-12 Special Admit program, the percentage of students enrolling with a college degree has slightly declined, and non-high school graduates not in the K-12 program have decreased and remained below 1% for several years. The percentage of high school graduates has remained relatively stable near 80%, but there is an increasing number of students with unknown educational status who may belong to another category.

Table 26: Trend in Compton Center Enrollment by Education Level: Fall 2011 - Fall 2015

Education Level	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
College Degree	11.1%	11.2%	10.9%	10.1%	9.6%
HS Grad w/o College	78.6%	79.9%	81.0%	82.2%	80.5%
K-12 Special Admit	3.5%	2.9%	2.5%	2.1%	4.4%
Non-HS Grad	3.9%	3.0%	0.5%	0.4%	0.4%
Unknown*	2.8%	3.0%	5.1%	5.2%	5.1%

*Unknown includes unknown entries for students who did not indicate their education level. *Source: Internal Colleague data*

About three percent of Compton Center students report a registered disability, the most commonly reported being psychological disability, followed by mobility impairment. The proportions of students in most categories have remained fairly stable, but the size of the “Other” category has continued to increase, likely due to the various disabilities, impairments, and health issues included in this category.

Table 27: Trend in Compton Center DSPTS Enrollment by Disability: 2010-11 to 2014-15

Disability	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Acquired Brain Injury	4%	4%	5%	5%	3%
Dev. Delayed Learner	10%	9%	7%	7%	7%
Hearing Impaired	4%	2%	2%	2%	2%
Learning Disabled	6%	6%	5%	8%	7%
Mobility Impaired	16%	18%	15%	14%	12%
Other Disability	32%	33%	40%	42%	44%
Psychological Disability	26%	25%	25%	21%	23%
Speech/Language Impaired	0%	0%	0%	0%	0%
Visually Impaired	1%	2%	2%	2%	1%

Source: California Community College Chancellor's Office MIS Data

About 44% of Compton Center students received some form of financial aid during the 2014-2015 academic year, primarily in the form of Board of Governors Fee Waivers or grants. Although the number of students receiving fee waivers has decreased and the number receiving grants has increased, the proportion of Compton Center students receiving financial aid has steadily increased over the previous five years.

Table 28: Percent of Compton Center Enrollment Receiving Financial Aid

Year	BOG FW	Grant	Loan	Scholarshi p	Work Study	Total*
2010-2011	34.1%	16.6%	1.1%	0.1%	0.3%	34.3%
2011-2012	41.1%	19.2%	1.1%	0.1%	0.0%	41.7%
2012-2013	41.8%	16.2%	0.8%	0.2%	0.0%	42.2%
2013-2014	42.2%	22.4%	0.0%	0.2%	0.3%	42.9%
2014-2015	43.6%	25.4%	0.0%	0.4%	0.5%	44.4%

*Students may receive more than one type of award. Source: [ECC Compton Center Financial Aid by Award Type 2010-2015](#).

Table 29: Number of Compton Center Students Awarded Financial Aid

Year	BOG FW	Grant	Loan	Scholarshi p	Work Study	Total*
2010-2011	5,533	2,696	173	12	49	5,533
2011-2012	6,005	2,800	158	17	1	6,086
2012-2013	5,822	2,255	105	28	0	5,887
2013-2014	5,344	2,835	0	26	44	5,428
2014-2015	5,305	3,088	0	46	62	5,396

*Students may receive more than one type of award. Source: [ECC Compton Center 2014-2015 Annual Factbook](#).

The Student Profile Summary presents various demographic and enrollment characteristics for Compton Center’s Fall 2015 student body. A quick demographic and enrollment summary is provided below, and additional information is available online in the [Fall 2015 Compton Center Student Profile](#).

Table 30: Fall 2015 Compton Center Student Profile Summary

Category	Characteristic	Fall 2015	%
<i>All Students</i>		7,428	100.0
Gender	Female	4,684	63.1
	Male	2,743	36.9
Age	17 or Less	387	5.2
	18 to 19	1,357	18.3
	20 to 24	2,746	37.0
	25 to 29	1,251	16.8
	30 to 39	959	12.9
	40 to 49	426	5.7
	50 +	302	4.1

Sources: California Community College Chancellor’s Office MIS Data and Internal Colleague Data



Ethnicity	African American	2,249	30.3
	American Indian/Alaskan Native	16	0.2
	Asian	331	4.5
	Latino	4,330	58.3
	Pacific Islander	43	0.6
	White	213	2.9
	Two or more races	214	2.9
	Unknown or Declined	32	0.4
	Residency	California Resident	7,302
Out of State		65	0.9
International		61	0.8
Education Level	Not HS Grad	27	0.4
	HS Grad or Equiv.	5,978	84.8
	AA/AS Degree	412	5.8
	Bachelor's or Higher	303	4.3
	K-12 Special Admit	329	4.7
Class Times	Daytime Student	3,463	46.6
	Evening Student	1,214	16.3
	Combination Day/Eve	1,555	20.9
	Irregular	1,196	16.1
Educational Goal	Intend to Transfer	3,186	54.2
	Degree/Certif. Only	637	10.8
	Retrain/Recertification	341	5.8
	Basic Skills/GED	403	6.9
	Enrichment	122	2.1
	Undecided	1,186	20.2
Credit Status	Credit	7,428	100.0
	Non-Credit	0	0.0
Enrollment Level	Full-time	1,767	23.8
	Part-time	5,267	70.9
Unit Load (At Census)	Fewer than 6 units	2,577	36.6
	6 to 8.5 units	1,506	21.4
	9 to 11.5 units	1,184	16.8
	12 to 14.5 units	1,421	20.2
	15 units or more	346	4.9
Term Units	Credit Students	7,428	100.0
	Total Units	54,217	
	Average Units/Student	7.3	
Cumulative Units	15 units or fewer	3,379	45.5
	15.5 to 30 units	1,269	17.1
	30.5 to 60 units	1,713	23.1
	Over 60 units	1,067	14.4

Compton Center Workforce Profile

Compton Center’s workforce is described in Tables 31-33 and Figures 21-22. Although the workforce reflects broad ethnic and gender diversity, this is not necessarily a direct reflection of community demographics.

Table 31: Compton Center Workforce by Employment Category (Fall 2015)

Workforce Category	Count	Percent	Statewide %
Educational Administrator	11	2.57%	2.27%
Academic, Tenured/Tenure Track	99	23.13%	19.88%
Academic, Temporary	190	44.39%	47.59%
Classified	128	29.91%	30.26%
Total	428	100.0%	100.0%

Source: California Community College Chancellor’s Office MIS Data.

Table 32: Compton Center Workforce Category by Gender (Fall 2015)

Workforce Category	Female		Male	
	Count	% of Category	Count	% of Category
Educational Administrator	7	63.6%	4	36.4%
Academic, Tenured/Tenure Track	55	55.6%	44	44.4%
Academic, Temporary	86	45.3%	104	54.7%
Classified	77	60.2%	51	39.8%
Total	225	52.6%	203	47.4%

Source: California Community College Chancellor’s Office MIS Data.

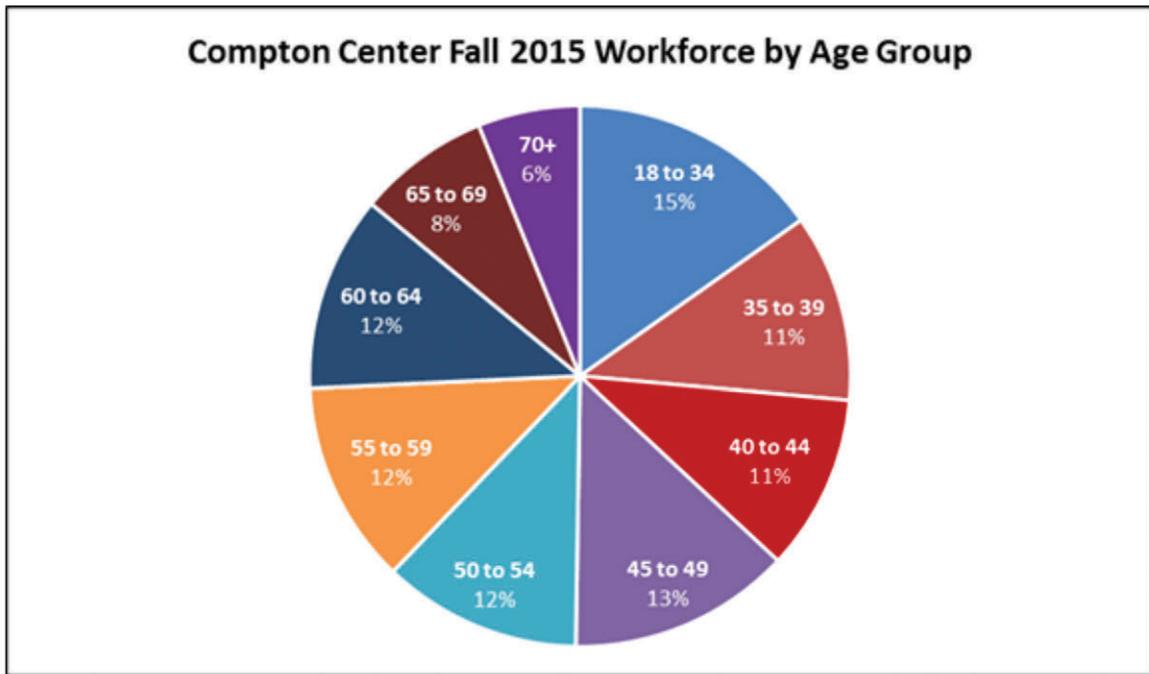
Table 33: Compton Center Workforce Category by Ethnicity (Fall 2015)

Ethnicity	Administrators	Academic, Tenured	Academic, Temporary	Classified
African American	63.6%	35.4%	34.2%	61.7%
Asian	9.1%	10.1%	10.5%	5.5%
Hispanic or Latino	18.2%	24.2%	17.9%	25.0%
Multi-Ethnic	0.0%	0.0%	1.6%	0.8%
White Non-Hispanic	9.1%	30.3%	35.8%	7.0%

Source: California Community College Chancellor’s Office MIS Data.

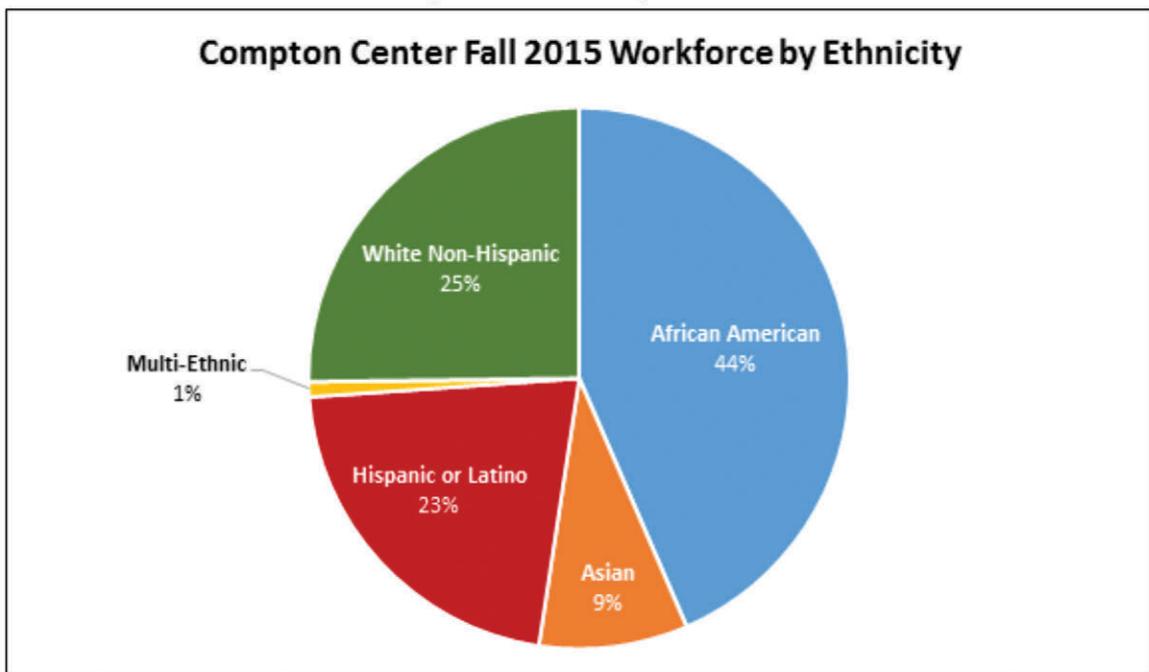


Figure 21: Age and Workforce



Source: California Community College Chancellor’s Office MIS Data.

Figure 22: Ethnicity and Workforce



Source: California Community College Chancellor’s Office MIS Data.

Longitudinal Student Achievement Data

[The El Camino College Compton Center Factbook](#) includes a variety of information about the Compton Center and its surrounding service area, as well as enrollment trends, special programs, and students’ academic performance outcomes. Data for the Factbook is gathered by Institutional Research and Planning; sources include the California Community College Chancellor’s Office, The National Student Clearinghouse, and El Camino College’s local databases.

Enrollment data is reported as a total, as well as by age, gender, ethnicity, meeting time, high school, residency, and various combinations of these demographics. The Factbook also reports student participation in special programs such as: CalWORKs, Disabled Students Programs and Services (DSPS); Extended Opportunity Programs and Services (EOPS), Financial Aid, and student athletic programs.

Student success and retention data are reported for the following course types: basic skills, transfer level, credit/degree-applicable, and Career Technical Education (CTE). In addition to student success and retention, student outcomes regarding persistence and program awards (i.e., degrees, certificates, and transfers) are reported. The latest published factbook is the [El Camino College Compton Center 2014-2015 Annual Factbook](#).

General Student Achievement Data

The success rate is the percentage of students who receive an A, B, C, or Pass as a final course grade out of all students enrolled as of the census date. Essentially, it is the percentage of students who successfully complete the course. The retention rate is the percentage of students who remain enrolled through the end of a course (i.e., not receiving a W). Essentially, it is the percentage of students who did not withdraw.

Figure 23: Compton Center Success Rates (Left) and Retention Rates (Right)

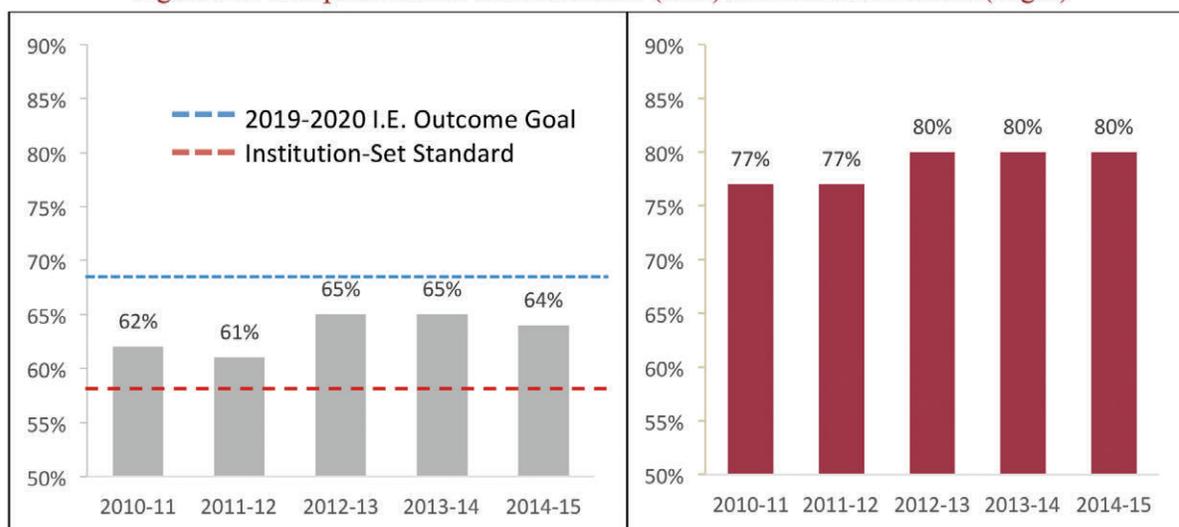




Figure 23 depicts overall success and retention rates for Compton Center students over the past five years. The overall success and retention rates for the 2014-15 academic year were 64% and 80%, respectively. Success rates have improved compared to previous years, although the most recent three-year trend for these success rates has been relatively stable near 65%. Similarly, retention rates have improved compared to previous years, with the most recent three-year trend relatively stable near 80%. Success rates have not fallen below the institution-set standard of 58% (indicated by the dashed red line) and the 2019-20 aspiration goal of 68% (indicated by the dashed blue line) is still attainable.

Tables 34-36 provide success and retention data disaggregated by various demographic characteristics. As Table 34 illustrates, success and retention rates are fairly comparable across all age groups, with minor exceptions. The youngest students (age 19 or younger) tend to have slightly higher retention rates than other groups, while students aged 55 years and older tend to have relatively higher success rates, but this may be due to the age group being relatively small with less variation in academic performance.

Table 34: Success and Retention Rates by Age

Age	2010-11		2011-12		2012-13		2013-14		2014-15	
	S	R	S	R	S	R	S	R	S	R
19 or Less	67%	82%	64%	82%	66%	83%	67%	84%	65%	83%
20 - 24	58%	74%	59%	75%	63%	79%	63%	79%	63%	79%
25 - 34	61%	75%	61%	75%	65%	78%	65%	79%	65%	80%
35 - 44	65%	76%	62%	75%	67%	80%	66%	79%	65%	79%
45 - 54	69%	79%	65%	78%	66%	79%	62%	78%	66%	81%
55+	66%	77%	68%	79%	72%	81%	70%	80%	70%	81%
Total	62%	77%	61%	77%	65%	80%	65%	80%	64%	80%

Note: S = Success Rate, R = Retention Rate. Source: California Community College Chancellor’s Office MIS Data.

Table 35 presents success and retention rates according to gender. These rates have been fairly equal, with both males and females having respective success and retention rates of 64% and 80% in the 2014-15 academic year. In other words, both groups match the overall success and retention rates reported for the Compton Center.

Table 35: Success and Retention Rates by Gender

Gender	2010-11		2011-12		2012-13		2013-14		2014-15	
	S	R	S	R	S	R	S	R	S	R
Female	62%	77%	61%	76%	65%	80%	64%	80%	64%	80%
Male	62%	77%	61%	78%	65%	80%	65%	80%	64%	80%
Total	62%	77%	61%	77%	65%	80%	65%	80%	64%	80%

Note: S = Success Rate, R = Retention Rate. Source: California Community College Chancellor’s Office MIS Data.

Table 36 presents the success and retention rates of specific ethnic groups at Compton Center (Notable differences are detailed further under “Course Completion” in the Compton Center Equity Data section beginning on page 90, while general differences in rates and trends are depicted here.) Across all groups, retention rates are close to the Compton Center average; however, success rates tend to vary widely.

African American students report relatively stable trends in success and retention, although these rates tend to be below average. American Indian and Alaskan Native students report relatively stable retention rates, but larger variation in success rates, which may be due to the relatively small size of this population. Asian and Asian American students typically report above-average success and retention rates, but the retention rate dropped markedly during the 2014-15 academic year. The largest ethnic group at Compton Center, Latino students report relatively stable trends in success and retention, and perform at or above average levels. Pacific Islander students tend to have below-average success and retention rates, although these trends are not necessarily stable. There had been improvement among success rates, but both success and retention rates declined for this group over recent years. Students who report multiple ethnicities have been performing slightly below average in terms of success and retention rates, although their performance has been relatively stable. White students tend to perform above average in both success and retention rates, although there was a slight decline in recent success rates.

Table 36: Success and Retention Rates by Ethnicity

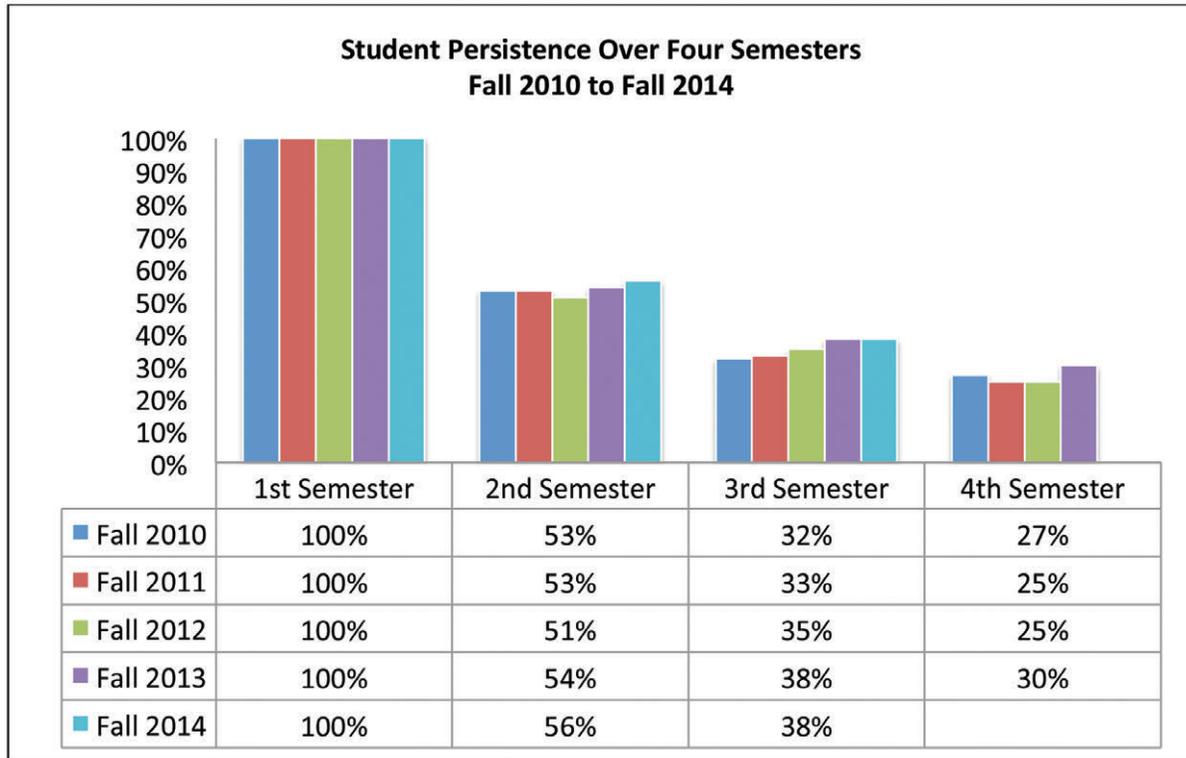
Ethnicity	2010-11		2011-12		2012-13		2013-14		2014-15	
	S	R	S	R	S	R	S	R	S	R
Afr. Amer.	57%	73%	55%	77%	58%	75%	58%	76%	57%	76%
Amer. Ind.	60%	81%	59%	79%	70%	80%	65%	75%	56%	76%
Asian	78%	86%	80%	86%	82%	89%	82%	89%	84%	81%
Latino	66%	79%	65%	79%	69%	82%	68%	82%	67%	82%
Pacific Isl.	53%	72%	58%	73%	60%	80%	62%	75%	45%	68%
Multi-ethnic	63%	79%	59%	75%	62%	77%	59%	76%	61%	75%
Unknown	64%	77%	66%	78%	70%	83%	70%	82%	64%	79%
White	77%	86%	73%	82%	78%	85%	74%	84%	75%	84%
Total	62%	77%	61%	77%	65%	80%	65%	80%	64%	80%

Note: S = Success Rate, R = Retention Rate; Afr. Amer. = African American, Amer. Ind. = American Indian or Alaskan Native, Pacific Isl. = Pacific Islander, Multi-ethnic = Two or more races. Source: California Community College Chancellor’s Office MIS Data.



Persistence rates have been steadily improving at Compton Center over previous years, especially when considering three-term (third semester) persistence rates. In fact, Compton Center has already achieved its 2019-20 goal of 49.6% fall-to-fall persistence. According to the Chancellor’s Office Scorecard data for this outcome, persistence is reportedly 52.2% for The Center’s most recent cohort.

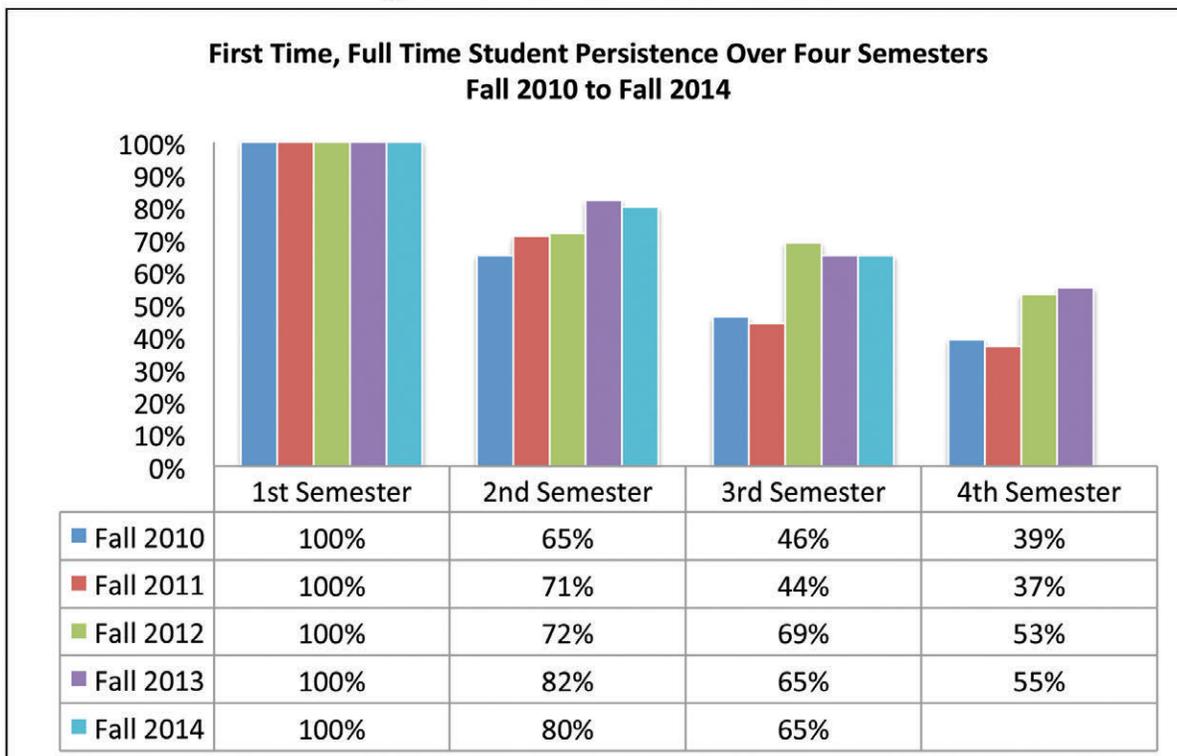
Figure 24: Persistence Rates



Source: California Community College Chancellor’s Office MIS Data.

Persistence rates have been improving consistently among first-time, full-time students at Compton Center as depicted in Figure 25. Beginning in Fall 2013, there was notable improvement in second semester persistence, but unlike the overall rates, there was a decline in third-semester persistence beginning in this same time period. However, fourth-semester persistence for this group has improved markedly.

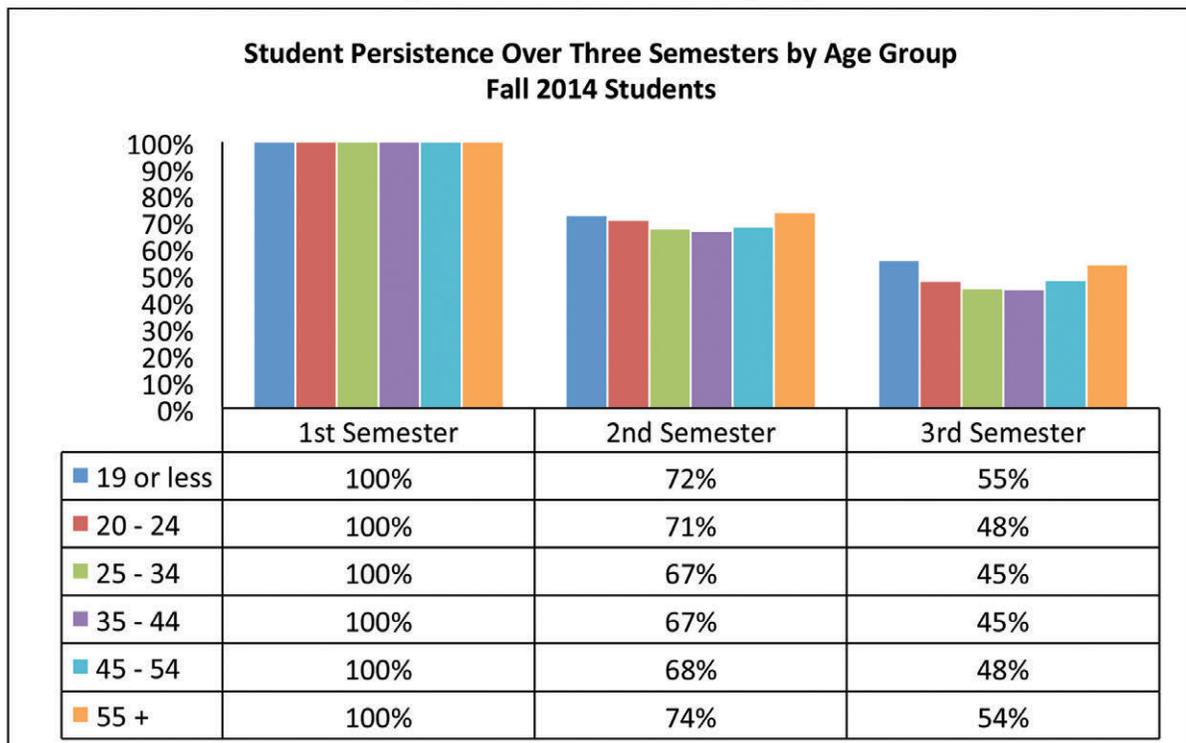
Figure 25: First-Year Persistence Rates



Source: California Community College Chancellor’s Office MIS Data.

Figure 26 presents the Fall 2014 persistence rates for specified age groups among Compton Center students. The youngest (19 or younger) and oldest age groups (55 or older) have the highest rates of persistence. Although the range is only seven percentage points for second-semester persistence and ten percentage points for third-semester persistence, these two age groups tend to persist at a much higher rate than other groups. This could possibly be due to the unique nature of these two groups in the sense they may not typically have as many work/life stressors or distractions from their educational goals.

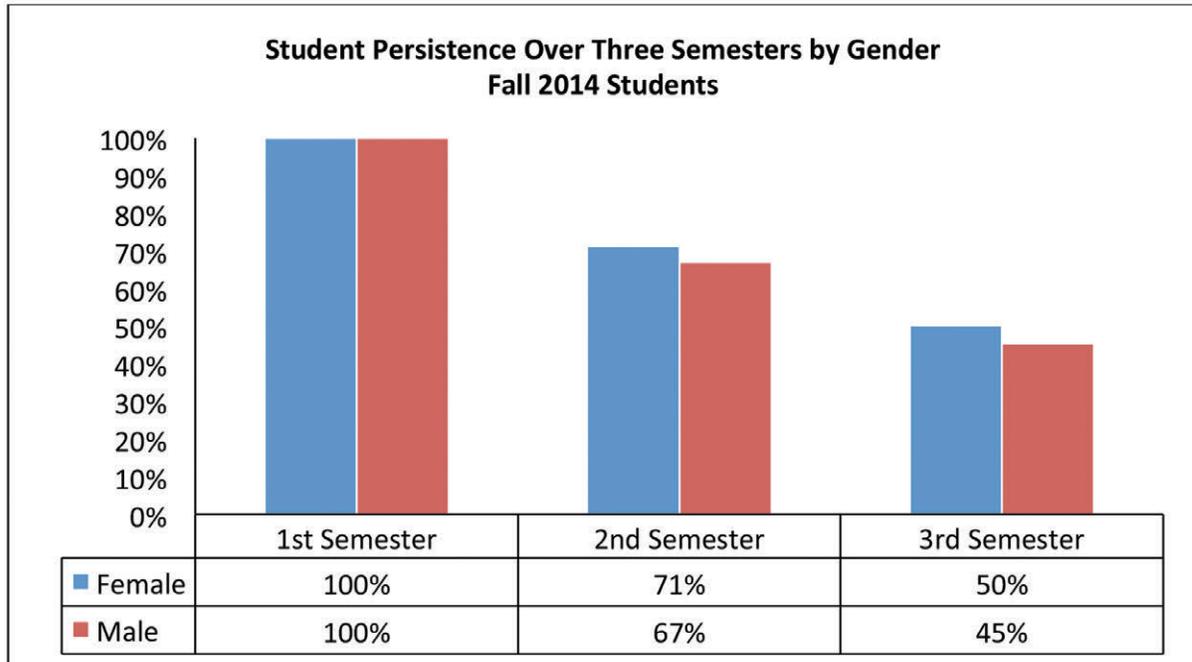
Figure 26: Persistence Rates by Age



Source: California Community College Chancellor’s Office MIS Data.

Figure 27 presents Fall 2014 persistence rates disaggregated by gender. Women have higher persistence rates than men, both in terms of second- and third-semester persistence.

Figure 27: Persistence Rates by Gender

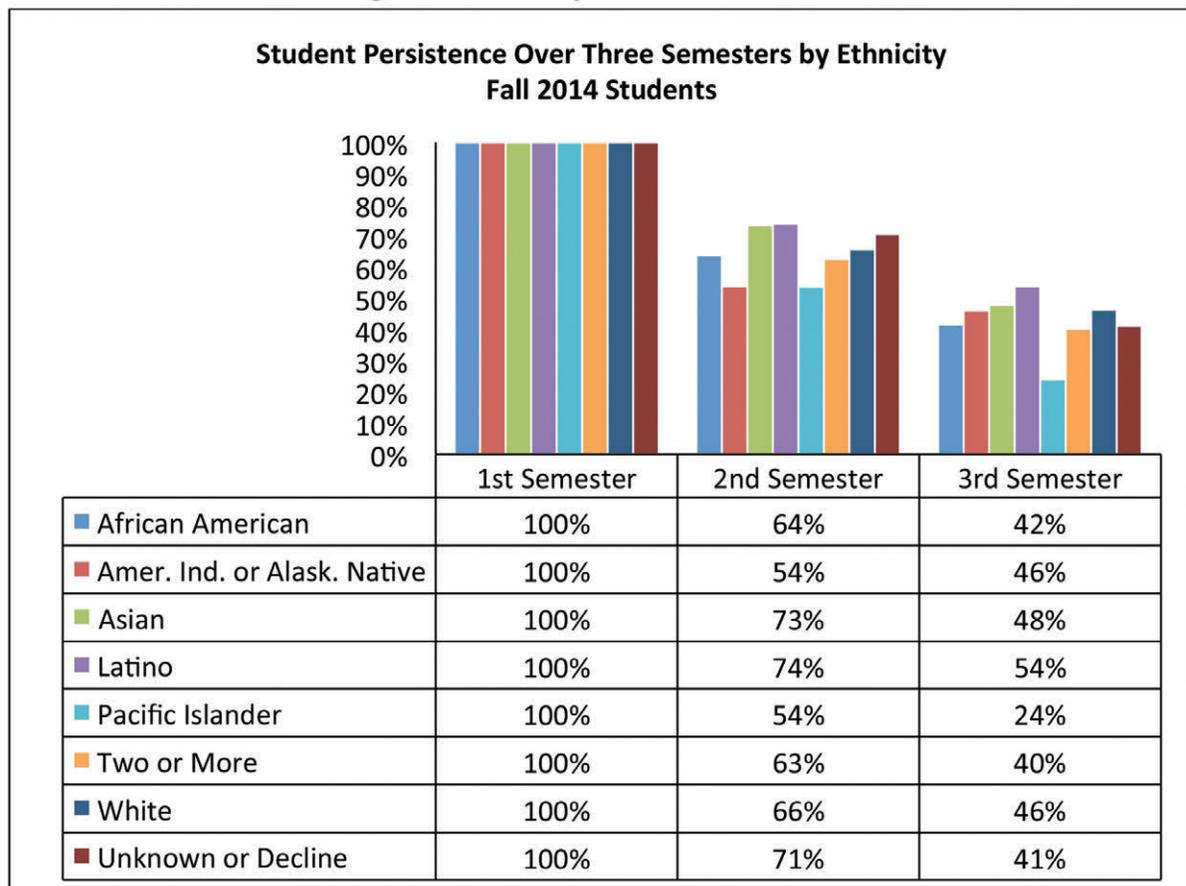


Source: California Community College Chancellor’s Office MIS Data.



Figure 28 presents the Fall 2014 persistence rates disaggregated by ethnic groups. There is variability among the persistence rates of these groups, with Pacific Islander and American Indian or Alaskan Native students tending to have the lowest second semester rates (54%), while Latino students have the highest (74%). With the exception of Pacific Islanders, who have the lowest third semester persistence rates (24%), there is less variability among the third semester persistence rates. Notably, Latino students are the largest ethnic group at the Compton Center, while Pacific Islanders are one of the smallest groups.

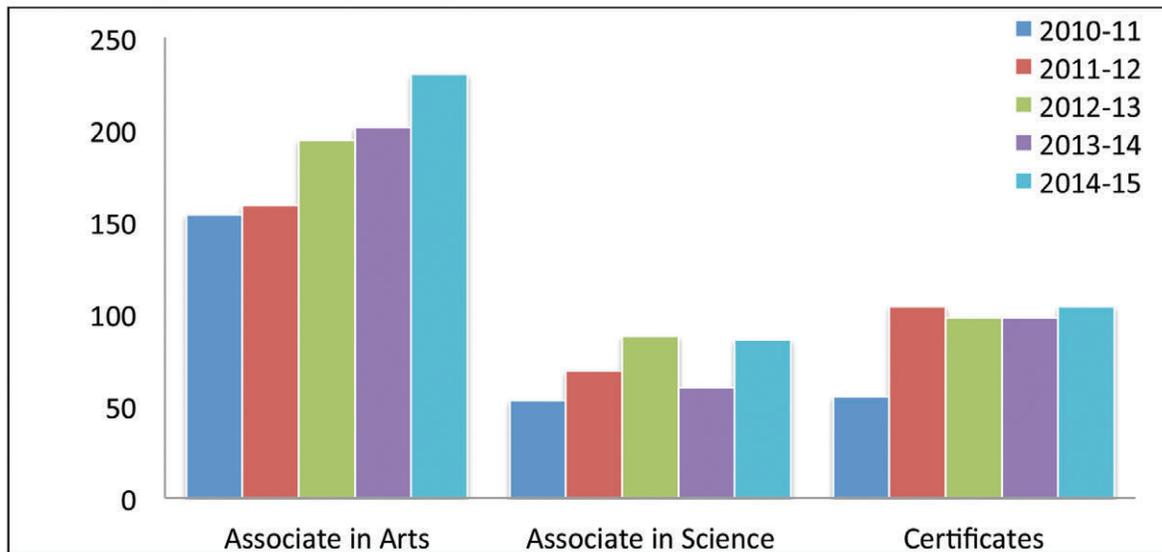
Figure 28: Ethnicity and Persistence Rates



Source: California Community College Chancellor’s Office MIS Data.

Figure 29 and Table 37 provide Compton Center program award data over the past five academic years. Overall, there has been a steady improvement in the number of program awards earned by students. The number of certificates awarded has remained fairly stable over recent years, but the number of Associate in Arts (AA) degrees has steadily increased, and the number of Associate in Science (AS) degrees has increased compared to previous years.

Figure 29: Number of Degrees and Certificates Awarded, 2010-11 to 2014-15



Source: California Community College Chancellor’s Office MIS Data.

Table 37: Number of Degrees and Certificates Awarded, Fall 2010 to Spring 2015

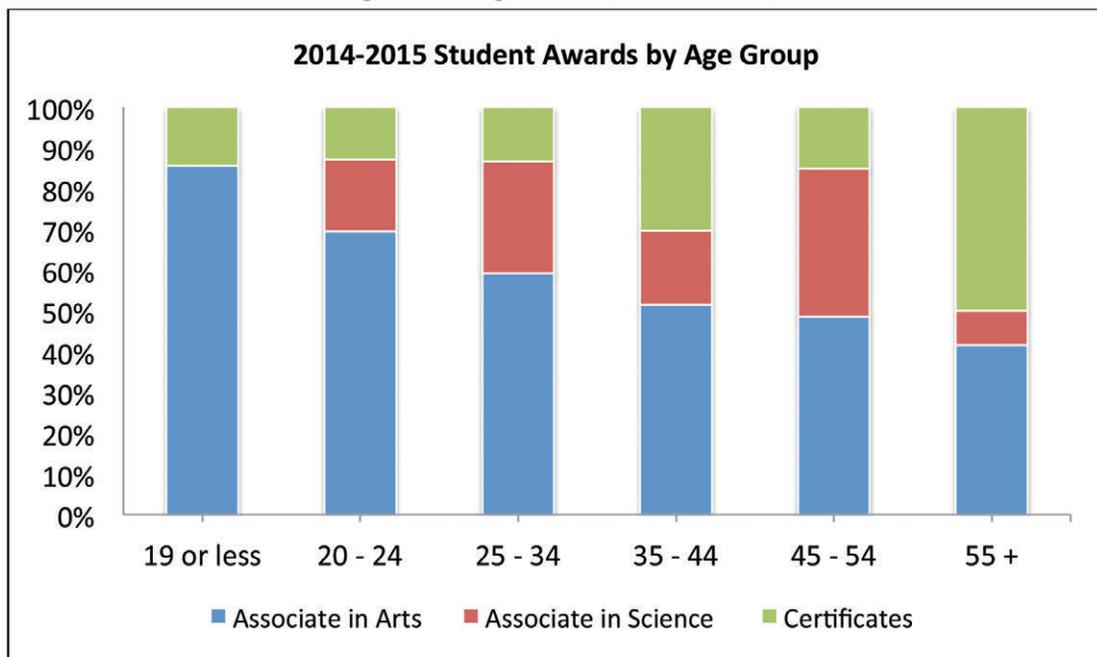
Award Type	2010-11	2011-12	2012-13	2013-14	2014-15
Associate in Arts	154	159	194	201	230
Associate in Science	53	69	88	60	86
Certificates	55	104	98	98	104
Total Awards	262	332	380	359	420

Source: California Community College Chancellor’s Office MIS Data.

Figure 30 and Table 38 present 2014-2015 program award data for specified age groups. Figure 30 presents the proportion of award types received by a given age group, while Table 38 presents the number of awards earned by the given age group. Table 38 represents an unduplicated count of awards; the number of awards earned by a given age group is relative to that group’s enrollment at the Compton Center.

Students 19 or younger tend to earn mostly AA degrees and a few certificates, but no AS degrees. Older groups tend to earn increasingly more AS degrees and fewer AA degrees, while the number of certificates earned is typically 10% to 20% of the awards for the given group. Notable exceptions to this are the 45-54 age group, which earns between 30% and 40% AS degrees, and the 55 and older age group in which certificates comprise half of the awards earned.

Figure 30: Age and Student Awards



Source: California Community College Chancellor’s Office MIS Data.

Table 38: Number of 2014-2015 Degrees and Certificates Awarded by Age Group

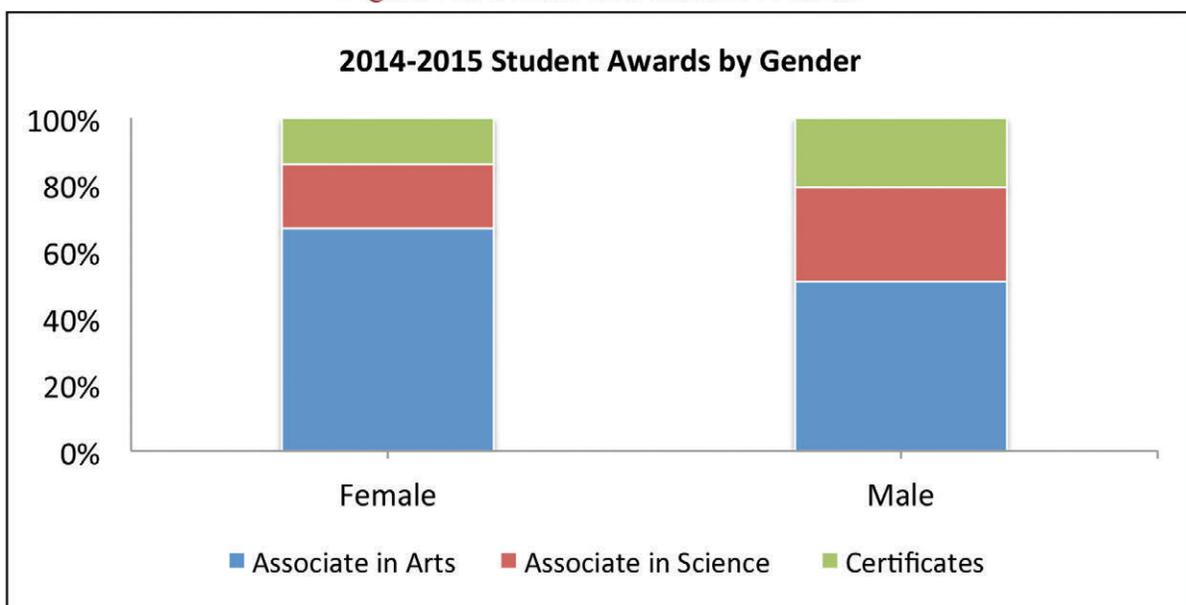
Award Type	19 or Less	20-24	25-34	35-44	45-54	55+	Total
Associate in Arts	6	98	67	17	16	5	209
Associate in Science	0	25	31	6	12	1	75
Certificates	1	18	15	10	5	6	55
Total Awards	7	141	113	33	33	12	339*

*The total reflects an unduplicated count of students awarded a degree or certificate. Source: California Community College Chancellor’s Office MIS Data.

Figure 31 and Table 39 present 2014-2015 program award data disaggregated by gender. Figure 31 presents the proportion of award types by gender, while Table 39 presents the actual number of awards earned. Table 39 represents an unduplicated count of awards, and the number of awards earned by a given group is relative to that group’s enrollment at the Compton Center.

Women tend to earn a higher proportion of AA degrees compared to men, while men tend to earn a higher proportion of AS degrees and certificates. Women tend to earn approximately two-thirds of the program awards at Compton Center, however women also comprise approximately two-thirds of the enrollment at Compton Center.

Figure 31: Gender and Student Awards



Source: California Community College Chancellor’s Office MIS Data.

Table 39: Number of 2014-2015 Degrees and Certificates Awarded by Gender

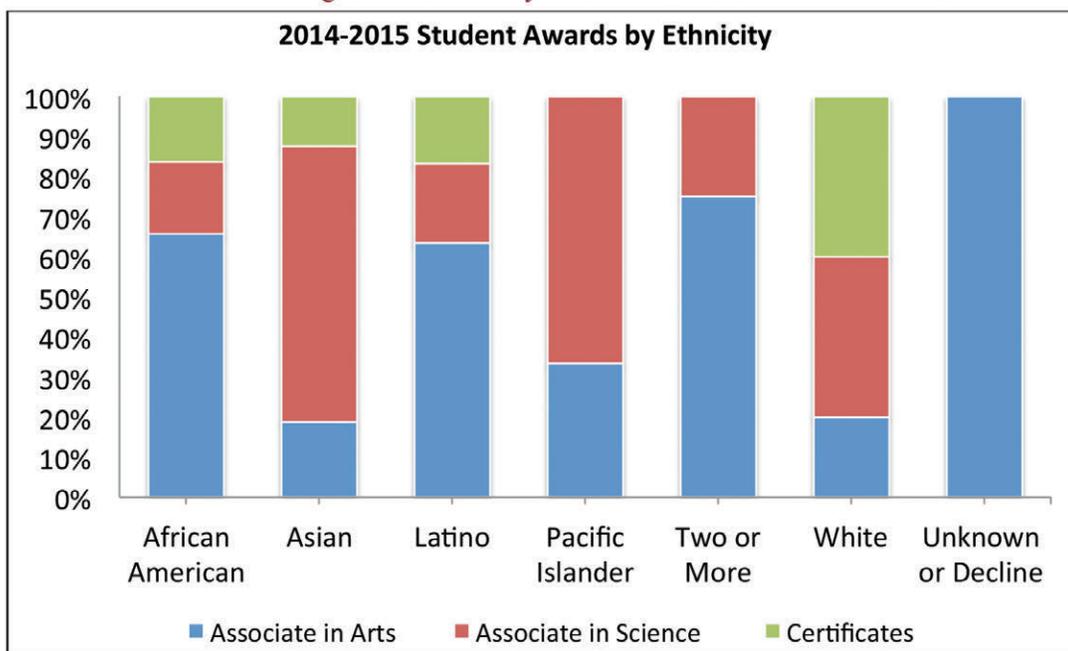
Award Type	Female	Male	Total
Associate in Arts	153	56	209
Associate in Science	44	31	75
Certificates	32	23	55
Total Awards	229	110	339*

*The total reflects an unduplicated count of students awarded a degree or certificate.
 Source: California Community College Chancellor’s Office MIS Data.

Figure 32 and Table 40 present 2014-2015 program award data disaggregated by ethnic group. Figure 32 presents the proportion of award types received by each group, while Table 40 presents the actual number of awards earned by each group. Table 40 represents an unduplicated count of awards, and the number of awards earned by a given group is relative to that group’s enrollment at the Compton Center.

There is much variation in the proportion of award types received, but this is largely due to relatively small group sizes among several ethnicities. The two ethnic groups that comprise approximately 90% of the Compton Center student enrollment (i.e., African American and Latino students) have nearly identical proportions of AA degrees, AS degrees, and certificates earned in the 2014-2015 academic year.

Figure 32: Ethnicity and Student Awards



Source: California Community College Chancellor’s Office MIS Data.

Table 40: Number of 2014-2015 Degrees and Certificates Awarded by Ethnicity

Award Type	African American	Asian	Latino	Pacific Islander	Two or More	White	Decline/Unknown	Total
Associate in Arts	88	3	109	1	6	1	1	209
Associate in Science	24	11	34	2	2	2	0	75
Certificates	22	2	29	0	0	2	0	55
Total Awards	134	16	172	3	8	5	1	339*

*The total reflects an unduplicated count of students awarded a degree or certificate. Source: California Community College Chancellor’s Office MIS Data.

DATA/ORGANIZATION

Tables 41-44 present university transfer destinations for Compton Center students between Fall 2010 and Spring 2015. Overall, more students transfer to the California State University (CSU) system, with CSU Dominguez Hills consistently receiving the highest number of Compton Center transfers, while transfers to CSU Long Beach are nearly equal to all University of California (UC) system transfers combined. Typically, Compton Center students choose to transfer to colleges in nearby cities (e.g., Long Beach and Los Angeles), and the rate of in-state transfers is consistently much higher than out-of-state transfers.

Table 41: Transfer Destinations, Cal State System, Fall 2011 to Spring 2015

Destination	2010-11	2011-12	2012-13	2013-14	2014-15
Cal State Poly. University, Pomona	3	9	9	12	5
Cal State University, Bakersfield	2	1	2	7	0
Cal State University, Dominguez Hills	116	143	169	165	155
Cal State University, Fullerton	4	13	7	8	7
Cal State University, Long Beach	37	78	55	66	59
Cal State University, Los Angeles	27	26	44	27	36
Cal State University, Northridge	17	27	31	26	26
San Diego State University	4	6	3	0	1
San Francisco State University	1	0	0	3	1
San Jose State University	2	0	4	3	0
Other Cal States	14	23	20	23	17
Total Cal State Transfers	227	326	344	340	307

Sources: National Student Clearinghouse and Internal Colleague Data

Table 42: Transfer Destinations, UC System, Fall 2011 to Spring 2015

Destination	2010-11	2011-12	2012-13	2013-14	2014-15
University of California, Berkeley	7	7	9	0	3
University of California, Davis	7	0	3	6	4
University of California, Irvine	9	13	13	16	14
University of California, Los Angeles	19	18	9	25	24
University of California, Merced	3	2	1	2	1
University of California, Riverside	0	0	8	7	5
University of California, San Diego	8	7	8	10	6
University of California, Santa Barbara	8	3	2	5	2
University of California, Santa Cruz	2	5	6	5	3
Total UC Transfers	63	55	59	76	62

Sources: National Student Clearinghouse and Internal Colleague Data



Table 43: Transfer Destinations, Private Institutions, Fall 2011 to Spring 2015

Destination	2010-11	2011-12	2012-13	2013-14	2014-15
Biola University	0	4	3	3	0
Chapman University	0	0	0	0	2
Loyola Marymount University	3	3	3	3	2
Mount St. Mary's University	7	9	5	3	2
National University	1	0	8	7	3
Otis College of Art and Design	2	0	0	1	0
Pepperdine University	0	0	1	0	0
University of Phoenix	9	2	6	6	6
University of Southern California	4	6	12	10	5
Other Private Institutions	15	14	10	8	23
Total Private Transfers	43	38	48	41	43

Sources: National Student Clearinghouse and Internal Colleague Data

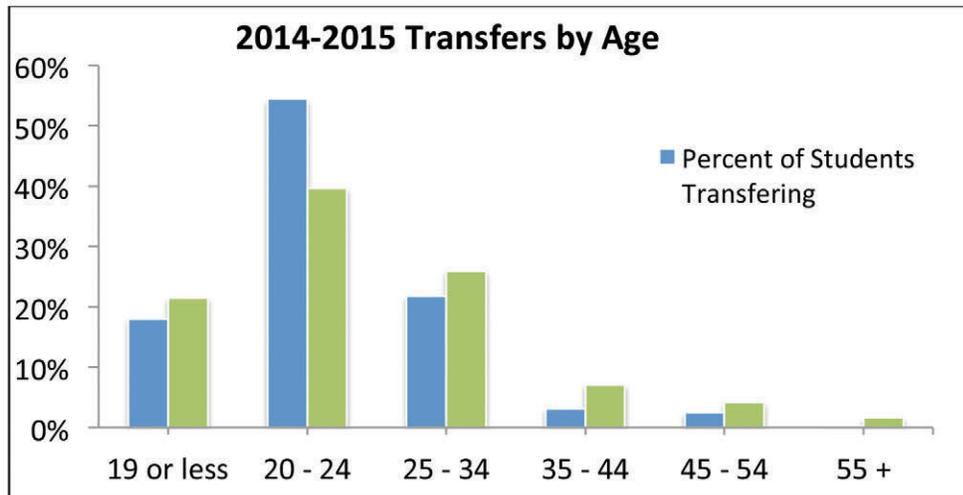
Table 44: Overall Transfer Destinations for Compton Center Students, Fall 2011 to Spring 2015

Destination	2010-11	2011-12	2012-13	2013-14	2014-15
Total In-State Transfers	333	419	451	457	412
Total Out-of-State Transfers	71	44	67	40	69
Total Transfers	404	463	518	497	481

Sources: National Student Clearinghouse, California Community College Chancellor's Office MIS Data, and Internal Colleague Data

Figures 33 and 34 depict Compton Center transfers among specified age groups for the 2014-2015 academic year. Figure 33 represents the percentage of transfer students by age group compared to the percentage of students who listed university transfer as a goal. There are typically larger percentages of students transferring among traditional college-aged groups (i.e., 19 and younger, 20-24, 25-34), although these same groups also report the highest percentages of students with transfer goals. There are much lower transfer rates among older age groups, who tend to not list university transfer as an educational goal.

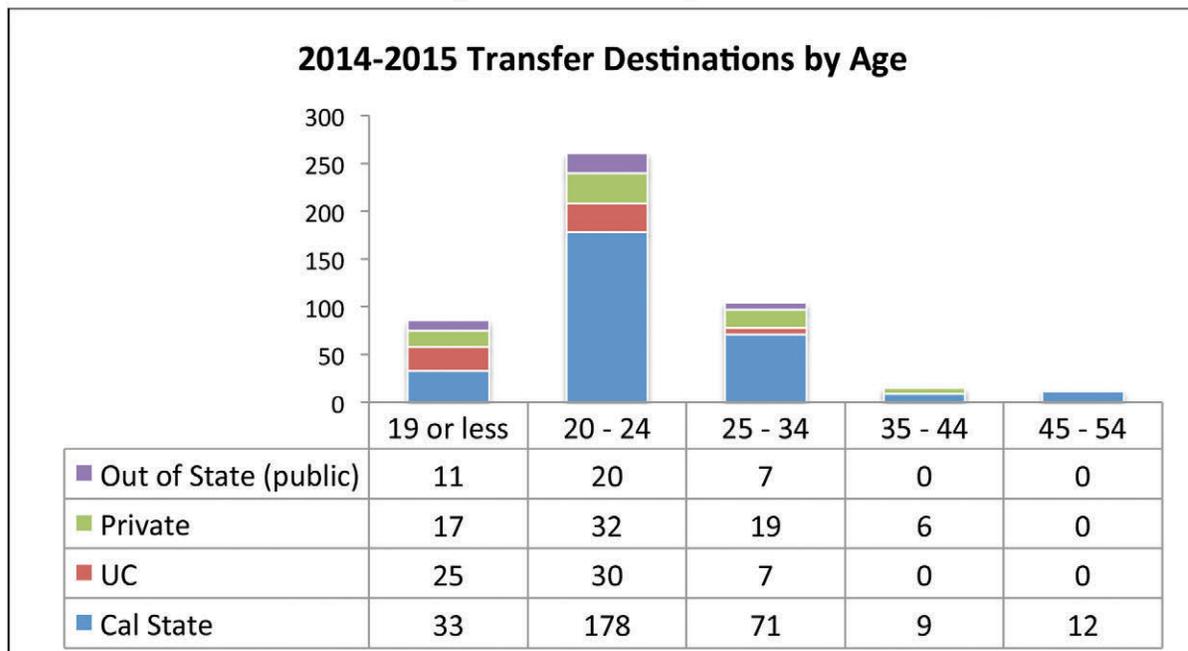
Figure 33: Age and University Transfer



Sources: National Student Clearinghouse, California Community College Chancellor’s Office MIS Data, and Internal Colleague Data

Figure 34 represents the percentage of transfer students by age group according to transfer destination, consolidated into the following categories: Cal State (CSU), UC, Private, and Out-of-State (Public). Most students tend to transfer to the CSU system, although younger students also choose the UC system, private institutions, and public universities located out-of-state.

Figure 34: University Transfers

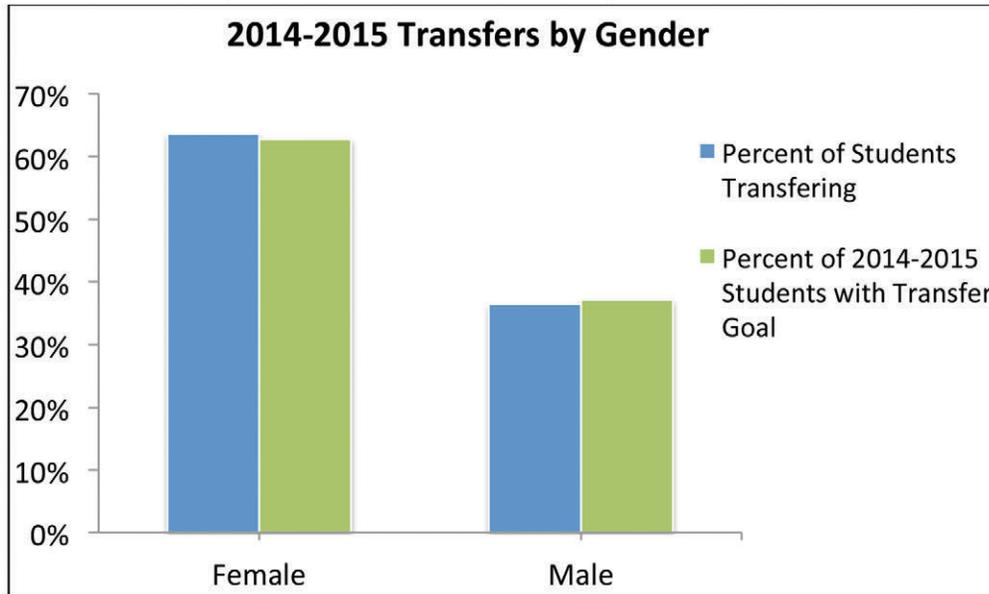


Sources: National Student Clearinghouse, California Community College Chancellor’s Office MIS Data, and Internal Colleague Data



Figures 35 and 36 depict Compton Center transfers disaggregated by gender. Figure 35 represents the percentage of students who transfer compared to the percentage of students among men and women who listed transfer as an educational goal. For the 2014-15 academic year, both men and women appear to be transferring at rates fairly close to the percentages of students who listed transferring as an educational goal, although fewer men than women list transfer as an educational goal.

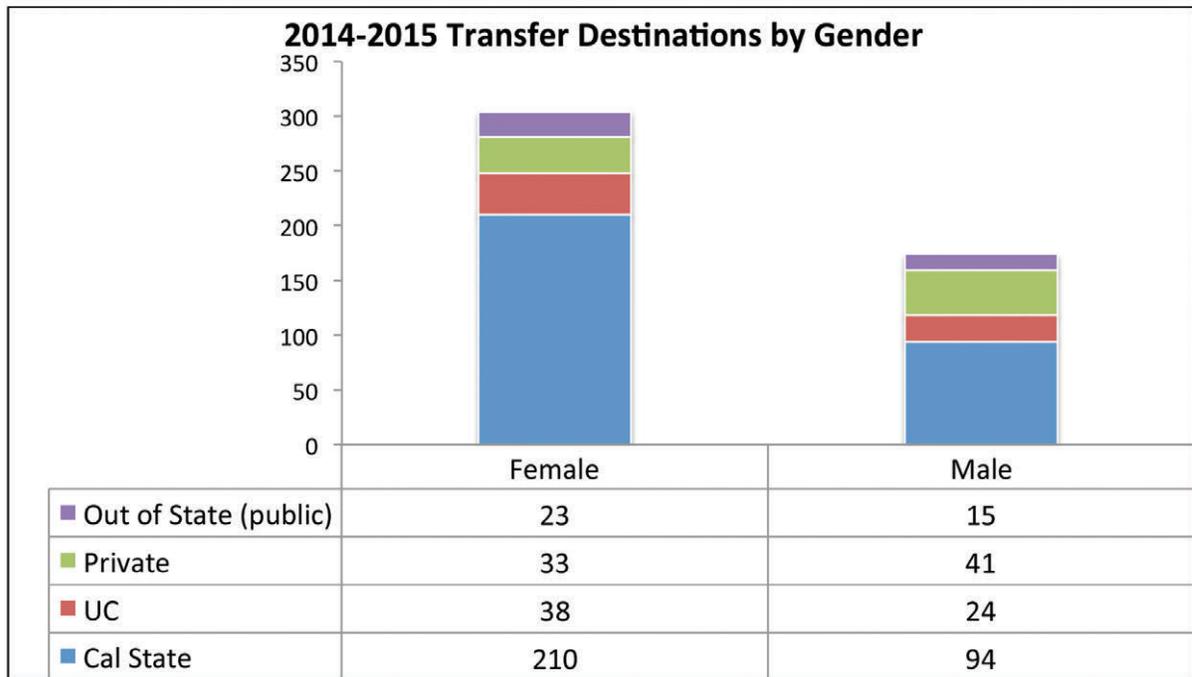
Figure 35: Gender and University Transfer Rates



Sources: National Student Clearinghouse, California Community College Chancellor’s Office MIS Data, and Internal Colleague Data

Figure 36 represents the percentage of male and female students (among those who transferred) according to their transfer destination, consolidated into the following college categories: Cal State (CSU), UC, Private, and Out-of-State (Public). Most students tend to transfer to the CSU system, and men and women appear to transfer to the various colleges at comparable proportions.

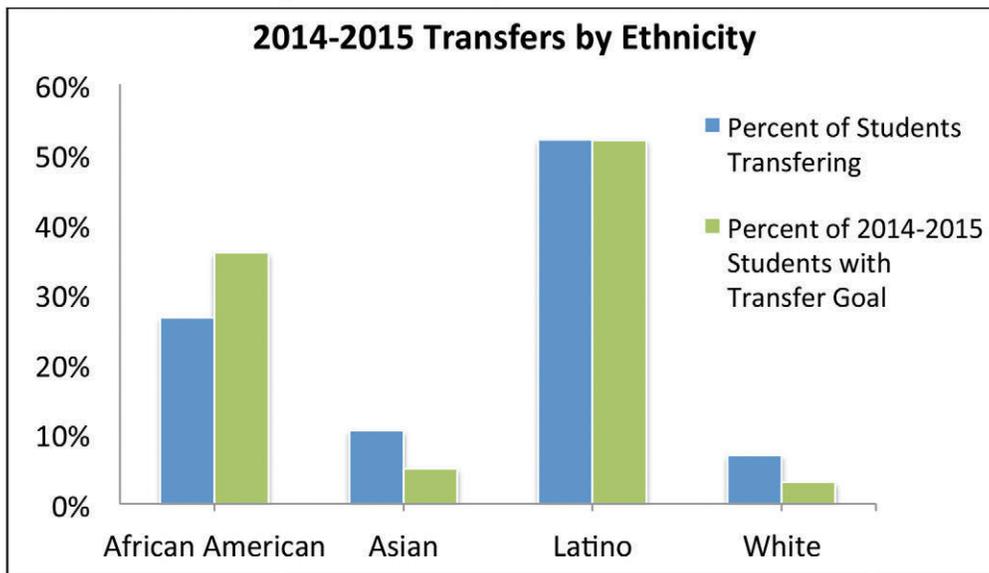
Figure 36: Gender and Transfer Locations



Sources: National Student Clearinghouse, California Community College Chancellor’s Office MIS Data, and Internal Colleague Data

Figures 37 and 38 depict Compton Center transfers disaggregated by ethnic group for the 2014-2015 academic year. Figure 37 represents the percentage of students in a given ethnic group who transfer compared to those who listed transferring as a goal. Latino students report the highest percentage of transfer as well as students with transfer goals, and these rates are nearly identical. White, Asian, and Asian-American students tend to transfer at rates higher than the listed intention to transfer, while African Americans tend to transfer at rates lower than the listed intention to transfer.

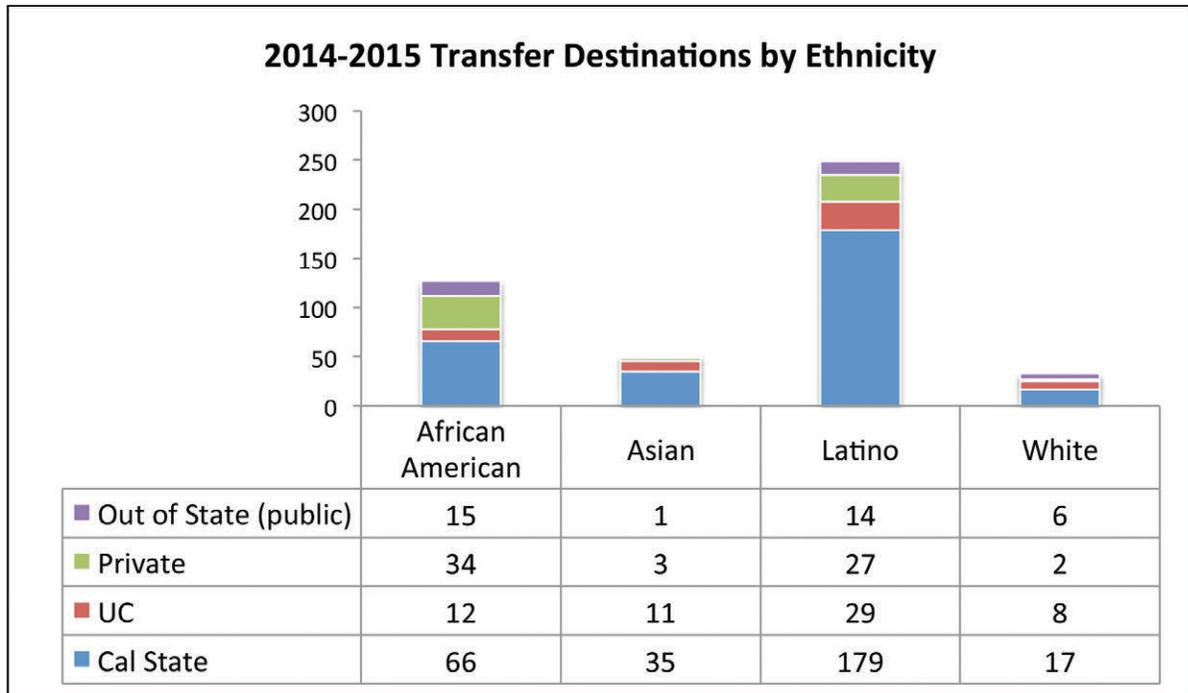
Figure 37: Ethnicity and Transfer Rates



Sources: National Student Clearinghouse, California Community College Chancellor’s Office MIS Data, and Internal Colleague Data

Figure 38 represents the percentage of transfer students in a given ethnic group according to their transfer destination, consolidated into the following college categories: Cal State (CSU), UC, Private, and Out-of-State (Public). Most students tend to transfer to the Cal State system, although there are larger numbers among African American and Latino students who also transfer to the UC system, private institutions, and public universities located out-of-state.

Figure 38: Ethnicity and Transfer Locations



Sources: National Student Clearinghouse, California Community College Chancellor’s Office MIS Data, and Internal Colleague Data



Time to Completion Data

Normal time to completion is defined by the amount of time necessary for a student to complete all requirements for a given program award. Time to completion in this report (when not presented as a number of years or academic terms) is represented as a percentage of the time a student required to achieve the award divided by the time expected to achieve such an award.

Relatively few students appear to complete the requirements for a degree within their first two years (18%), and the median time for degree completion is 3.2 years. Compared to degree-earners, proportionally more students completed the requirements for a certificate within the expected time (23%). The median time for certificate completion is also lower than that of degree earners (Two years). When considering the total number of awards, a majority (67%) of students require more than twice the normal time to complete their programs.

Table 44: Time to Completion by Award Type (2014-2015)

Award Type	Total Awards	Cumulative Percent			Median	Average Years (SD)
		100%	150%	200%	Years	
Degrees	316	18%	29%	34%	3.2	4.4 (4.0)
Certificates	104	23%	28%	30%	2.0	4.4 (5.0)
Total	420	19%	28%	33%	2.9	4.4 (4.3)

Source: California Community College Chancellor's Office MIS data. Because degree and certificate programs vary in length, time to completion is reported as a cumulative percentage of the "normal time" required for the degree or certificate. "100%" refers to students completing within the normal time; "150%" refers to all students requiring up to 1.5 times the length of normal time; "200%" refers to all students requiring up to 2 times the length of normal time. Standard deviations for average years required are listed in parentheses.

More detailed information regarding time to completion and disaggregated data is available from the [2014-2015 Time to Completion](#) report.

Distance Education Data

The following data compares academic performance in distance education (DE) courses and enrollments to traditional in-person classes. This information compares Fall and Spring terms respectively, as scheduling patterns and faculty load follow similar patterns.

Tables 46-49 show basic demographics for the 1,511 Compton Center students who enrolled in an online course during the Fall 2014 or Spring 2015 terms. Approximately 75% of DE students are women, and most students are enrolled in fewer than 12 units for the term. In terms of age and ethnicity, DE students are very similar to the overall student population of the Compton Center. Proportions of the reported ethnicities are all within a few percentage points of the campus population. However, it is important to note that there is a higher percentage of African American students and a lower percentage of Hispanic or Latino students taking online courses compared to the overall student body. 48% of those enrolled in DE courses are in the typical college going age range of 18 to 24 years. Another 22% are between 25 and 39 years old. For the most part, DE students represent the same population as overall campus students with the exception of gender.



Table 46: Student Demographics: Online Courses vs Overall, Fall 2014

Group	Percent Online	Percent Overall
Gender		
Female	74.3%	62.6%
Male	25.7%	37.4%
Ethnicity		
African American	42.4%	35.5%
American Indian	0.0%	0.2%
Asian	5.6%	3.3%
Hispanic	42.5%	55.1%
Pacific Islander	0.5%	0.7%
Two or More	3.7%	2.7%
Unknown	0.6%	0.4%
White/Caucasian	4.7%	2.1%
Age Group		
Under 17	0.5%	2.3%
18 - 24	48.1%	60.9%
25 to 29	22.0%	14.8%
30 to 34	10.5%	7.5%
35 to 39	8.5%	4.9%
40 to 49	6.9%	5.5%
50 +	3.5%	4.2%
Enrollment Status		
Full-Time	23.4%	37.8%
Residence		
In District	34.2%	50.0%
Outside 7.5-mile radius	64.8%	48.4%
Within 7.5 miles (includes In District students)	34.3%	51.0%
Financial Aid Status		
Received Aid	47.9%	61.3%
Did Not Receive Aid	52.1%	38.7%
Course Preparation		
Basic Skills	0.0%	11.2%
Transfer	92.5%	74.5%
Non-Transfer	7.5%	25.5%

Source: California Community College Chancellor's Office MIS Data.

Table 47: Student Demographics:
Online Courses vs Overall, Spring 2015

Group	Percent Online	Percent Overall
Gender		
Female	73.2%	63.4%
Male	26.8%	36.6%
Ethnicity		
African American	41.0%	33.9%
American Indian	0.3%	0.2%
Asian	5.4%	3.4%
Hispanic	43.1%	56.5%
Pacific Islander	1.0%	0.7%
Two or More	3.7%	2.7%
Unknown	0.6%	0.4%
White/Caucasian	4.8%	2.2%
Age Group		
Under 17	0.1%	1.1%
18 - 24	46.6%	61.4%
25 to 29	21.8%	15.2%
30 to 34	11.8%	7.7%
35 to 39	7.2%	4.6%
40 to 49	8.4%	5.7%
50 +	4.1%	4.4%
Enrollment Status		
Full-Time	27.8%	40.1%

Source: California Community College Chancellor's Office MIS Data.


 Table 48: Student Demographics (Gender by Ethnicity and Age)
 Online Courses vs Overall, Fall 2014

	Percent Online		Percent Overall	
	Female	Male	Female	Male
Ethnicity				
African American	45.7%	33.0%	37.7%	31.7%
American Indian	0.1%	0.0%	0.1%	0.2%
Asian	4.9%	7.5%	2.8%	4.0%
Hispanic	40.8%	47.5%	53.3%	58.2%
Pacific Islander	0.6%	0.2%	0.9%	0.4%
Two or More	2.9%	5.8%	2.7%	2.7%
Unknown	0.6%	0.4%	0.3%	0.5%
White/Caucasian	4.3%	5.6%	2.0%	2.3%
Age Group				
Under 17	0.5%	0.6%	1.8%	3.1%
18 - 24	44.9%	57.4%	57.1%	67.2%
25 to 29	22.9%	19.1%	15.8%	13.0%
30 to 34	11.3%	8.4%	8.6%	5.7%
35 to 39	8.6%	8.4%	5.5%	4.0%
40 to 49	8.2%	3.2%	6.8%	3.5%
50 +	3.7%	2.8%	4.5%	3.6%

Source: California Community College Chancellor's Office MIS Data.

Table 49: Student Demographics (Gender by Ethnicity and Age)
Online Courses vs Overall, Spring 2015

	Percent Online		Percent Overall	
	Female	Male	Female	Male
Ethnicity				
African American	43.5%	34.2%	35.3%	31.5%
American Indian	0.3%	0.3%	0.2%	0.1%
Asian	4.4%	8.2%	2.9%	4.2%
Hispanic	41.9%	46.6%	55.5%	58.4%
Pacific Islander	0.8%	1.5%	0.8%	0.6%
Two or More	3.9%	3.3%	3.0%	2.3%
Unknown	0.4%	1.2%	0.3%	0.5%
White/Caucasian	4.8%	4.6%	2.1%	2.3%
Age Group				
Under 17	0.1%	0.2%	1.0%	1.2%
18 - 24	42.8%	57.0%	58.5%	66.5%
25 to 29	22.6%	19.6%	15.7%	14.3%
30 to 34	12.8%	8.9%	8.6%	6.1%
35 to 39	8.1%	4.6%	4.8%	4.1%
40 to 49	9.4%	5.8%	6.7%	4.0%
50 +	4.2%	3.8%	4.7%	3.8%

Source: California Community College Chancellor’s Office MIS Data.

In Fall 2014, 51.9% of Compton Center’s DE students took on-campus courses concurrently, indicating that a majority of online students are on campus during the semester. In Spring 2015, 49.9% of Compton Center’s DE students took on-campus courses concurrently.

Table 50: Distance Education Enrollment Patterns, Fall 2014

Enrollment Pattern	Percent
Patterns for Current Semester	
Took Both DE and On Campus courses	51.9%
Patterns for Previous Semesters	
Took DE courses previously	50.3%

Source: California Community College Chancellor’s Office MIS Data.



Table 51: Distance Education Enrollment Patterns, Spring 2015

Enrollment Pattern	Percent
Patterns for Current Semester	
Took Both DE and On Campus courses	49.9%
Patterns for Previous Semesters	
Took DE courses previously	56.5%

Source: California Community College Chancellor's Office MIS Data.

Compton Center distance education course offerings are relatively stable, with only small increases and decreases in the department, course, and section offerings from semester to semester. This movement also affects FTES, which were slightly lower in 2015 than in 2011. Both the Fall and Spring semesters show similar trends.

Table 52: Course, Section, Instructor, and Enrollment Growth:
Online Courses, Fall 2011 to Fall 2015

Fall Term	2011	2012	2013	2014	2015
Departments	18	17	18	18	18
All DE Courses	46	42	44	49	47
Hybrid Courses	8	10	12	10	8
Instructors	38	32	32	31	34
Sections	69	63	70	69	66
Seats	2,319	2,186	2,393	2,310	2,210
Avg. Section Size	34	35	34	33	33
Online FTES	220	167	198	190	178

Source: California Community College Chancellor's Office MIS Data.

Table 53: Course, Section, Instructor, and Enrollment Growth:
Online Courses, Spring 2011 to Spring 2015

Spring Term	2011	2012	2013	2014	2015
Departments	19	20	18	18	19
All DE Courses	56	50	48	47	51
Hybrid Courses	12	11	13	10	7
Instructors	42	40	35	34	35
Sections	88	77	74	71	73
Seats	3,138	2,796	2,351	2,355	2,352
Avg. Section Size	36	36	32	33	32
Online FTES	307	207	166	178	190

Source: California Community College Chancellor's Office MIS Data.

Tables 54 and 55 show all online courses offered during the 2014-2015 year, listed by department. Section and census date seat counts are included.

Table 54: Online Course Offerings, Fall 2014

Division/Department	Number of Sections	Total Seats
Division 1		
<i>Health Sciences</i>		
Contemporary Health	2	86
<i>Human Services</i>		
Child Development	3	83
Psychology	3	122
Division 2		
<i>Arts</i>		
Art	2	78
Music	2	90
<i>Social Sciences</i>		
Administration of Justice	2	92
Anthropology	2	44
Economics	1	43
History	5	169
Humanities	2	94
Philosophy	2	88
Political Science	3	112
Sociology	4	184
<i>Career Technical Education</i>		
Business	4	102
Computer Information Systems	2	44
Division 3		
Academic Strategies	1	34
English	9	210
Human Development	1	34
Math	6	201

Sources: California Community College Chancellor's Office MIS Data and Internal Colleague Data.



Table 55: Online Course Offerings, Spring 2015

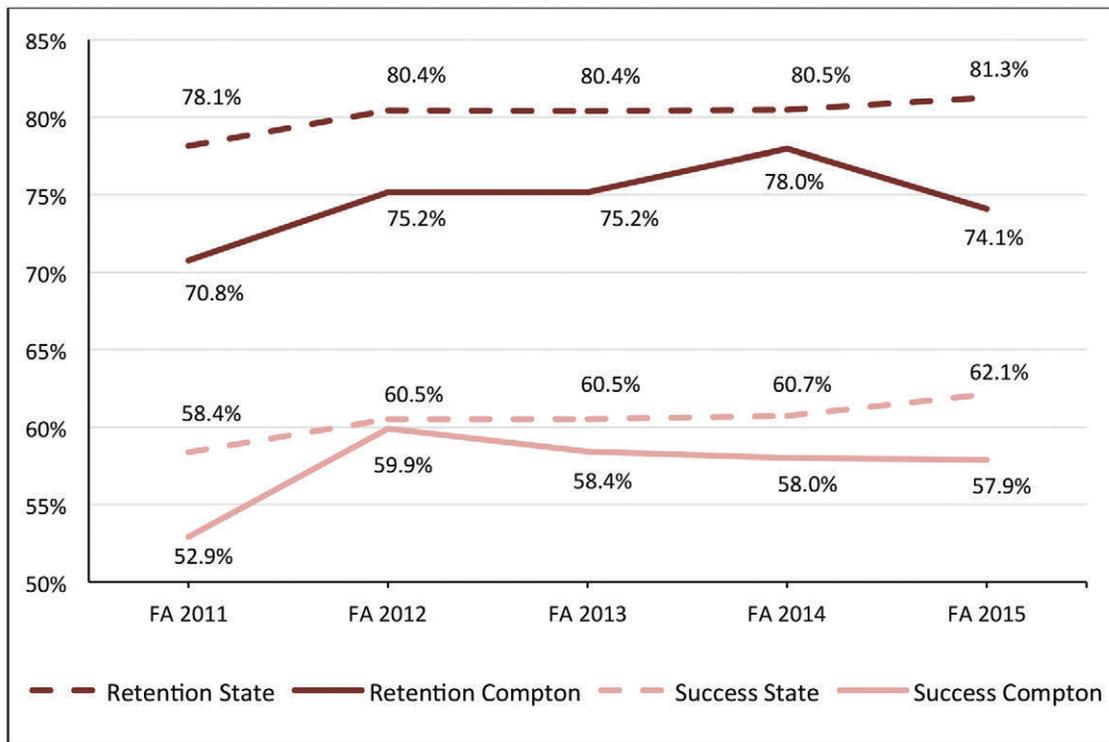
Division/Department	Number of Sections	Total Seats
Division 1		
<i>Health Sciences</i>		
Contemporary Health	2	86
<i>Human Services</i>		
Child Development	3	91
Psychology	4	160
Division 2		
<i>Arts</i>		
Art	2	85
Music	2	77
<i>Social Sciences</i>		
Administration of Justice	1	31
Anthropology	2	87
Economics	1	43
History	5	107
Humanities	2	47
Philosophy	3	101
Political Science	4	151
Sociology	4	185
<i>Career Technical Education</i>		
Business	4	154
Computer Information Systems	3	59
Division 3		
Academic Strategies	2	27
English	9	231
Human Development	1	42
Math	7	227

Sources: California Community College Chancellor's Office MIS Data and Internal Colleague Data.

Figures 39-40 and Tables 56-63 address online academic performance. Metrics for assessing such performance include success and retention rates.

The fall semester success rates for online courses at Compton Center are relatively stable. Since Fall 2011, retention rates for online courses steadily improved until Fall 2015, where there was a slight decline of 0.5%. Success and retention rates are lower than the state averages, and the current difference for Fall 2015 is approximately four percentage points for the success rate and seven percentage points for retention.

Figure 39: Success and Retention Rates for Online Courses: Local vs. Statewide, Fall 2011 to Fall 2015

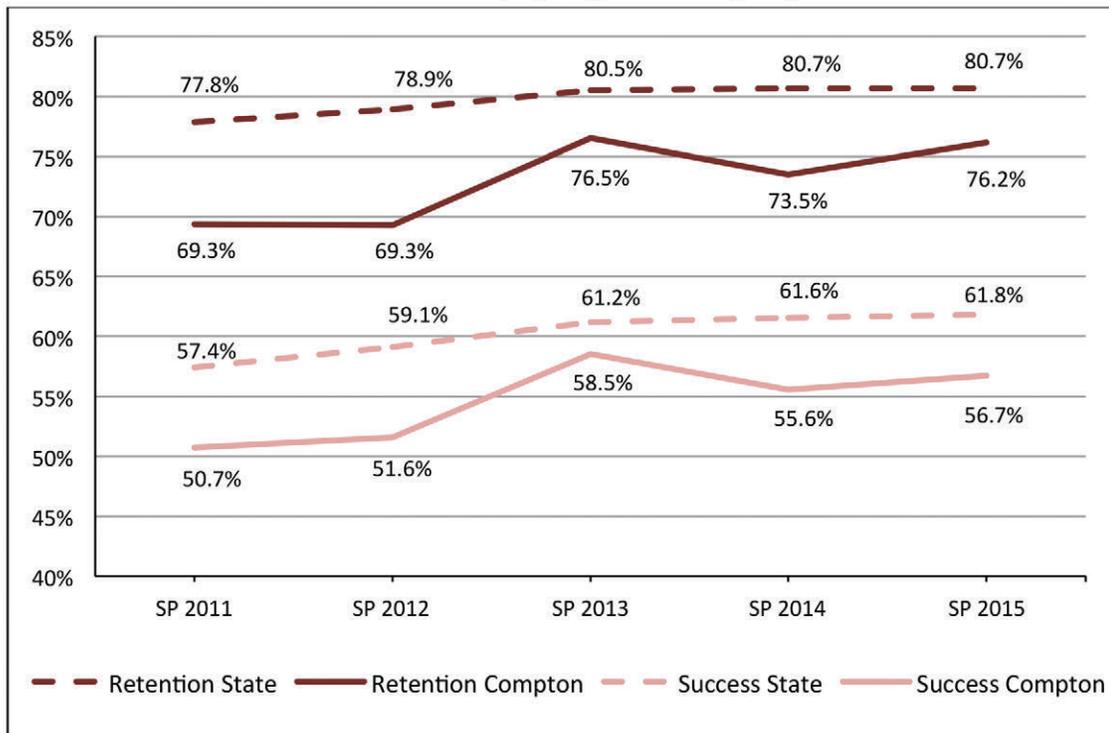


Source: California Community College Chancellor’s Office MIS Data.



Spring semester online success rates Compton Center have been steadily improving. After a slight decline during the Spring 2014 semester, they continued to increase during the Spring 2015 semester. Similarly, retention rates have steadily improved over the past few years with a slight decrease in Spring 2014 followed by rebound in Spring 2015. Success and retention rates are approximately five percentage points below state averages.

Figure 40: Success and Retention Rates for Online Courses:
Local vs. Statewide, Spring 2011 to Spring 2015



Source: California Community College Chancellor’s Office MIS Data.

Tables 56 and 57 present success and retention rate data disaggregated by gender for online courses during the fall and spring semesters at the Compton Center. In recent fall semesters, women tended to outperform men in both success and retention rates. These rates are much more comparable during the spring semesters, although women still have slightly higher retention rates than men.

**Table 56: Success and Retention Rates by Gender:
Online Courses, Fall 2011 to Fall 2015**

c	2011	2012	2013	2014	2015
Success					
Female	52.0%	60.3%	57.8%	59.7%	59.1%
Male	55.6%	58.6%	60.1%	52.9%	54.6%
Total	52.9%	59.9%	58.4%	58.0%	57.9%
Retention					
Female	70.4%	75.6%	75.5%	79.4%	75.7%
Male	71.7%	73.8%	74.2%	73.7%	69.9%
Total	70.8%	75.2%	75.2%	78.0%	74.1%

Source: California Community College Chancellor’s Office MIS Data.

**Table 57: Success and Retention Rates by Gender:
Online Courses, Spring 2011 to Spring 2015**

Spring Term	2011	2012	2013	2014	2015
Success					
Female	50.9%	51.2%	59.0%	54.9%	56.8%
Male	50.1%	52.6%	57.2%	57.5%	56.5%
Total	50.7%	51.6%	58.5%	55.6%	56.7%
Retention					
Female	70.5%	69.2%	77.1%	74.1%	76.6%
Male	66.1%	69.5%	74.7%	71.9%	74.9%
Total	69.3%	69.3%	76.5%	73.5%	76.2%

Source: California Community College Chancellor’s Office MIS Data.



Tables 58 and 59 present success and retention rate data for online students in specified age groups. The youngest group outperforms the other groups during the fall and underperforms in spring terms, however the relatively small size of this group may be a factor. Excluding the under-17 age group, there is a linear trend in success and retention rates indicating that older groups perform better than younger until the rates decline beginning with the 40-49 age group. The 35-39 age group is the highest performing, although students age 50 and older performed the best during the most recent spring semester. However, each of these groups shows fluctuation in the trends of their success and retention rates, making it difficult to draw conclusions from the data.

Table 58: Success and Retention Rates by Age:
 Online Courses, Fall 2011 to Fall 2015

Fall Term	2011	2012	2013	2014	2015
Success					
Under 17	41.2%	64.7%	68.4%	60.0%	83.3%
18 - 24	52.9%	58.8%	58.4%	60.9%	56.2%
25 to 29	51.4%	54.6%	52.8%	55.5%	56.7%
30 to 34	49.1%	61.1%	59.8%	61.2%	57.1%
35 to 39	56.0%	55.0%	56.6%	60.5%	61.2%
40 to 49	60.4%	66.5%	62.7%	54.9%	60.1%
50 +	69.6%	70.0%	59.3%	67.1%	52.8%
Retention					
Under 17	76.5%	88.2%	94.7%	80.0%	100.0%
18 - 24	72.4%	76.2%	75.1%	80.2%	73.0%
25 to 29	68.9%	69.8%	69.2%	75.4%	73.1%
30 to 34	68.1%	74.5%	74.3%	80.8%	72.8%
35 to 39	72.0%	73.9%	77.0%	75.7%	77.7%
40 to 49	75.0%	79.9%	76.5%	80.3%	72.7%
50 +	83.9%	81.4%	83.5%	79.5%	72.2%

Source: California Community College Chancellor's Office MIS Data.

Table 59: Success and Retention Rates by Age:
Online Courses, Spring 2011 to Spring 2015

Spring Term	2011	2012	2013	2014	SP 2015
Success					
Under 17	63.6%	88.2%	57.1%	75.0%	33.3%
18 - 24	51.2%	52.4%	54.4%	56.4%	53.7%
25 to 29	43.6%	50.9%	55.4%	54.6%	59.8%
30 to 34	52.2%	50.6%	54.5%	53.4%	52.9%
35 to 39	57.6%	42.8%	62.4%	55.2%	61.5%
40 to 49	65.3%	53.8%	65.9%	56.9%	49.7%
50 +	55.1%	69.2%	81.6%	51.8%	61.8%
Retention					
Under 17	77.3%	88.2%	85.7%	75.0%	66.7%
18 - 24	70.2%	69.9%	75.7%	73.3%	74.1%
25 to 29	63.4%	70.7%	73.7%	73.2%	77.8%
30 to 34	71.1%	69.8%	72.4%	73.9%	73.7%
35 to 39	74.0%	59.3%	79.2%	72.7%	78.8%
40 to 49	77.9%	73.4%	86.9%	74.4%	71.0%
50 +	69.2%	78.5%	85.5%	72.9%	79.8%

Source: California Community College Chancellor's Office MIS Data.



Tables 60 and 61 present success and retention data for online students in specified ethnic groups. Partially due to the size of each group, there is much fluctuation in success and retention rates. Asian and Asian-American students have typically had the highest success and retention rates, although their rates are comparable to (and sometimes lower than) White students in more recent semesters. It is difficult to draw conclusions from this data, though some groups seem to improve while others decline during the same period. Likewise, some groups have seen significant improvement during the most recent fall semester (e.g., Pacific Islanders and multi-ethnic students), while the same is not true for the most recent spring semester.

Table 60: Success and Retention Rates by Ethnicity: Online Courses, Fall 2011 to Fall 2015

Fall Term	2011	2012	2013	2014	2015
Success					
African American	48.2%	54.0%	52.2%	53.2%	52.6%
American Indian	25.0%	66.7%	25.0%	0.0%	37.5%
Asian	75.0%	80.5%	81.8%	72.4%	72.1%
Hispanic	51.6%	60.3%	60.4%	59.5%	58.8%
Pacific Islander	48.4%	42.3%	27.8%	45.5%	53.3%
Two or More	59.1%	61.8%	60.0%	57.9%	67.5%
Unknown	62.3%	69.6%	52.2%	58.3%	62.5%
White/Caucasian	64.7%	70.3%	67.7%	73.2%	72.9%
Retention					
African American	67.9%	70.6%	72.0%	75.7%	70.8%
American Indian	75.0%	66.7%	25.0%	100.0%	50.0%
Asian	86.4%	84.4%	89.2%	86.2%	86.0%
Hispanic	69.9%	76.8%	76.8%	78.9%	73.9%
Pacific Islander	64.5%	73.1%	55.6%	72.7%	73.3%
Two or More	75.0%	76.4%	70.7%	75.0%	79.2%
Unknown	73.8%	82.6%	65.2%	75.0%	87.5%
White/Caucasian	77.5%	82.9%	79.5%	83.5%	88.5%

Source: California Community College Chancellor's Office MIS Data.

Table 61: Success and Retention Rates by Ethnicity:
Online Courses, Spring 2011 to Spring 2015

Spring Term	2011	2012	2013	2014	2015
Success					
African American	44.5%	46.2%	50.8%	48.2%	49.3%
American Indian	50.0%	50.0%	0.0%	0.0%	16.7%
Asian	66.7%	66.5%	76.3%	70.0%	78.0%
Hispanic	50.6%	55.9%	62.1%	60.5%	60.1%
Pacific Islander	53.2%	35.7%	59.0%	46.5%	51.9%
Two or More	34.5%	21.4%	42.9%	57.1%	38.1%
Unknown	60.2%	54.0%	61.1%	52.9%	50.0%
White/Caucasian	71.6%	67.3%	71.9%	64.2%	76.0%
Retention					
African American	65.8%	67.2%	71.8%	70.6%	73.5%
American Indian	66.7%	100.0%	100.0%	0.0%	83.3%
Asian	77.0%	76.9%	85.3%	85.0%	89.8%
Hispanic	69.3%	71.2%	78.9%	74.8%	76.7%
Pacific Islander	67.5%	56.1%	78.3%	76.1%	67.9%
Two or More	72.4%	47.6%	76.2%	85.7%	61.9%
Unknown	73.5%	69.8%	69.4%	58.8%	57.1%
White/Caucasian	82.8%	78.4%	85.2%	73.1%	90.4%

Source: California Community College Chancellor's Office MIS Data.



Tables 62 and 63 depict the difference in success and retention rates for various groups, comparing the rates for online courses to the rates all Compton Center classes. Positive differences indicate the rate is higher with the online delivery method compared to overall rates; negative differences indicate the rate is lower. As noted, fluctuation in the success and retention rates for a given group occurs due to the group size, and affects retention gap analysis as well. Rather than drawing conclusions that may be inflated by demographic group sizes, the report simply states that groups with success and retention gaps in bold, italicized font represent groups that may be disproportionately impacted but require further examination to accurately assess and address.

Table 62: Success and Retention Rate Gaps:
 Online Courses vs Overall, Fall 2014

	Success Gap	Retention Gap
Gender		
Female	1.2%	1.6%
Male	-3.3%	-4.2%
Ethnicity		
African American	-5.3%	-3.3%
American Indian	-20.4%	-24.1%
Asian	14.2%	11.9%
Hispanic	0.9%	-0.2%
Two or More	9.6%	5.1%
Pacific Islander	-4.6%	-0.8%
Unknown	4.6%	13.4%
White/Caucasian	15.0%	14.4%
Age Group		
Under 17	25.4%	25.9%
18 - 24	-1.7%	-1.1%
25 to 29	-1.2%	-1.0%
30 to 34	-0.8%	-1.3%
35 to 39	3.3%	3.6%
40 to 49	2.2%	-1.4%
50 +	-5.1%	-1.9%

Note: Gaps larger than -3% are in bold. Source: California Community College Chancellor's Office MIS Data.

Table 63: Success and Retention Rate Delivery Method Gaps:
Online Courses vs Overall, Spring 2015

	Success Gap	Retention Gap
Gender		
Female	0.1%	0.4%
Male	-0.2%	-1.3%
Ethnicity		
African American	-7.4%	-2.7%
American Indian	-40.0%	7.1%
Asian	21.3%	13.6%
Hispanic	3.4%	0.5%
Two or More	-4.8%	-8.3%
Pacific Islander	-18.6%	-14.3%
Unknown	-6.7%	-19.1%
White/Caucasian	19.3%	14.2%
Age Group		
Under 17	-23.4%	-9.5%
18 - 24	-3.0%	-2.1%
25 to 29	3.1%	1.6%
30 to 34	-3.8%	-2.5%
35 to 39	4.8%	2.6%
40 to 49	-7.0%	-5.2%
50 +	5.1%	3.6%

Note: Gaps larger than -3% are in bold. Source: California Community College Chancellor's Office MIS Data.

More information, including a comparison of delivery methods within individual courses and a detailed list of DE course offerings, is available from the [2016 Distance Education Course Analysis](#) report.



Compton Center Assessment and Placement Data

Tables 64 and 65 highlights the number of Compton Center students taking the assessment test on and off campus, with those repeating the same test counted only once in the unduplicated tally. These test-counts typically mirror fluctuations in Compton Center enrollment. There was a slight overall decrease in the number of students assessed in 2014 and a decrease in the number of assessed students who enrolled in Fall 2014. (Off-campus assessment data did not exist prior to 2014.) Approximately 29% of the total number of students assessed off-campus ultimately enrolled at Compton Center in Fall 2014.

Table 64: Number of Students Taking Placement Tests by Subject On-Campus

Test	Unduplicated Students Taking Each Test	
	2013	2014
Reading Comprehension	2,492	2,347
Sentence Skills	2,478	2,338
Math*	2,575	2,412
MATH & ENGL/ESL**	2,274	2,154
Total Assessed Students (Unduplicated)	2,833	2,629
Total Assessed Students Enrolled in Fall	1,416	1,358

Note: Time frame extends from November 1st to Last Day to add classes for Fall (First week of September). *Took any of the three Math Tests ** SSSP Core Service

Table 65: Number of Students Taking Placement Tests by Subject Off-Campus

Test	Unduplicated Students Taking Each Test	
	2013	2014
Reading Comprehension	--	191
Sentence Skills	--	177
Math*	--	156
MATH & ENGL/ESL**	--	155
Total Assessed Students (Unduplicated)	--	196
Total Assessed Students Enrolled in Fall	--	57

Note: Time frame extends from November 1st to Last Day to add classes for Fall (First week of September) *Took any of the three Math Tests **SSSP Core Service

Overall, the assessment test results shown in Tables 66-72 indicate that fewer first-time, full-time students took an assessment test in 2014 than in 2013. Within the reading and math course groups in 2014, a higher percentage of students tested at the basic skills level. However, the majority of students taking writing assessment tests placed into college-preparatory-level coursework. A small number of students who took the math placement exam placed into transfer-level math for both years.

More detailed information is available in the [2015 Assessment Test Results](#) report.

Table 66: Assessment Results by Test and Course Group for First-time/Full-time Students

Course and Level	Fall 2013 (n=422)		Fall 2014 (n=365)	
	N	%	N	%
Reading				
Transfer-level	116	28%	107	31%
College-prep	92	22%	76	22%
Basic Skills	203	49%	160	47%
Total	411		343	
Writing				
Transfer-level	77	19%	79	23%
College-prep	223	55%	187	55%
Basic Skills	108	26%	77	22%
Total	408		343	
Math				
Transfer-level	7	2%	6	2%
College-prep	161	39%	164	47%
Basic Skills	245	59%	180	51%
Total	413		350	

Note: n = total number of first-time, full-time students who took assessment tests between the opening of the application window (first week of November) and the September census date in the year noted. Transfer-level placements for Reading and Writing reflect only that portion of the test. To qualify for enrolment in Transfer-level English, examinees must achieve a qualifying score on both the Reading and Writing portions of the assessment test.



Table 67: Reading Placement Disaggregated by Gender

	2013 (n=422)		2014 (n=365)		Two-year Average
	N	%	N	%	
Female*					
Transfer-level	47	22%	52	30%	26%
College-Prep	49	23%	33	19%	21%
Basic Skills	120	56%	91	52%	54%
Male					
Transfer-level	69	35%	55	33%	34%
College-Prep	43	22%	43	26%	24%
Basic Skills	83	43%	69	41%	42%

* The 80% rule suggests that disproportionate impact may be present for females on the reading placement test.

Table 68: Writing Placement Disaggregated by Gender

	2013 (n=422)		2014 (n=365)		Two-Year Average
	N	%	N	%	
Female					
Transfer-level	35	16%	41	23%	20%
College-Prep	118	55%	102	58%	57%
Basic Skills	60	28%	32	18%	23%
Male					
Transfer-level	42	22%	38	23%	23%
College-Prep	105	54%	85	51%	53%
Basic Skills	48	25%	45	27%	26%

* The 80% rule suggests that no disproportionate impact present for females on the writing placement test.

Table 69: Mathematics Placement Disaggregated by Gender

	2013 (n=422)		2014 (n=365)		Two-Year Average
	N	%	N	%	
Female*					
Transfer-level	--	--	--	--	--
College-Prep	72	33%	79	45%	39%
Basic Skills	144	66%	97	55%	61%
Male					
Transfer-level	--	--	--	--	--
College-Prep	89	45%	85	49%	47%
Basic Skills	101	52%	83	48%	50%

Note: Cells of size 10 or fewer are not presented. *The 80% rule suggests that disproportionate impact may be present for females.

Table 70: Reading Placement Disaggregated by Ethnicity

	Fall 2013 (n=422)		Fall 2014 (n=365)		Two-Year Average
	N	%	N	%	
African American					
Transfer-Level	32	24%	20	24%	24%
College-Prep	32	24%	10	12%	18%
Basic Skills	71	53%	53	64%	59%
Asian					
Transfer-Level	--	--	--	--	17%
College-Prep	--	--	--	--	--
Basic Skills	--	--	--	--	84%
Latino					
Transfer-Level	78	31%	79	33%	32%
College-Prep	56	22%	62	26%	24%
Basic Skills	118	47%	98	41%	44%
White					
Transfer-Level	--	--	--	--	13%
College-Prep	--	--	--	--	63%
Basic Skills	--	--	--	--	25%
Other					
Transfer-Level	--	--	--	--	40%
College-Prep	--	--	--	--	10%
Basic Skills	--	--	--	--	50%

Note: Cells of size 10 or fewer are not presented. Using the 80% rule (10% into transfer-level minimum) suggests that there was no disproportionate impact for African American and Latino students on the reading placement test. Other ethnicities comprise Filipino, American Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state.



Table 71: Writing Placement Disaggregated by Ethnicity

	Fall 2013 (n=422)		Fall 2014 (n=365)		Two-Year Average
	N	%	N	%	
African American					
Transfer-Level	19	14%	12	15%	15%
College-Prep	76	57%	47	58%	58%
Basic Skills	39	29%	22	27%	28%
Asian					
Transfer-Level	--	--	--	--	17%
College-Prep	--	--	--	--	38%
Basic Skills	--	--	--	--	46%
Latino					
Transfer-Level	54	22%	62	26%	24%
College-Prep	135	54%	129	54%	54%
Basic Skills	61	24%	49	20%	22%
White					
Transfer-Level	--	--	--	--	17%
College-Prep	--	--	--	--	74%
Basic Skills	--	--	--	--	10%
Other					
Transfer-Level	--	--	--	--	24%
College-Prep	--	--	--	--	43%
Basic Skills	--	--	--	--	34%

Note: Cells of size 10 or fewer are not presented. Using the 80% rule (14% into transfer-level minimum) suggests that there was no disproportionate impact for African American and Latino students on the writing placement test. Other ethnicities comprise Filipino, American Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state.

Table 72: Mathematics Placement Disaggregated by Ethnicity

	Fall 2013 (n=422)		Fall 2014 (n=365)		Two-Year Average
	N	%	N	%	
African American					
Transfer-Level	--	--	--	--	--
College-Prep	33	24%	17	20%	22%
Basic Skills	102	75%	66	78%	77%
Asian					
Transfer-Level	--	--	--	--	--
College-Prep	--	--	--	--	46%
Basic Skills	--	--	--	--	54%
Latino					
Transfer-Level	--	--	--	--	--
College-Prep	119	47%	141	58%	53%
Basic Skills	128	51%	100	41%	46%
White					
Transfer-Level	--	--	--	--	--
College-Prep	--	--	--	--	45%
Basic Skills	--	--	--	--	55%
Other					
Transfer-Level	--	--	--	--	18%
College-Prep	--	--	--	--	27%
Basic Skills	--	--	--	--	56%

Note: Cells of size 10 or fewer are not presented. Disproportionate impact could not be tested for African American or Latino students on the math placement tested because reference group was too small. Other ethnicities comprise Filipino, American Indian or Alaskan Native, Pacific Islander, those with two or more ethnicities, and those who were unknown or declined to state.



Compton Center Statewide and Federal Comparison Data

California Community College Chancellor's Office [Student Success Scorecard](#) reports several measures of student achievement to provide a consistent and comparable set of measures across all California community colleges. Reports are based on tracking a cohort of students over six years. Each annual Scorecard report represents a specific cohort of students who enrolled six years prior.

The following tables compare the previous five years of Compton Center's Scorecard data with the previous five years of statewide Scorecard data. This data is reported according to the cohort year (e.g., the 2014-15 Scorecard data reflects a cohort of first-time students who enrolled in 2009-10). It is important to note that while this data is presented as a given year or cohort, it reflects the outcomes any student in the cohort may have achieved over the six-year period, and is therefore not a direct reflection of the Compton Center's institutional effectiveness for the given year.

Table 73 presents Scorecard data for success rates in remedial math courses. With few exceptions, success rates have been declining among each successive cohort over the previous five cohorts. Although the rates were higher in the past, the largest decrease occurred between the 2008-2009 cohort and the 2009-2010 cohort. Overall statewide rates have steadily improved with each successive cohort, but Compton Center typically is below this statewide average.

Table 73: Remedial Course Completion Rates: Math

	2005-2006 (2010-11)	2006-2007 (2011-12)	2007-2008 (2012-13)	2008-2009 (2013-14)	2009-2010 (2014-15)
Compton Center Overall	21.9%	21.6%	20.3%	21.4%	18.7%
Female	24.0%	19.9%	19.4%	20.3%	20.0%
Male	17.1%	24.5%	22.3%	23.6%	16.1%
Under 20	19.7%	27.5%	20.7%	24.8%	20.6%
20-24	32.6%	18.6%	21.8%	24.2%	17.8%
25-39	21.2%	21.3%	19.9%	17.2%	17.9%
40 or Over	16.7%	14.0%	16.7%	17.6%	18.0%
African American	17.0%	18.5%	14.9%	16.9%	14.1%
American Indian/Alaskan	0.0%	N/A	0.0%	33.3%	0.0%
Asian	8.3%	33.3%	40.0%	22.2%	42.9%
Filipino	0.0%	0.0%	0.0%	25.0%	20.0%
Hispanic	28.0%	27.6%	31.3%	26.5%	24.9%
Pacific Islander	100.0%	22.2%	9.1%	15.4%	15.6%
White	0.0%	25.0%	0.0%	29.2%	25.0%
Statewide Overall	28.9%	30.0%	30.7%	31.0%	32.7%

Table 74 presents Scorecard data for success rates in remedial English. (Data is not available for the 2005-2006 cohort due to a lack of course offerings.) The success rate declined over previous years, but the 2009-2010 cohort shows an improvement, bringing the overall success rate to a level comparable with the 2006-2007 cohort. With the exception of a slight decrease among students age 20-24, remedial English success rates improved for virtually every recorded demographic group. Compton Center is typically below the statewide average, which has improved steadily with each cohort.

Table 74: Remedial Course Completion Rates: English

	2005-2006 (2010-11)	2006-2007 (2011-12)	2007-2008 (2012-13)	2008-2009 (2013-14)	2009-2010 (2014-15)
Compton Center Overall	N/A	33.4%	32.6%	27.2%	33.1%
Female	N/A	32.7%	33.6%	26.8%	34.8%
Male	N/A	35.3%	30.5%	27.9%	30.1%
Under 20	N/A	37.0%	32.4%	29.0%	36.5%
20-24	N/A	28.9%	32.7%	26.7%	26.1%
25-39	N/A	33.9%	31.6%	23.3%	36.7%
40 or Over	N/A	33.3%	36.1%	29.0%	33.6%
African American	N/A	28.9%	29.8%	24.3%	28.4%
American Indian/Alaskan	N/A	0.0%	N/A	0.0%	0.0%
Asian	N/A	0.0%	50.0%	0.0%	57.1%
Filipino	N/A	66.7%	75.0%	25.0%	25.0%
Hispanic	N/A	42.6%	34.7%	32.7%	39.7%
Pacific Islander	N/A	22.2%	25.0%	7.7%	27.3%
White	N/A	11.1%	28.6%	50.0%	53.3%
Statewide Overall	41.9%	42.8%	43.5%	43.4%	45.4%



Table 75 presents Scorecard data for success rates in remedial ESL. (Data is not available for the 2005-2006 cohort.) Because of the relatively small size of the ESL cohort, drawing generalized conclusions is unwarranted. However, success rates for the 2009-2010 cohort have been the highest recorded for this outcome, and all groups have shown improvement. The overall statewide rates consistently have improved, and Compton Center's most recent cohort performed well above the statewide average.

Table 75: Remedial Course Completion Rates: ESL

	2005-2006 (2010-11)	2006-2007 (2011-12)	2007-2008 (2012-13)	2008-2009 (2013-14)	2009-2010 (2014-15)
Compton Center Overall	N/A	7.4%	28.6%	10.0%	40.0%
Female	N/A	7.9%	50.0%	12.5%	30.0%
Male	N/A	6.3%	0.0%	0.0%	60.0%
Under 20	N/A	0.0%	100.0%	N/A	N/A
20-24	N/A	33.3%	N/A	N/A	100.0%
25-39	N/A	4.8%	0.0%	0.0%	40.0%
40 or Over	N/A	6.9%	0.0%	14.3%	33.3%
African American	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	0.0%	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	6.1%	33.3%	11.1%	40.0%
Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	50.0%	N/A	N/A	N/A
Statewide Overall	25.5%	26.4%	27.2%	28.5%	28.6%

Table 76 presents Scorecard data for three-term persistence rates, which have been improving steadily with each successive cohort, with the 2009-2010 cohort showing greater improvement than previous groups. For the most recent cohort, there was a small decrease in persistence among students age 40 and older, and significant decrease among students age 20-24. Likewise, there was a small decrease among Pacific Islander students, and larger decreases among White and Filipino students (although this may be inflated due to smaller group sizes). The overall statewide rates have shown a much greater improvement in recent years, and Compton Center is typically below this statewide average.

Table 76: Three-Term Persistence (Fall to Fall) Rate

	2005-2006 (2010-11)	2006-2007 (2011-12)	2007-2008 (2012-13)	2008-2009 (2013-14)	2009-2010 (2014-15)
Compton Center Overall	42.0%	47.1%	46.6%	46.8%	52.2%
Female	42.3%	48.0%	44.9%	47.8%	53.2%
Male	41.0%	46.8%	48.9%	45.4%	50.6%
Under 20	34.1%	43.8%	44.6%	40.4%	50.5%
20-24	63.6%	57.5%	45.6%	61.0%	41.7%
25-39	58.2%	51.5%	61.9%	62.4%	65.9%
40 or Over	84.4%	57.7%	62.5%	69.2%	65.5%
African American	42.8%	42.2%	48.0%	50.7%	54.4%
American Indian/Alaskan	N/A	100.0%	N/A	N/A	100.0%
Asian	66.7%	25.0%	50.0%	50.0%	66.7%
Filipino	50.0%	100.0%	83.3%	75.0%	12.5%
Hispanic	39.4%	53.1%	42.9%	41.4%	51.2%
Pacific Islander	20.0%	50.0%	40.0%	38.5%	36.4%
White	75.0%	60.0%	66.7%	73.3%	61.9%
Statewide Overall	70.1%	70.4%	70.5%	71.7%	73.4%



Table 77 presents Scorecard data for 30-unit completion rates. Compared to the 2008-2009 cohort, the most recent rates have decreased slightly. There were small increases among students 20 years and younger and those 25-39, as well as a small increase among Hispanic or Latino students, and larger increases among White and Pacific Islander students. The overall statewide rates have improved slightly with each successive cohort. Compton Center is typically below the statewide average.

Table 77: 30-Unit Completion Rate

	2005-06 (2010-11)	2006-07 (2011-12)	2007-08 (2012-13)	2008-09 (2013-14)	2009-10 (2014-15)
Compton Center Overall	57.8%	50.0%	52.5%	54.3%	53.0%
Female	64.3%	49.0%	53.4%	53.9%	53.6%
Male	48.3%	51.8%	51.5%	54.9%	52.2%
Under 20	52.6%	48.6%	54.7%	54.4%	55.1%
20-24	63.6%	47.5%	41.2%	54.9%	41.7%
25-39	78.2%	63.6%	45.2%	49.4%	51.6%
40 or Over	78.1%	50.0%	54.2%	59.6%	56.4%
African American	57.6%	42.2%	47.2%	52.2%	46.4%
Amer. Indian/Alaskan	N/A	0.0%	N/A	N/A	0.0%
Asian	66.7%	25.0%	75.0%	62.5%	50.0%
Filipino	75.0%	75.0%	83.3%	75.0%	37.5%
Hispanic	55.9%	54.6%	54.6%	56.5%	58.5%
Pacific Islander	80.0%	50.0%	60.0%	23.1%	36.4%
White	75.0%	100.0%	66.7%	60.0%	85.7%
Statewide Overall	65.9%	66.4%	66.5%	66.6%	67.6%

Table 78 presents Scorecard data for program completion rates (e.g., the percentage of first-time students who completed degree, certificate, or transfer-related outcomes within six years). After a large increase among the 2006-2007 cohort, these rates generally have declined among successive groups. However, the 2009-2010 cohort shows improvement in completion rates. Compared to previous cohorts, women’s completion rates improved while men’s slightly declined. Similarly, rates for students age 20 and younger and those 25-39 improved, while rates for students age 20-24 and those 40 and older declined. African American and Latino students had small increases, with larger increases among White and Asian or Asian American students, but decreases for Pacific Islander students. The overall statewide rates have declined with each successive cohort. Compton Center is below the statewide average.

Table 78: Program Completion Rate (Degree, Certificate, or Transfer Outcomes)

	2005-06 (2010-11)	2006-07 (2011-12)	2007-08 (2012-13)	2008-09 (2013-14)	2009-10 (2014-15)
Compton Center Overall	33.7%	38.2%	31.5%	29.6%	30.6%
Female	35.1%	38.2%	30.6%	28.7%	30.7%
Male	32.2%	38.8%	32.7%	30.8%	30.4%
Under 20	33.1%	40.6%	33.1%	30.9%	32.5%
20-24	33.3%	25.0%	20.6%	25.6%	20.4%
25-39	32.7%	33.3%	26.2%	22.4%	31.9%
40 or Over	43.8%	42.3%	41.7%	34.6%	29.1%
African American	34.5%	33.5%	31.6%	28.1%	28.7%
American Indian/Alaskan	N/A	0.0%	N/A	N/A	100.0%
Asian	16.7%	50.0%	25.0%	37.5%	83.3%
Filipino	50.0%	75.0%	33.3%	37.5%	37.5%
Hispanic	31.8%	40.0%	30.0%	30.3%	30.6%
Pacific Islander	60.0%	50.0%	45.0%	30.8%	27.3%
White	75.0%	40.0%	11.1%	46.7%	52.4%
Statewide Overall	48.9%	49.2%	48.4%	47.3%	47.1%



Table 79 presents Scorecard data for Career Technical Education (CTE) completion rates, which has drastically improved with each successive cohort. Despite these large overall improvements, the most recent cohort shows a decrease among students age 20-24 and those age 25-39. Likewise, there are decreases among Asian, Asian American, Filipino, Pacific Islander, and White students. However, these are typically smaller student populations at Compton Center, and the declines may have been offset by improvements among other groups. The overall statewide rate is around 50%, but Compton Center is performing above this statewide average as of the most recent cohort year.

Table 79: Career Technical Education (CTE) Completion Rate

	2005-06 (2010-11)	2006-07 (2011-12)	2007-08 (2012-13)	2008-09 (2013-14)	2009-10 (2014-15)
Compton Center Overall	28.9%	40.1%	41.9%	49.8%	52.9%
Female	30.2%	48.3%	42.0%	53.8%	58.6%
Male	26.0%	30.2%	41.8%	43.2%	44.7%
Under 20	30.1%	42.2%	35.8%	41.2%	64.5%
20-24	33.3%	42.9%	46.5%	53.8%	52.0%
25-39	29.5%	35.6%	44.8%	55.6%	50.4%
40 or Over	24.1%	43.5%	36.2%	41.7%	46.7%
African American	33.5%	39.8%	46.1%	46.3%	48.9%
American Indian/Alaskan	66.7%	100.0%	100.0%	25.0%	50.0%
Asian	43.8%	71.4%	50.0%	86.7%	83.8%
Filipino	25.0%	42.9%	88.9%	82.1%	73.3%
Hispanic	22.4%	37.5%	28.4%	48.6%	51.6%
Pacific Islander	66.7%	20.0%	40.0%	60.0%	33.3%
White	37.5%	30.0%	52.0%	53.1%	46.4%
Statewide Overall	50.7%	51.4%	50.5%	50.0%	51.4%

Compton Center also participates in federal education data reporting, primarily those administered by the National Center for Education Statistics (NCES). Perhaps the most standard report the NCES distributes is the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report. A copy of the complete report is available at the following link: [El Camino College Compton Center IPEDS Data Feedback Report 2015](#).

Given the unique history of Compton Center and the distinct nature of its student body, a customized comparison group (rather than an automated group provided by IPEDS) was used. This group includes: Baltimore City College (Baltimore, MD), Cerritos College, Los Angeles Southwest College, Los Angeles Trade-Technical College, Merritt College (Oakland, CA), and West Los Angeles College. These colleges were selected for being of comparable size and setting to Compton Center, and because they also primarily serve underrepresented groups.

DATA/ORGANIZATION

The customized comparison group is appropriate to use because these colleges reflect similar features of the Compton Center. On several measures of student achievement, Compton Center performs similarly to the custom group's median. One notable exception is the number of certificates Compton Center awarded in 2013-2014, which was lower than the group median. While these results may be a vestige of the unique history of the Compton Center, the comparable persistence rates and increases in program awards is promising.

A more detailed report of Compton Center's federal data and comparisons to peer institutions is available here: [El Camino College Compton Center - Academic Performance Profile 2014](#).



Compton Center Equity Data

The following section details student equity data and examines disproportionate impact on access to the institution as well as student performance outcomes.

Access

Access to education is defined by comparing the population enrolled in credit courses within the Compton Center to the population of people living within its service area.

The metric used to identify disproportionate impact on access is the proportionality index, which compares the percentage of the total population for each subgroup to their relative percentage within the student population enrolled. Values of the proportionality index close to one indicate that the subgroup has a similar composition within the student population as it does with in the community population. Values larger than 1 indicate overrepresentation within the student population relative to the community population. Values below one indicate underrepresentation.

The student population represented here enrolled in credit courses at Compton Center during the Fall 2012 or Spring 2013 terms.

Gender

The population of males and females in the community is calculated based on American Community Survey (ACS) estimates for 18-to-64-year-old adults in the selected zip codes. There is very difference in the gender makeup of the population, however, females, comprise a disproportionate percentage. Females have a proportionality index of 1.24 and males have an index of 0.75, indicating that males are underserved.

Table 80: Gender and Proportionality Index, Fall 2012-Spring 2013

Gender	Population	Headcount	Proportionality Index
Female	558,332	6,937	1.24
Male	531,317	3,986	0.75

Ethnicity

The ethnic composition of the population is calculated based on ACS estimates for the selected zip codes, rather than just those in the 18-to-64 group. When compared to the representative populations in the community, Asian, Latino, and White students are underrepresented on campus, and African American students are overrepresented relative to the community population.

Table 81: Ethnicity and Proportionality Index, Fall 2012-Spring 2013

Ethnicity	Population	Headcount	Proportionality Index
African American	255,026	4,231	2.69
Asian	153,186	757	0.80
Latino	1,129,843	4,907	0.70
Nat. Amer./Alas.	2,826	21	1.21
Pacific Islander	9,573	94	1.59
Two or More	32,111	337	1.70
White	186,505	445	0.38
Other	3,758	132	5.70

Disability Status

The service area population with an identified disability is calculated based on ACS estimates for 18-to-64-year-old adults in the selected zip codes. Students who identify themselves as having a learning or physical disability with the Compton Center Special Resource Center are grouped as students with an identified disability. Relative to the service area population, this group is significantly underserved in terms of accessing Compton Center courses.

Table 82: Disability and Proportionality Index, Fall 2012-Spring 2013

Disability Status	Population	Headcount	Proportionality Index
No disability identified	992,455	10,642	1.06
Identified disability	91,879	282	0.30



Economic Disadvantage

Students with an economic disadvantage are identified based on meeting at least one indicator, including eligibility for a Board of Governor's (BOG) Fee Waiver, Pell Grants, CalWORKS, and Vocational and Technical Act (VTEA). Service area population estimates for economic disadvantage individuals are based on all residents estimated to be living below the [150% of Federal Poverty Level](#) threshold. In 2012, a family income of less than \$34,500 for a family of four fell below the 150% of the Federal Poverty Level. The 150% figure was chosen because it is an indicator for eligibility for the BOG Fee Waiver and Pell Grants, which identify students who are economically disadvantaged. Economically disadvantaged students are not being underserved for courses at Compton Center. This may even be an undercount if eligible students do not apply for the programs used to flag disadvantaged status.

Table 83: Economic Status and Proportionality Index, Fall 2012-Spring 2013

Economic Disadvantage Status	Population	Headcount	Proportionality Index
No economic disadvantage identified	1,100,055	5,673	0.83
Identified economic disadvantage	656,377	5,251	1.29

Veterans

Veterans and their dependents are identified as groups to monitor for disproportionate impact. Estimates for veterans in the service area are calculated for the population between 18 and 64 years old. Veteran status for students is calculated for those students who are veterans or dependents of veterans seeking services.

Veterans are not accessing the college at the same rates as the general population.

Table 84: Veteran Status and Proportionality Index, Fall 2012-Spring 2013

Veteran Status	Population	Headcount	Proportionality Index
Veterans	30,357	158	0.52
Non-veterans	1,053,977	10,698	1.01

Foster Youth

Foster youth estimates in the community are based on reports from the Department of Children and Family Services Compton office, which serves a large part of the Compton Center service area. Estimates include people with extended Foster Care case files (AB12 Youth Tracking Report) and the Compton Office Profile. Combined, these reports account for Foster Youth aged 16 to 21 within the area. Foster Youth at the Compton Center are those who have ever self-identified as a being in Foster Care.

Foster Youth seem to be overrepresented in terms of access and enrollment, however this finding should be taken cautiously as it is difficult to get accurate counts of the Foster Youth living in the community.

Table 85: Foster Care Status and Proportionality Index, Fall 2012-Spring 2013

Foster Care Status	Population	Headcount	Proportionality Index
Foster Youth	367	67	18.13
Non-foster youth	1,053,977	10,698	1.01

Student Demographic Groups Under-represented on Campus

Table 86 summarizes the student groups who are underrepresented within the student population relative to the community population.

Table 86: Proportionality Index Totals, Fall 2012-Spring 2013

Student Group	Proportionality Index
Identified Disability	0.30
White	0.38
Veterans	0.52
Latino	0.70
Asian	0.80



Course Completion

Course completion is defined as the ratio of credit courses that students complete by population group compared to the number of courses in which students are still enrolled on the census day.

For the following outcomes, the Percentage Point Gap method identifies equity gaps by comparing the rate for each disaggregated subgroup to the rate for all students. The three- percentage-point gap is a relatively arbitrary designation but serves to identify unequal outcomes and is one of the earliest attempts to determine meaningful differences in equity.

Data for course completion is grouped into four categories: all credit courses; credit-basic skills courses; credit-developmental courses, and credit-transferable courses for students who enrolled during the Fall 2014 or Spring 2015 terms.

Gender

There is only a slight difference in the successful course completion outcomes for males and females in any of the categories. The biggest difference between the two groups is in basic skills where males perform at lower rates.

Table 87: Course Completion Rates by Gender and Percentage Point Gap

Category	Gender	Course Enrollments	Course Completion	Completion Rate	Percentage Gap
All Credit Courses	Female	21,882	13,773	62.9%	0.2%
	Male	12,890	8,032	62.3%	-0.4%
	Total	34,772	21,805	62.7%	
Credit Courses: Basic Skills	Female	2,386	1,342	56.2%	1.7%
	Male	1,287	659	51.2%	-3.3%
	Total	3,673	2,001	54.5%	
Credit Courses: Developmental	Female	3,027	1,697	56.1%	.9%
	Male	1,644	880	53.5%	-1.7%
	Total	4,671	2,577	55.2%	
Credit Courses: Transfer Level	Female	16,469	10,734	65.2%	0.0%
	Male	9,959	6,493	65.2%	0.0%
	Total	26,428	17,227	65.2%	

Ethnicity

Ethnicity is a factor that demonstrates evidence of a disproportionate impact for African American, Native American/Alaskan Native, Pacific Islander and multiethnic students. White students and those of unknown ethnicity are impacted in basic skills credit courses.

Table 88: Course Completion Rates by Ethnicity and Percentage Point Gap

Category	Ethnicity	Course Enrollments	Course Completion	Completion Rate	Percentage Gap
All Credit Courses	African American	12,228	6,828	55.8%	-6.9%
	Asian	1,161	960	82.7%	20.0%
	Latino	19,267	12,710	66.0%	3.3%
	Nat. Amer./Alas.	37	16	43.2%	-19.5%
	Pacific Islander	252	105	41.7%	-21.0%
	Two or More	939	559	59.5%	-3.2%
	White	753	546	72.5%	9.8%
	Unknown	140	85	60.7%	-2.0%
	Total	34,777	21,809	62.7%	
Credit Courses: Basic Skills	African American	1,454	642	44.2%	-10.3%
	Asian	39	30	76.9%	22.4%
	Latino	1,998	1,246	62.4%	7.9%
	Nat. Amer./Alas.	1	1	100.0%	45.5%
	Pacific Islander	48	17	35.4%	-19.1%
	Two or More	93	47	50.5%	-4.0%
	White	37	17	45.9%	-8.6%
	Unknown	3	1	33.3%	-21.2%
	Total	3,673	2,001	54.5%	
Credit Courses: Developmental	African American	1,402	675	48.2%	-7.0%
	Asian	80	61	76.3%	21.1%
	Latino	2,954	1,728	58.5%	3.3%
	Nat. Amer./Alas.	4	2	50.0%	-5.2%
	Pacific Islander	32	12	37.5%	-17.7%
	Two or More	113	49	43.4%	-11.8%
	White	67	40	59.7%	4.5%
	Unknown	19	10	52.6%	-2.6%
	Total	4,671	2,577	55.2%	
Credit Courses: Transfer Level	African American	9,372	5,511	58.8%	-6.4%
	Asian	1,042	869	83.4%	18.2%
	Latino	14,315	9,736	68.0%	2.8%
	Nat. Amer./Alas.	32	13	40.6%	-24.6%
	Pacific Islander	172	76	44.2%	-21.0%
	Two or More	733	463	63.2%	-2.0%
	White	649	489	75.4%	10.2%
	Unknown	118	74	62.7%	-2.5%
	Total	26,433	17,231	65.2%	



Disability Status

Students with an identified disability show evidence of disproportionate impact in basic skills and developmental course completion.

Table 89: Course Completion Rates by Disability and Percentage Point Gap

Category	Disability Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	No disability identified	33,661	21,136	62.8%	0.1%
	Identified disability	1,116	673	60.3%	-2.4%
	Total	34,777	21,809	62.7%	
Credit: Basic Skills	No disability identified	3,414	1,876	55.0%	0.5%
	Identified disability	259	125	48.3%	-6.2%
	Total	3,673	2,001	54.5%	
Credit: Developmental	No disability identified	4,541	2,518	55.5%	0.3%
	Identified disability	130	59	45.4%	-9.8%
	Total	4,671	2,577	55.2%	
Credit: Transfer Level	No disability identified	25,706	16,742	65.1%	-0.1%
	Identified disability	727	489	67.3%	2.1%
	Total	26,433	17,231	65.2%	

Economic Disadvantage

Students with an identified economic disadvantage based on BOG Fee Waivers, Pell Grants, CalWORKS, and VTEA status do not show disproportionate impact in successful course completion when compared to those not identified as having an economic disadvantaged status. In fact, students without an economic disadvantage showed disproportionate impact in basic skills and developmental course completion.

Table 90: Course Completion Rates by Economic Status and Percentage Point Gap

Category	Economic Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	No economic disadvantage identified	12,104	7,295	60.3%	-2.4
	Identified economic disadvantage	22,673	14,514	64.0%	1.3
	Total	34,777	21,809	62.7%	
Credit Courses: Basic Skills	No economic disadvantage identified	1,104	519	47.0%	-7.5
	Identified economic disadvantage	2,569	1,482	57.7%	3.2
	Total	3,673	2,001	54.5%	
Credit Courses: Developmental	No economic disadvantage identified	1,425	741	52.0%	-3.2
	Identified economic disadvantage	3,246	1,836	56.6%	1.4
	Total	4,671	2,577	55.2%	
Credit Courses: Transfer Level	No economic disadvantage identified	9,575	6,035	63.0%	-2.2
	Identified economic disadvantage	16,858	11,196	66.4%	1.2
	Total	26,433	17,231	65.2%	



Veterans

Veterans and dependents of veterans successfully complete courses at a similar rate as the general population with the exception of developmental credit courses.

Table 91: Course Completion Rates by Veteran Status and Percentage Point Gap

Category	Veteran Status	Course Enrollments	Course Completion	Completion Rate	Percentage Point Gap
All Credit Courses	Veteran	212	134	63.2%	0.5%
	Non-Veteran	34,565	21,675	62.7%	0.0%
	Total	34,777	21,809	62.7%	
Credit Courses: Basic Skills	Veteran	20	11	55.0%	0.5%
	Non-Veteran	3,653	1,990	54.5%	0.0%
	Total	3,673	2,001	54.5%	
Credit Courses: Developmental	Veteran	21	6	28.6%	-26.6%
	Non-Veteran	4,650	2,571	55.3%	0.1%
	Total	4,671	2,577	55.2%	
Credit Courses: Transfer Level	Veteran	171	117	68.4%	3.2%
	Non-Veteran	26,262	17,114	65.2%	0.0%
	Total	26,433	17,231	65.2%	

Foster Youth

Foster youth complete at much lower rates than the general population, finishing 50 percent or less of course enrollments.

Table 92: Course Completion Rates by Foster Youth Status and Percentage Point Gap

Category	Foster Youth Status	Course Enrollments	Course Completion	Completion Rate	Percentage Gap
All Credit Courses	Foster Youth	388	179	46.1%	-16.6%
	Non-Foster Youth	34,389	21,630	62.9%	0.2%
	Total	34,777	21,809	62.7%	
Credit Courses: Basic Skills	Foster Youth	68	25	36.8%	-17.7%
	Non-Foster Youth	3,605	1,976	54.8%	0.3%
	Total	3,673	2,001	54.5%	
Credit Courses: Developmental	Foster Youth	58	29	50.0%	-5.2%
	Non-Foster Youth	4,613	2,548	55.2%	0.0%
	Total	4,671	2,577	55.2%	
Credit Courses: Transfer Level	Foster Youth	262	125	47.7%	-17.5%
	Non-Foster Youth	26,171	17,106	65.4%	0.2%
	Total	26,433	17,231	65.2%	

Student Groups Experiencing the Greatest Gaps in Course Completion

The tables below summarize the student groups with significant gaps in Course Completion. The *Number of Course Completions Lost* category is calculated by multiplying the *Percentage Point Gap* by the number of *Course Enrollments*. This is the same number of courses that, if completed successfully, would have closed the equity gap for the given group.

Table 93: All Credit Courses

Student Group	Percentage Gap	Course Enrollments	Number of Course Completions “Lost”
Pacific Islander	-21.0%	252	53
Nat. Amer./Alas.	-19.5%	37	8
Foster Youth	-16.6%	388	65
African American	-6.9%	12,228	844
Two or More	-3.2%	939	31

Table 94: Credit Courses: Basic Skills

Student Group	Percentage Gap	Course Enrollments	Number of Course Completions “Lost”
Unknown	-21.2%	3	1
Pacific Islander	-19.1%	48	10
Foster Youth	-17.7%	68	13
African American	-10.3%	1,454	150
White	-8.6%	37	4
Identified disability	-6.2%	259	17
Two or More	-4.0%	93	4
Male	-3.3%	1,287	43

Table 95: Credit Courses: Developmental

Student Group	Percentage Gap	Course Enrollments	Number of Course Completions “Lost”
Veteran	-26.6%	21	6
Pacific Islander	-17.7%	32	6
Two or More	-11.8%	113	14
Identified disability	-9.8%	130	13
African American	-7.0%	1,402	99
Foster Youth	-5.2%	58	4
Nat. Amer./Alas.	-5.2%	4	1



Table 96 Credit Courses: Transfer Level

Student Group	Percentage Gap	Course Enrollments	Number of Course Completions "Lost"
Nat. Amer./Alas.	-24.6%	32	8
Pacific Islander	-21.0%	172	37
Foster Youth\	-17.5%	262	46
African American	-6.4%	9,372	600

Basic Skills Course Completion

Basic Skills completion tracks the number of students receiving an A, B, C, or Pass in a given course. This determines the ratio of students who successfully finish a transfer-level course after having completed a basic skills class in the same subject area, as compared to the total number of students who completed the prerequisite basic skills course(s).

Using data from the 2015 Student Success Scorecard, Tables 97-100 track Compton Center students over six years, comparing those who took their first class in a basic skills sequence during the 2008-2009 school year and subsequently completed the final course within that sequence. A positive outcome is the successful completion of a transfer-level or degree-applicable level course. Compton Center's Scorecard cohort for ESL courses was too small to be included in this analysis.

Gender

Female students have a lower completion rate when comes to basic skills math. The two groups have very similar rates in basic skills English.

Table 97: Basic Skills Completion

Category	Gender	Students	Completion	Completion Rate	Percentage Gap
Basic Skills Math	Female	686	140	20.4%	-1.1%
	Male	343	81	23.6%	2.1%
	<i>Total</i>	<i>1,029</i>	<i>221</i>	<i>21.5%</i>	
Basic Skills English	Female	597	161	27.0%	-0.3%
	Male	319	89	27.9%	0.6%
	<i>Total</i>	<i>916</i>	<i>250</i>	<i>27.3%</i>	

Ethnicity

In the math sequence, Asian, African American, Native American/Alaskan Native, and Pacific Islander students complete the English sequence at the lower than average rate.

Table 98: Basic Skills Completion by Ethnicity

Category	Ethnicity	Students	Completion	Completion Rate	Percentage Gap
Basic Skills Math	Asian	21	5	23.8%	2.3%
	African American	574	97	16.9%	-4.6%
	Latino	359	96	26.7%	5.2%
	Nat. Amer./Alas.	*	*	33.3%	11.8%
	Pacific Islander	13	2	15.4%	-6.1%
	White	24	7	29.2%	7.7%
	Unknown	35	13	37.1%	15.6%
	Total	1,029	221	21.5%	
Basic Skills English	Asian	16	2	12.5%	-14.8%
	African American	518	126	24.3%	-3.0%
	Latino	334	110	32.9%	5.6%
	Nat. Amer./Alas.	*	*	0%	-27.3%
	Pacific Islander	13	1	7.7%	-19.6%
	White	10	5	50.0%	22.7%
	Unknown	22	6	27.3%	0.0%
	Total	916	250	27.3%	

Disability Status

Students with an identified disability complete the basic skills math and English sequences at a lower rate than average.

Table 99: Basic Skills Completion by Disability Status

Category	Disability Status	Students	Completion	Completion Rate	Percentage Gap
Basic Skills Math	No disability identified	978	212	21.7%	0.2%
	Identified disability	51	9	17.6%	-3.9%
	Total	1,029	221	21.5%	
Basic Skills English	No disability identified	866	240	27.7%	-0.4%
	Identified disability	50	10	20.0%	-7.3%
	Total	916	250	27.3%	



Economic Disadvantage

Economically disadvantaged students performed better than the students without an identified economic disadvantage in completing the basic skills math and English sequences.

Table 100: Basic Skills Completion by Economic Status

Category	Economic Disadvantaged Status	Students	Completion	Completion Rate	Percentage Gap
Basic Skills Math	No economic disadvantage identified	282	47	16.7%	-4.8%
	Identified economic disadvantage	747	174	23.3%	1.8%
	Total	1,029	221	21.5%	
Basic Skills English	No economic disadvantage identified	253	44	17.4%	-9.9%
	Identified economic disadvantage	663	206	31.1%	3.8%
	Total	916	250	27.3%	

Veterans and Foster Youth

There were not enough Veterans or Foster Youth identified in the basic skills cohorts to compare outcomes with the general population.

Student Groups Experiencing Gaps in Basic Skills Completion

Tables 101-102 below summarize the student groups with a percentage point gap of -3 or higher in Basic Skills Completion. The *Number of Students "Lost"* is the *Percentage Point Gap* multiplied by the number of *Students*. This is the same number of courses that, if completed successfully, would have closed the equity gap for the given group.

Table 101: Basic Skills Math Completion Gaps

Student Group	Percentage Point Gap	Students	Number of Students "Lost"
Pacific Islander	-6.1%	13	1
African American	-4.6%	574	27
Identified disability	-3.9%	51	2

Table 102: Basic Skills English Completion Gaps

Student Group	Percentage Gap	Students	Number of Students “Lost”
Nat. Amer./Alas. Nat.	-27.3%	*	1
Pacific Islander	-19.6%	13	3
Asian	-14.8%	16	3
Identified Disability	-7.3%	50	4
African American	-3.0%	518	16



Degree and Certificate Completion

Degree and certificate completion tracks the number of students who receive a degree or certificate as compared to the total number of students with the same matriculation goal listed in their educational plan.

Using data from the 2015 Student Success Scorecard, Tables 103-106 track Compton Center students over six years, comparing those who first enrolled during the 2008-2009 academic year, completed six units, and attempted an English or math course. The California Community College Chancellor's Office uses this methodology in the Scorecard as a predictor of intent to graduate, and a successful outcome is the completion of a degree or certificate.

Gender

Females outperform males in completing a degree or certificate within six years, however the difference is not large enough to classify as disproportionate impact.

Table 103: Gender and Degree/Certificate Completion Gaps

Gender	Students	Awards	Rate	Percentage Gap
Female	457	72	15.8%	1.0%
Male	329	44	13.4%	-1.4%
Total	786	116	14.8%	

Ethnicity

Ethnicity is not an indicator of disproportionate impact in terms of degree and certificate completion.

Table 104: Ethnicity and Degree/Certificate Completion Gaps

Ethnicity	Students	Awards	Rate	Percentage Gap
African American	347	49	14.1%	-0.7%
Asian	16	5	31.3%	16.5%
Latino	370	53	14.3%	-0.5%
Nat. Amer./Alas.	-	-	-	-
Pacific Islander	13	2	15.4%	0.6%
White	15	4	26.7%	11.9%
Unknown	25	3	12.0%	-2.8%
Total	786	116	14.8%	

Disability Status

There were no students with an identified disability in the 2008-09 cohort who earned a degree or certificate.

Table 105: Disability and Degree/Certificate Completion Gaps

Disability Status	Students	Awards	Rate	Percentage Gap
No disability identified	765	116	15.2%	0.4%
Identified disability	21	0	0.0%	-14.8%
Total	786	116	14.8%	

Economic Disadvantage

Students with an identified economic disadvantage earn degrees and certificates at higher rates than the general population.

Table 106: Disability and Degree/Certificate Completion Gaps

Economic Disadvantaged Status	Students	Awards	Rate	Percentage Gap
No economic disadvantage identified	101	7	6.9%	-7.9%
Identified economic disadvantage	685	109	15.9%	1.1%
Total	786	116	14.8%	

Veterans/Foster Youth

There are not enough Veterans or Foster Youth in the 2008-09 cohort to make a comparison for degrees and certificate rates.

Student Groups Experiencing Significant Gaps in Degree and Certificate Completion

Tables 107 below summarize the student groups with a percentage point gap of -3 or higher in Degree and Certificate Completion. The *Number of Students “Lost”* is the *Percentage Point Gap* multiplied by the number of *Students*. This is the same number of courses that, if completed successfully, would have closed the equity gap for the given group.

Latino students are included in this summary not because of the Percentage Point Gap, but because of the relatively large number of students who are potentially impacted. Likewise, students with “no economic disadvantage identified” are not included in this summary because students in this group may be facing economic disadvantages without identifying as such. Institutional equity efforts are designed to alleviate economic disadvantage rather than promote economic advantage.

Table 107: Degree and Certificate Completion by Impacted Groups

Student Group	Percentage Gap	Students	Number of Students “Lost”
Identified disability	-14.8%	21	4
Latino	-0.5%	370	2



Transfer Outcomes

Transfer outcome comparisons are based on the ratio of the number of students who complete a minimum of 12 units and have attempted a transfer-level course in English or mathematics, compared to the number of students who transfer after 1-6 years.

Using data from the 2015 Student Success Scorecard, Tables 108-111 track Compton Center students over six years, comparing those who first enrolled during the 2008-2009 academic year, completed six units, and attempted an English or math course. The California Community College Chancellor's Office uses this methodology in the Scorecard as a predictor of intent to graduate, and a successful outcome is university transfer.

Gender

Males outperform females in terms of the percentage transferring, yet there is no evidence of a disproportionate impact in terms of gender outcomes.

Table 108: Transfer Outcomes by Gender

Gender	Students	Transfers	Rate	Percentage Gap
Female	457	54	11.8%	-2.3%
Male	329	57	17.3%	3.2%
Total	786	111	14.1%	

Ethnicity

Students of Latino, White, and unknown ethnicities earn degrees and certificates at a slightly lower rate than average but the difference is not large enough to indicate disproportionate impact.

Table 109: Transfer Outcomes by Ethnicity

Ethnicity	Students	Transfers	Rate	Percentage Gap
African American	347	51	14.7%	0.6%
Asian	16	3	18.8%	4.7%
Latino	370	49	13.2%	-0.9%
Nat. Amer./Alas.	-	-		
Pacific Islander	13	3	23.1%	9.0%
White	15	2	13.3%	-0.8%
Unknown	25	3	12.0%	-2.1%
Total	786	111	14.1%	

Disability Status

Students with identified disabilities transfer at rates considerably lower than students without an identified disability, clear evidence of a disproportionate impact.

Table 110: Transfer Outcomes by Disability Status

Disability Status	Students	Transfers	Rate	Percentage Gap
No disability identified	765	110	14.4%	0.3%
Identified disability	21	1	4.8%	-9.3%
Total	786	111	14.1%	

Economic Disadvantage

Students with an economic disadvantage in the cohort transfer at rates lower than students without an identified economic disadvantage, but the difference is not large enough to indicate disproportionate impact.

Table 111: Transfer Outcomes by Economic Disadvantage

Economic Disadvantage Status	Students	Transfers	Rate	Percentage Gap
No economic disadvantage identified	101	21	20.8%	6.7%
Identified economic disadvantage	685	90	13.1%	-1.0%
Total	786	111	14.1%	

Veterans/Foster Youth

There are not enough Veterans or Foster Youth in the 2008-09 cohort to make a comparison for transfer outcomes..

Student Groups Experiencing the Greatest Gaps in Transfer

The tables below summarize the student groups with a percentage point gap in transfer rates. The *Number of Students “Lost”* is the *Percentage Point Gap* multiplied by the number of *Students*. Had transfer occurred, this is the same number of students that would have closed the equity gap for the given group.

Latino students are included in this summary not because of the Percentage Point Gap, but because of the relatively large number of students who are potentially affected.

Table 112: Transfer Outcome by Most Impacted Groups

Student Group	Percentage Gap	Students	Number of Students “Lost”
Identified Disability	-9.3%	21	2
Latino	-0.9%	370	4



Compton Center Institution-Set Standards

El Camino College and Compton Center jointly established institution-set standards beginning in spring 2013. These standards were developed through a combination of student achievement goals established during the [El Camino College Planning Summit 2013 Outcomes Report](#), and a task force including faculty and Institutional Research & Planning staff. Compton Center defined standards for minimal expectations of academic quality and student performance along with goals for various institutional effectiveness outcomes.

Compton Center's uses the following outcomes to measure progress on student achievement and improvements in institutional effectiveness. These outcomes are monitored annually, with the aim of reaching stated goals by the end of the Strategic Plan period (e.g., the 2019-2020 academic year). The following goals for 2019-2020 were set for comparison using the 2012-2013 academic year:

- Increase Student Readiness Rate to 100%
- Increase Successful Course Completion Rate by 5% to 68.3%
- Increase Remedial English Completion Rate by 10% to 36.0%
- Increase Remedial Math Completion Rate by 10% to 21.9%
- Increase Three-Term Persistence Rate by 5% to 49.6%
- Increase 30-Units Achievement Rate by 5% to 55.4%
- Increase Completion Rate by 5% to 32.8%
- Increase Transfer Rate by 5% to 33.8%
- Increase annual Degrees and Certificates awarded by 10%
- Increase annual Transfers by 5% to 544, with special focus on CTE and STEM

Definitions of these outcomes and the most recent data is available from the [2014-15 Compton Center Institutional Effectiveness Outcomes](#) document. Compton Center has consistently met the standards for successful course completion and program awards, and these standards (as well as other goals and recent performance) are reported in Table 113.

Table 113: Compton Center Student Achievement Outcomes, 2013-14 and 2014-15

#	Achievement Measure	2012-13 (baseline)	2013-14	2014-15	ACCJC Standard	Met Std.	Goal by 2019-20	Met Goal
Student Readiness and Progress Rates								
1	Student Readiness*	--	--	68.6%	--	--	100%	No
2	Successful Course Completion	64.9%	64.6% ▼	64.2% ▼	58.0%	Yes	68.3%	No
3	Persistence	47.2%	46.8% ▼	52.2% ▲	--	--	49.6%	Yes
4	30 Units Achieved	52.7%	54.3% ▲	53.0% ▼	--	--	55.4%	No
5	Remedial English Completion	32.7%	27.3% ▼	33.1% ▲	--	--	36.0%	No
6	Remedial Math Completion	20.3%	21.5% ▼	18.7% ▼	--	--	21.9%	No
Student Outcomes – Annual Tallies								
7	Degrees Earned	282	262 ▼	316 ▲	199	Yes	319	No
8	Certificates	98	96 ▼	104 ▲	77	Yes	111	No
9	Transfer	518	497 ▼	481 ▼	278	Yes	544	No
Student Completion Rates – Cohort Rates								
10	Overall Completion	31.2%	28.8% ▼	30.6% ▲	--	--	32.8%	No
11	Transfer	32.2%	22.8% ▼	[Unknown]	--	--	33.8%	No
12	CTE Completion	41.1%	49.0% ▲	52.9% ▲	--	--	44.0%	Yes

Baseline year for this item is 2013-14. Source: California Community College Chancellor’s Office Scorecard and MIS data.

Compton Center also provides goals for the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators. These institutional effectiveness indicators consist of district and Compton Center performance measures related to fiscal viability, accreditation status, state and federal compliance, and student performance.

Compton Center has developed, adopted, and publicly posted its indicator report per [California Education Code §84754.6](#). This report details the indicators for trends in performance rates and goals established by Compton Center through a local consultative process. The most recent performance information and goals regarding these indicators is available from the [Institutional Effectiveness Indicators 2016 Report](#).



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 Table 89: Course Completion by Disability Status

- Table 90: Course Completion by Economic Disadvantage
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[Compton Center Institution-Set Standards](#)

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Organization for the ECC Compton Center Self-Evaluation Process

In spring 2015, Compton Center began its Self-Evaluation process, with the first meeting of the Accreditation Steering Committee. The Accreditation Steering Committee, chaired by the Provost, the Vice President, and the Faculty Council President for Compton Center, is an Institutional Standing Committee responsible for coordinating accreditation activities. The committee includes campus-wide representation and meets bimonthly to discuss the status of the Self-Evaluation Report, and plan the next steps in the Compton Center Accreditation process. On March 10, 2015, Compton Center held an Accreditation Summit to provide the entire campus constituency, including faculty, staff, administrators, and students, the opportunity to join an Accreditation Standard Team.

Dr. Barbara Beno, President/CEO of the ACCJC, served as the keynote speaker at the [Fall 2015 Professional Development Day](#), presenting accreditation standards and offering Compton Center the opportunity to encourage additional faculty and staff to serve on Accreditation Teams. From August 2015 through December 2016, Compton Center held monthly Accreditation Standard Committee trainings for team members. Meetings included speakers on various accreditation topics and accreditation forums, both at Compton Center and at El Camino College, to review and discuss Self-Evaluation Report developments. The myriad activities in preparation for the Self Evaluation are detailed in the [2017 Accreditation Self Evaluation Plan](#).

Each Accreditation Team worked collaboratively, instituting cloud storage technologies to streamline the process and foster a collective approach to writing and reviewing drafts, as well as gathering and assessing evidence. Accreditation Team members met according to the respective schedules set by co-chairs. Regular updates were provided at bimonthly accreditation steering committee meetings, and to the Faculty Accreditation Co-Chair. In spring 2016, initial drafts of the Self-Evaluation Report for each standard were submitted to the Faculty Accreditation Co-Chair, who tracked progress and provided initial feedback.

The Provost, Vice President, Faculty Council Co-Chair, and Faculty Accreditation Co-Chair kept the campus community informed through regular accreditation updates at program/department meetings, campus-wide summits, and regular updates in the monthly Provost Message. In addition, the Provost provided

frequent reports to the El Camino College Board of Trustees. Given the unique partnership between El Camino College and the Compton Community College District, the Compton Board of Trustees also received monthly updates on the Self-Evaluation process. The monthly updates included our Process to Accreditation Timeline for the Compton Center and Future Compton College. The Process to Accreditation document, which was updated in [2015](#) and [2016](#) provides both Boards of Trustees and the communities at-large, our long-term timeline for accreditation of the Compton Center.

In spring 2016, the editor received the first draft of the Self-Evaluation Report and provided the Faculty Accreditation Co-Chair with style, formatting, and organizational improvements, as well as an extensive evaluation of the evidence for each standard. After this review and initial completion of edits, Compton Center posted the draft on an internal webpage to elicit feedback from all ECC and Compton Center constituencies. Compton Center hosted forums on campus and at El Camino College to review the document and provide ample opportunity for comments. Additionally, the Faculty Accreditation Co-Chair presented the Self-Evaluation Report at the May 3, 2016 meeting of the El Camino College Academic Senate. The Provost presented the Self-Evaluation Report at the regularly scheduled El Camino College Management forum on Thursday, May 5, 2016.

The Compton Center's Accreditation Self-Evaluation plan called for first draft completion by spring 2016, followed by editing throughout the summer. The initial timeline met with numerous challenges, including several standard

team members declining to participate due to conflicting campus obligations. In addition, Compton Center was in the process of extensive preparations for the annual [Fiscal Crisis Management Assistance Team](#) visits in spring 2015 and 2016.

In fall 2016, Compton Center presented the second draft of the Self-Evaluation Report at campus-wide meetings, and again posted the document on an internal webpage for comments. In November 2016 and December 2016, campus constituent groups and committees, including the El Camino College Academic Senate, the Compton Center Faculty Council, the Compton

Center Management team, the Consultative Council, the Provost Cabinet, and the El Camino College President's Cabinet, conducted additional reviews and submitted input for inclusion in the draft Self-Evaluation Report.

The Compton Center Faculty Council approved the document at their December 1, 2016 meeting. The El Camino College Academic Senate granted approval at their December 5, 2016 meeting. The report was submitted to the El Camino College Board of Trustees for review at the November 21, 2016 Board meeting, and presented for second reading and approval at the December 21, 2016 Board meeting.

The following list includes contributors to the planning, writing, evidence gathering, editing, and review of the Compton Center Self-Evaluation Report:

El Camino College President: Dena P. Maloney, Ed.D.
Compton Center Provost: Keith Curry, Ed.D.
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Accreditation Faculty Co-Chair: Amber Gillis
Accreditation Faculty Editor: Jennifer Hill
Self-Evaluation Report Editor: Robert Klier

El Camino College Administration
Vice President of Academic Affairs: Jean Shankweiler, Ph.D.
Vice President of Student & Community Advancement: Jeanie Nishime, Ed.D.
Vice President of Administrative Services: Jo Ann Higdon
Vice President of Human Resources: Linda Beam
Director of Community Relations: Ann Garten

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Co-Chair: Paul Flor & Joshua Meadors, Ph.D.
David McPatchell
Rio Medina
Thomas Norton
Valerie Woodward, Ph.D.

Standard II: Student Learning Programs and Support Services

Standard II.A. Standard II: Student Learning Programs and Support Services

Co-Chairs: Chelvi Subramaniam, Ed.D. & Nikki Williams
Leonard Clark
Roza Ekimyan, Ed.D.
Vanessa Madrid
Hoa Pham, Ed.D.
Kent Schwitkis, Ph.D.
Gerson Valle



Standard II.B. Library and Learning Support Services

Co-Chairs: Abiodun Osanyinpeju, Ph.D. & Estina Pratt

Aurora Cortez-Perez

Charles Hobbs

Andree Valdry

Standard II.C. Student Support Services

Co-Chairs: Essie French-Preston, Ed.D. & Elizabeth Martinez

Christine Aldrich

Carlos Maruri

Shirley Edwards

Taiwan Rogers

Shateo Griffin

Cheryl Threadgill

Joseph Lewis, Ed.D.

Standard III: Resources

Standard III.A. Human Resources

Co-Chairs: Amber Gillis & Rachelle Sasser

Jennifer Hill

Lisa Mednick

Standard III.B. Human Resources

Co-Chairs: Linda Owens & Kendahl Radcliffe, Ph.D.

Standard III.C. Technology Resources

Co-Chairs: Rodney Murray, Ph.D. & Sevana Khodagholian, Ph.D.

Judith Crozier

Amankwa McKinzie

Thomas DeHardt, Ph.D.

Gary Narusawa

Brent Kooiman

Dale Ueda

Arthur Leible, Ph.D.

Celia Valdez

David Maruyama

Andrei Yermakov

Standard III.D. Financial Resources

Co-Chairs: Steve Haigler & Felipe Lopez

Standard IV: Leadership and Governance

Co-Chairs: Patricia Bonacic & Christopher Halligan

Nelly Alvarado, Ed.D.

Claudia Striepe

Jesse Mills, Ph.D.

Mytha Pascual

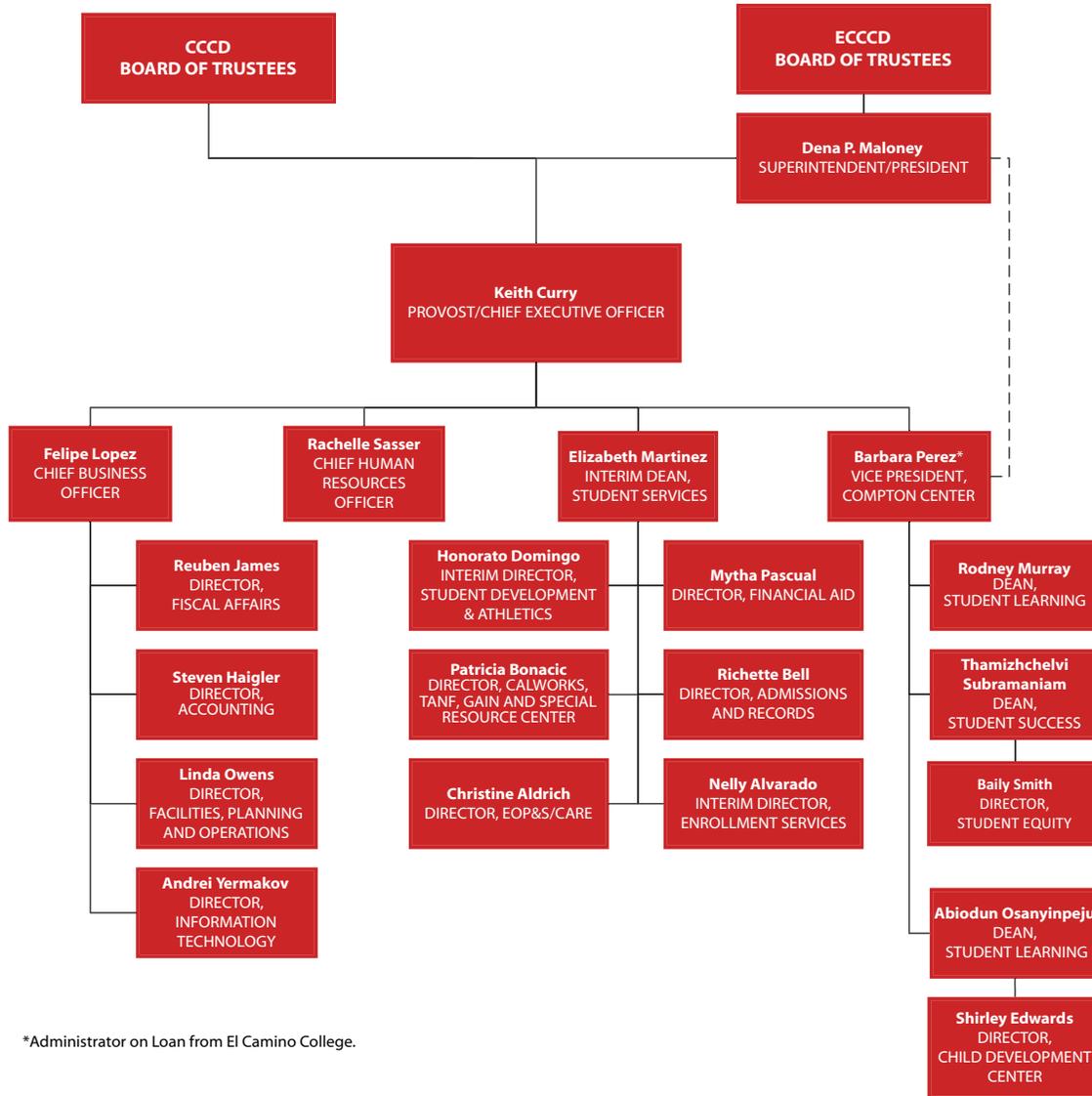
David Simmons

2017 Accreditation Standard Team

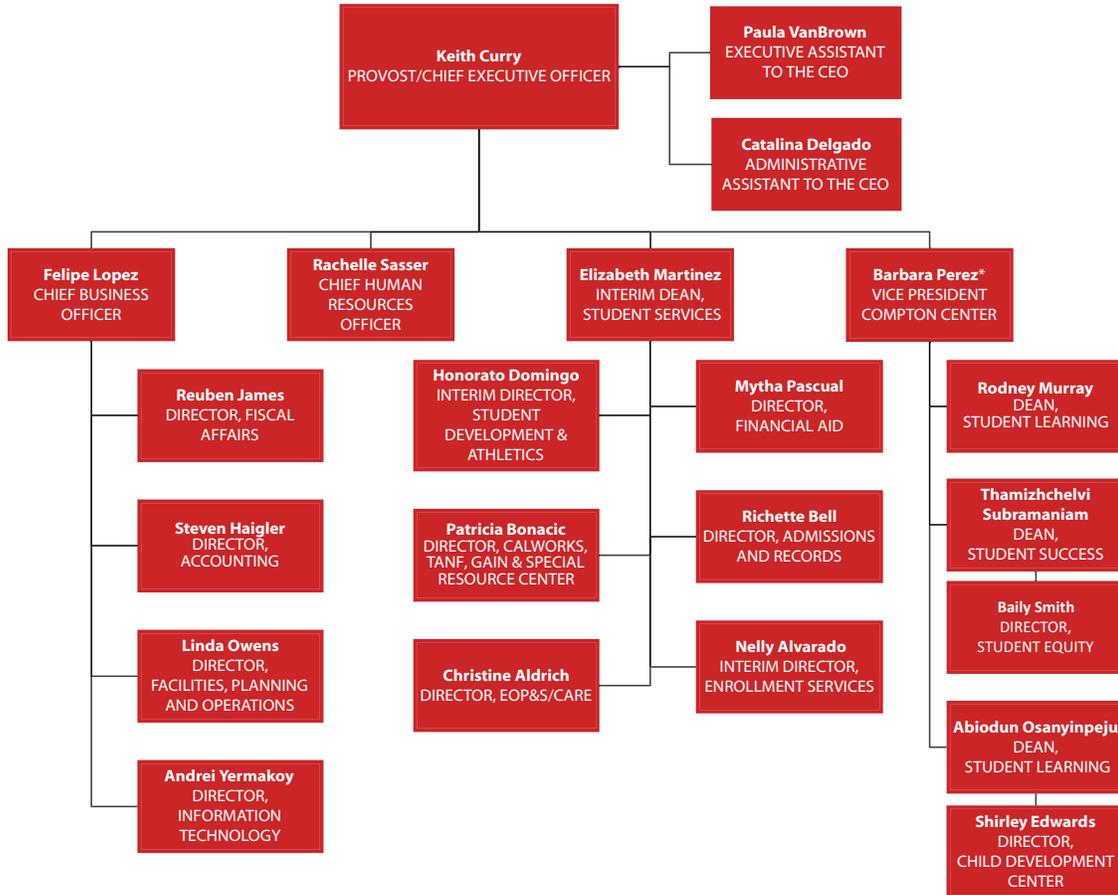




CCCD/ECCCD CEC 2016-2017 Organizational Structure



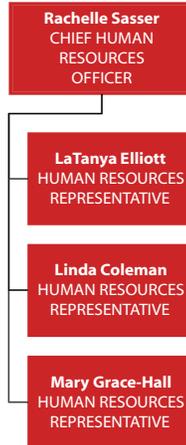
Provost/Chief Executive Officer



* Administrator on Loan from El Camino College



Human Resources

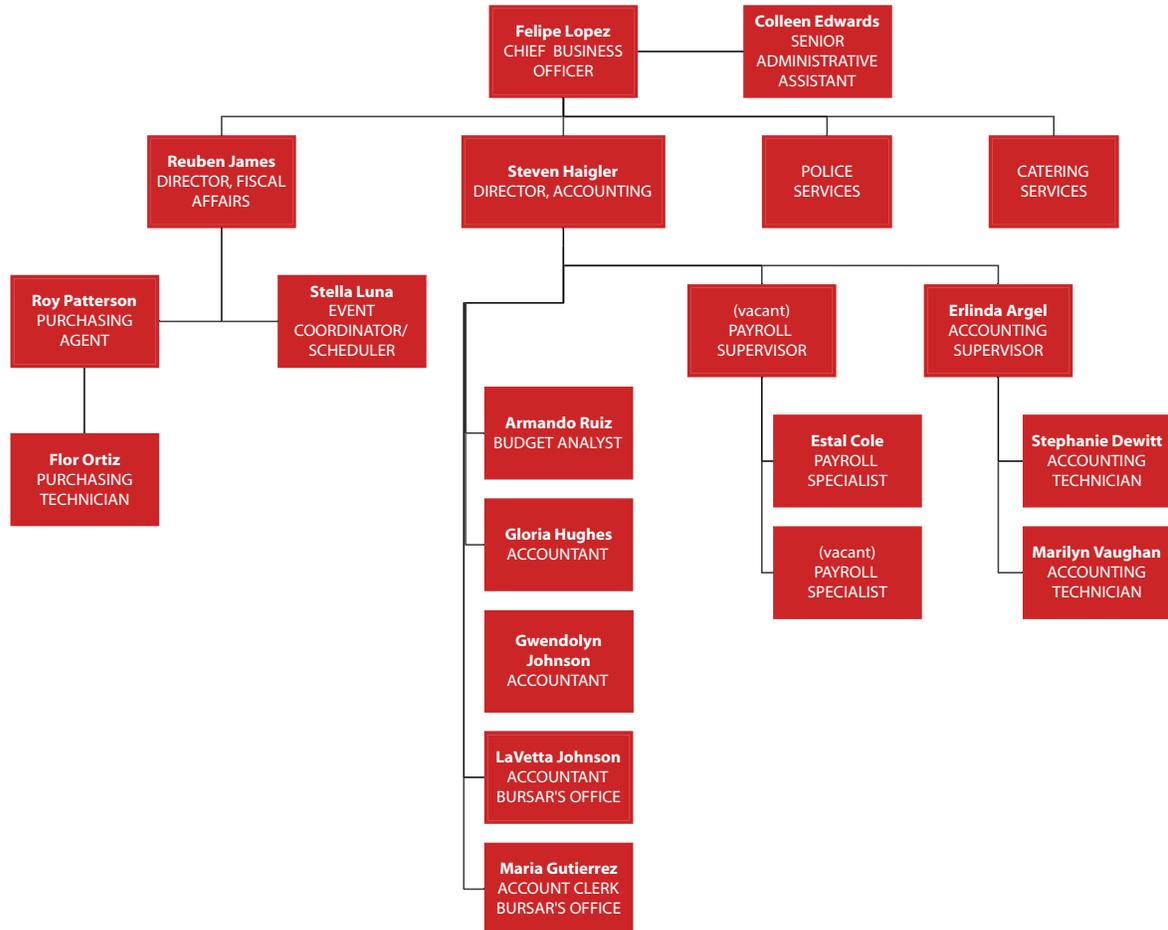


Personnel Commission

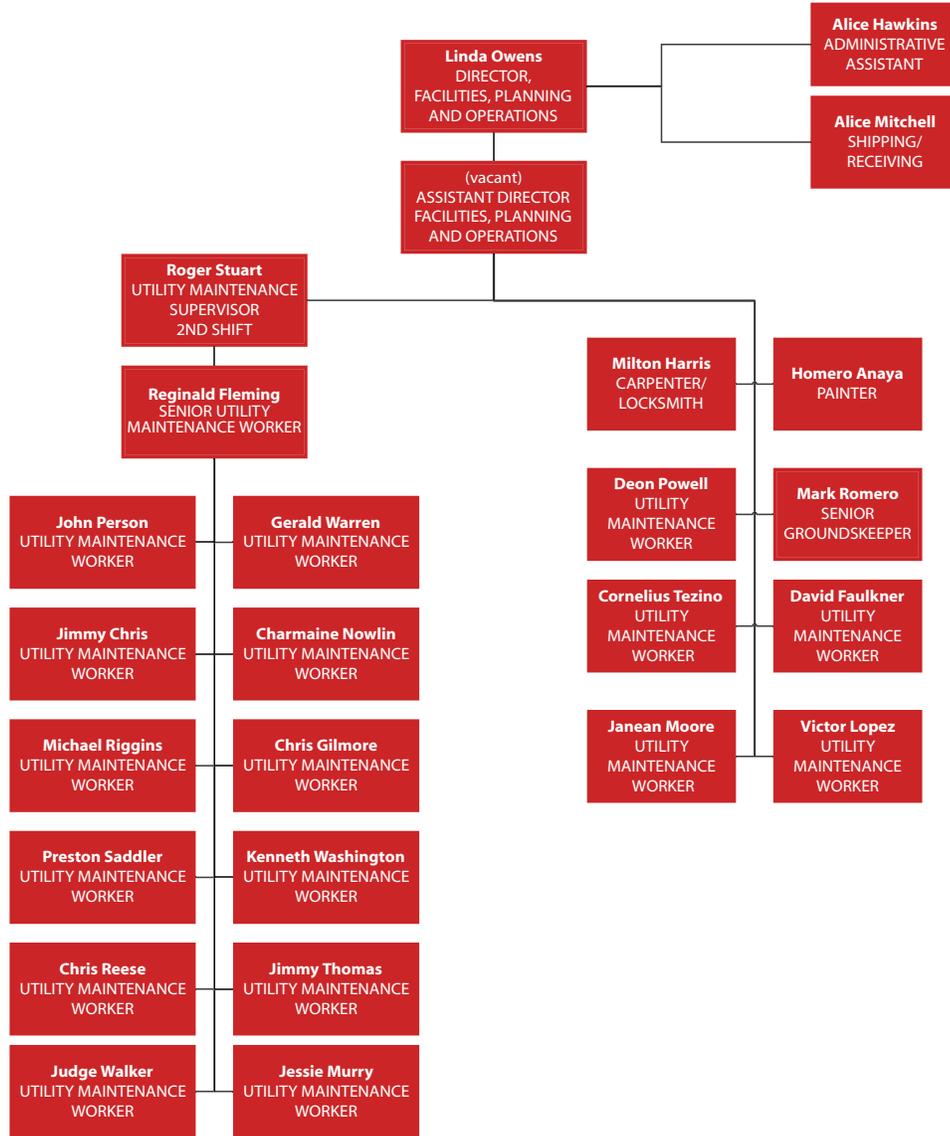




Business Services

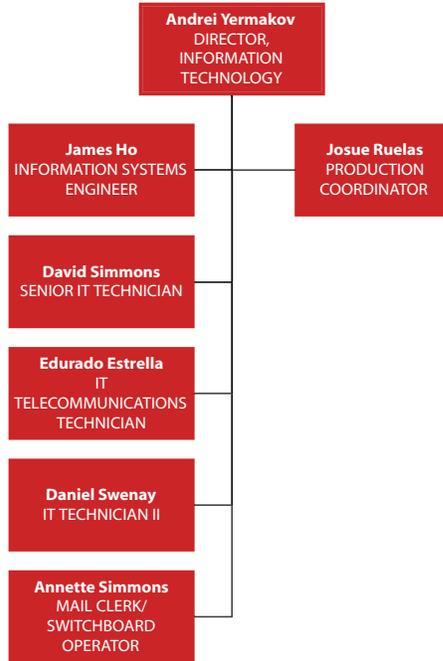


Maintenance and Operations

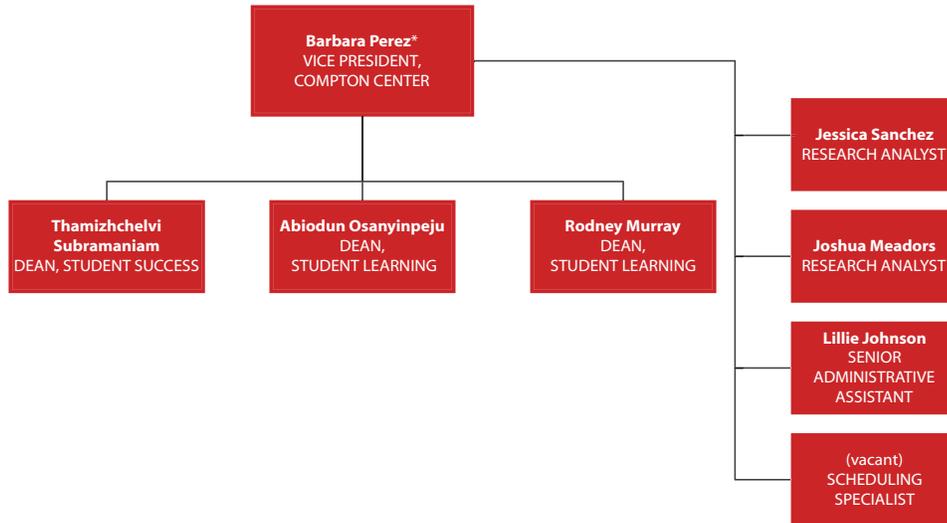




Management Information Systems



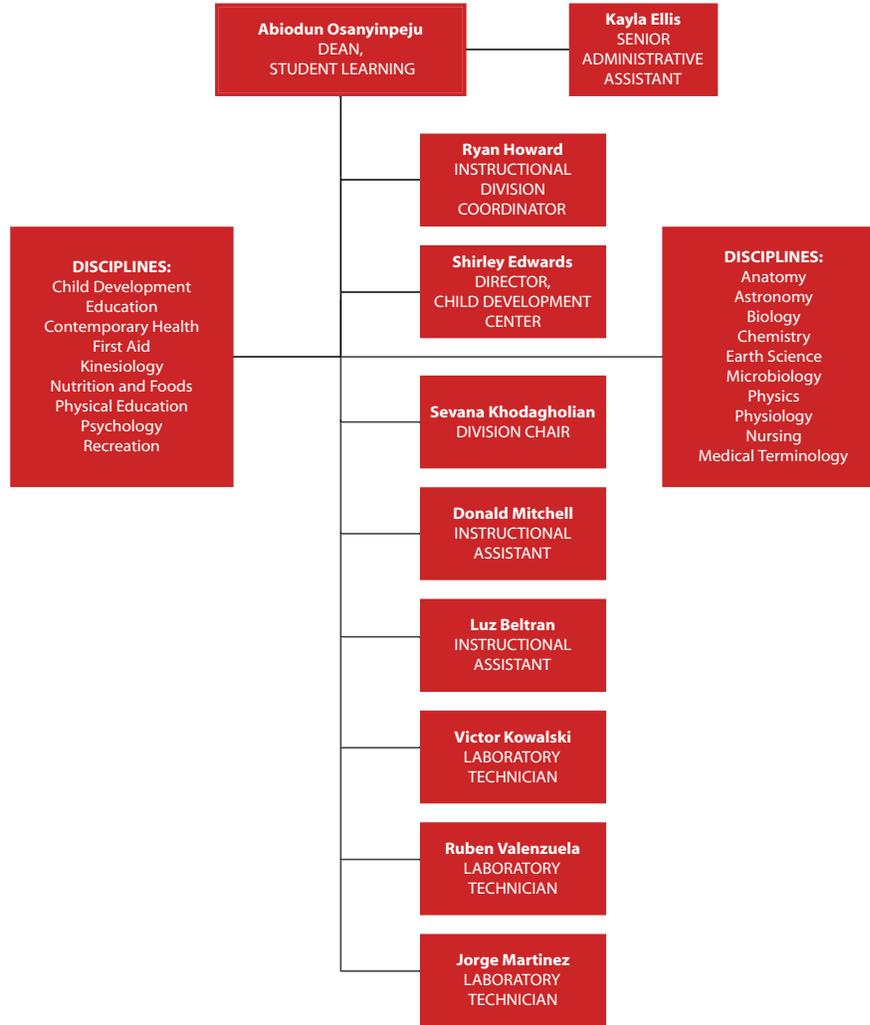
El Camino College Compton Center



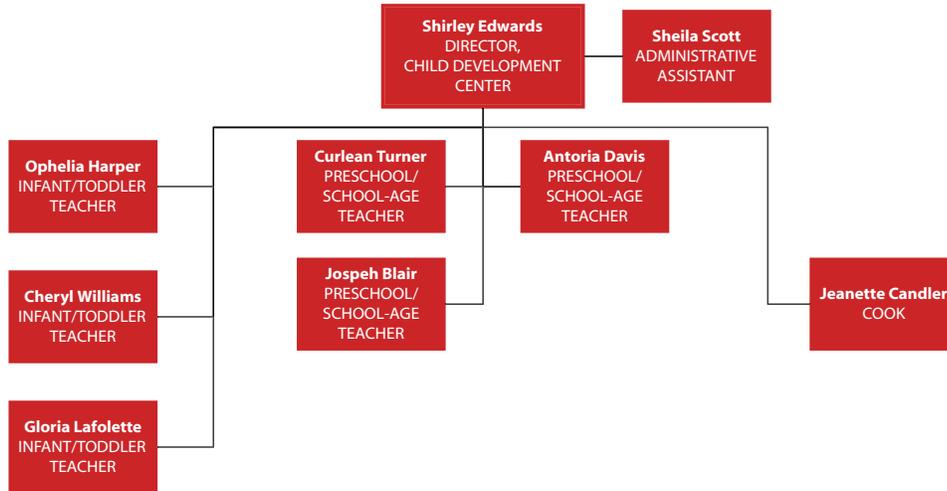
* Administrator on Loan from El Camino College



Division I: Health, Natural Sciences and Human Services

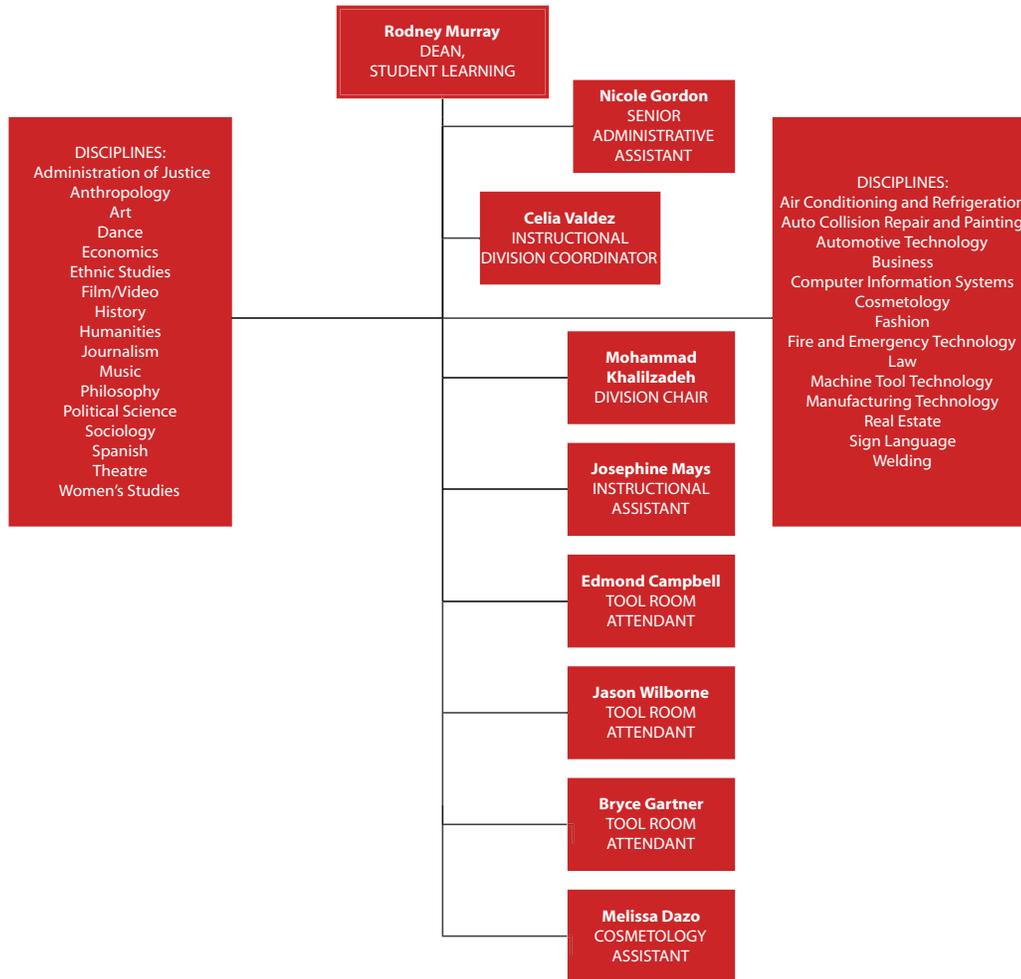


Child Development Center

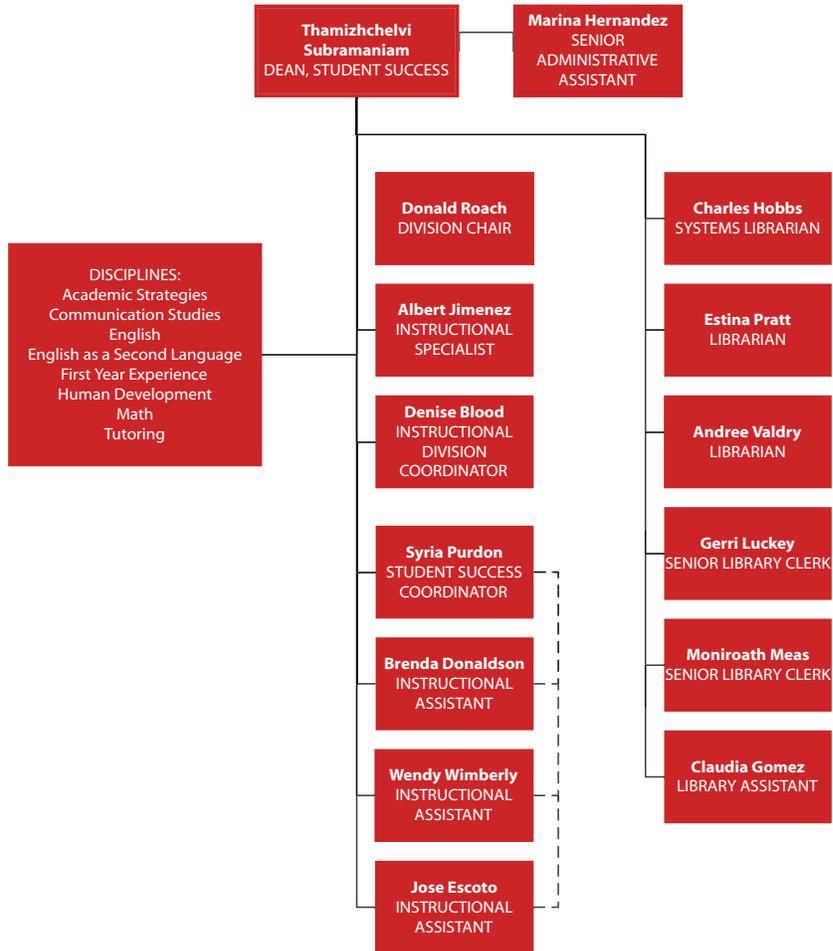




Division II: Arts, Social Sciences & Career Technical Education

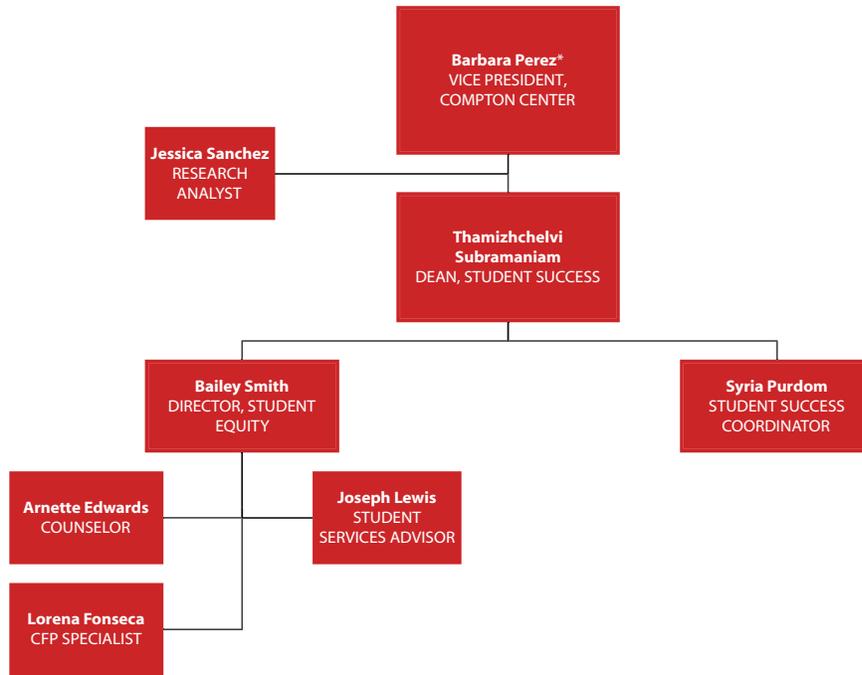


Division III: Humanities and Mathematics



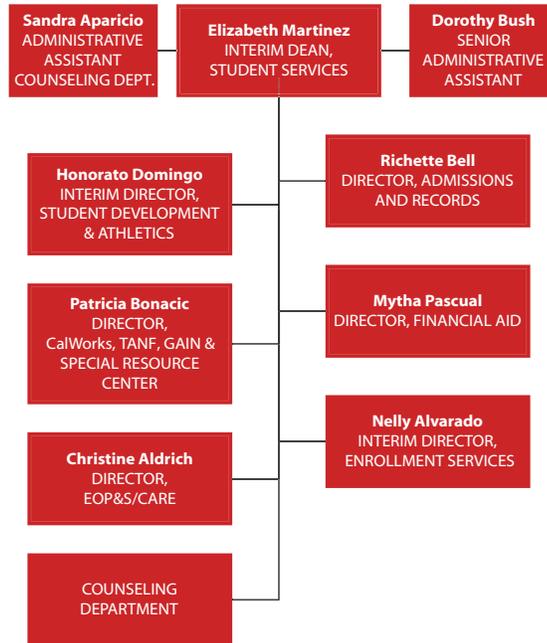


Student Equity



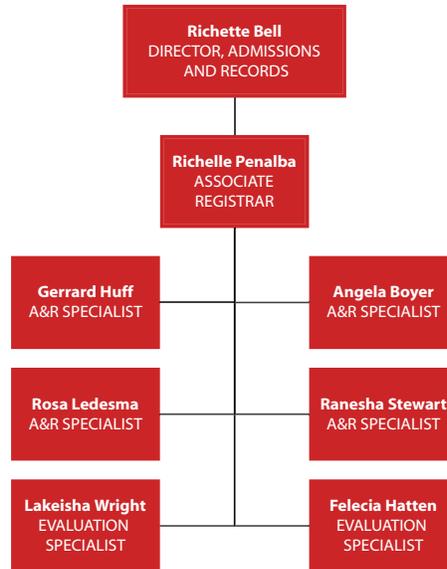
* Administrator on Loan from El Camino College

Student Services

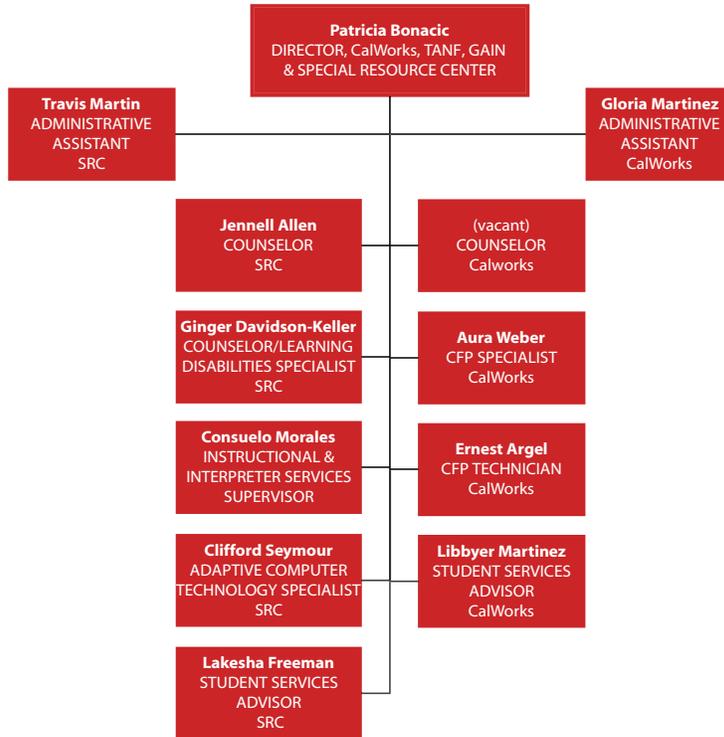




Admissions & Records

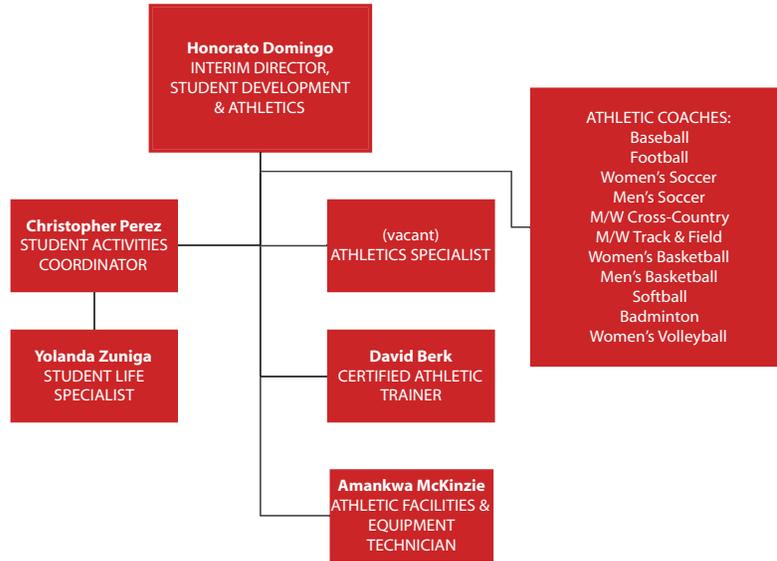


CalWorks, TANF, GAIN & Special Resource Center

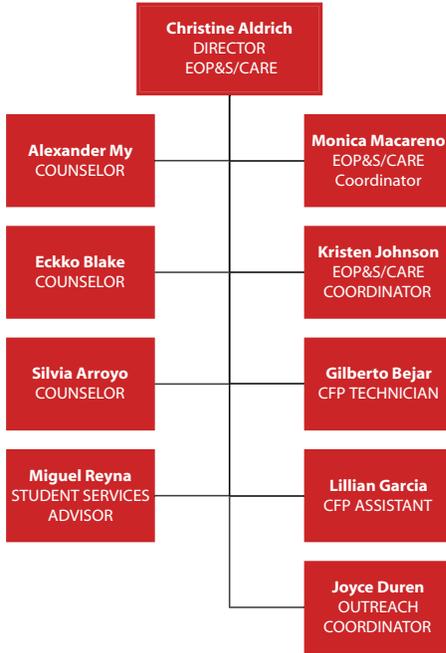




Student Development & Athletics

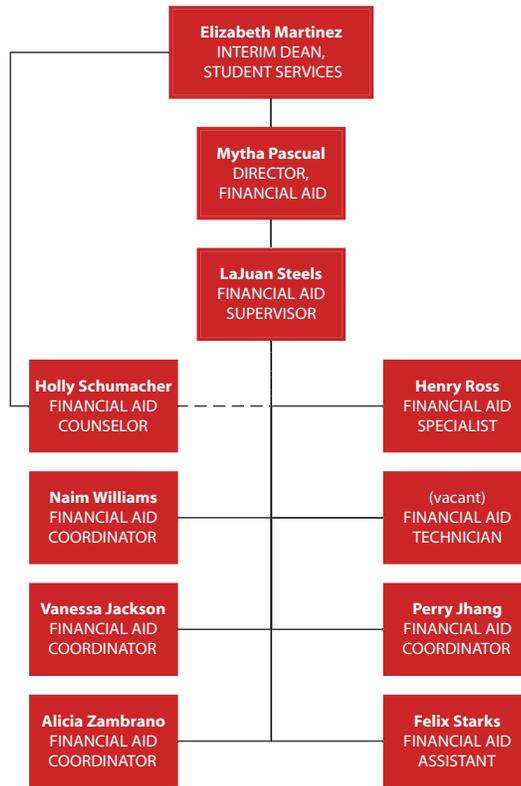


EOP&S /CARE

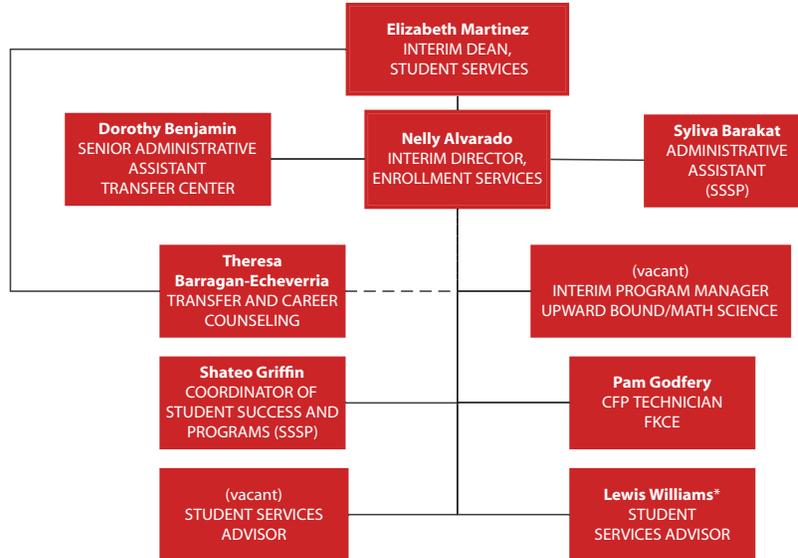




Financial Aid



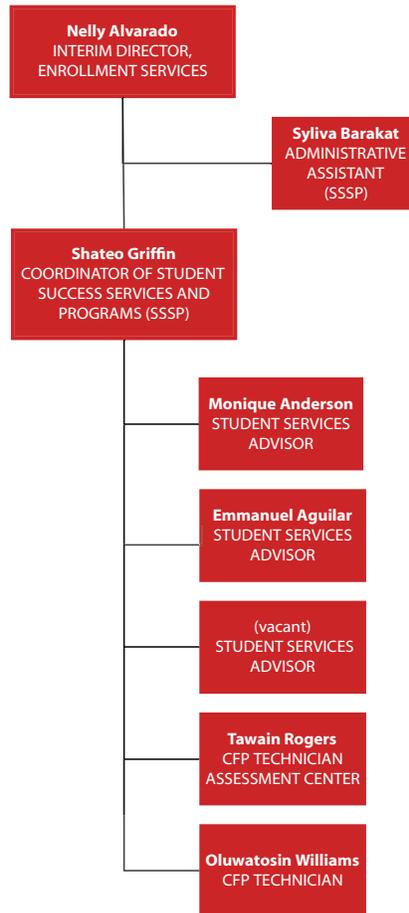
Enrollment Services



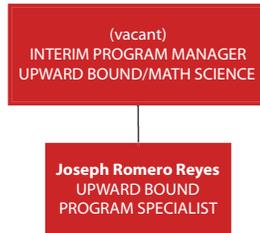
* Funded via Student Equity



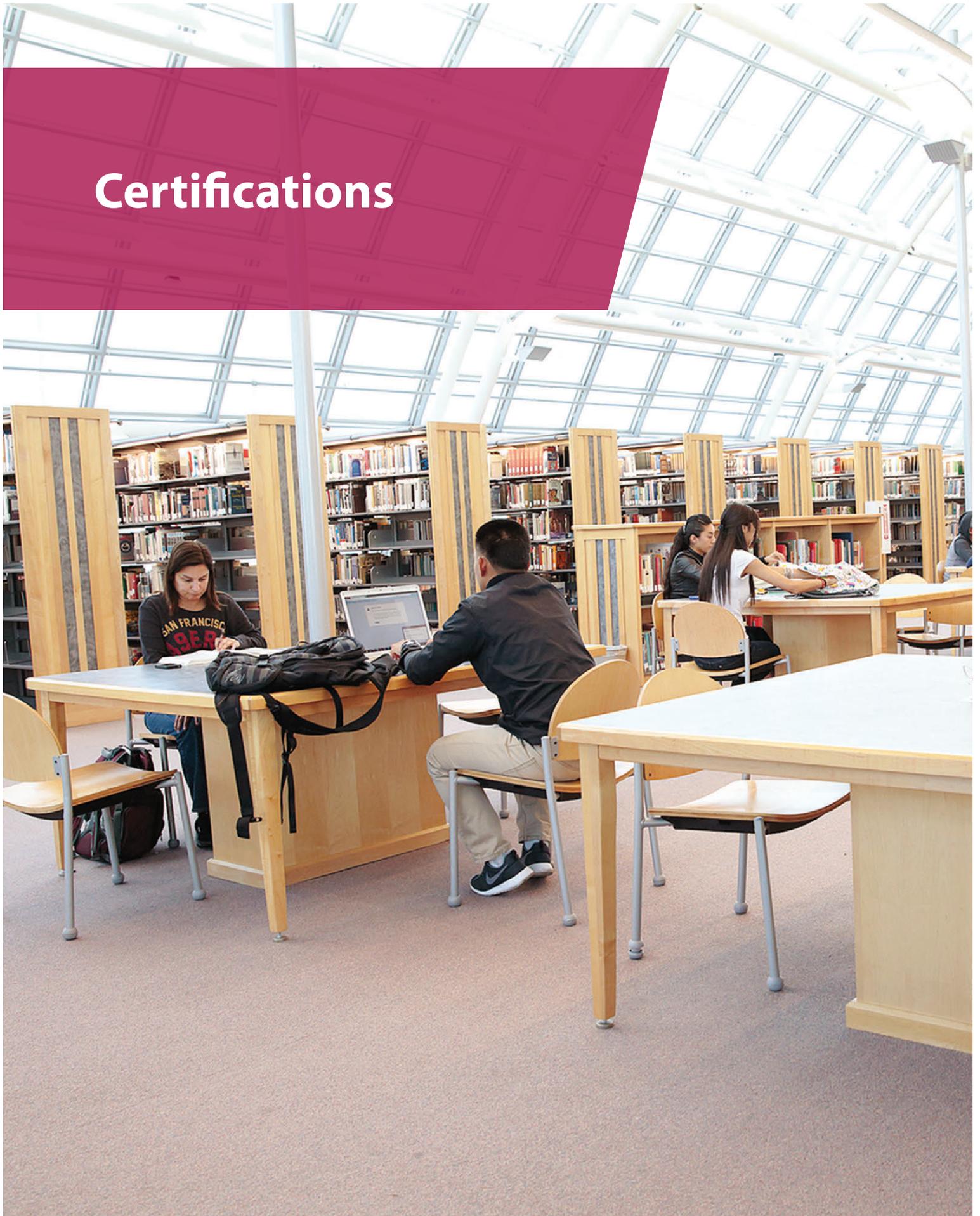
Student Success & Support Programs



TRIO Programs



Certifications





Certification of Continued Compliance with Eligibility Requirements

El Camino College is seeking candidacy for El Camino College Compton Community Educational Center, hereafter referred to as Compton Center.

Eligibility Requirement 1 - Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

El Camino College was founded in 1947 and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, and recognized as a fully accredited two-year community college. In August 2006, the El Camino Community College District Board of Trustees approved a memorandum of understanding to provide educational and related support services to the Compton Community College District (CCCD) residents ([ER1-1](#)). This was followed by the “Agreement Between El Camino Community College District and CCCD” in May 2013 ([ER1-2](#)). In fall 2016, the board approved a newly revised version of the ECCCD and CCCD partnership agreement ([ER1-3](#)).

El Camino College provides accredited instructional and related student support services, in addition to administrative services, to meet the needs of CCCD students. El Camino College courses are taught at Compton Center by CCCD faculty.

Compton Center is authorized to operate as a center of El Camino College by the ACCJC and the California Community College Board of Governors. On August 9, 2006, El Camino College submitted a substantive change proposal to the ACCJC requesting the establishment of an educational center at the former Compton Community College facility, and approval to expand the service area of El Camino College to include the CCCD service area ([ER1-4](#)). On August 16, 2006 the ACCJC Committee on Substantive Change met to review the substantive change proposal and the committee

granted El Camino College provisional approval to establish Compton Center ([ER1-5](#)). The Commission reviewed and accepted requested supplemental information on April 23, 2007 ([ER1-6](#)). In January 2015, El Camino College submitted an accreditation eligibility application seeking Eligibility status for Compton Center to the Commission. ACCJC reviewed the application in March 2015 and acted to approved Eligibility ([ER1-7](#)). In June 2015, the Commission confirmed requirements for further review and the timelines for the application process for Initial Accreditation as a second institution of El Camino College ([ER1-8](#)).

Evidence List

ER1-1	ECCCD and CCCD 2006 Memorandum of Understanding
ER1-2	ECCCD and CCCD 2013 Partnership Agreement
ER1-3	ECCCD and CCCD 2016 Partnership Agreement
ER1-4	Substantive Change Proposal 2006
ER1-5	ACCJC Provisional Approval Letter 2006
ER1-6	ACCJC Acceptance Letter 2007
ER1-7	ACCJC Approval of Eligibility 2015
ER1-8	ACCJC Confirmation Letter 2015

Eligibility Requirement 2 - Operational Status

The institution is operational, with students actively pursuing its degree programs.

Brief History

The former Compton Community College was established in 1927 as a component of the Compton Union High School District. In 1950, voters approved a bond separating the college from the high school district. The new college campus was then constructed at the present site ([ER2-1](#)). After many successful years, followed by several challenging years, in June 2005 the Accrediting Commission for Community and Junior Colleges announced its decision to revoke Compton Community College's accreditation.

In August 2006, the El Camino Community College District Board of Trustees approved a memorandum of understanding to provide educational and related support services to the CCCD service area at the Compton Educational Center, located on the property of the CCCD. El Camino College provides accredited instructional and related support services, in addition to administrative services to meet the needs of Compton Center students. El Camino College courses are taught at Compton Center by CCCD faculty members ([ER2-2](#)). Through the agreement, residents of the CCCD service area continue to have access to university transfer and career and technical education opportunities, as well as financial aid, basic skills courses, and related support services, in their own neighborhood. Compton Center is operational, with students actively pursuing degrees.

Currently, CCCD has 245,605 square feet of assignable square footage as well as 442,691 outside gross square footage on 88 acres of land. In 2012, the CCCD Special Trustee in consultation with El Camino College approved the Facilities Master Plan ([ER2-3](#)). Included in the Facilities Master Plan are the following projects:

1. Library-Student Success Center (opened in spring 2014)
2. Allied Health Building Project (opened in spring 2016)
3. Music Building Renovation (expected completion fall 2016)
4. Instructional Building 1 (planning stage)
5. Instructional Building 2 (planning stage; dependent on state funding)

Enrollment

Compton Center is operational and has seen relative stability in enrollment ([ER2-4](#)). After enrollment continued its increase from 10,060 students (4,735 full-time equivalent students) in 2008-2009 to 16,189 students (6,859 full-time equivalent students) in 2010-2011, enrollment has dropped somewhat to 12,161 students (5,275 full-time equivalent students) in 2014-15. Demographic information for students enrolled at Compton Center is included below.



Table 1 - Headcount & FTES of Compton Center Students

	2010-11	2011-12	2012-13	2013-14	2014-15
Headcount	16,189	14,603	13,940	12,655	12,161
FTES	6,859	6,088	5,477	5,254	5,275

Source: California Community College Chancellor’s Office

Table 2 - Age of Compton Center Students

Age	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
19 or less	30.2%	21.4%	23.6%	20.6%	21.1%
20 - 24	31.9%	38.7%	38.1%	39.4%	39.0%
25 - 34	22.2%	24.1%	23.1%	24.3%	24.6%
35 - 44	9.1%	9.2%	8.4%	8.3%	8.3%
45 - 54	4.9%	5.0%	5.1%	5.4%	4.7%
55+	1.7%	1.7%	1.9%	2.0%	2.2%

Source: Internal Colleague Data

Table 3 - Gender of Compton Center Students

Gender	2010-11	2011-12	2012-13	2013-14	2014-15
Female	62.5%	62.9%	62.9%	63.3%	63.0%
Male	37.4%	37.1%	37.1%	36.7%	37.0%

Source: California Community College Chancellor’s Office

Table 4 - Ethnicity of Compton Center Students

Ethnic Group	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
African-American	42.0%	40.2%	37.4%	36.3%	33.5%
American Indian or Alaskan Native	0.2%	0.2%	0.2%	0.2%	0.2%
Asian	8.3%	7.4%	7.8%	6.7%	6.0%
Latino	37.6%	41.1%	44.7%	48.0%	52.4%
Pacific Islander	1.2%	1.0%	0.8%	0.8%	0.7%
Two or more races	2.6%	2.9%	3.1%	3.1%	3.0%
Unknown or Decline	2.7%	1.9%	1.2%	0.7%	0.5%
White	5.4%	5.1%	4.8%	4.2%	3.7%

Source: California Community College Chancellor’s Office

The number of degrees awarded at Compton Center increased from 150 in 2008-2009 to 281 in 2012-2013, an 87 percent increase, and after a decrease in 2013-14 increased again to 321 in 2014-15. The number of certificates awarded also increased from 27 in 2008-2009 to 96 in 2012-2013, a 255 percent increase, followed by an increase to 104 certificates in 2014-15. See the El Camino College Compton Center Degrees and Certificates Awarded Recent Trends report for specific numbers of Compton Center degree and certificate recipients ([ER2-5](#)).

Table 5 - Degrees & Certificates Awarded at Compton Center

Award Type	2010-11	2011-12	2012-13	2013-14	2014-15
Degrees	211	230	281	261	321
Certificates	51	102	96	98	104
Total Awards	262	332	377	359	425
FTES : Awards Ratio	26.2	18.3	14.5	14.6	12.4
FTES : Awards Ratio (adjusted for average completion time)*		14.3	14.8	19.1	14.3

Source for Degrees, Certificates, and Total Awards: California Community College Chancellor’s Office

* Ratio of awards to FTES adjusted to reflect average four-year award completion time (e.g., 2012-13 FTES of 4735 / 332 awards in 2011-12 = 14.3).

The above table displays growth in degrees, certificates, and overall awards as well as a ratio of awards to FTES.



In viewing the number of awards in relation to FTES in the above table, it is important to note that a smaller FTES to awards ratio is better than a larger ratio. The ratio reflects the number of FTES per award, so the 2012-13 ratio of 14.5 means that for every 14.5 FTES, one award was given that year. However, in 2014-15, for every 12.4 FTES, one award was given that year. This indicates that the increased rate of awards has outpaced any changes in FTES over time. In addition, given that the normative time to completion for students is approximately four years, the best way to assess if increased FTES is a driving factor of award growth would be to compare annual awards to the FTES from four years prior. This is presented in the last row of the table where the FTES used in the FTES to awards ratio adjusted for average completion time calculation is the FTES from four years prior to that academic year.

Evidence List

ER2-1	Compton Center History Webpage
ER2-2	Compton Center Class Schedules
ER2-3	CCCD Facilities Master Plan
ER2-4	2014-15 Compton Center Factbook
ER2-5	Compton Center Degrees and Certificates Awarded Recent Trends 2010-2015

Eligibility Requirement 3 - Degrees

A substantial portion or majority of the institution’s educational offerings is programs that lead to degrees, and a significant proportion of its students are enrolled in them.

El Camino College’s mission statement is: “We make a positive difference in people’s lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.” Using the curriculum of El Camino College, Compton Center offers programs in transfer, education, career technical education (CTE), developmental education, basic skills, non-credit instruction, and economic development programs.

The educational programs at the Compton Center are designed to lead students to certificates, associate degrees, and/or transfer to a four-year institution ([ER3-1](#) and [ER3-2](#)). In addition, Compton Center offers programs in pre-collegiate, remedial, or developmental improvement, and for general education.

Through El Camino College, Compton Center reviews all programs through both the strategic planning process and El Camino College’s Curriculum Committee. Compton Center’s faculty members serve on El Camino College’s Curriculum Committees ([ER3-3](#)). This ensures that degree and certificate programs are in recognized fields of study in higher education, have the required quality and rigor, and can be measured with identifiable student learning outcomes. Programs also undergo a program review at least once every four years. Program review reports are examined by a peer group, the Academic Program Review Committee, and final versions are available online ([ER3-4](#)).

The El Camino College catalog provides the standard requirements for degrees and certificates. Requirements for the Associate of Arts and Associate of Science degrees are detailed in the 2016-2017 college catalog. Both degrees require a completion of at least 60 degree applicable units. At least 18 units must be in a discipline, or from related disciplines, with a grade of “C” or better in each course ([ER3-5](#)).

The categories of General Education courses for Associate of Arts and Associate of Science Degrees are:

1. Natural Science
2. Social and Behavioral Science
3. Humanities
4. Language and Rationality (A. English Composition, B. Communications and Analytical Thinking)
5. Health and Physical Education
6. Mathematics Competency ([ER3-6](#))

Designation of college-level courses for which degree credit is granted is located in the college catalog. Information found in the college catalog includes course and credit requirements for each academic program ([ER3-7](#)).

The college catalog provides additional information regarding transfer to a California State University (CSU), including the lower division CSU general education requirements, Lower Division Transfer Patterns (LDTP), and requirements to transfer to a University of California (UC), including the Intersegmental General Education Transfer Curricula (IGETC) ([ER3-8](#)).

Additionally, under the admissions and registration section of the college catalog, information on the admissions, registration, and matriculation processes is provided ([ER3-9](#)).

The number of El Camino College degrees awarded at Compton Center has been steadily increasing over the past five years, with the exception of the 2013-14 academic year. 2014-15 denotes the highest number of degrees awarded for this period. When comparing 2014-15 to the previous year, there has been a 6 percent increase in A.A. degrees and a 12 percent decrease in A.S. degrees, but a 175 percent increase in A.A.-T degrees. The overall decrease in A.S degrees may be due to the newly offered A.S.-T degrees.



There were 104 certificates awarded at Compton Center during the 2014-15 academic year, yielding a slight rise in the amount awarded compared to the previous year. The number of short-term certificates awarded decreased by 6 percent (i.e., 78 certificates compared to 83 certificates in the previous year). The number of long-term certificates increased by 73 percent (i.e., 26 certificates in 2014-15 compared to 15 certificates in 2013-14). Compared to the previous year, the number of certificates awarded increased by 6 percent. Most notably, the number of Industry and Technology certificates increased from 38 to 53, but most divisions did not experience a change of more than a few certificates. There were greater fluctuations within specific programs (e.g., Administration of Justice awarded 4 certificates compared to 1 in the previous year, and Air Conditioning and Refrigeration awarded 37 certificates compared to 12 in the previous year).

Full information on degree and certificate awards is presented in the Institutional Research and planning Degrees and Certificates Awarded Recent Trends (2010-2015) report ([ER3-10](#)).

Evidence List

- [ER3-1:](#) Compton Center Academic Divisions
- [ER3-2:](#) Compton Center Academic Programs
- [ER3-3:](#) Curriculum Committee Membership
- [ER3-4:](#) Program Review webpage
- [ER3-5:](#) 2016-17 College Catalog, pages 63-67
- [ER3-6:](#) 2016-17 College Catalog, pages 64-67
- [ER3-7:](#) 2016-17 College Catalog, pages 77-346
- [ER3-8:](#) 2016-17 College Catalog, pages 70-74
- [ER3-9:](#) 2016-17 College Catalog, pages 12-14
- [ER3-10:](#) Institutional Research and Planning Report – Degrees and Certificates Awarded Recent Trends 2010-2015

Eligibility Requirement 4 - Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The El Camino College Superintendent/President oversees Compton Center. The Superintendent/President's full-time responsibility is to the institution. The Superintendent/President possesses the authority to administer board policies, as described in Board Policy 2430 (Delegation of Authority to Superintendent/President) ([ER4-1](#)). This policy states "The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action." The Superintendent/President does not serve as the chair of the El Camino Community College District Board of Trustees.

Furthermore, Board Policy 2410 (Policy and Administrative Procedure) ([ER4-2](#)) includes the following language: "Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President."

For examples of the Superintendent/President's responsibilities, see El Camino College's Board Policies 3100 (Organizational Structure) ([ER4-3](#)), 4020 (Program, Curriculum, and Course Development) ([ER4-4](#)), 5300 (Student Equity Plan) ([ER4-5](#)), 6100 (Delegation of Authority [Fiscal and Business]) ([ER4-6](#)), and 7110 (Delegation [Personnel]) ([ER4-7](#)).

Compton Center is a center of El Camino College. Dena P. Maloney is the Superintendent/President of the El Camino College. Keith Curry serves as the Provost/CEO of the El Camino College Compton Center. Curry oversees all departments and functions of the Compton Center and CCCD.

Dena P. Maloney, El Camino College Superintendent/President

*El Camino College, President's Office,
16007 Crenshaw Boulevard, Torrance,
California 90506*

Maloney began her career in higher education at College of the Canyons in Santa Clarita. In 2007, she was named founding Dean of the Canyon Country Campus, a new educational center within the Santa Clarita Community College District. Maloney later became Assistant Superintendent/Vice President, with responsibilities for the Canyon Country Campus and economic development.

In May 2012, she became the Superintendent/President of the West Kern Community College District/Taft College. Maloney guided the integrated planning process at Taft College, producing a new Educational Master Plan, Facilities Master Plan, and Technology Master Plan. She led the college in preparing for successful reaccreditation of the institution, improved institutional effectiveness, and ignited a renewed focus on student learning and institutional excellence.



In February 2016, Maloney became the 6th Superintendent/President of the El Camino Community College District. El Camino College serves 25,000 students at its campus in Torrance, and another 12,000 students at the El Camino College Compton Educational Center.

Maloney earned a Doctorate in Education from the University of La Verne, a Master of Arts in Government from Georgetown University, and a Bachelor of Arts in Political Science from Loyola Marymount University.

Keith Curry, El Camino College Compton Center/Compton Community College District, Provost/CEO

Compton Center, 1111 East Artesia Boulevard, Compton, California 90221

Keith Curry currently serves as Provost of the El Camino College Compton Center and as the Chief Executive Officer (CEO) of the Compton District. He was appointed CEO on July 1, 2013 and Provost on July 1, 2015. Curry’s full-time responsibility is to oversee all departments and functions of the Compton Center and Compton Community College District. Curry recommends the budget and policies, manages and oversees senior management, sets goals and benchmarks, and on a daily basis functions as a team builder among management. He leads the Compton Center while setting the tone and direction for the district. Curry has demonstrated great support for the Compton Center to provide quality education to the students of this community and to provide an environment of educational excellence.

Upon achieving initial accreditation status, the El Camino College Compton Community Educational Center will become a college within the El Camino Community College District. The Provost/CEO position and title will change to College President/CEO. Curry reports to the CCCD Special Trustee and the El Camino College Superintendent/President.

Curry previously served as the Dean of Student Services, Compton Center, and Acting Dean of Student Affairs at the former Compton Community College. Prior to that, he was Director of Early Academic Outreach Programs at the University of California, Irvine.

Curry is an active member of the Foundation for CCCD, the Association of California Community College Administrators, California Community College Athletic Association, and the President’s Roundtable

Curry earned a Doctorate in Educational Administration from the University of California, Irvine and a Bachelor’s degree in American Studies from the University of California, Santa Cruz.

Evidence List

- [ER4-1](#) ECCCCD BP 2430 – Delegation of Authority to Superintendent/President
- [ER4-2](#) ECCCCD BP 2410 – Board Policies and Administrative Procedures:
- [ER4-3](#) ECCCCD BP 3100 – Organizational Structure
- [ER4-4](#) ECCCCD BP 4020 - Program, Curriculum, and Course Development
- [ER4-5](#) ECCCCD BP 5300 – Student Equity
- [ER4-6](#) ECCCCD BP 6100 – Delegation of Authority (Fiscal and Business)
- [ER4-7](#) ECCCCD BP 7110 – Delegation of Authority (Personnel)

Eligibility Requirement 5 – Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As outlined in AB 318, CCCD funds Compton Center. CCCD financial accountability is validated by annual external financial audits performed by a certified public accountant who has no other relationship to the District. The CCCD audits follow the Governmental Accounting Standards Board and Governmental Auditing Standards, CCCD BP 6400 – Audits ([ER5-1](#)), and CCCD AR 6401– Audits ([ER5-2](#)). The annual audit does not include the student financial aid program, since the student financial aid program is operated by El Camino College. Copies of CCCD budgets are available on the CCCD Business and Administrative Services webpage ([ER5-3](#)). Certified external audits with management letters are available on the CCCD Business and Administrative Services webpage ([ER5-3](#)).

CCCD financial audits demonstrate sustained improvements in reserve balance and resolution of audit findings. The 2012 Annual Financial Audit Report was completed and filed with the state of California by the December 31, 2012 deadline. It demonstrated significant progress as compared to the 2011 audit ([ER5-4](#)). CCCD ended the 2012 fiscal year with a general fund reserve of \$4.4 million, or a 13 percent reserve, well above the five percent minimum reserve requirement. Of significance, CCCD had no general fund audit adjustments. While CCCD had a total of 26 audit findings in fiscal year 2011, the total audit findings were reduced by half in 2012 when 13 audit findings were reported. Of the 26 audit findings reported in 2011, 14 were noted as fully implemented, 11 were noted as improved and/or currently being addressed, and only one was noted as not implemented. Most importantly, while ten of the 26 2011 audit findings were deemed material weaknesses, in 2012 all ten material weaknesses were either fully implemented or improved to a status of significant deficiencies. In addition, in

2012 CCCD complied with the 50 Percent Law (Education Code Section 84362), which requires all community college districts to spend at least half of their current expense of education on classroom instructor salaries.

In 2013, the CCCD financial audit continued to demonstrate improvements in reserve balance and resolution of audit findings ([ER5-5](#)). For a second consecutive year, the 2013 Annual Financial Audit Report was completed and filed with the state of California by the December 31, 2013 deadline. The 2013 Annual Financial Audit Report demonstrated an unmodified opinion of the financial statements. CCCD ended the 2013 fiscal year with an unrestricted general fund balance of \$7.1 million, or a 23.8 percent reserve, which is significantly above the five percent minimum reserve requirement. CCCD’s internal controls continued to improve. While CCCD had a total of 13 fiscal year 2012 audit findings, the total audit findings had been reduced to six in 2013. Of the 13 audit findings reported in 2012, eight were noted as fully implemented, and the five noted as in process were addressed in 2014. Of significance, the 2013 audit reported no audit adjustments and no material weaknesses in internal controls.

In 2013, CCCD did not comply with the 50 Percent Law and implemented a plan to achieve compliance in 2013-2014 and 2014-2015. The plan was submitted to the Chancellor’s Office on June 23, 2014 ([ER5-6](#)), and the plan was accepted by the Chancellor’s Office on June 26, 2014 ([ER5-7](#)). CCCD implemented several measures to ensure compliance with the 50 Percent Law for fiscal year 2013-2014. First, CCCD reduced non-instructional expenditures for the 2013-2014 fiscal year by \$350,000. This included reductions in contracts, consultant services, supplies, and equipment. Second, CCCD hired 11 full-time faculty members



during the 2013-2014 fiscal year, at a cost of \$634,540. Third, CCCD applied a change in accounting for the Police Services Contract in accordance with the Budget and Accounting Manual (BAM). Finally, CCCD completed the negotiations with the Compton Community College District Federation of Employees (Certificated) on a compensation increase in the amount of \$265,000 for the 2013-2014 year ([ER5-8](#)). CCCD has been in compliance with 50 Percent Law for the past three fiscal years.

CCCD developed an implementation plan for the five remaining financial statement findings ([ER5-9](#)) from 2013. The following measures are part of this plan:

1. Increase general fund reserves
2. Continue contributions into irrevocable trust
3. Reduce spending and increase monitoring of the Child Development Fund
4. Increase contribution rates to adequately fund the Workers Compensation program
5. Implement procedures to reconcile financial systems and cash accounts
6. Develop consultant agreements to assist resolution of issues within Payroll Clearance Fund

The 2014, 2015, and 2016 Annual Financial Audit Reports was completed and filed with the state of California by the December 31 deadline. The report again demonstrated an unmodified opinion of the financial statements as well as the following continued improvements ([ER5-3](#)):

1. CCCD ended the 2016 fiscal year with an unrestricted general fund balance of \$11.6 million or a 31.05 percent reserve.
2. CCCD has maintained reserves above the Board Policy minimum of 10 percent for the past year fiscal years.
3. There were no audit findings reported for the past three fiscal years.
4. There were no audit adjustments noted for the past three fiscal years.
5. There were no internal controls deficiencies reported for the past three fiscal years.
6. CCCD was in compliance with 50 Percent Law for the past three fiscal years.

For three consecutive years, there have been no audit findings reported for the CCCD. This audit report is reviewed and accepted by the CCCD Board of Trustees annually at the December board meeting ([ER5-10](#)) and shared with the ECCCCD Board of Trustees as an informational item ([ER5-11](#)).

Evidence List

- [ER5-1](#) CCCD BP 6400– Audits
- [ER5-2](#) CCCD AR 6401– Audits
- [ER5-3](#) CCCD Financial Documents Budgets & External Audits and Management Letters
- [ER5-4](#) 2012 Annual Financial Audit Report
- [ER5-5](#) 2013 Annual Financial Audit Report
- [ER5-6](#) CCCD 50 Percent Law Compliance Plan
- [ER5-7](#) 50 Percent Law Compliance Plan Acceptance by CCCCCO
- [ER5-8](#) 2013 Tentative Certificated Employee Contract
- [ER5-9](#) Audit Plan for Implementing Prior Year Findings
- [ER5-10](#) CCCD Board of Trustees, 2014-2015 Compton Community College District Financial Audit Report, December 2015 Meeting, 15.02
- [ER5-11](#) ECCCCD Board of Trustees January 2016 Meeting, Page CC4-CC5

Certification of Continued Institutional Compliance with Commission Policies

Policy on the Rights and Responsibilities of Commission and Member Institutions

Compton Center was granted eligibility status by the Accrediting Commission for Community and Junior Colleges in March 2015 ([CPI-1](#)). Compton Center is a center of El Camino College (ECC) which is a voluntary member of the ACCJC in good standing ([CPI-2](#)). As an accredited institution, El Camino College has been found to meet or exceed stated criteria of educational quality and reaffirms its commitment to nongovernmental accreditation that is focused on self-regulation, quality assurance to the public, and continuous institutional improvement.

All Compton Center accreditation activities are coordinated by the ECC Compton Center Vice President ([CPI-3](#)). The development of the Institutional Self Evaluation Report took place over a two year period and reflects the input/participation from students, faculty, staff and administration ([CPI-4](#) and [CPI-5](#)). In spring 2016, Compton Center posted a draft of the Self-Evaluation Report on a non-public webpage to elicit feedback from all constituencies. Compton Center hosted forums on campus and at El Camino College to review the document and provide ample opportunity for comments. Additionally, the Faculty Accreditation Co-Chair presented the Self-Evaluation Report at the May 3, 2016 meeting of the El Camino College Academic Senate and the Provost/CEO presented the Self-Evaluation Report at the regularly scheduled El Camino College Management forum on Thursday, May 5, 2016.

In fall 2016, Compton Center presented the second draft of the Self-Evaluation Report at campus-wide meetings and again posted the document online for comments. In November 2016 and December 2016, campus constituent groups and committees, including the El Camino College Academic Senate, the Compton Center Faculty Council, the Compton Center Management team, the Consultative Council,

the Provost Cabinet, and the El Camino College President's Cabinet, conducted additional reviews and submitted input for inclusion in the draft Self-Evaluation Report.

The Compton Center Faculty Council approved the document at their December 1, 2016 meeting, and the El Camino College Academic Senate granted approval at their December 6, 2016 meeting. The report was submitted to the El Camino College Board of Trustees for review at the November 21, 2016 Board meeting and presented for second reading and approval at the December 19, 2016 board meeting.

El Camino College and Compton Center maintain all ACCJC correspondence and records on the accreditation history of the institution. An accreditation link is included on both Compton Center's and El Camino College's websites, where access to the accreditation webpage is one click away. The accreditation webpages include Compton Center's and El Camino College's accreditation status as well as its accreditation history, accreditation reports, Commission action letters, substantive changes approvals, and the current Self Evaluation Report ([CPI-6](#)), ([CPI-7](#)).

Evidence List

CPI-1	ACCJC Approval of Eligibility 2015
CPI-2	ACCJC Directory of Accredited Institutions
CPI-3	Compton Center Accreditation Steering Committee
CPI-4	Process to Accreditation 2016
CPI-5	Compton Center Accreditation Plan
CPI-6	Compton Center Accreditation webpage
CPI-7	El Camino College Accreditation webpage



Policy on Institutional Degrees and Credits

Compton Center adheres to the 60 semester unit requirement set forth in Title 5, Section 55063 of the California Code of Regulations, and this requirement is included in the El Camino College 2016-2017 Catalog. (CP2-1). Board Policy 4100 outlines graduation requirements for degrees and certificates (CP2-2). All degrees consist of units required for the major or area of emphasis, general education and degree applicable elective units to reach the 60 unit minimum requirement.

The college awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5. Credit hour is defined as one hour of lecture per week for one semester. In laboratory, physical education, and some other courses, additional hours are required for each unit. Each unit of work in academic subjects presupposes two hours of outside preparation (CP2-3).

Evidence List

- CP2-1 2016-2017 College Catalog, pages 60-67
- CP2-2 ECCCD BP 4100 – Graduation Requirements for Degrees and Certificates
- CP2-3 2016-2017 College Catalog, page 41

Policy on Transfer of Credit

Credits earned at other colleges, which are accredited, by one of the regional accrediting agencies are customarily accepted for transfer to ECC Compton Center on receipt of an official transcript of record. Students submitting transcripts from other colleges for the purpose of receiving a degree or certificate from El Camino College must submit an official college-to-college transcript. Transcripts delivered by students will not be considered for degree or certificate purposes. Appropriate college level United States Armed Forces courses also may be accepted for credit (CP3-1).

Compton Center cannot grant a course waiver or course substitution that is inconsistent with Title 5 regulations. Compton Center cannot ensure that another college or university will accept a waiver or substitution granted by El Camino College. The process for requesting a substitution of courses for completion of an associates of arts or associate in science degree or program certificate is described in Administrative Procedure 4100 – Graduation Requirements for Degrees and Certificates (CP3-2). Additional detail regarding policy on transfer of credit is located in the 2016-2017 catalog.

Advanced Placement Test Credit

High school students who enroll at Compton Center may petition for college credit based on high school Advanced Placement (AP) courses. Credit will be given for the following courses if the student has taken the appropriate Advanced Placement Test and received a score of 3, 4 or 5. (No credit will be given for a score of 1 or 2.) The maximum number of units granted toward the associate degree will be 15 (CP3-3).

Credit for Military Service

The experience of the veteran will be reviewed and any appropriate credit granted. Once El Camino College reviews and awards credit, it will become part of the veteran’s permanent record. Credit will be awarded after completion of one semester of attendance at El Camino College (CP3-4).

A copy of the veteran’s separation document or discharge paper must be on file. No credit is approved for the six-month Reserve program. Credit for military service is given according to length of service.

Credit by Examination

ECC Compton Center is committed to allowing students to receive credit for a specific course by demonstrating mastery of the subject matter and/or skills by credit by exam (CP3-5). Updated lists of courses eligible for credit by examination, as determined by appropriate faculty, are kept in the academic and counseling division offices as well as the admissions and records office. It shall be established that the knowledge, skills,

and/or experiences gained outside the regular college curriculum are compatible with the course objectives for which credit is requested. Proficiency in subject matter or skills is assessed through examination, portfolio, or skills demonstration, and must be at the level expected of students who have successfully completed the course at Compton Center.

The eligibility and fee requirements, along with the procedures and restrictions for obtaining credit by examination, are on file in the Administrative Procedures Handbook. These are available in the admissions and records office, counseling services, and all academic division offices. They are also published in the college catalog ([CP3-6](#)) and on the website ([CP3-7](#)).

Evidence List

- [CP3-1](#) 2016-2017 College Catalog, page 50
- [CP3-2](#) ECCCD AP 4100 – Graduation Requirements for Degrees and Certificates
- [CP3-3](#) 2016-2017 College Catalog, page 50
- [CP3-4](#) 2016-2017 College Catalog, page 51
- [CP3-5](#) ECCCD BP 4235 – Credit by Examination
- [CP3-6](#) 2016-2017 College Catalog, page 49
- [CP3-7](#) Admissions webpage – Credit by Examination

Policy on Award of Credit

College work at El Camino College is measured in terms of semester units. A “unit” is a credit per hour scale for degree- and non-degree applicable credit courses. Noncredit type courses do not record any credit in a student’s record and are offered as “0” units. The amount of credit awarded shall be adjusted in proportion to the number of student learning hours of lecture, study, and/ or laboratory work noted in the Course Outline of Record (COR). Unit value is determined by dividing the total hours of an 18-week semester by 54. Unit values are never rounded up to a higher unit value.

In order to ensure that all baccalaureate-level courses articulate with courses offered at four-year colleges and universities, the Curriculum Committee requires that all courses, both new and revised, have clearly stated SLOs based on measurable objectives contained within the Course Outline of Record ([CP4-1](#)).

The direct relationship between course and program outcomes (including department, degree, certificate, or other specialized programs) ensures that the program-level outcomes are the basis for awarding degrees and certificates at El Camino College. As a result, all courses are aligned to Program Learning Outcomes, where the course and/or program outcomes are the rationale for the awarding of grades and course credit ([CP4-2](#)).

The information about the awarding of course credit is available to all members of the El Camino College campus community in both the online and hardcopy versions of the college catalog and schedule of classes ([CP4-3](#)). These publications contain explanations of the award of credits, appeals procedures, withdrawal deadlines and procedures, incomplete grades, how GPAs are calculated, academic probation procedures, procedures regarding academic dishonesty, special program requirements, academic regulations for grades, policies for credit for prior achievement and credit by examination of classes, and assessment procedures for all courses, mathematics classes, and English classes.

Evidence List

- [CP4-1](#) Course Outline of Record
- [CP4-2](#) SLO and PLO Alignment Grids
- [CP4-3](#) College Catalog and Schedule of Classes



Policy on Distance Education and on Correspondence Education

The mission of the distance education program is to provide alternative delivery modes of instruction that increase student access to post-secondary educational programs. Compton Center ensures the development, implementation, and evaluation of all courses and programs, including those offered via distance or correspondence education, by adhering to the Administrative Procedure 4105 – Distance Education ([CP5-1](#)). It is mandatory that each proposed or existing course offered by distance education at both Compton Center and El Camino College is reviewed and approved separately, under the same conditions and criteria as all other courses.

The review and approval of new and existing distance education courses follows the curriculum approval procedures as outlined in Board Policy 4020 and Administrative Procedure 4020 – Program, Curriculum, and Course Development ([CP5-2](#) and [CP5-3](#)).

When approving distance education courses, the Curriculum Committee certifies the following: The same standards of course quality, including Student Learning Outcomes (SLOs), are applied to the distance education courses as are applied to traditional classroom courses.

- Determinations and judgments about the quality of the distance education course are made with the full involvement of the Curriculum Committee approval procedures.
- Each section of the course that is delivered through distance education includes regular effective contact between the instructor and students.
- All distance education courses approved under this procedure continue to be in effect unless there are substantive changes of the course outline.

ECC Compton Center provides all student support services online to all students. Library information and resources are available online through the Library's webpage. This includes the online college catalog, online databases,

electronic books and Internet-based services. Library services are evaluated for improvement through an annual survey given to library patrons and distance education students. Additionally, online student services include: application to the college, orientation to the college, sample testing materials, virtual counseling, course registration and wait-listing, course availability, financial aid application and updates, debit cards for financial aid disbursements, classroom assignments, fee payment, textbook purchases, board policies, unofficial transcripts, transcript ordering and Distance Education (DE) webpage. All of these services allow students to avail themselves to support services without physically visiting the campus.

Distance education at Compton Center includes quality assurances built into the curriculum, course delivery and management, and program review processes ([CP5-4](#)). Even though El Camino College offers courses through distance education, it does not offer the ability to earn a degree or certificate solely through distance education.

Competency levels and measurable student learning outcomes are determined for distance education in the same manner as traditional programs by faculty during curriculum development ([CP5-5](#)). Faculty propose, develop, and update course outlines, certificates and programs in their disciplines, based on input from their advisory committees, the program review cycle, SLO and PLO assessments, student surveys, changes in transfer requirements and employment factors, technologies, and student and community requests ([CP5-6](#)).

In addition, to ensure quality distance education instruction includes regular and effective contact and that it adheres to ACCJC policies and standards ([CP5-7](#)), it is common practice for administrators to visit online classes occasionally to offer support to instructors as well as to observe students in virtual class settings and to stay connected to the actual practice of instruction. Online classroom visits may take place as part of a formal evaluation, but can occur at any time during the semester. Visitation of online courses

by administrators may occur for the purposes listed below. Administrators are required to notify course instructor in a timely fashion via email and/or phone prior to the visitation. Visitation of online courses may occur:

- To ensure that the course is appropriately available to students in the course management system.
- To ensure that regular effective contact is taking place according to the established ECC Regular Effective Contact Policy and compliance with Section 508 of the Federal Rehabilitation Act (accessibility for disabled students).
- In response to a request from the instructor in the course. (For example, questionable student conduct, technical problems, course development review and recommendations.)
- In response to student complaints about the instructor, the course, or the course management system infrastructure.

At the conclusion of the visitation, the dean or designee will contact the instructor and share any recommendations or comments ([CP5-8](#)).

Consistent with federal regulations pertaining to federal financial aid eligibility and Administrative Procedure 4105 – Distance Education, the ECC Compton Center authenticates and verifies that students who register in a distance education or correspondence education courses are the same students who participate in and complete the course or program and receives the academic credit. Student Authentication Guidelines were collegially developed and implemented in spring 2013. Per student authentication guidelines ([CP5-9](#)), online instructors use the following procedures to authenticate a student's identity: secure credentialing/login password through Etudes, a student affirmation of academic integrity statement, plagiarism detection software and regular effective contact.

Evidence List

CP5-1	ECCCD AP 4105 – Distance Education
CP5-2	ECCCD BP 4020 – Program, Curriculum, and Course Development
CP5-3	ECCCD AP 4020 – Program, Curriculum, and Course Development
CP5-4	Distance Education Advisory Committee web page
CP5-5	Curriculum Handbook
CP5-6	SLO and PLO Assessment Reports
CP5-7	Regular and Effective Contact Guidelines
CP5-8	Distance Education Classroom Visit Protocol
CP5-9	Student Authentication Guidelines

Policy on Representation of Accredited Status

Compton Center has an accreditation link on its website ([CP6-1](#)). The link directs the viewer to the El Camino College's accreditation webpage ([CP6-2](#)), which is one click from the homepage.

The accreditation webpage displays the most recent June 17, 2015 ACCJC Action Letter which reaffirms Eligibility status for Compton Center and confirms requirements and the timeline for further review of accreditation status. The accreditation webpage also displays all recent ACCJC Action Letters, general correspondence, and institutional reports to the ACCJC, as well as information about Compton Center's process to accreditation. There is also a link to the ACCJC website.

The college's accredited status is also included in the college catalog ([CP6-3](#), page 5).

Evidence List

CP6-1	Compton Center homepage
CP6-2	Compton Center Accreditation web page
CP6-3	2016-17 El Camino College Catalog, page 5



Policy on Student and Public Complaints against Institutions

ECC Compton Center provides access to its student and public complaint policies and procedures via the college catalog, board policies, and administrative procedures.

Board Policy 3410 – Nondiscrimination outlines the institutions’ nondiscrimination policy ([CP7-1](#)). The policy reads: “The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.”

Using Board policy, including BP and AP 3410 Nondiscrimination, and BP 3430 Prohibition of Harassment ([CP7-2](#)), ECC Compton Center also assures that all employees and applicants for employment will enjoy equal opportunity regardless of race, color, ancestry, religion, gender, national origin, age, physical or mental disability, medical condition, status as a Vietnam-era veteran, marital status or sexual orientation.

Board Policy 5500 Standards of Student Conduct ([CP7-3](#)) and Administrative Procedure 5530 Student Rights and Grievances ([CP7-4](#)) outline the requirements for compliance with district policy in the matter and the procedure to provide prompt and equitable means of resolving student grievances.

Information regarding student rights and responsibilities, student rights and grievances, informal and formal resolution of grievances, appeal process, student complaint procedures

for issues not resolved at campus level, student discipline and due process procedure, unlawful discrimination complaint procedure, sexual and gender-based misconduct information, access to information policy, and student right-to-know information can be found in the 2016-2017 college catalog ([CP7-5](#), pages 33-40 and pages 387-394). Similar information can also be found in the Compton Center Student Handbook ([CP7-6](#)).

Additionally, the Compton Center Student Services webpage displays a document containing policy and procedures for handling complaints of unlawful discrimination ([CP7-7](#)), and the El Camino College Office of Student and Staff Diversity displays complaint procedure information ([CP7-8](#)).

Evidence List

- [CP7-1](#) ECCCD BP 3410 - Nondiscrimination
- [CP7-2](#) ECCCD BP 3430 – Prohibition of Harassment
- [CP7-3](#) ECCCD BP 5500 – Standards of Student Conduct
- [CP7-4](#) ECCCD AP 5530 – Student Rights and Grievances
- [CP7-5](#) 2016-2017 College Catalog, pages 33-40 and pages 387-394
- [CP7-6](#) Compton Center Student Handbook
- [CP7-7](#) Student Services webpage
- [CP7-8](#) Formal Complaint Process

Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status

The El Camino Community College District’s Board Policy 1100 stipulates that the name is the property of the district. “The name and the logo are the property of the District. No person shall, without the permission of the Board, use this name or other facilities of the District, or any abbreviation of them, to imply, indicate or otherwise suggest that an organization, product or service is connected or affiliated with, or is endorsed, favored, supported, or opposed by, the District.” (CP8-1).

El Camino College and Compton Center’s mission and vision statements are located in the 2016-2017 catalog along with the college statement of accreditation, student assessment and learning outcomes statement, institutional outcomes, and other college and district information (CP8-2, pages 5-10).

In accordance with Board Policy 5010 Admissions and Concurrent Enrollment (CP8-3) and Administrative Procedure 5010 Admissions (CP8-4), The district shall admit students who meet one of the following requirements and who are capable of profiting from the instruction offered: Any person over the age of 18 and possessing a high school diploma or its equivalent. Other persons who are over the age of 18 years and who, in the judgment of the Superintendent/President or designee are capable of profiting from the instruction offered.

Admissions procedures are described in the college catalog (CP8-5, pages 12-14 and page 367).

Compton Center has an accreditation link on its website (CP6-1). The link directs the viewer to the El Camino College’s accreditation webpage (CP6-2), which is one click from the homepage.

The college catalog accurately reports the official college name, address, telephone numbers and website addresses to both the Torrance campus and Compton Center locations. The same

information including campus location maps is provided on the college website (CP8-6).

Evidence List

- CP8-1 ECCCCD BP 1100 – The El Camino Community College District
- CP8-2 2016-2017 College Catalog, pages 5-10
- CP8-3 ECCCCD BP 5010 – Admissions and Concurrent Enrollment
- CP8-4 ECCCCD AP 5010 – Admissions
- CP8-5 2016-2017 College Catalog, pages 12-14 and page 367
- CP8-6 Compton Center Campus Information Webpage

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

Compton Center holds no contracts that apply to this ACCJC policy.

Policy on Institutional Compliance with Title IV

Board Policy 5130 (CP9-1) and Administrative Procedure 5130 – Financial Aid (CP9-2) ensure the college will adhere to all guidelines, procedures and standards to ensure student eligibility for federal financial aid. The policy and procedure also cover financial assistance outside of Title IV entitlements and include state and local grants and scholarships.

ECC Compton Center informs current and prospective students about the basic cost of education, including tuition, fees, and other required expenses (CP9-3, CP9-4, and CP9-5). Compton Center follows all federal guidelines regarding disclosure of costs of education, such as tuition and fees charged to full-time and part-time students, cost estimates of for books and supplies, room and board, transportation, and any additional program costs. The net price calculator accessed through the financial aid webpage will total the cost of tuition, fees, and instruction; estimated personal expenses and transportation; room and board; and estimated



grant aid ([CP9-6](#)) are also available. Costs are also listed in the college catalog and on the admissions and records webpage. Faculty members determine the textbooks and other instructional materials for their classes. Cost estimates for most programs are also available through gainful employment disclosures ([CP9-7](#)).

ECC Compton Center publishes information on the estimated total cost of education via Gainful Employment disclosures for certificates offered by each academic program ([CP9-8](#)). Information for associate degree and transfer outcomes is not currently provided, due to the fact that specific pathway completion costs vary by program.

Student loan default rates are monitored and assessed regularly. Although the Official Cohort Default Rate for 2013 was 19.7 percent, El Camino College has elected to withdraw from the Federal Direct Loan Program effective as of the 2013-14 Fiscal Year. As a result, Compton Center no longer participates in the Federal Direct Loan Program. The student loan default rates at El Camino College have traditionally been well below the federal guidelines' default rate of 30% for a two-year cohort, as defined by the Higher Education Opportunity Act of 2008. El Camino College's default rates per the latest report were 19.7 percent for fiscal year 2013, 16.7 percent for fiscal year 2012 and 20.6 percent for fiscal year 2011, below the federal guideline rate of 30 percent ([CP9-9](#)).

In addition, the CCCD establishes policies, administrative regulations, procedures that govern internal controls and compliance over federal programs ([CP9-10](#)). Annually, CCCD is subject to an audit of federal awards. This audit examines each major program and provides a report on internal controls and compliance required by OMB Circular A-133. The summary of the auditor's results references federal awards findings and state awards findings. The outcomes of the last three fiscal years, 2013-2015 noted no internal controls and compliance audit findings of federal awards.

Evidence List

CP9-1	ECCCD BP 5130 – Financial Aid
CP9-2	ECCCD AP 5130 – Financial Aid
CP9-3	Compton Center Fees Webpage
CP9-4	ECC Fees Webpage
CP9-5	2016-2017 College Catalog, Page 22
CP9-6	Net Price Calculator
CP9-7	Sample GE Disclosures
CP9-8	Certificates (GE Disclosure Webpages)
CP9-9	Cohort Default Rates
CP9-10	CCCD Standards for Financial and Program Managements

CERTIFICATIONS

Standard I:

Mission, Academic Quality and Institutional Effectiveness, and Integrity



STANDARD I:

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Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A - Mission

Standard I.A.1 The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Eligibility Requirement 6 – Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

Analysis including the Evidence of Meeting the Standard

Since its inception in August 2006, Compton Center has been actively involved in a series of planning summits focused on the mission statement for El Camino College. The most recent revision was developed during the 2014 Planning Summit which included faculty, staff, administrators and students from both the college and Compton Center. The mission statement reads as follows:

“El Camino College makes a positive difference in people’s lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.” (I.A.1-1)

Through its mission statement, Compton Center reinforces that it offers a comprehensive educational program that meets the needs of students. A review of course offerings indicates that Compton Center provides students the opportunity to complete a variety of degree and certificate programs in both academic and career technical education fields, prepare for transfer,

improve their abilities through basic skills and non-credit courses, or pursue lifelong learning (I.A.1-2). The educational goals of students is reflected in the mission statement, with 54 percent intending to transfer to a four-year institution, 11 percent intending to earn a degree or certificate, and 13 percent intending to retrain or achieve high school equivalency (I.A.1-3).

The mission describes the institution’s intended student population through mention of “people’s lives” and “our diverse communities”. The majority of students are female, Hispanic/Latino, under 25 years old, receiving financial aid, and intending to transfer to a four-year institution. 52 percent of students are Hispanic/Latino, 34 percent of students are African-American, and 6 percent of students are Asian. Overall, 97 percent of the student population is non-white (I.A.1-4).

Compton Center’s offering of distance education (DE) courses supports the mission as this delivery mode provides students with a convenient alternative way to take classes (I.A.1-5). The profile of DE students does not typically differ from students studying via the traditional learning mode, although particular resources and

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capabilities are required for DE courses ([I.A.1-6](#), [I.A.1-7](#), and [I.A.1-8](#)).

Finally, the mission demonstrates the institution's commitment to student learning and student achievement. To promote student learning and student success, Compton Center provides a series of programs and services to support students including but not limited to the First Year Experience program, Supplemental Instruction, Mathematics, Engineering, and Science Achievement Program (MESA), Honors Transfer Program, support services workshops, and tutoring.

The mission statement informs institutional planning and the resource allocation process by providing a framework and foundation for decision-making with respect to educational programs and services that potentially impact student success ([I.A.1-9](#), [I.A.1-10](#), [I.A.1-11](#), and [I.A.1-12](#)).

In April 2015, Compton Center established the Strategic Planning Committee (SPC). This forty-member committee comprises stakeholders from the Compton Community College District (CCCD) and Compton Center. A key mandate of the SPC was to develop mission and vision statements for the future Compton College emphasizing the institution's core values and identifying strategic goals which would dictate the programs to be offered, as well as assist in the future college's short and long range institutional planning. The work of this committee became the foundation for CCCD's Board Policy 1200 Mission, Vision, and Strategic Initiatives which will guide the Compton Center and future college forward.

With the uniqueness of the partnership between the El Camino and Compton districts, the mission, vision, and strategic initiatives for Compton Center and future Compton College was approved at the ECCCD Board of Trustees January 20, 2016 meeting. The future Compton College's mission statement reads as follows:

"Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce, and provides clear pathways for transfer, completion, and lifelong learning." ([I.A.1-13](#))

Evaluation

Compton Center meets the standard. The mission statement broadly describes educational purposes and commitments, including programs and services offered to the intended student population in their pursuit of learning and achievement. The mission statement informs institutional planning at multiple levels including board policies and the planning and resource allocation process. Future review of the mission will reflect new accreditation Standards.

Action Plan

The administration and Academic Senate of the Compton Center will outline how decisions are made to guide all stakeholders in the governance and mission-centric practices of the institution.

Evidence List

I.A.1-1	El Camino College Mission Statement
I.A.1-2	2016-2017 College Catalog
I.A.1-3	Facts and Figures 2015
I.A.1-4	Environmental Scan - Student Population Demographics
I.A.1-5	DE Handbook
I.A.1-6	DE Access Guidelines
I.A.1-7	DE Online Orientation Tutorials
I.A.1-8	CCCCO DE Guidelines
I.A.1-9	ECCCD BP 1200 – District Mission and Strategic Plan
I.A.1-10	ECCCD BP 3250 – Institutional Planning
I.A.1-11	<i>Making Decisions at El Camino College</i>
I.A.1-12	ECC Planning Model
I.A.1-13	ECCCD Board Minutes

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Standard I.A.2 The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Analysis including the Evidence of Meeting the Standard

The mission statement and strategic initiatives are updated regularly using a comprehensive set of data—including college profiles, student access and achievement data, analysis of previous planning outcomes, and internal and external scans—which ensure that the mission and strategic initiatives are linked to the needs of the student population ([I.A.2-1](#)). A wide range of data is used to assess mission and strategic initiatives including college profile information, internal and external data, surveys, and student learning outcome assessment data. Data are disaggregated by ethnicity, gender, age, economic status, disability, and other key factors of the student population.

Compton Center has an identified process for using data to determine how effectively it is accomplishing its mission and for ensuring the mission directs institutional priorities. Compton Center sets annual priorities based on a review of the College's achievement of strategic initiatives. This is demonstrated by the Overarching Priorities for the Compton Center and Compton district which are linked to strategic initiatives ([I.A.2-2](#)).

Data plays a primary and significant role in determining how effectively Compton Center is achieving the College's mission, as well as whether the mission is effectively being used to direct institutional priorities toward meeting students' educational needs. The Institutional Research and Planning (IRP) webpage presents a wide range of data relating to the institutional mission and its priorities as expressed by the strategic initiatives ([I.A.2-3](#)). IRP analyzes and distributes this data to facilitate institutional processes (e.g., program reviews), as well as to promote open, direct communication via publicly available reports such as the Annual Factbook ([I.A.2-4](#) and [I.A.2-5](#)) and factsheets pertaining to the Chancellor's Office Student Success Scorecard ([I.A.2-6](#)).

The institution uses various reports and analyses to assess the accomplishment of its mission. Evaluation processes for the effectiveness and success of the mission include numerous internal and external reports of student learning, success, and achievement, analyzed according to specific student characteristics ([I.A.2-7](#)). Discussions and committee meetings - such as those of the Consultative Council - are also used to determine what institutional adjustments are required to accomplish the mission ([I.A.2-8](#)). Student achievement outcomes, as reported in the Annual Factbook and various other reports from IRP ([I.A.2-9](#)), are a primary source of evaluating the accomplishments of the mission. More qualitative data such as student and employee perceptions of the campus climate are utilized as well ([I.A.2-10](#), [I.A.2-11](#), [I.A.2-12](#), and [I.A.2-13](#)).

The 2013 Planning Summit initiated by El Camino College established a working group to determine specific quantifiable objectives related to each strategic initiative ([I.A.2-14](#)). Direct measurements via annual reviews of progress were made possible as of the 2014 academic year ([I.A.2-15](#)). Similarly, committees such as Enrollment Management use data indicators (e.g., success and retention rates, degree/certificate awards, use of student services, etc.) to create local benchmarks designed for continued institutional improvement ([I.A.2-16](#)). Data use and analysis is integrated throughout the planning cycle, as institutional effectiveness is central to the planning model ([I.A.2-17](#)). For a list of data used in assessment, see Standard I.B.4.

Integrating data directly into institutional planning processes, referencing the mission and strategic initiatives, are taken into consideration at all levels of data collection. In addition to the research and analysis described above, all research requests from Compton Center stakeholders must be completed through the research request form ([II.A.2-18](#)), which requires any request to be specified in terms of how it relates to the strategic initiatives.

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Evaluation

Compton Center meets the standard. Compton Center uses various sources of institutional data to evaluate how well it accomplishes the mission and meets student needs. Quantitative and qualitative data from several constituencies help inform this evaluation of the mission. Direct measures of strategic initiative progress are also used.

Evidence List

- [I.A.2-1](#) Planning Summit Outcomes 2015
- [I.A.2-2](#) CCCD and Compton Center Overarching Priorities 2014-2017
- [I.A.2-3](#) Institutional Research and Planning webpage
- [I.A.2-4](#) 2016 Factbook (ECC)
- [I.A.2-5](#) 2016 Factbook (Compton)
- [I.A.2-6](#) Institutional Effectiveness Outcomes
- [I.A.2-7](#) Institutional Research and Planning Student Achievement Webpage
- [I.A.2-8](#) Collegial Consultation Committees
- [I.A.2-9](#) Institutional Research and Planning Report Webpage
- [I.A.2-10](#) Institutional Research and Planning Survey Webpage
- [I.A.2-11](#) 2014 SENSE Survey Highlights
- [I.A.2-12](#) CCSSE Survey Results 2014
- [I.A.2-13](#) CCFSSE Survey Results 2014
- [I.A.2-14](#) 2013 Planning Summit Report
- [I.A.2-15](#) Academic Senate Agenda/ Minutes 2014
- [I.A.2-16](#) Enrollment Management Plan
- [I.A.2-17](#) ECC Planning Model
- [II.A.2-18](#) Institutional Research and Planning Request Form

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Standard I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Analysis including the Evidence of Meeting the Standard

Compton Center's academic programs and services are aligned with the mission of providing a comprehensive education to a diverse community. All institutional planning, decision-making, or resource allocation recommendations are conducted in accordance with this mission. The mission also serves as the foundation for Compton Center's strategic initiatives (i.e., institutional goals) related to student learning and achievement (I.A.3-1). Programs analyze data on student achievement and student learning, evaluate previous year goals and objectives, and refine/develop objectives for the next year. Each of these steps is directly aligned with the mission and strategic initiatives.

Collegial consultation ensures institutional decision-making is consistent with the educational mission of the college. The planning model, including resource allocation, reflects the mission throughout each stage of the planning process. The Educational Master Plan and supportive plans are guided by the mission.

The institution's mission statement is integral for institutional planning and decision-making, and is expressed through the strategic initiatives. Strategic initiatives are incorporated into every department, program, and service area's plan as a goal to support student learning and achievement (I.A.3-2). Through collegial consultation, institutional recommendations are framed by the education mission of the college (I.A.3-3). Compton Center currently utilizes a planning model that reflects the role of the mission in the planning process (I.A.3-4). Compton Center's Strategic Planning Committee (SPC) has developed a new planning model which will be utilized starting in 2017 (I.A.3-5). The mission guides the 2012-17 El Camino College & El Camino College Compton Center

Comprehensive Master Plan (I.A.3-6) and the Compton Center Enrollment Management Plan (I.A.3-7). The 2017-2022 Compton Center/Future Compton College Comprehensive Master Plan will be reviewed by the Board of Trustees at its December 2016 meeting. The mission is also the foundation for various aspects of institutional planning, as indicated by the *Making Decisions at El Camino College* document, intended to inform and guide stakeholders in the long term (I.A.3-8). Currently, Compton Center is developing a *making Decisions at Compton Center* document to reflect the decision-making process at Compton Center in its unique partnership with the El Camino district.

While DE is not specifically mentioned in the mission, the offering of DE courses is congruent with the Compton Center's mission as it is a method of delivering educational opportunities. DE students are included as part of the student population served at the Compton Center. DE students are comparable to students who take courses using a face-to-face instructional delivery method (I.A.3-9).

Evaluation

Compton Center meets the standard. Compton Center's programs and services align with the El Camino College mission, as well as the Compton Center mission created by its Strategic Planning Committee. BP 1200, BP 3250, and AP 3250, along with the Board of Trustees approval of the future Compton College mission, vision, and strategic initiatives, ensure that the mission and related strategic initiatives guide institutional goals and decision-making processes.

Action Plan

Compton Center will ensure that all meeting agenda and related documents include the college mission.

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Evidence List

- [I.A.3-1](#) ECCCD AP 3250 –
Institutional Planning
- [I.A.3-2](#) PlanBuilder Checklist
- [I.A.3-3](#) ECCCD - AP 2510 (Section III.8) –
Participation in Local Decision
Making
- [I.A.3-4](#) Compton Center Planning Model
2013-16
- [I.A.3-5](#) Compton Center Planning Model
2016
- [I.A.3-6](#) 2012-17 Comprehensive Master
Plan
- [I.A.3-7](#) Compton Center Enrollment
Management Plan
- [I.A.3-8](#) *Making Decisions at
El Camino College*
- [I.A.3-9](#) DE Course Analysis –
Compton Center

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Standard I.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Eligibility Requirement 6 – Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)

Analysis including the Evidence of Meeting the Standard

The mission statement is on the Compton Center website and published in the College catalog and the schedules of classes. The institutional mission statement is published and expressed in a wide variety of locations and formats, including but not limited to various web pages and both on-campus and DE course syllabi for each academic program ([I.A.4-1](#), [I.A.4-2](#), [I.A.4-3](#), [I.A.4-4](#), and [I.A.4-5](#)).

The El Camino College governing board approved the current ECC mission statement on December 15, 2014. The Compton Center/future Compton College Vision, Mission, and Strategic Initiatives were approved by the Compton Community College District Special Trustee on December 15, 2015 ([I.A.4-6](#)) and by the El Camino College Board of Trustees on January 20, 2016 ([I.A.4-7](#)).

Governing boards and planning committees review and update the mission statement as necessary via regularly scheduled or special meetings. The mission is reviewed annually, at each Planning Summit and revised as needed to accurately reflect the College's broad educational purposes and service to the community ([I.A.4-8](#) and [I.A.4-9](#)). The process for this revision is documented in each Planning Summit Outcomes Report, with the most recent review occurring during the 2016 Planning Summit ([I.A.4-10](#)).

Evaluation

Compton Center meets the standard. There is a widely published board policy articulating the institutional mission, which has recently been reviewed, updated, and approved by the governing board.

Evidence List

I.A.4-1	El Camino College Mission Statement
I.A.4-2	Syllabi Checklist
I.A.4-3	Sample Syllabus - MATH 180 Syllabus
I.A.4-4	Sample Syllabus - NFOO 15 Syllabus
I.A.4-5	DE Syllabus Checklist
I.A.4-6	ECCCD BP 1200 – District Mission and Strategic Plan
I.A.4-7	ECCCD Board Minutes January 20, 2016
I.A.4-8	Planning Summit Documents
I.A.4-9	Planning Summit Report List
I.A.4-10	Planning Summit Outcomes Report 2016

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Standard I.B - Assuring Academic Quality and Institutional Effectiveness – Academic Quality

Standard I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Analysis including the Evidence of Meeting the Standard

Through its integrated planning and participatory governance structure, Compton Center maintains a sustained, substantive, and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialogue is structured through virtually all outlets of institutional communication, including published policies, internal and external reports, committee meetings, department/area meetings, and informal discussions and conversations between stakeholders ([I.B.1-1](#), [I.B.1-2](#), [I.B.1-3](#), [I.B.1-4](#), [I.B.1-5](#), [I.B.1-6](#), [I.B.1-7](#), [I.B.1-8](#), [I.B.1-9](#), [I.B.1-10](#), [I.B.1-11](#), [I.B.1-12](#), and [I.B.1-13](#)). Dialogue ranges from broad communication from campus-wide surveys ([I.B.1-14](#) and [I.B.1-15](#)), board policies ([I.B.1-16](#)), and handbooks ([I.B.1-17](#) and [I.B.1-18](#)), to departmental and program-level discussions ([I.B.1-19](#), [I.B.1-20](#), [I.B.1-21](#), and [I.B.1-22](#)).

Compton Center is continuously engaged in dialogue regarding the various aspects of institutional effectiveness and student learning and achievement ([I.B.1-23](#)). In conjunction with this dialogue, academic programs and services utilize course, program, service area, and institutional learning outcomes to plan action items ranging from instructional changes and curricular adjustments to resource requests and improved assessments ([I.B.1-24](#), [I.B.1-25](#), [I.B.1-26](#), and [I.B.1-27](#)). A majority of the most recent SLO/SAO reports and program reviews indicate that student learning is improving, e.g. these programs and services are improving their ability to promote student learning. Compton Center's concerted dialogue has helped provide its stakeholders with an understanding of evidence, data, and research as it relates to student learning

and achievement ([I.B.1-28](#), [I.B.1-29](#), [I.B.1-30](#), and [I.B.1-31](#)).

The Distance Education Advisory Committee (DEAC) and relevant faculty from the respective academic departments are primary in Compton Center's dialogue regarding the continuous improvement of student learning through DE and the comparison of student learning in DE versus traditional programs ([I.B.1-32](#)).

Evaluation

Compton Center meets the standard. Compton Center engages in substantive dialogue regarding the aspects of academic quality, institutional effectiveness, and student learning and achievement outcomes. This dialogue is structured through several institutional processes and mechanisms that ensure it is systemic, ongoing, and occurs at various organizational levels.

Evidence List

I.B.1-1	ECCCD BP 2510 – Participation in Local Decision Making
I.B.1-2	ECCCD AP 2510 – Participation in Local Decision Making
I.B.1-3	CCCD BP 2510 – Participation in Local Decision Making
I.B.1-4	<i>Making Decisions at El Camino College</i>
I.B.1-5	2012-17 Comprehensive Master Plan
I.B.1-6	ECC Planning Model
I.B.1-7	Compton Center Planning Model 2013-16
I.B.1-8	Compton Center Planning Model 2016
I.B.1-9	2015 Planning Summit Outcomes Report

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- [I.B.1-10](#) 2016 Planning Summit Outcomes Report
- [I.B.1-11](#) Student and Faculty Engagement Surveys
- [I.B.1-12](#) CCC Minutes
- [I.B.1-13](#) Sample Meeting Minutes – Planning & Budgeting Committee
- [I.B.1-14](#) CCSSE Survey Results 2014
- [I.B.1-15](#) CCFSSE Survey Results 2014
- [I.B.1-16](#) ECCCD AP 3250
- [I.B.1-17](#) SLO/PLO Assessment Handbook
- [I.B.1-18](#) Curriculum Handbook
- [I.B.1-19](#) Assessment of Student Learning Diagram
- [I.B.1-20](#) PLO Statements Report Guide
- [I.B.1-21](#) SAO Assessment Plan Template
- [I.B.1-22](#) SAO Assessment Plan Sample
- [I.B.1-23](#) Professional Development Day CEO Presentation
- [I.B.1-24](#) Division SLOs
- [I.B.1-25](#) Compton Center SLO Assessment Reports
- [I.B.1-26](#) SLO Alignment Grids
- [I.B.1-27](#) SAO Webpage
- [I.B.1-28](#) CCSSE Survey Results 2014
- [I.B.1-29](#) CCFSSE Survey Results 2014
- [I.B.1-30](#) 2016 Planning Summit Outcomes Report
- [I.B.1-31](#) Sample Committee Minutes – Assessment of Learning Committee
- [I.B.1-32](#) DEAC Webpage

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Standard I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Eligibility Requirement 11 – Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Analysis including the Evidence of Meeting the Standard

Compton Center defines and assesses learning outcomes for all academic programs, as well as for student learning and support services. Compton Center utilizes Student Learning Outcomes (SLOs) for course-level outcomes assessment, Program Learning Outcomes (PLOs) for program-level outcomes assessment, Service Area Outcomes (SAOs) for student services outcomes assessment, and Institutional Learning Outcomes (ILOs) for institutional-level outcomes assessment. These assessments are accessible via various web pages ([I.B.2-1](#) and [I.B.2-2](#)).

Student learning outcomes and assessments are established for each course, program, certificate, and degree (including non-degree and distance learning). Courses, programs, certificates, and degrees (including non-degree and distance learning) are evaluated and assessed on a regular, yearly cycle through faculty, staff, and administrative SLO, PLO, and SAO reports which are entered into the TracDat system ([I.B.2-3](#) and [I.B.2-4](#)). The assessment reports require all programs and services provide evaluation and recommendations for improvements that are then used during program review and the planning and resource allocation process ([I.B.2-5](#), [I.B.2-6](#), and [I.B.2-7](#)). Although Compton Center does not yet use disaggregated data for its ILO, SLO, PLO and SAO analysis, it does use disaggregated data in other areas of assessment, such as student achievement ([I.B.2-8](#)). Nevertheless, program review recommendations based on student learning and achievement are reflected in the broader

division-level plans. New teaching materials (such as models and laboratory equipment) and an expanded variety of course offerings are the result of a comprehensive examination of program recommendations and available resources ([I.B.2-9](#)).

The faculty responsible for SLO assessments take part in many of the established policies and institutional processes to guide the development and evaluation of courses, programs, certificates and degrees ([I.B.2-10](#), [I.B.2-11](#), [I.B.2-12](#), and [I.B.2-13](#)). The College Curriculum Committee (CCC) consists of faculty, staff, and administrators. This committee follows the Program and Course Approval Handbook, the Course Curriculum Handbook, and the College Curriculum Handbook to guide its decision making process ([I.B.2-14](#), [I.B.2-15](#), and [I.B.2-16](#)). During the development and evaluation of courses and programs, the Articulation Officer, along with the instructional faculty and staff, is responsible for ensuring course applicability, transferability, and other education requirements are met ([I.B.2-17](#)).

The administrative procedure ([I.B.2-18](#)) and the Distance Education Faculty Handbook information on the DE faculty resources page also emphasize faculty expertise and knowledge to establish and maintain quality in these DE courses ([I.B.2-19](#), [I.B.2-20](#), and [I.B.2-21](#)).

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Evaluation

Compton Center meets the standard. The institution has clear definitions and assessment procedures for all instructional programs and student and learning support services. These definitions and procedures are available online in the appropriate handbooks. Compton Center assesses student learning outcomes and disaggregated student achievement data for its programs, and is currently developing methods to disaggregate the analyses for student learning outcomes.

Action Plan

Compton Center will consult with key constituencies to determine best methods for disaggregating learning outcomes data for SLOs, PLOs, and SAOs and for disaggregating learning outcomes data between DE and traditional courses.

Evidence List

I.B.2-1	SLOs by Division
I.B.2-2	SAO Webpage
I.B.2-3	SLO Timelines
I.B.2-4	PLO Reports
I.B.2-5	Sample TracDat SLO Assessment Report – Childhood Development
I.B.2-6	Program Review Webpage
I.B.2-7	ECCCD AP 3250 – Institutional Planning
I.B.2-8	Institutional Research and Planning Student Achievement Webpage
I.B.2-9	Sample Unit Plan - Division 1 2015-2016
I.B.2-10	ECCCD BP 4020 – Program, Curriculum, and Course Development
I.B.2-11	BP 4025 – Philosophy for Associate Degree and General Education
I.B.2-12	ECCCD AP 4020 - Program, Curriculum, and Course Development
I.B.2-13	CCC Handbook
I.B.2-14	Program and Course Approval Handbook
I.B.2-15	Curriculum Review Timeline
I.B.2-16	CurricUNET
I.B.2-17	ECCCD AP 4050 - Articulation
I.B.2-18	ECCCD AP 4105 – Distance Education
I.B.2-19	DE Guidelines
I.B.2-20	Library Distance Learning Faculty Resources
I.B.2-21	Sample Program Review with DE Discussion – Political Science

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Standard I.B.3 The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

Eligibility Requirement 11 – Student Learning and Student Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program’s expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Analysis including the Evidence of Meeting the Standard

Compton Center establishes mission-appropriate institution-set standards for student achievement and continuously assesses and publishes information related to these in its ongoing process to improve the institution ([I.B.3-1](#), [I.B.3-2](#), [I.B.3-3](#), [I.B.3-4](#), and [I.B.3-5](#)). Academic Senate meeting minutes and the methodology for ACCJC Institutional-Set Standards that Compton Center follows demonstrate this assessment and information-sharing ([I.B.3-6](#) and [I.B.3-7](#)).

Compton Center has an established process of committee and summit meetings to set priorities and expectations regarding student achievement outcomes, while providing a broad-based understanding of the priorities and processes required in implementing strategies to achieve desired student achievement outcomes ([I.B.3-8](#)). Evidence of this can be seen in the Institutional Research documents *Outcomes Report* and *Making Decisions at El Camino College* (specifically on page 15, “Strategic Initiatives”) ([I.B.3-9](#) and [I.B.3-10](#)). These standards, assessments, and objectives are the same for all classes regardless of method of delivery (i.e. for distance education or continuing education classes, programs, or certificates) ([I.B.3-11](#) and [I.B.3-12](#)).

Evaluation

Compton Center meets the standard. Data reported in the Institutional Effectiveness Outcomes illustrates that Compton Center has established and measured institutional-set standards regarding student achievement outcomes.

Evidence List

I.B.3-1	2013 Planning Summit Report
I.B.3-2	Sample Academic Senate Agenda and Minutes 2014
I.B.3-3	Institutional Research and Planning Student and Achievement Data
I.B.3-4	Academic Senate Webpage with Agenda and Minutes
I.B.3-5	Student Success and Support Program Plan
I.B.3-6	Academic Senate Minutes
I.B.3-7	Methodology for Institution-Set Standards
I.B.3-8	Enrollment Management Plan
I.B.3-9	2015 Planning Summit Outcomes Report
I.B.3-10	<i>Making Decisions at El Camino College</i>
I.B.3-11	SLO Alignments
I.B.3-12	2016 IEPI Framework of Indicators

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Standard I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Analysis including the Evidence of Meeting the Standard

Compton Center uses assessment information in organizing its processes designed to support student learning and achievement. Compton Center comprehensively collects, analyzes, and reports assessment outcomes at the course, program, and institutional levels as they relate to student learning and achievement, as well as the overall effectiveness of educational services provided in fulfilling the mission ([I.B.4-1](#), [I.B.4-2](#), [I.B.4-3](#), and [I.B.4-4](#)). Direct assessments of student performance (i.e., student achievement outcomes) are also implemented at various stages of the institutional planning processes ([I.B.4-5](#)). Additionally, El Camino College board policies directly emphasize organizational support for student learning and achievement ([I.B.4-6](#) and [I.B.4-7](#)) as do the planning models ([I.B.4-8](#), [I.B.4-9](#) and [I.B.4-10](#)) and guides for decision-making ([I.B.4-11](#)).

Assessment data regarding student learning is primarily reviewed by academic program faculty and management and are incorporated into the appropriate area plans, unit plans, and/or program reviews ([I.B.4-12](#) and [I.B.4-13](#)). Each academic program prepares assessment reports to examine whether specific learning outcomes are being met and recommends actions to be taken regarding effective production of these learning outcomes ([I.B.4-14](#) and [I.B.4-15](#)). Academic and student service programs are also required to analyze and report student achievement data in their respective program reviews ([I.B.4-16](#)) and to utilize this information to guide recommendations for improvement. Additionally, student achievement assessments serve as primary data indicators referenced in key institutional plans ([I.B.4-17](#) and [I.B.4-18](#)).

Compton Center disaggregates virtually all student achievement data according to demographic characteristics in order to examine factors of difference when analyzing and reporting this information. The Institutional Research & Planning (IRP) webpages host demographic profiles of the student population ([I.B.4-19](#)), and regional data about the local community ([I.B.4-20](#)). The various student achievement reports provided by IRP are presented with disaggregated demographic student characteristic data ([I.B.4-21](#)) in order to identify any potential differences among subpopulations that may need addressing through institutional action.

Evaluation

Compton Center meets the standard. Compton Center uses assessment data in a variety of ways, and institutional processes are organized to promote student learning and achievement. Assessments of student learning outcomes and student achievement outcomes are integrated into several stages of institutional decision-making. Assessments of student achievement are disaggregated in order to reflect any demographic group differences. Compton Center will begin disaggregating assessments of student learning outcomes in future reports.

Evidence List

I.B.4-1	SLO Coordinator Reports
I.B.4-2	SAO Webpage
I.B.4-3	SLO and PLO Alignment Grids and Assessment Timelines
I.B.4-4	ILO Assessment Reports
I.B.4-5	Institutional Research and Planning Student Achievement Data
I.B.4-6	ECCCD BP 2510 – Participation in Local Decision Making
I.B.4-7	ECCCD AP 2510 – Collegial Consultation
I.B.4-8	Compton Center Planning Model 2013-16

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- [I.B.4-9](#) Compton Center Planning Model 2016
- [I.B.4-10](#) ECC Planning Model
- [I.B.4-11](#) *Making Decisions at El Camino College*
- [I.B.4-12](#) SLO Alignment Grids
- [I.B.4-13](#) Program Review Webpage
- [I.B.4-14](#) Sample SLO Webpage - Biology
- [I.B.4-15](#) Sample Program Review - Astronomy
- [I.B.4-16](#) Student Service Program Review Webpage
- [I.B.4-17](#) Enrollment Management Plan
- [I.B.4-18](#) Student Equity Plan
- [I.B.4-19](#) Institutional Research and Planning Demographic Profiles
- [I.B.4-20](#) Institutional Research and Planning District Profiles
- [I.B.4-21](#) Institutional Research and Planning Student Achievement page

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Standard I.B - Assuring Academic Quality and Institutional Effectiveness – Institutional Effectiveness

Standard I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Analysis including the Evidence of Meeting the Standard

Compton Center uses a program review process to evaluate goals and objectives of student learning and achievement as they relate to the accomplishment of the mission ([I.B.5-1](#)). Data used for program reviews are disaggregated according to specific program types and delivery methods ([I.B.5-2](#)). Resource Allocations are linked to recommendations from program reviews and area plans ([I.B.5-3](#), Appendix E pages 23-24). Planning is integrated into institutional processes via standing committees that serve advisory or decision-making roles according to input from various stakeholders (See ECCCD/CCCD Organizational Chart in Data and Organization section and [I.B.5-4](#), [I.B.5-5](#), and [I.B.5-6](#)). The presentation and analysis of institutional data is mandatory for each program review, and the data for any given academic program or service is available through the institution's MyECC web portal ([I.B.5-7](#)).

The program review process is ongoing via a four-year cycle based on the program review schedule ([I.B.5-8](#)). The data used in a given program review is available from tools developed by the Office of Institutional Research & Planning. These tools provide disaggregated information such as success and completion rates, and are generally available from the MyECC portal used by faculty and staff. SLO, PLO, and SAO assessment data is also used in the program review and evaluation processes ([I.B.5-9](#)). Academic programs are required to review their learning outcomes assessments and discuss any recommendations or proposed changes to the program or instructional design according to the results of these assessments ([I.B.5-10](#)).

The information from program reviews is discussed and acted upon within specific programs and departments ([I.B.5-11](#)), and the broader impacts on institutional effectiveness and educational quality are topics at institution-wide committees ([I.B.5-12](#), [I.B.5-13](#), and [I.B.5-14](#)).

Planning is further integrated through the various committees that function in an advisory role to the Planning and Budget Committee. Most significantly, the Institutional Effectiveness and Strategic Planning committees incorporate evaluations of programs and services into their regular meetings and provide the Planning and Budget Committee with the information necessary to effect meaningful budgeting of resources (see [I.B.5-14](#)).

Compton Center currently uses similar processes for planning, approving, and evaluating both DE courses and those offered via traditional instruction methods ([I.B.5-15](#)). Planning, as it relates to DE courses, is integrated into the overall planning process by incorporating any DE program recommendations into the appropriate area plans or program reviews.

Evaluation

Compton Center meets the standard. The accomplishment of Compton Center's mission to provide educational programs and services promoting student success is assessed via a systematic and ongoing program review process. This program review process utilizes evaluations and analyses of student learning outcomes and student achievement data in order to assess the attainment of program goals and objectives appropriately. These functions are carried out via an evaluation of program reviews conducted by the Institutional Effectiveness Committee

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and channeled through the Planning and Budget Committee, with input from applicable administrators.

Evidence List

- [I.B.5-1](#) Program Review Webpage
- [I.B.5-2](#) Success and Retention Data Webpage
- [I.B.5-3](#) Program Review Materials, (Appendix E: pg. 23-24)
- [I.B.5-4](#) El Camino College Planning Model
- [I.B.5-5](#) Compton Center Planning Model 2013-16
- [I.B.5-6](#) Compton Center Planning Model 2016
- [I.B.5-7](#) *MyECC*
- [I.B.5-8](#) Compton Center Program Review Schedule
- [I.B.5-9](#) SLO Webpage
- [I.B.5-10](#) Program Review Guidelines
- [I.B.5-11](#) Sample Program Minutes - English
- [I.B.5-12](#) Academic Senate Minutes
- [I.B.5-13](#) Provost/CEO Recommendations to Institutional Effectiveness Committee
- [I.B.5-14](#) Sample PBC Minutes
- [I.B.5-15](#) DE Guidelines and Policy

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Standard I.B.6 The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Analysis including the Evidence of Meeting the Standard

Compton Center disaggregates measures of student achievement according to demographic characteristics. As described in Standard II.B.2, Compton Center is currently developing techniques to disaggregate student learning outcomes data in a similar manner. When examining student data, the institution identifies any significant trends among subpopulations of students and interprets the meaning of such trends where they exist (I.B.6-1). When performance gaps are identified, strategies to reduce these gaps are created and written into the upcoming versions of any relevant institutional plans (I.B.6-2). For further details regarding resource allocation, please refer to Standard II.A and II.C.

The institution has set goals and standards for student outcomes among specific subpopulations according to institutional plans (e.g., the SEP), but has not yet set goals and standards according to disaggregated data for student learning outcomes (I.B.6-3). The institution measures the success of these targeted outcomes by comparing the quantified student data to the previously established expectations and goals (I.B.6-4). Institutional performance is satisfactory in that progress is on-target with several goals such as degrees and certificates awarded. Other goals such as persistence and CTE completion have already been met. While progress toward reducing gaps among student subpopulations has been made, specific measures regarding goals and expectations among subpopulations are not yet available.

In terms of student achievement, institutional plans and programs such as the Student Equity Plan (SEP) and the Student Success and Support Program (SSSP) have been implemented to reduce gaps between subpopulations of students and to provide additional support to students who would benefit from such assistance (I.B.6-5 and I.B.6-6). For more specific details on resource allocation, please refer to Standard II.A and II.C.

In terms of student learning, analysis of disaggregated data has yet to occur, but the SEP and SSSP are designed to improve both student learning and student achievement. Compton Center is considering methods for disaggregating student learning outcome data through various possible options, such as including an SLO Component in the MyECC WebAdvisor tool for faculty use in submitting grading information (I.B.6-7).

Evaluation

Compton Center meets the standard. Compton Center disaggregates student achievement data and implements strategies to reduce any performance gaps that are identified. Compton Center has utilized Student Equity and Student Success resources to improve its ability to mitigate performance gaps as student learning outcomes are disaggregated.

Action Plan

Compton Center will consult with key constituencies in Institutional Research and Planning, Program Review committees, and the Assessment of Learning Committee to determine best methods for disaggregating learning outcomes data for SLOs, PLOs, and SAOs and for disaggregating learning outcomes data between DE and traditional courses.

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Evidence List

- [I.B.6-1](#) Sample Time to Completion Report
2014-15
- [I.B.6-2](#) Student Equity Plan
- [I.B.6-3](#) Institution-Set Standards and
Methodology
- [I.B.6-4](#) Institutional Effectiveness Outcomes
Infographic
- [I.B.6-5](#) Student Equity Plan
- [I.B.6-6](#) Student Success and Support
Programs Plan
- [I.B.6-7](#) *MyECC* - Student Portal

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Standard I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Analysis including the Evidence of Meeting the Standard

Compton Center regularly evaluates all of its policies and practices to assure their effectiveness in supporting academic quality and achieving the mission. The institution primarily uses systematic process of evaluation to assess the effectiveness of its cycles of planning, resource allocation, and evaluation ([I.B.7-1](#) , [I.B.7-2](#) , [I.B.7-3](#) , [I.B.7-4](#)).

El Camino College holds an annual planning summit (which includes Compton Center stakeholders) where, among other topics, stakeholders discuss the effectiveness of the evaluation cycle ([I.B.7-5](#)). Compton Center also hosts Strategic Planning Summits for its stakeholders to establish an institutional planning model and determine how planning processes are designed to foster improvement ([I.B.7-6](#)). The effectiveness of these planning processes is measured via surveys ([I.B.7-7](#)) to evaluate stakeholder perspectives on and understanding of the decision-making and planning processes.

Various committees assess the effectiveness of their area relative to evaluation, integrated planning, resource allocation, and re-evaluation. This includes but is not limited to the Institutional Effectiveness Committee, the Strategic Planning Committee, the Assessment of Learning Committee, and the Distance Education Committee ([I.B.7-8](#) and [I.B.7-9](#)).

Compton Center utilizes several methods of data collection to obtain evidence regarding the effectiveness of DE learning programs and related support services, including but not limited to student surveys and quantitative student outcome data related to learning and achievement ([I.B.7-10](#)). For example, students are sent surveys regarding the satisfaction of DE courses after completing them, and the results are compiled and analyzed ([I.B.7-11](#)). Academic program reviews are required to include an

analysis of the effectiveness of DE courses in comparison to on-campus instruction ([I.B.7-12](#)). The Office of Institutional Research & Planning also reports student outcomes disaggregated according to instructional method, when possible ([I.B.7-13](#)).

Evaluation

Compton Center meets the standard. Compton Center has several methods of evaluating the effectiveness of institutional policies and practices. Planning summits are attended by stakeholders from all institutional areas, and, in addition to the data discussed at these summits, surveys are administered to attendees in order to provide an evaluation and assessment of policies and practices. Student achievement data and outcomes are also used to determine the effectiveness of DE learning programs and support services.

Evidence List

I.B.7-1	Program Review Webpage
I.B.7-2	SAO Webpage
I.B.7-3	SLO Webpage
I.B.7-4	ECCCD AP 3250 – Institutional Planning
I.B.7-5	2015 Planning Summit Outcomes Report
I.B.7-6	Compton Center Strategic Planning Summit 2015
I.B.7-7	2016 Compton Center Consultation Survey
I.B.7-8	CEO Recommendations for Standing Committees
I.B.7-9	Sample Committee Survey Results – Institutional Effectiveness Committee
I.B.7-10	Online Success & Retention Rates
I.B.7-11	Spring 2016 DE Student Survey Results
I.B.7-12	Academic Program Review Guide
I.B.7-13	2014-15 Distance Education Course Analysis

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Standard I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Analysis including the Evidence of Meeting the Standard

Compton Center publishes and broadly communicates the results of all assessment and evaluation activities so stakeholders have a shared understanding of strengths and weaknesses for appropriate prioritization. Compton Center regularly hosts opportunities for participation in and communication about its planning and evaluation processes. The Strategic Planning Summit invites broad campus participation, and board meetings invite comments from both Compton Center and community stakeholders ([I.B.8-1](#) and [I.B.8-2](#)).

Examples of assessment and evaluation activities include Compton Center's program review process ([I.B.8-3](#)). The results of these program reviews are broadly communicated via the website ([I.B.8-4](#)) and through procedures such as Academic Senate meetings ([I.B.8-5](#)). Data regarding evaluations of the effectiveness of programs and services are communicated through various internal channels (e.g., the *MyECC* PR tool) ([I.B.8-6](#)). The SLO webpages are a publicly accessible source for communicating assessment results and reports for the institution and all programs and services. The SLO webpages are also a repository for assessment resources, the Assessment of Learning Committee's activities and reports, and presentations from SLO Coordinators ([I.B.8-7](#)). The Institutional Effectiveness Committee examines the procedures for programs and services' assessment results ([I.B.8-8](#) and [I.B.8-9](#)), and this information is provided to the Planning and Budget Committee ([I.B.8-10](#)). The Institutional Effectiveness Committee and Strategic Planning Committee serve as advisors to the Planning and Budget Committee ([I.B.8-11](#)), so institutional decision-making is based on a shared understanding of these assessment and evaluation results ([I.B.8-12](#) and [I.B.8-13](#)).

Likewise, stakeholders provide direct evaluative input during events such as Compton Center's Strategic Planning summit ([I.B.8-14](#)), the joint planning summit hosted by El Camino College ([I.B.8-15](#) and [I.B.8-16](#)), and surveys or evaluations distributed following the summits ([I.B.8-17](#) and [I.B.8-18](#)). Regular reports are provided at board meetings regarding Scorecard data, institutional effectiveness data, and other assessment data – see Standard IV.C.1. Compton Center also provides opportunities for informal evaluation as well as communication of various institutional assessments via public participation at board meetings ([I.B.8-19](#) and [I.B.8-20](#)).

Evaluation

Compton Center meets the standard. Compton Center communicates assessment and evaluation results through a variety of channels. Committees dedicate meetings and summits to discussing these results, which are forwarded to institutional committees responsible for institutional decision-making. Several mechanisms exist for participation in and communication about college planning and evaluation. This participation and communication is duly noted and circulated throughout the institution.

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Evidence List

<u>I.B.8-1</u>	Planning Summit 2016 Report
<u>I.B.8-2</u>	Planning Summit Participants
<u>I.B.8-3</u>	Program Review Webpage
<u>I.B.8-4</u>	Completed Program Reviews
<u>I.B.8-5</u>	Academic Senate Minutes
<u>I.B.8-6</u>	<i>MyECC</i> Program Review Tool
<u>I.B.8-7</u>	SLO Webpage
<u>I.B.8-8</u>	Program Review Rubric
<u>I.B.8-9</u>	IEC minutes
<u>I.B.8-10</u>	PBC minutes
<u>I.B.8-11</u>	Standing Committee Organization
<u>I.B.8-12</u>	IEC minutes
<u>I.B.8-13</u>	PBC minutes
<u>I.B.8-14</u>	2015 Planning Summit Outcomes Report
<u>I.B.8-15</u>	2015 ECC Planning Summit
<u>I.B.8-16</u>	<i>Making Decisions at El Camino College</i>
<u>I.B.8-17</u>	2016 Compton Center Consultation Survey
<u>I.B.8-18</u>	2015 Planning Summit Outcomes Report
<u>I.B.8-19</u>	ECCCD BP 2345 – Public Participation at Board Meetings
<u>I.B.8-20</u>	CCCD BP 2350 - Public Participation at Board Meetings

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Standard I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Eligibility Requirement 19 – Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Analysis including the Evidence of Meeting the Standard

Compton Center engages in continuous, broad, systematic evaluation and planning processes ([I.B.9-1](#), [I.B.9-2](#), [I.B.9-3](#), [I.B.9-4](#), and [I.B.9-5](#)). Program review, planning, and resource allocation are all integrated into a comprehensive decision-making process designed to accomplish the institutional mission while improving its effectiveness and academic quality ([I.B.9-6](#) and [I.B.9-7](#)). Planning specifically addresses short- and long-term needs for our programs and services. For example, program review guidelines specify that the short- and long-term needs of a given program or service be written into the document as recommendations for improved human, physical, technological, and financial resources ([I.B.9-8](#)).

Compton Center ensures that institutional planning addresses the needs of programs and services through an integrated process that allows smaller units such as programs and service areas, to send recommendations to broader units such as departments. These departments ultimately provide recommendations to the institution itself, as represented by decision-making committees such as Planning and Budgeting Committee ([I.B.9-9](#) and [I.B.9-10](#)). The needs and recommendations specified by smaller areas and units are effectively completed through a comprehensive

process such that the broadest institutional planning is reflective of resources required to achieve Compton Center's mission.

This process is further detailed on the Academic Affairs Program Review page ([I.B.9-11](#)) specifying that program review recommendations are entered into Program Plans, which are considered by deans and division leadership into the appropriate Unit Plans, which the Vice President integrates into Area Plans. These Area Plans are then prioritized into Compton Center's overall recommendations, which are reviewed by the Planning and Budgeting Committee (according to the institutional mission and strategic initiatives) before being incorporated into the institutional budget forwarded to the CEO and governing board for approval.

The institution collects data in several ways to analyze the effectiveness of its academic programs and services, including program reviews ([I.B.9-12](#)), student surveys ([I.B.9-13](#)), and the maintenance of Management Information Systems (MIS) data pertaining to student learning and achievement outcomes and the use of student services. SLO, PLO, and SAO assessments are also incorporated into the evaluation process and used to identify what is working well among the programs and what areas need further improvement ([I.B.9-14](#), see example assessments). In a broader sense,

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departmental data (e.g., Student Services intake data), personnel evaluations ([I.B.9-15](#)), and committee meeting minutes serve as additional evidence regarding the effectiveness of Compton Center's programs and services. Results from Compton Center's evaluation processes directly contribute to improvements in programs and services. These serve as evidence to support recommendations (e.g., from program reviews) through the institutional planning process. Area plans and overall recommendations for the institution reflect the desired improvements noted in program reviews ([I.B.9-16](#)).

Compton Center collects assessment data for DE similarly to data collected for traditional instructional methods. All academic programs and services collect and assess learning outcomes through departmental meetings, regardless of instructional method ([I.B.9-17](#)).

Evaluation

Compton Center meets the standard. Compton Center engages in continuous, broad, systematic planning and evaluation as evidenced by the Strategic Planning Committee's development of the 5-year Educational Master Plan. As indicated by institutional plans and governing board documents, Compton Center has established a successful system for resource allocation and decision-making based on the wide variety of available evidence from various stakeholders and constituent groups. These evaluation and planning processes are cyclical and sufficiently comprehensive to address various resource needs throughout all levels of institutional planning.

Evidence List

I.B.9-1	Educational Master Plan
I.B.9-2	2012-17 Comprehensive Master Plan
I.B.9-3	ECCCD BP 3250 – Institutional Planning
I.B.9-4	ECCCD AP 3250 – Institutional Planning
I.B.9-5	<i>Making Decisions at El Camino College</i>
I.B.9-6	Compton Center Planning Model 2016
I.B.9-7	ECC Planning Model
I.B.9-8	Program Review Guidelines
I.B.9-9	Compton Center Planning Model 2016
I.B.9-10	Standing Committee Organization
I.B.9-11	Program Review Webpage
I.B.9-12	Completed Program Reviews
I.B.9-13	CCSSE Survey Results 2014
I.B.9-14	SLO Webpage – Sample Assessments
I.B.9-15	Faculty Evaluation Schedule
I.B.9-16	Sample Unit/Program Plans – Division 2
I.B.9-17	SLO Alignment Grids and Assessment Timeline

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Standard I.C - Institutional Integrity

Standard I.C.1 The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Eligibility Requirement 20 - Integrity in Communication with the Public

The institution provides a print or electronic catalog for its constituencies with precise, accurate and current information concerning the following:

General Information

- *Official Name, Address(es), Telephone Number(s), and Website Address of the Institution*
- *Educational Mission*
- *Representation of accredited status with ACCJC and with programmatic accreditors, if any*
- *Course, Program, and Degree Offerings*
- *Student Learning Outcomes for Programs and Degrees*
- *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*

Requirements

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

Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance and Transfer of Credits*
- *Transcripts*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

Locations or Publications where Other Policies may be found. (Standard I.C.2)

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Analysis including the Evidence of Meeting the Standard

Compton Center assures that information provided to students, prospective students and stakeholders regarding its mission statement, learning outcomes, and educational programs and services is provided clearly, accurately, and with integrity. Compton Center provides stakeholders and the public with accurate information through the following avenues:

- The Compton Center Mission Statement, as adopted under El Camino College, is shared with the general public through the Compton Center website ([I.C.1-1](#)), the printed College catalog ([I.C.1-2](#)) and the semester class schedules. Posters of the mission statement are displayed in various areas around campus, as provided from the Public Relations & Marketing (PR&M) Department. Compton Center is currently developing new marketing materials for the 2017-2022 mission statement.
- Student Learning Outcomes (SLOs) for every course are provided on every class syllabi received by students on the first day of class for both in-person and distance education courses. All SLOs and PLOs are posted online through El Camino College's website ([I.C.1-3](#)).
- Compton Center's accreditation status is available online ([I.C.1-4](#)) and [I.C.1-5](#)) along with annual updates printed in the College catalog ([I.C.1-6](#)).
- All educational programs are available online ([I.C.1-7](#)) in the College catalog (page 51), and in the degree transfer articulations provided via the Transfer and Career Center. All student support programs available at the Compton Center are outlined in the College catalog (page 311) and online through their respective webpages ([I.C.1-8](#)).
- Programs with independent accreditation or independent recognition list their accreditation status and other related information on their webpages ([I.C.1-9](#) and [I.C.1-10](#)).

In addition, Compton Center provides accurate information regarding student achievement data via the website. Data provided to external agencies such as the California Community College Chancellor's Office is also available via the website ([I.C.1-11](#)).

Compton Center ensures the integrity of publications through regular reviews of policies and procedures regarding publications. PR&M has developed guidelines and a process for all publications – digital and print. PR&M provides a *Communications Guide and Publications Standards Manual* outlining publication, communication, branding, and style guidelines ([I.C.1-12](#)). PR&M reviews and updates the manual via a Communications Task Force which includes representation from students, faculty, staff, and administration. This process ensures all published material, including digital represents the institution with professionalism and integrity.

Compton Center currently provides information related to DE programs on its Distance Education webpages ([I.C.1-13](#) and [I.C.1-14](#)). General information regarding the definition and approval process is indicated in the relevant administrative procedure ([I.C.1-15](#)) and DE-related data is available through the Institutional Research & Planning (IRP) webpages ([I.C.1-16](#), [I.C.1-17](#) and [I.C.1-18](#)).

Compton Center provides information to the public about student achievement in DE courses in the form of regular reports available from IRP and program reviews conducted by programs offering courses through distance education ([I.C.1-19](#)). IRP is currently developing a proposal to evaluate the institution's delivery of DE courses and overall effectiveness of DE ([I.C.1-20](#)). This Distance Education Research Design proposal is intended to provide an evaluation of students' perspectives of DE courses, the knowledge and availability of courses, and the overall effectiveness of promoting DE. The results of this research will provide information that faculty will be able to use to expand and enhance DE offerings. Students' access and understanding of DE

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student achievement will be addressed by the Distance Education Advisory Committee (DEAC).

See Standard I.C.2 for complete analysis of ER 20.

Evaluation

Compton Center meets the standard. Compton Center consistently provides accurate and current student achievement information to the public through a variety of channels. Compton Center also provides accurate information regarding student achievement data, as well as the data provided to external agencies such as the California Community College Chancellor's Office.

Evidence List

I.C.1-1	El Camino College Mission
I.C.1-2	2016-2017 College Catalog, page 11
I.C.1-3	SLO Timelines and Alignment Grids
I.C.1-4	Compton Center Accreditation webpage
I.C.1-5	ECCCD BP 3200 - Accreditation
I.C.1-6	2016-2017 College Catalog, page 366
I.C.1-7	Majors and Programs Webpage
I.C.1-8	Student Services Index Webpage
I.C.1-9	Radiologic Technology Webpage
I.C.1-10	Nursing Webpage
I.C.1-11	CCCCO Scorecard
I.C.1-12	PR&M Communications Guide
I.C.1-13	ECC DE Webpage
I.C.1-14	Compton DE Webpage
I.C.1-15	ECCCD AP 4105 – Distance Education
I.C.1-16	Online Success Rate Webpage
I.C.1-17	ECC Online Course Analysis
I.C.1-18	Compton Online Course Analysis
I.C.1-19	Program Review Webpage
I.C.1-20	Distance Education Research Proposal

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Standard I.C.2 The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.

Eligibility Requirement 20 - Integrity in Communication with the Public
(See complete bulleted list in I.C.1 for ER 20)

Analysis including the Evidence of Meeting the Standard

PR&M produces a joint El Camino College and Compton Center catalog containing accurate and

current information according to the ‘Catalog Requirements’ listing. This catalog is available as a flip book in digital format via the website and print format ([I.C.2-1](#)).

Requirement	Catalog Page Number
Official name, Address, Telephone Number, and Website Address of the Institution	363 (Compton Center catalog)
Educational Mission	9
Representation of Accredited Status with ACCJC, and with Programmatic Accreditors If Any	5
Course, Program, and Degree Offerings	75-346
Assessment of Student Learning Outcomes	11
Student Learning Outcomes for Certificates and Degrees	11
Academic Calendar and Program Length	2
Academic Freedom Statement	43, 399 (Compton Center catalog)
Available Student Financial Aid	26-27, 380-382 (Compton Center catalog)
Available Learning Resources	24-31, 378-385 (Compton Center catalog)
Names and Degrees of Administrators and Faculty	347-364, 413-417 (Compton Center catalog)
Names of Governing Board Members	5
Admissions Requirements	12-14, 367 (Compton Center catalog)
Student Tuition, Fees, and Other Financial Obligations	22-23, 376-377 (Compton Center catalog)
Degrees, Certificates, Graduation, and Transfer Requirements	60-74
Academic Regulations, Including Academic Honesty	41-49, 387-405 (Compton Center catalog)
Nondiscrimination	39, 394 (Compton Center catalog)
Acceptance of Transfer Credits	50-56
Transcripts	14, 23, 377 (Compton Center catalog)
Grievance and Complaint Procedures	33-36, 387-390 (Compton Center catalog)
Sexual Harassment	40, 395 (Compton Center catalog)
Refund of Fees	22-23, 376-377 (Compton Center catalog)

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<p>Locations or Publications Where Other Policies May Be Found</p>	<ul style="list-style-type: none"> • Recent print and other media advertisements • Compton Center Student Handbook • Compton Center Handbook for Distance Education Courses • Compton Center Schedule of Courses • Compton Center Website • El Camino College Website • Compton Center Library • El Camino College Library
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The course catalogs are updated annually with combined input from faculty and administration to ensure the information presented is accurate in terms of programs, locations, and policies. This information is published through the PR&M Department ([I.C.2-2](#) and [I.C.2-3](#)).

Compton Center addresses issues of academic freedom, financial aid, and learning resources for DE courses similarly to those for face-to-face instructional methods ([I.C.2-4](#) and [I.C.2-5](#)). Because these issues and policies are applied uniformly throughout the institution, instructors of DE courses may only be required to provide additional information that pertains to the given DE course. The catalog provides a brief explanation of how DE courses are structured and offered ([I.C.2-6](#)), and students are instructed to contact the Distance Education Office or visit the Distance Education webpages for more information ([I.C.2-7](#) and [I.C.2-8](#)). Instructors are given guidelines for regular effective contact per Title 5 requirements and as indicated through administrative procedure ([I.C.2-9](#) and [I.C.2-10](#)).

Evaluation

Compton Center meets the standard. Compton Center regularly publishes both print and electronic formats of the catalog. This catalog is easily and readily available to the students, faculty, staff, and other members of the public. This catalog contains all necessary information regarding facts, requirements, policies and procedures for classes, degrees, and certificates whether the instructional delivery method is in-person, hybrid, or entirely online.

Evidence List

I.C.2-1	College Catalog Webpage
I.C.2-2	Public Relations & Marketing Department webpage
I.C.2-3	College Catalog Webpage
I.C.2-4	ECCCD BP 4030 – Academic Freedom
I.C.2-5	ECCCD AP 4105 – Distance Education
I.C.2-6	2016-2017 College Catalog
I.C.2-7	ECC DE Webpage
I.C.2-8	Compton Center DE Webpage
I.C.2-9	DE Faculty Resources
I.C.2-10	ECCCD AP 4105 – Distance Education

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Standard I.C.3 The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Eligibility Requirement 19 – Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. (Standard I.B.9 and I.C.3)

Analysis including the Evidence of Meeting the Standard

Compton Center makes student learning outcomes (SLOs) and student achievement outcomes publicly available through SLO assessment reports ([I.C.3-1](#)) and program reviews ([I.C.3-2](#)) as well as research reports ([I.C.3-3](#)). Compton Center collects assessment data related to student learning outcomes ([I.C.3-4](#)), program learning outcomes ([I.C.3-5](#)), institutional learning outcomes ([I.C.3-6](#)), and service area outcomes ([I.C.3-7](#)) as they pertain to the respective academic programs and student services offered. Additionally, student achievement data is assessed through program reviews ([I.C.3-8](#)) and research reports focused on progression studies, graduation and transfer rates, employment outcomes, and other topics ([I.C.3-9](#)). The five-year trend for transfers, from 2009-10 to 2013-14, shows a steady increase from 160 students to 416 students.

Compton Center makes data publicly available through information submitted to and hosted by the California Community College Chancellor's Office, which can be accessed and queried through their website ([I.C.3-10](#)). Additionally, all external and relevant internal reports are available through the Office of Institutional Research & Planning's webpages ([I.C.3-11](#)). Other internal reports are available via IRP.

Evaluation

Compton Center meets this standard. Documented assessments are evaluated for student achievement by student learning and achievement outcomes that are made available to current and prospective students as well as the public. Outcomes are also disseminated into program reviews and research reports. Information is submitted to the California Community College Chancellor's Office in addition to the Compton Center Institutional Research Department.

Evidence List

I.C.3-1	SLO Assessments
I.C.3-2	Program Review Webpage
I.C.3-3	Institutional Research Success & Retention Rates
I.C.3-4	SLO Webpage
I.C.3-5	PLO Webpage
I.C.3-6	ILO Webpage
I.C.3-7	SAO Webpage
I.C.3-8	2015 Completed Program Reviews
I.C.3-9	Institutional Research - Student Achievement and Achievement
I.C.3-10	CCCCO Data Webpage
I.C.3-11	Institutional Research & Planning Webpage

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Standard I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Analysis including the Evidence of Meeting the Standard

Compton Center describes its degrees and certificates in terms of purpose, content, requirements, and learning outcomes. This information is available through the course catalog and on the individual webpages for each academic program ([I.C.4-1](#) and [I.C.4-2](#)). Information about programs is verified during catalog development and regular review of website information by the appropriate academic department prior to publishing ([I.C.4-3](#)). Degrees and certificates are clearly described in the introduction of each academic program ([I.C.4-4](#)). Student learning outcomes are not currently included in the catalog descriptions of courses and programs, but course syllabi are required to include student learning outcomes before distribution. In addition, detailed course and program information is currently listed on the main webpage of various academic programs and the SLO webpages ([I.C.4-5](#) and [I.C.4-6](#)). Compton Center also verifies that faculty adhere to stated course objectives and learning outcomes through the faculty evaluation process ([I.C.4-7](#), Pages 18-37 and Appendix B).

SLO assessment data is collected for each class section and aggregated results are reported. SLO results are disaggregated and evaluated according to individual sections or faculty members ([I.C.4-8](#)). Likewise, academic program reviews allow for the assessment and analysis of learning outcomes in individual sections or courses ([I.C.4-9](#), Section 4).

Students enrolled in DE courses receive program information through the course catalog or the webpage of their given academic program ([I.C.4-10](#) and [I.C.4-11](#)). All DE course syllabi are required to include a description of student learning outcomes. Student learning outcomes of individual sections can be disaggregated and analyzed separately from traditional instruction methods when requested ([I.C.4-12](#) and [I.C.4-13](#)).

Evaluation

Compton Center meets the standard. Compton Center provides clear, consistent and accurate descriptions of the requirements, purpose, content, and learning outcomes for certificates, degrees, and courses. This information is readily available to students, faculty and staff, and the wider public through course syllabi and the website, as well as the print and online catalog. The accuracy of these communications is continuously monitored through the appropriate college departments prior to publishing this data and information.

Evidence List

I.C.4-1	2016-2017 College Catalog
I.C.4-2	Academics Webpage
I.C.4-3	Admissions Webpage
I.C.4-4	Academics Webpage
I.C.4-5	Course Outline of Record Template
I.C.4-6	SLO Webpage
I.C.4-7	Faculty Evaluation, Pages 18-37 and Appendix B
I.C.4-8	SLO Assessment Reports
I.C.4-9	Program Review Guide, Section 4
I.C.4-10	Class Schedules
I.C.4-11	Admissions Webpage
I.C.4-12	Course Outline of Record Template
I.C.4-13	IRP Online Course Success and Retention Webpage

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Standard I.C.5 The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Analysis including the Evidence of Meeting the Standard

With the unique partnership between the El Camino and Compton districts, the El Camino and Compton district board policies are applicable to Compton Center. As established in BP 2410 and AR 2410, El Camino College and Compton Center regularly review their policies, procedures, and publications to ensure integrity in the representations of the mission, programs and services ([I.C.5-1](#) and [I.C.5-2](#)). Board policies and administrative procedures are reviewed for currency every ten years or as legal updates require. These policies, procedures, and publications are reviewed, evaluated, and discussed by a wide variety of stakeholders to ensure there is consensus and integrity in the information provided ([I.C.5-3](#) and [I.C.5-4](#)). The responsible entity or committee reviews policies on a regular cycle. Updates to policies or new policy development go through collegial consultation before being recommended to the Board of Trustees. The Board of Trustees has a first and second reading (two separate board meetings) of policies to provide the opportunity for public comment. Upon approval, new policies are posted to the website and documented in board meeting minutes. The Board of Trustees oversees and identifies any questions or concerns regarding these policies, procedures, and publications ([I.C.5-5](#)). All questions or concerns are communicated through the administration as well as in the publicly available meeting minutes of the board meetings ([I.C.5-6](#) and [I.C.5-7](#)).

At this time, Compton Center is in the process of reviewing existing policies and procedures, and developing new policies and procedures that will allow it to operate as an independent college ([I.C.5-8](#)). The responsible entity working with the appropriate constituency is drafting the policies which then go through collegial consultation prior to being recommended to the Board of Trustees for adoption.

Evaluation

Compton Center meets the standard. Various stakeholders, collegial consultation committees, and the Board of Trustees regularly review institutional policies and procedures to ensure integrity in the representation of the institutional mission and its programs and services.

Action Plan

Develop the necessary policies and procedures to operate the future Compton College under the authority of the Compton Community College District.

Evidence List

I.C.5-1	ECCCD BP 2410 – Board Policies and Administrative Procedures
I.C.5-2	ECCCD AP 2410 – Board Policies and Administrative Procedures
I.C.5-3	2015 Planning Summit Outcomes Report
I.C.5-4	<i>Making Decisions at El Camino College</i>
I.C.5-5	ECCCD BP 2200 – Board Duties and Responsibilities
I.C.5-6	ECC Board Agendas
I.C.5-7	ECC Board Minutes
I.C.5-8	Schedule of BP/AP Review

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Standard I.C.6 The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Analysis including the Evidence of Meeting the Standard

Compton Center informs current and prospective students about the basic cost of education, including tuition, fees, and other required expenses ([I.C.6-1](#), [I.C.6-2](#), and [I.C.6-3](#)). Compton Center follows all federal guidelines regarding disclosure of costs of education, such as tuition and fees charged to full-time and part-time students, cost estimates of for books and supplies, room and board, transportation, and any additional program costs. The net price calculator accessed through the Financial Aid webpage will total the cost of tuition, fees, and instruction; estimated personal expenses and transportation; room and board; and estimated grant aid ([I.C.6-4](#)) are also available. Costs are also listed in the College catalog and on the Admissions and Records webpage. Faculty members determine the textbooks and other instructional materials for their classes. Cost estimates for most programs are also available through gainful employment disclosures ([I.C.6-5](#)).

Compton Center publishes information on the estimated total cost of education via Gainful Employment disclosures for certificates offered by each academic program ([I.C.6-6](#)). Information for associate degree and transfer outcomes is not currently provided, due to the fact that specific pathway completion costs vary by program.

Evaluation

Compton Center meets the standard. The institution informs students about the total cost of education through widely published and easily accessible means.

Evidence List

I.C.6-1	Compton Center Fees Webpage
I.C.6-2	ECC Fees Webpage
I.C.6-3	2016-2017 College Catalog, Page 22
I.C.6-4	Net Price Calculator
I.C.6-5	Sample GE Disclosures
I.C.6-6	Certificates (GE Disclosure Webpages)

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Standard I.C.7 In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Eligibility Requirement 13 – Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)

Analysis including the Evidence of Meeting the Standard

Compton Center uses and publishes governing board policies on academic freedom and responsibility that make clear the institution's commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including students, faculty, and staff. The governing board policy on academic freedom applies to all courses, including DE courses, offered by the Compton Center.

Specifically, academic freedom is addressed in Board Policy 4030 ([I.C.7-1](#)), the 2016-2017 College Catalog ([I.C.7-2](#)), the student handbook ([I.C.7-3](#)), and the faculty bargaining unit contract ([I.C.7-4](#)). Additionally, board policies related to free speech and prohibition of harassment are in place ([I.C.7-5](#) and [I.C.7-6](#)). DE students are able to access institutional policies on academic freedom and responsibility through the catalog and website. In the event there is a concern about academic freedom, procedures are in place via AP 5530 ([I.C.7-7](#)) to file formal complaints or grievances.

Evaluation

Compton Center meets the standard. Compton Center publishes and communicates academic and intellectual freedom through various documentation including board policies, employee guidelines, the student handbook, and via the website.

Evidence List

- [I.C.7-1](#) ECCCD BP 4030 – Academic Freedom
- [I.C.7-2](#) 2016-2017 College Catalog, pages 43 and 399
- [I.C.7-3](#) Student Handbook
- [I.C.7-4](#) Faculty Bargaining Unit Contract
- [I.C.7-5](#) ECCCD BP 5550 – Free Speech
- [I.C.7-6](#) ECCCD AR 3430 – Prohibition of Harassment
- [I.C.7-7](#) ECCCD AP 5530 – Student Rights and Grievances

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Standard I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Analysis including the Evidence of Meeting the Standard

Compton Center establishes and publishes clear policies and procedures promoting honesty, responsibility, and academic integrity that apply to all constituencies. These policies include specific regulations for student behavior, academic honesty, and consequences for academic dishonesty ([I.C.8-1](#), [I.C.8-2](#), and [I.C.8-3](#)). The institution's board-approved policies on student academic honesty and student behavior are publicly available through the Board of Trustees webpages ([I.C.8-4](#), [I.C.8-5](#), [I.C.8-6](#)). Additionally, academic honesty policies are required to be listed on each syllabus and are most immediately enforced by the faculty (or deans and division chairs, as appropriate) ([I.C.8-7](#)).

Compton Center implements prevention strategies to promote student verification prior to their access of DE courses ([I.C.8-8](#)). Guidelines for student authentication are provided, and training and professional development regarding DE systems are made available to the faculty ([I.C.8-9](#) and [I.C.8-10](#)).

Evaluation

Compton Center meets the standard. Board policies and institutional practices affirm Compton Center's procedures regarding academic honesty, responsibility, and integrity. These policies and procedures apply to all constituencies and are communicated through the publicly available documents such as board policies, handbooks, syllabi, and the website.

Evidence List

I.C.8-1	College Curriculum Handbook
I.C.8-2	2016-2017 College Catalog, pages 33-49 and 387-411
I.C.8-3	Student Handbook
I.C.8-4	ECCCD BP 5500 – Standards of Student Conduct
I.C.8-5	ECCCD AP 5500 – Standards of Student Conduct
I.C.8-6	ECCCD AP 5520 – Student Discipline Procedures
I.C.8-7	Syllabus Guidelines
I.C.8-8	ECCCD AP 4105 – Distance Education
I.C.8-9	DE Student Handbook
I.C.8-10	Authentication Guidelines

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Standard I.C.9 Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Analysis including the Evidence of Meeting the Standard

Compton Center's faculty members are required to distinguish between personal conviction and the professionally accepted views in their disciplines. Faculty members must follow the course outline of record regarding the topics covered in class. Faculty members are instructed to present information fairly and objectively. Compton Center communicates faculty expectations regarding the separation of personal conviction and professionally accepted views through guidelines provided to the faculty and clauses in the faculty contract regarding evaluation ([I.C.9-1](#) and [I.C.9-2](#)).

Specifically, academic freedom is addressed in Board Policy 4030 ([I.C.9-3](#)), the 2016-2017 College catalog ([I.C.9-4](#)), and the faculty bargaining unit contract ([I.C.9-5](#)). In the event there is inappropriate communication from an instructor, procedures are in place via AP 5530 ([I.C.9-6](#)) to file formal complaints or grievances.

Evaluation

Compton Center meets the standard. The agreed-upon faculty contract and board-approved policies explicitly state academic freedom is encouraged and protected at Compton Center and throughout the District.

Evidence List

I.C.9-1	College Curriculum Handbook
I.C.9-2	Faculty Evaluation, Pages 18-37 and Appendix B
I.C.9-3	ECCCD BP 4030 – Academic Freedom
I.C.9-4	2016-2017 College Catalog
I.C.9-5	Faculty Bargaining Unit Contract
I.C.9-6	ECCCD AP 5530 – Student Rights and Grievances

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Standard I.C.10 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 and student handbooks.

Analysis including the Evidence of Meeting the Standard

Compton Center does not seek to instill specific beliefs or worldviews. However, the institution requires conformity to codes of conduct to the extent of nondiscrimination ([I.C.10-1](#)) academic freedom ([I.C.10-2](#)) and the prohibition of harassment ([I.C.10-3](#) and [I.C.10-4](#)) as outlined in administrative policies approved by the governing board. Clear notice of these policies and expectations is provided prior to stakeholder and student engagement with the institution. Requirements of conformity to codes of conduct are communicated primarily through Board Policies ([I.C.10-5](#)) and Administrative Policies ([I.C.10-6](#)) with specific statements pertaining to equitable treatment listed in various handbooks, guidelines, and syllabi.

Evaluation

Compton Center meets this standard. Codes of conduct are distributed to staff, faculty, administrators and students through mandated publications before involvement with the institution. Currently, the Compton Center does not endorse or publicize specific beliefs or worldviews, nor does it intend to do so.

Evidence List

I.C.10-1	ECCCD AP 3410 - Nondiscrimination
I.C.10-2	ECCCD BP 4030 – Academic Freedom
I.C.10-3	ECCCD BP 3430 – Prohibition of Harassment
I.C.10-4	ECCCD AP 3430 – Prohibition of Harassment
I.C.10-5	ECCCD BP 5500 – Standards of Student Conduct
I.C.10-6	ECCCD AP 5500 – Standards of Student Conduct

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Standard I.C.11 Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Analysis including the Evidence of Meeting the Standard

At this time, Compton Center does not operate in foreign locations and has no programs or activities taking place outside the United States. Distance education is not promoted in foreign locations, and the institution does not enroll students who do not currently reside in the U.S.

Evaluation

Compton Center meets the standard. There are currently no institutional activities occurring in foreign locations. Should Compton Center consider future implementation of programs in foreign locations, it is aware of the proper procedures and requirements from the Commission.

Evidence List

Not Applicable

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Standard I.C.12 The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Eligibility Requirement 21 - Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (I.C.12, I.C.13)

Analysis including the Evidence of Meeting the Standard

Compton Center agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, Compton Center will respond to meet requirements within a time period set by the Commission. Compton Center discloses information required by the Commission to carry out its accrediting responsibilities.

Compton Center demonstrates its commitment to complying with the various standards, requirements, policies, and guidelines related to the accreditation process via the Compton Center Accreditation webpage, which is one click away from the homepage on the website ([I.C.12-1](#)). Documents such as the Eligibility Application ([I.C.12-2](#)), the ACCJC Letter Reaffirming Eligibility (including timelines and policies) ([I.C.12-3](#)), and general information regarding the Process to Accreditation ([I.C.12-4](#)) are all available from this page. This webpage includes information regarding the partnership agreement between the Compton and El Camino community college districts ([I.C.12-5](#)). It also provides institutional documentation in compliance with accreditation and the Commission ([I.C.12-6](#) and [I.C.12-7](#)).

Evaluation

Compton Center meets the standard. Compton Center indicates its agreement to comply with various requirements, guidelines, and policies related to accreditation by communicating relevant, updated information through a dedicated Accreditation webpage on its site.

Evidence List

I.C.12-1	Compton Center Accreditation Webpage
I.C.12-2	Compton Center Eligibility Application
I.C.12-3	ACCJC Letter Reaffirming Eligibility
I.C.12-4	Process to Accreditation
I.C.12-5	ECC-Compton Partnership Agreement
I.C.12-6	ECCCD BP 3200 - Accreditation
I.C.12-7	ECCCD AP 3200 - Accreditation

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Standard I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Eligibility Requirement 21 - Integrity in Relations with the Accrediting Commission

The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards, and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (I.C.12, I.C.13)

Analysis including the Evidence of Meeting the Standard

Compton Center advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes ([I.C.13-1](#)). The institution describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public ([I.C.13-2](#) and [I.C.13-3](#)).

The institution's historical record with external agencies demonstrates honesty and integrity in its relationship with such agencies. Board policies are in place to assure compliance ([I.C.13-4](#)) and prevent external conflicts of interest ([I.C.13-5](#) and [I.C.13-6](#)). The institution responds promptly and honestly to recommendations and citations ([I.C.13-7](#) and [I.C.13-8](#)). There are no current citations indicating difficulty with the Compton Center. The institution is compliant with the U.S. Department of Education regulations as indicated by its accredited status under the ACCJC and letters from the Commission confirming eligibility, as well as current and official data entries at the National Center for Education Statistics ([I.C.13-9](#)).

Evaluation

Compton Center meets this standard. Compliance with institutional regulations and statutes has historically been demonstrated through administrative procedures and board policies, as well as correspondence with external agencies. Compton Center is currently compliant and keeps federal and state agencies appropriately informed.

Evidence List

I.C.13-1	ECCCD AP 3200 - Accreditation
I.C.13-2	Compton Accreditation Webpage
I.C.13-3	El Camino Accreditation Webpage
I.C.13-4	ECCCD BP 3200 - Accreditation
I.C.13-5	ECCCD BP 2710 – Conflict of Interest
I.C.13-6	ECCCD BP 3400 – Statement of Economic Interest
I.C.13-7	Compton Center Accreditation Correspondence
I.C.13-8	El Camino College Accreditation Correspondence
I.C.13-9	National Center for Education Statistics

STANDARD I:

Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I.C.14 The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Analysis including the Evidence of Meeting the Standard

As a public institution, El Camino College and Compton Center ensure that the commitment to a high quality education, student achievement, and student learning is paramount to other objectives, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. Institutional policies and practices demonstrate that delivering high quality education is paramount to all other objectives ([I.C.14-1](#) and [I.C.14-2](#)). For example, the institution's priorities are documented as strategic initiatives to be followed in order to fulfill the institutional mission. Compton Center does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. Compton Center is a non-profit, state-funded, teaching organization with no emphasis on research or private scholarship. The campus is defined solely by its educational mission.

Evaluation

Compton Center meets the standard. Compton Center's Institutional Planning, board policies, and the mission statement clearly prioritize student achievement and learning over other objectives.

Evidence List

- [I.C.14-1](#) ECCCD BP 1200 – District Mission and Strategic Plan
- [I.C.14-2](#) ECCCD Board Minutes

Standard II: Student Learning Programs and Support Services



← Dean's Office
← Art Gallery
↓ Faculty Innovation Center

Library →
Student Success Center ↑
Computer Lab ↓



Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A Instructional Programs

Standard II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Eligibility Requirement 9 - Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognize higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

Eligibility Requirement 11 - Student Learning and Achievement

The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, I.B.3, and II.A.1)

Analysis including the Evidence of Meeting the Standard

All Compton Center instructional programs meet the established standards set by the mission and strategic initiatives. All instructional programs at Compton Center are offered in fields of study that align with the institution's mission in providing transfer courses and programs, career technical education (CTE), basic skills, non-credit courses and programs for basic

skills and lifelong learning. Students have the ability to earn either AA/AS/AA-T degree in 31 areas or a certificate in 29 areas ([II.A.1-1](#)). As we continue to work with our district adult schools and business partners in response to the Strong Workforce Initiative, the potential to offer contract education, and community education grows ([II.A.1-2](#), Page 3 and [II.A.1-3](#), page 10). All Compton Center courses and programs were adopted from ECC curriculum ([II.A.1-4](#), page 10). All courses and programs are appropriate

STANDARD II: Student Learning Programs and Support Services

to higher education and culminate in defined student learning outcomes ([II.A.1-5](#)). Students successfully completing courses, degrees, and certificates are prepared for employment, further academic studies, or transfer to baccalaureate programs ([II.A.1-6](#), pages 23-25) and ([II.A.1-7](#)). Program review and planning processes ensure continued course and program alignment with the mission.

Programs were identified by the Faculty Council at Compton Center and evaluated through processes and procedures specified by the El Camino College program review process ([II.A.1-8](#)). Compton Center is in the process of adapting the program review process through its work with the Institutional Effectiveness Partnership Initiative. Faculty members in each discipline develop degree and certificate criteria according to the standards in the ECC Curriculum Handbook ([II.A.1-9](#), pages 1-6). All new degrees and certificates must be reviewed and approved by the Curriculum Development Committee, relevant faculty, and administrators, to determine feasibility and alignment with the college mission. Once approved locally by the College Curriculum Committee (CCC), the Academic Senate, and the Board of Trustees, new programs are submitted to the California Community Colleges Chancellor's Office (CCCCO) for approval ([II.A.1-10](#) pages 1-6) and ([II.A.1-11](#)). All approved programs are published in the College catalog, with clearly stated Program Learning Outcomes, program goals and objectives, target populations, and possible careers associated with each program ([II.A.1-12](#), [II.A.1-13](#), pages 23-25, and [II.A.1-14](#)).

As a center of El Camino College, all students attending Compton Center have access to all the programs offered by ECC. In preparation to being accredited as a college, the faculty is in the process of identifying the programs and courses that will make up the future Compton College under the auspices of the future Compton College mission statement, vision, and values as approved by El Camino College Board of Trustees ([II.A.1-15](#)). Their recommendations will be reviewed and approved by the Curriculum Committee ([II.A.1-16](#)).

CTE Programs: In order to further assess programs for currency and appropriateness within higher education, CTE programs must provide labor market information drawn from a number of data sources, including recent employer surveys, regional economic studies, and newspaper/magazine articles on industry or employment trends ([II.A.1-17](#)). Additionally, the creation of an advisory board, consisting of appropriate CTE faculty and representatives from all levels of area industry, ensures that curriculum developed is appropriate and meets industry needs ([II.A.1-18](#)).

Distance Education: Offerings in distance education are focused on general education courses, which allow students opportunities to complete their degree in a timely manner. Administrative policy 4105, Distance Education, ensures compliance with the Department of Education, including distinguishing between correspondence and distance education. However, Compton Center does not offer correspondence education. Distance Education programs are chosen and evaluated through processes and procedures specified by El Camino College ([II.A.1-19](#)). Courses delivered through distance education are based on the same course outlines of record (CORs) as face-to-face courses, to ensure consistency and academic rigor in all courses offered regardless of location or mode of delivery. Distance education at Compton Center includes quality assurances built into the curriculum, course delivery and management, and program review processes ([II.A.1-20](#)). Even though Compton Center offers courses through distance education, it does not offer the ability to earn a degree or certificate solely through distance education.

El Camino College has clear transfer pathways for students that include extensive articulation of curricula to CSU, UC, and private universities. Compton Center adheres to the same transfer pathways established by ECC ([II.A.1-21](#)). Compton Center faculty are in the process of establishing their own curriculum process including articulation ([II.A.1-16](#)).



Evaluation

Compton Center meets this standard. Compton Center ensures the high-quality and appropriateness of all programs and services to the mission of the College through multiple institutional processes, starting with the curriculum review process and continuing through program review where programs are periodically evaluated for effectiveness.

Action Plan

The Academic Senate, in conjunction with the Office of Academic Affairs, will create a functioning curriculum process within two years for Compton Center.

Evidence List

- [II.A.1-1](#) Academic Programs
- [II.A.1-2](#) District Mission and Strategic Plan, page 3
- [II.A.1-3](#) 2016-2017 College Catalog, page 10
- [II.A.1-4](#) Academic Senate Minutes, page 10
- [II.A.1-5](#) Student Learning Outcomes Webpage
- [II.A.1-6](#) Annual Fact Book, pages 23-25
- [II.A.1-7](#) CTE Academic Performance
- [II.A.1-8](#) Program Review Process and Materials
- [II.A.1-9](#) Curriculum Review Development, pages 1-6
- [II.A.1-10](#) Curriculum Review Development, pages 1-6
- [II.A.1-11](#) Program Review Process and Materials
- [II.A.1-12](#) 2016-2017 College Catalog, pages 77-376
- [II.A.1-13](#) Annual Fact Book, pages 23-25
- [II.A.1-14](#) CTE Employment Outcomes Survey
- [II.A.1-15](#) Compton Center and the Future Compton College Mission Statement, Vision, and Values Approval by El Camino College Board of Trustees, Page CC2-CC4
- [II.A.1-16](#) Compton Curriculum Recommendations
- [II.A.1-17](#) Program Review Cycle

- [II.A.1-18](#) CTE Employment Outcomes Survey, pages 1-3
- [II.A.1-19](#) ECCCD AP 4105 – Distance Education
- [II.A.1-20](#) Distance Education Faculty Resources
- [II.A.1-21](#) Transfer Definitions

STANDARD II: Student Learning Programs and Support Services

Standard II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Analysis including the Evidence of Meeting the Standard

Faculty members ensure that the content and methods of instruction meet accepted standards to improve teaching and learning for student success. Faculty members who are content experts review all course outlines of record to ensure relevancy and appropriateness every six years. ([II.A.2-1](#)). Training in curriculum development is an ongoing part of faculty professional development. Curriculum development and revision provide faculty the opportunity to reflect and update-course objectives, methods of instruction and evaluation based on SLO assessment results and other related factors ([II.A.2-2](#)). Faculty members are also responsible for developing courses in response to emerging needs. For example, when the California Commission on Teacher Credentialing added another class requirement for the issuance of the Child Development Permit, a new course was created to meet that need ([II.A.2-3](#)). Another example is the Aerospace Fastener Manufacturing program where Compton Center partnered with industry experts to design the courses and ensure that essential topics are covered to speed up career advancement by offering students and working adults the chance to receive industrial job training ([II.A.2-4](#) and [II.A.2-5](#)).

All courses at Compton Center are El Camino College courses and follow the same College Curriculum Committee (CCC) approval and review process. The criteria to determine appropriate credit type is taken from Title 5 and the Course Outlines of Record (COR) that have been established at ECC. When determining alternate delivery modes, the same factors established by the CCC are used relying on faculty expertise. Credit units are granted based on achievement of the stated learning objectives

in the COR ([II.A.2-6](#) and [II.A.2-7](#)).

Faculty members discuss the relationship between teaching methodologies and student performance in SLO reports, program review, and the course review process. SLO and PLO assessment reports include a section on analysis of the assessment results ([II.A.2-8](#)). Faculty members provide detailed reflection on each assessment to demonstrate how they can improve teaching methodologies to improve student performance. An example of this is the work that has been done to improve success and retention rates in English A, B and C through the restructuring of the in-class tutoring program. Based on assessment results, faculty who teach these courses provided feedback on how to better use in-class tutors. In fall 2015, a pilot restructuring program was developed to determine how tutors and the instructor of record could best work toward improving retention and success. The new structure has been adopted as part of the curriculum starting fall 2016 ([II.A.2-9](#)). Another example of how SLO assessment reflection leads to improvement in teaching methodology is the use of service learning that is incorporated into a Geography I class. The instructor assessed the SLO for “How the Earth affects humans and how humans affect the Earth” and from that assessment, he decided to include service learning into his class to increase student retention and success ([II.A.2-10](#)).

Similarly, completed program reviews address areas where faculty members provide suggestions for improvement in program reviews that discuss professional development activities geared toward improving student performances ([II.A.2-11](#) and [II.A.2-12](#)).

In the program review process, faculty analyze relevancy, appropriateness, achievement of learning outcomes, currency, and planning for

STANDARD II: Student Learning Programs and Support Services



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the future. The process is consistently followed in all instructional programs, regardless of program type ([II.A.2-13](#)). One element of program review examines the curriculum's impact on the overall program. Frequency of offerings, course relevancy, success, and retention rates are all examined in the program review process ([II.A.2-14](#)). Changes to articulation and degree requirements are also considered. One result of program review may be that recommendations are made for course development or inactivation ([II.A.2-9](#)). Compton Center's CTE programs completes program updates every two years ([II.A.2-15](#)).

Program reviews utilize robust data sets including success, retention, persistence, and completion data, curriculum review, SLO and PLO assessments and information regarding conditions in the academic field or related industry ([II.A.2-16](#) and [II.A.2-17](#)). Program review is one way that Compton Center evaluates its programs and courses ([II.A.2-14](#)). Compton Center also uses course and program success and retentions rates to reflect on improving student success, curriculum and student pathways to degrees and certificates ([II.A.2-18](#)). Additionally, SLO and PLO assessment data are used to measure program improvement ([II.A.2-19](#), pages 25-31).

A program's relevancy is determined through environmental scans and the program review process. Program relevancy is evaluated in several ways. The process begins with analysis of course offerings, degree requirements, enrollment demand and fill rates to determine which courses are still needed. The analysis further determines how well courses, degrees, and certificates best meet transfer and career needs of students, current occupational demands and outlooks, and district and state needs for all programs ([II.A.2-20](#) and [II.A.2-14](#)).

The results of program review are used in institutional planning with changes and improvements occurring as a result of the consideration of the program evaluations. One of the steps to evaluating program reviews is to create a list of prioritized recommendations

related to strategic initiatives ([II.A.2-14](#) and [II.A.2-15](#)). These recommendations are integrated as objectives in annual program plans. These recommendations are then considered for resource allocations and become part of Compton Center's plan ([II.A.2-21](#)).

Competency levels and measurable student learning outcomes are determined for distance education in the same manner as traditional programs by faculty during curriculum development ([II.A.2-22](#)). Faculty propose, develop, and update course outlines, certificates and programs in their disciplines, based on input from their advisory committees, the program review cycle, SLO and PLO assessments, student surveys, changes in transfer requirements and employment factors, technologies, and student and community requests ([II.A.2-17](#)).

Faculty members play a role in the process of curriculum development for distance education by completing a distance education addendum that describes how the DE version of the course will differ from the face-to-face version. Advisory committees and faculty involvement are essential in the development of new courses and certificates ([II.A.2-7](#)). Faculty members define competency levels for their courses and programs and determine how competency levels will be included in the curriculum. They also ensure all courses and programs have measurable SLOs and PLOs. Regarding teaching methodologies and student performance in distance education, subject matter expert faculty members select and discuss commonly used teaching methodologies for distance education. Distance education courses are assessed in conjunction with program review in the same fashion as traditional courses ([II.A.2-15](#)). When SLO assessments are conducted, distance education faculty complete the same analysis and discussions of assessment data, teaching methodologies and student performances ([II.A.2-17](#)).

SLO and PLO assessments and program reviews are mechanisms that are in place to evaluate the rigor of all courses and programs, including DE courses/programs ([II.A.2-17](#)). In addition to SLO

STANDARD II: Student Learning Programs and Support Services

and PLO data, along with ILO data, Institutional Research provides data for DE programs. This data also evaluates curricular review and relevancy of all courses and programs. The relevancy of a program is based on data and trends ([II.A.2-12](#)). Periodically, Compton Center has completed analysis of distance education courses versus traditional. Generally, research shows that traditional courses perform better than their online counterparts. A 2014-15 Institutional Research report concluded that there are some noticeable differences in outcomes for individual courses that are taught both online and on campus ([II.A.2-23](#)). Online education offerings have stayed mostly level over the last five years after peaking in 2011. Overall, the success and retention rates for online offerings have remained steady but are lower than state distant education rates for spring 2011. More work is required to improve the success and retention rate ([II.A.2-23](#)). Data from these studies have been shared with the Academic Senate and with the distance education faculty to discuss improvement strategies. To improve success and retention rates, many professional development on-campus training and workshops are available for faculty participation to begin these efforts ([II.A.2-24](#)).

Academic deans determine if courses are offered in the distance education or traditional format based on three factors: student performance, enrollment, and the relationship to the current curriculum and semester schedule. The Distance Education Office reviews new course offerings prior to the beginning of the semester. Faculty members receive recommendations on course content and design as needed to ensure that course content matches the course outline of record and that course design and practice follow generally accepted design standards for distance education ([II.A.2-25](#)). In addition to training on the DE course management systems, all DE instructors must complete ECC's eight-week online certification which focuses on pedagogy related to distance education ([II.A.2-26](#)).

Evaluation

Compton Center meets this standard. Faculty,

including full-time and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty members, staff, and administrators act to continuously improve instructional courses, programs, and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence List

II.A.2-1	Curriculum Handbook
II.A.2-2	Student Learning Outcomes Webpage
II.A.2-3	Child Development Course Outline of Record
II.A.2-4	<i>The Messenger</i>
II.A.2-5	Manufacturing Movie (start at 6:58 minute mark)
II.A.2-6	Curriculum Handbook
II.A.2-7	Curriculum Handbook
II.A.2-8	Math Course Assessment
II.A.2-9	SLA Manual
II.A.2-10	Sample SLO Report – Earth Science
II.A.2-11	English 1A Course Assessment
II.A.2-12	Curriculum Handbook
II.A.2-13	Student Learning Outcomes
II.A.2-14	Program Review Webpage
II.A.2-15	Program Review Timeline with CTE Programs
II.A.2-16	Student Learning Outcomes Webpage
II.A.2-17	Assessment Report
II.A.2-18	Institutional Research and Planning - Success and Retention Rates
II.A.2-19	Sample Program Review – Life Sciences, Pages 25-31
II.A.2-20	Academic Senate Packet
II.A.2-21	Institutional Research Document on PRP, Page 9
II.A.2-22	Curriculum Handbook
II.A.2-23	Academic Performance – Success and Retention
II.A.2-24	Distance Education Faculty Resources
II.A.2-25	Distance Education Webpage
II.A.2-26	Distance Education Senate Item



Standard II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Analysis including the Evidence of Meeting the Standard

The Assessment of Learning Committee (ALC) strives to improve student success by coordinating assessment planning, developing sustainable methodologies and procedures, providing ongoing training, and promoting authentic communication on campus and with the community. The ALC is comprised of a faculty representative from each of the academic divisions on campus including Compton Center and with representation from deans and associate deans, Institutional Research and Planning, Student Services, Academic Affairs, and Academic Senate ([II.A.3-1](#), Page 2). There are designated roles that fall upon faculty as well ([II.A.3-2](#)).

1. Compton Center has an SLO Coordinator who is a full-time faculty member who works closely with the Dean of Student Success to oversee the assessment process.
2. Each division has an SLO Facilitator who works to disseminate SLO information to faculty and staff, and to organize the assessment process in ways that are effective within their area ([II.A.3-3](#)).
3. Faculty SLO roles and responsibilities include entering SLO/PLO reports into TracDat, serving as department leads, developing SLO/PLO statements and assigning alignment, conducting assessments per timeline, following up on action items, recommending materials (Rubrics/assessments/strategies to be shared campus wide), providing evidence of dialogue, and reporting any changes needed to SLO website to SLO facilitators ([II.A.3-4](#)).

Compton Center evaluates student learning and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Service Area Assessment (SAOs), Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional

Learning Outcomes (ILOs). Compton Center also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment ([II.A.3-5](#)).

In the classroom, SLOs are an integral part of every syllabus ([II.A.3-6](#), [II.A.3-7](#), and [II.A.3-8](#)). SLOs also act as a guide for classroom activities and direct classroom assessments or evaluations. Additional SLO prompts and guidelines have been added in the Program Review template to better integrate SLO and PLO assessments into college planning, program review, and budget processes ([II.A.3-9](#)). Each course has a course outline of record (COR) that includes SLOs ([II.A.3-10](#)). Compton Center provides faculty members with a model syllabus and checklist to use in preparing their syllabi ([II.A.3-11](#)). Faculty members are required to inform students of course SLOs in their syllabi which must follow the course outline of record and submit an electronic version to the Academic Affairs Office and the discipline dean's office. The dean's office reviews all syllabi to verify the presence of adopted SLOs that are found in the course outline of record ([II.A.3-11](#)).

Compton Center follows ECC's planning model and language which demonstrates the essential connection between outcomes assessment and the mission of the college and how assessment integrates with program review, curriculum, planning, and resource allocation ([II.A.3-12](#)). A number of factors shape the SLO and PLO assessment process, including the college mission, strategic initiatives, master plan, and program goals. SLO and PLO assessment results drive curricular and instructional changes and influence program review analysis and recommendations and annual planning steps ([II.A.3-13](#)).

STANDARD II: Student Learning Programs and Support Services

The College has defined and assessed learning outcomes for all courses and programs. Students completing a course at the college will achieve the following Institutional Learning Outcomes ILOs ([II.A.3-14](#)):

1. Critical Thinking – Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.
2. Communication – Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
3. Community and Personal Development – Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.
4. Information Literacy – Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

There are three instructional divisions at Compton Center. The divisions are Health, Natural Sciences and Human Services; Arts, Social Sciences and Career Technical Education; and Humanities and Mathematics ([II.A.3-15](#)). Each course falls into one of these three divisions and the department PLOs and course SLOs are aligned with the ILOs in the publicly available alignment grids ([II.A.3-16](#)).

SLOs are assessed, and the data reported is recorded in TracDat by faculty SLO leads. The latest reports, which can be found on the Compton Center's SLO web page, detail recommendations to improve success in the standard if not met as detailed in the assessment process overview ([II.A.3-16](#) and [II.A.3-17](#)). As noted in Standard II.A.2, the assessment results for learning outcomes are used in program review ([II.A.3-18](#)).

Evaluation

Compton Center meets this standard. All instructional programs have established and recorded PLOs and SLOs for existing courses, programs, certificates, and degrees using established institutional procedures. All courses have course outlines of record that include SLOs and faculty are required to inform students of course SLOs in their syllabi. Faculty members assess SLOs and PLOs and enter assessment reports into TracDat.

The ALC coordinates assessment planning, develops sustainable methodologies and procedures, provides ongoing training, and promotes authentic communication on campus and with the community. The ALC oversees the Institutional Learning Outcomes assessment that takes place annually, cycling through one outcome each year. Data is gathered from multiple programs and areas across campus (including Compton Center) and the information is analyzed and disseminated during professional development activities.

Evidence List

II.A.3-1	Outcomes Assessment Handbook, page 2
II.A.3-2	Outcomes Assessment Handbook
II.A.3-3	SLO Contact Page
II.A.3-4	Outcomes Assessment Handbook, pages 2-3
II.A.3-5	Compton Center Planning Model 2013-2016
II.A.3-6	Sample Syllabus - Math 40
II.A.3-7	Sample Syllabus - Contemporary Health 1
II.A.3-8	Sample Syllabus - Physiology 31
II.A.3-9	Outcomes Assessment Handbook, pages 1-77
II.A.3-10	CurricUNET Course Search
II.A.3-11	Syllabus Checklist
II.A.3-12	Planning Model
II.A.3-13	Assessment Process Review
II.A.3-14	Institutional Learning Outcomes
II.A.3-15	Academic Affairs
II.A.3-16	SLO Alignment Grids and Timelines

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- [II.A.3-17](#) Course SLO and PLO Assessment Reports
- [II.A.3-18](#) Program Review

STANDARD II: Student Learning Programs and Support Services

Standard II.A.4 If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Analysis including the Evidence of Meeting the Standard

The institution offers pre-collegiate level curriculum that supports student learning to advance to college level curriculum and clearly distinguishes pre-collegiate level curriculum from college level curriculum. The two levels are clearly distinguished as separate entities. Pre-collegiate level classes, which include non-credit, basic skills, and developmental courses, are offered in English, math, and ESL. Pre-collegiate level classes in English are designated with numbers 80, 82, 84 for writing, and letters C, B, A for reading. Pre-collegiate level classes in math are distinguished with number coding below 100 ([II.A.4-1](#), pages 186, 257).

The curriculum process for both pre-collegiate and college levels begin with the curriculum development process where faculty begin a dialogue regarding the quality of instruction, the appropriate breadth, rigor, sequencing, and time completion. This process can be found in the Curriculum Handbook, which conforms to Title 5 regulations. Pre-collegiate level courses follow the same processes identified in the Curriculum Handbook. Faculty members evaluate and chart the direction for their courses and programs every four years. The reviews are based on student enrollment, declared majors, recommendations from academic/professional bodies, and prevailing economic conditions. The decisions and recommendations from the reviews are incorporated into program plans ([II.A.4-2](#)).

Pre-requisite consideration for new classes and their appropriate sequence for all collegiate and pre-collegiate courses are initiated by faculty who are experts in their field. Compton Center faculty members serve as ECC Curriculum Committee members ([II.A.4-3](#)). They initiate additions or amendments to program/course

offerings in order to make the curriculum at Compton Center responsive to the needs of its community in alignment with El Camino College's procedures for curricular review. Compton Center ensures the integrity of its academic offerings by conducting regular course and program reviews, faculty evaluations, and student surveys under the supervision of El Camino College ([II.A.4-4](#) and [II.A.4-5](#)).

Course review, which includes SLOs assessments and program review, is in place to align pre-collegiate level curriculum with college level curriculum to ensure clear and efficient pathways for students. Compton Center's focus to directly support students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum can be seen with the curriculum development and course review process ([II.A.4-6](#)).

Student Learning Outcomes are assessed on a timeline and results are incorporated into program reviews that monitor whether or not students are successfully completing the pre-collegiate pathway to college-level classes ([II.A.4-7](#)). Similarly, DE courses follow the same process.

Currently Compton Center offers some developmental math classes online in a hybrid format. Until recently, Math 40, Elementary Algebra, was part of these offerings but when the latest review of online courses showed a 25 percent success rate, Math 40 was removed from the online offerings at Compton Center ([II.A.4-8](#)).

Evaluation

Compton Center meets the standard. The college ensures that pre-collegiate classes in English and math are clearly distinguished from collegiate level classes. Faculty experts are actively



involved in the curriculum process through SLO assessment, course review, and program review. Their input ensures that clear pathways are provided for students to efficiently move from pre-collegiate level courses to collegiate level courses.

Evidence List

- [II.A.4-1](#) 2016-2017 College Catalog, pages 156, 207
- [II.A.4-2](#) Program Review web page
- [II.A.4-3](#) Curriculum Handbook, People subsection
- [II.A.4-4](#) Program Review Timeline
- [II.A.4-5](#) Agreement between CCCD and CCCFE
- [II.A.4-6](#) Compton Center Student Engagement Survey
- [II.A.4-7](#) PLO/SLO Alignment Grids and Timelines
- [II.A.4-8](#) Distance Education Research Report

STANDARD II: Student Learning Programs and Support Services

Standard II.A.5 The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Eligibility Requirement 12 - General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (II.A.12, II.A.5)

Analysis including the Evidence of Meeting the Standard

The degrees and programs at Compton Center fulfill the requirements in accordance with the standard practices for higher education. Board Policies 4025, 4228, and 4100, as well as the El Camino 2016-2017 College Catalog specify the general education and unit requirements necessary to qualify for degrees, certificates, transfers and other enhanced educational programs ([II.A.5-1](#), [II.A.5-2](#), and [II.A.5-3](#)), Page 60). All associate degrees require at least 60 units, of which a minimum of 18 units must be in a specific discipline, 18 units of general education, a 2.0 cumulative GPA, and at least a "C" grade in specific areas ([II.A.5-4](#)). Credits are awarded according to the Carnegie unit standard. Credits are awarded based on the fulfillment of the measures found in the course outline of record such as the course objectives, SLOs, and grading criteria. These criteria are found in the College catalog. The general education and graduation requirements for the degrees are stated in the 2016-2017 College catalog and Board Policy 4100 ([II.A.5-5](#), Page 61). Associate degree programs are two years in length. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The Office of Institutional Research annually examines the time to completion. In the most recent study, 2014-2015, the median time to completion for degrees is two to three years, which is down

from 2013-2014 ([II.A.5-6](#)).

Degree and certificate programs at Compton Center conform to California Education Code/ Title 5 regulations for appropriate breadth, depth, rigor, sequencing and time to completion ([II.A.5-7](#)). Compton Center addresses the quality of course content through the curriculum development process in conjunction with the El Camino College Curriculum Committee. The comprehensive progression is detailed in the El Camino College Curriculum Handbook and illustrated in the Curriculum Committee Development/Review Flowchart ([II.A.5-8](#) and [II.A.5-9](#)).

Faculty from Compton Center participate in department, division, and college curriculum committees at ECC and are involved in creating instructional objectives, course content, instructional methodologies, methods of evaluation and assignments that demonstrate writing and critical thinking skills ([II.A.5-10](#)). Dialogue between faculty on revising or developing courses begins at the department level, then the courses progress to the division level with deans, and finally to the College Curriculum Committee (CCC) where several readings occur before they are approved ([II.A.5-11](#)). The CCC recommends curriculum changes to the president who forwards the recommendations to the Board of Trustees for approval and ultimately, the new or modified degrees or programs are articulated with the CCC, CSU, and the UC system ([II.A.5-12](#)).

STANDARD II: Student Learning Programs and Support Services



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The course outline of record for each course is available on CurricUNET, which is searchable by any faculty member or administrator ([II.A.5-13](#)).

Additionally, the quality of instruction is evaluated through the faculty evaluation process. All new adjunct faculty are evaluated the first semester they teach. All full-time probationary faculty are evaluated each fall semester. All full-time tenured faculty are evaluated on an established timeline ([II.A.5-14](#), Pages 18-37). Evaluation criteria include the depth of an instructor's content knowledge, classroom organization and teaching practices, and inclusion of SLOs. The evaluation procedures culminate in a conference with one or more evaluators, which include the division dean. This process ensures the quality of its instructors in each division or department.

The El Camino College Distance Education Advisory Committee (DEAC) develops policies and procedures for distance education courses that comply with local and state guidelines and Title 5 federal regulations ([II.A.5-15](#)). The committee includes faculty from all academic divisions, along with the Director of Learning Resources, the Distance Education Coordinator and staff from the DE Office, representatives from the College Curriculum Committee, Special Resources Center, and Counseling. DEAC collaborates with the Academic Senate, college and division curriculum committees to ensure quality by using guidelines from Title 5 and local standards to determine the appropriate credit type for DE courses and programs ([II.A.5-16](#)).

At Compton Center, there is an extensive approval process for all DE mode courses and program offered. The Instructional Division Coordinator, under the supervision of the Dean of Student Learning (Division 2-Arts, Social Sciences, and Career Technical Education), coordinates distance education offerings. Distance education student resources include online orientation, course management system information, and a student handbook for distance education ([II.A.5-17](#)). Distance education faculty resources include training, instructional media and online communication tools, and resources

supporting effective online instruction ([II.A.5-18](#)).

Evaluation

Compton Center meets the standard. All degrees and programs follow standard practices for higher education in designing degree and certificate programs. In compliance with the Federal and State Code of Regulations, Compton Center meets the minimum requirements for associate degrees as 60 semester units. All career and technical education and transfer programs are aligned with established policies and regulations and meet the appropriate rigor, breadth of knowledge, sequence of courses, frequency of course offerings, and stated outcomes common to institutions of higher education.

Action Plan

Compton Center will form its own Distance Education Advisory Committee to oversee distance education at Compton Center.

Evidence List

II.A.5-1	Requirements for Degrees and Certificates
II.A.5-2	Philosophy for Associate Degree
II.A.5-3	Graduation Requirements, page 60
II.A.5-4	Philosophy for Associate Degree
II.A.5-5	Requirements for Degrees and Certificates, page 61
II.A.5-6	Time to Completion
II.A.5-7	Program Course Approval
II.A.5-8	Curriculum Handbook
II.A.5-9	Curriculum Flowchart
II.A.5-10	College Curriculum Committee Timeline
II.A.5-11	Committees and Their Roles
II.A.5-12	College Curriculum Committee Timeline
II.A.5-13	CurricUNET website
II.A.5-14	Faculty Evaluation, pages 18-37
II.A.5-15	DEAC Responsibilities
II.A.5-16	Requirements for DE Courses
II.A.5-17	Distance Education Student Handbook
II.A.5-18	Faculty Resources for DE

STANDARD II: Student Learning Programs and Support Services

Standard II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Eligibility Requirement 9 - Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognize higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

Analysis including the Evidence of Meeting the Standard

The institution schedules courses in a manner that allows students to complete their degree programs (II.A.6-1). Because of Compton Center's size, careful consideration is given to scheduling; some programs like English, Psychology, Sociology, Political Science and Child Development offer a full breadth of courses each semester. In other programs, the courses offerings are smaller and courses are not offered each semester. For smaller programs, courses are offered based on the programs' four-semester plans to ensure necessary courses for degrees and certificates are offered in a timely manner (II.A.6-2). The catalog publishes all GE and certificate requirements and is updated when articulation changes occur. The certificates or degrees offered require that students complete a program of study of sufficient depth in a specific field of knowledge. In addition to the courses in a specific field, degree earners also complete a general education pattern designed to encourage the development of broad knowledge in core subjects (II.A.6-3).

The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time. Deans and division chairs work with faculty to ensure that courses are offered so that students can complete their goals in a reasonable amount of time. In order to ensure timely completion, four-semester plans were created for many programs, which aids in scheduling (II.A.6-2).

The institution monitors and evaluates the effectiveness of learning at each level of a

course sequence or program. Program reviews are used to review and update certificate, GE requirements, course sequencing, and program sequencing (II.A.6-4). These updates are used during the development of class schedules in fall, spring and summer. Courses and programs are scheduled after course and program level performance data are evaluated for course completion and retention data. Completion and retention data are used to determine when and if course and programs are offered. The program review process includes analysis of research data, evaluation of curriculum, SLO and PLO assessment, analysis of student feedback, facilities and equipment, technology and software, staffing, future direction and vision, and recommendations. All of these areas play a role in the evaluation of the effectiveness of learning in the program (II.A.6-5).

Evaluation

Compton Center meets this standard. Compton Center uses program review to ensure that courses within the program are aligned and that students are successfully completing the courses. As part of the program review process, student surveys are also used to gain feedback from students to help close gaps in scheduling and student needs.

Evidence List

II.A.6-1	Compton Center Class Schedules
II.A.6-2	Sample Four-Semester Plans
II.A.6-3	2016-2017 College Catalog, pages 64-67
II.A.6-4	Program Review Process
II.A.6-5	Student Learning Outcome Process



Standard II.A.7 The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Analysis including the Evidence of Meeting the Standard

To promote equitable student success, the institution effectively uses delivery modes, and teaching and learning methods with support services to meet the needs of diverse students ([II.A.7-1](#)). The college is aware of the diversity of its students and their individual learning needs. This is demonstrated in course outlines of record where learning styles, developmental instruction, and support services are incorporated ([II.A.7-2](#)). The institution makes clear efforts to adapt coursework and instruction to the diverse needs of its students. An example of this effort is the creation of several accelerated courses in English and math. This effort stemmed from researched results that showed the completion rate for basic skills math was at 32% and the completion rate for students who started at basic skills English and completed a transfer-level English courses was 41% ([II.A.7-3](#)).

Compton Center took steps to accelerate student progress by combining two of the three basic courses into a semester-long course and by eliminating topics that were repeated on the course outline of record. The same was done to combine two of the three basic skills writing classes, English A and B, into a semester-long English 50W course, whereby repeated topics are eliminated ([II.A.7-4](#)). In addition to these accelerated courses, there are several additional innovative methods employed that foster student success. Learning communities are one example. This system promotes collegiality in which students develop learning groups to establish stronger relationships with each other and the instructor ([II.A.7-5](#)).

Technology is used because students show great comfort and enthusiasm when it is incorporated in learning. Student learning is supported through Supplemental Instruction (SI), allowing for improved student engagement due to a personal connection through tutoring ([II.A.7-6](#)).

In the course outline of record faculty describe methods of assessment as well as appropriate delivery modes of course contents. Methods of evaluation are varied and authentic, used as a tool to measure student learning, critical thinking tasks and different teaching methods. Professional development and results from SLO assessments help instructors determine pedagogical strategies, methods, and materials which foster student success among diverse student groups ([II.A.7-7](#)). Each year, a lengthy list of professional development activities is offered to faculty and staff to foster student success. More recently, at the fall 2016 Professional Development Day, topics like “Assessment & Feedback in the Equitable Classroom,” “Facilitating Student engagement in Online Learning,” and “Career Coach and Motivating Your Students” were available. These workshops are examples of the many activities which faculty participate in to improve their teaching pedagogy so as to improve student retention and success ([II.A.7-8](#)).

Appropriate teaching methods are selected based on successfully reaching target performance for SLOs. If the results do not meet or exceed expectations, a plan is created to address the deficiency including looking at teaching methods. Teaching methods are selected from the Curriculum Handbook and at the instructor’s discretion. Faculty members utilize the results of SLO assessments to evaluate the effectiveness of their instructional method. As the faculty reviews results, action plans including teaching methodologies are created for those SLOs where the standard was not met ([II.A.7-9](#)).

Distance Education courses use self-direction of students and instructor input and interaction to promote success. Academic Strategies 60 is offered each semester to help students in anticipation of skills necessary for successful completion of DE courses ([II.A.7-10](#)). Compton Center periodically monitors DE statistical data.

STANDARD II: Student Learning Programs and Support Services

A recent study done by the Office of Institutional Research shows there are some courses where the success and completion rates of online students is far below those in traditional classes. The report is being reviewed by the Faculty Council with plans to outline strategies to improve outcomes. Instructors are required to have direct, virtual, and/or email contact with students in DE courses. In this manner, instructors can offer feedback to students in order to improve student success ([II.A.7-11](#)). In distance education courses, regular and substantive interaction between the instructor and student is expected and the dean overseeing distance education periodically visits the classes.

Compton Center uses assessment of outcomes for student learning, program learning, and institutional learning outcomes to review the effectiveness of teaching methods. This is true for traditional courses as well as DE courses. The college is cognizant of the varied needs of DE students. The Distance Education office surveys online students regarding their courses. Online learning support services are offered to students where they can hone their skills in order to be successful in this type of course ([II.A.7-12](#)). Statistical analyses are made examining the success of student in DE courses ([II.A.7-13](#)).

To continue assisting DE students, Compton Center has created a format for best practices resulting in effective student learning. A list of best practices has been created for use in order to create an optimal learning experience for students in distance education courses. DE courses offer multiple ways to assess student learning. This is important so as to allow students to excel in their learning style ([II.A.7-14](#), page 2). An example of these best practices is found in the Student Resources for Distance Education section that outlines the Online Education Initiative (OEI). This initiative has a series of interactive multimedia tutorials that address the real challenges experienced by online students, new and experienced, while pursuing success in online classes. The goal of these tutorials is to assist Compton Center students to develop the skills required to be successful in an online course ([II.A.7-15](#)).

Utilizing these best practices in a distance education course results in student success in DE courses. Best practices resources are also available for faculty teaching online courses at Compton Center ([II.A.7-16](#)). Instructors use a variety of teaching methods in DE courses, such as a textbook, virtual lecture and discussion, as well as homework. These methods are chosen and used initially by software training (Etudes) and trial and error.

Evaluation

Compton Center meets the standard. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students by fostering equity of student success among all students. Teaching methods and student learning is evaluated using Student Learning Outcomes.

Evidence List

II.A.7-1	Student Support Services
II.A.7-2	Course Outline of Record Sample
II.A.7-3	Student Equity Plan
II.A.7-4	Introductory Level Courses
II.A.7-5	First Year Experience
II.A.7-6	Supplemental Instruction
II.A.7-7	Profession Development Flex Day Exemplars
II.A.7-8	Fall 2016 Professional Development Day
II.A.7-9	Assessment Student Learning Diagram
II.A.7-10	Academic Strategies Course Description
II.A.7-11	Regular and Effective Contact
II.A.7-12	Net Tutor Online Tutoring Service
II.A.7-13	Enrollment Growth and Performance Distance Education
II.A.7-14	Hybrid Math Syllabus, page 2
II.A.7-15	Student Resources Distance Education
II.A.7-16	Distance Education Faculty Resources



Standard II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Analysis including the Evidence of Meeting the Standard

The institution validates the effectiveness of department-wide course examinations and ensures that measures are in place to reduce test bias and enhance reliability; more programs will utilize this in the near future. One example is the English department at Compton Center, which uses two reading examinations, the Degrees of Reading Power (DRP) and the Townsend Press exam to validate its reading program. These examinations assess students' mastery of skills learning in developmental reading courses. The English department establishes cut-scores to measure student progress, among the criteria used to assess student learning or to assess them to the next level. Continued dialogue is ongoing in the department related to reading pedagogy and identifying appropriateness of the course/program examinations ([II.A.8-1](#)). Compton Center reading faculty members continue to work closely with ECC reading faculty and Institutional Research to periodically review the validation process of these exams. Compton Center ensures the use of unbiased, valid measures of student learning. Faculty members at the college participate in reading meetings at the El Camino College campus and have a representative on the Reading Advisory Committee. This group meets to examine the validity and reliability of the uniform assessment tests being used in the program and to determine their accurate measure of SLOs. Faculty consultation and discussions take place to determine changes that may need to be made to exams and SLO statements to ensure programs use unbiased testing. When changes are made to the exam process, the changes are piloted in a sample size of courses to gain data that will assist in deciding on department-wide implementation ([II.A.8-2](#)).

Evaluation

Compton Center meets the standard. The English Department ensures that it validates its department-wide reading exam by active participation with the El Camino College campus Reading Meeting and Reading Advisory Committee to determine the validity and bias of exams. Faculty participates in the close alignment of course SLOs to department-wide exams to ensure that SLOs are properly assessed through the exam process. This participation results in the rewording of SLO statements for clarity and changes to department-wide exams that create more accurate measures.

Evidence List

- [II.A.8-1](#) Reading Comprehension Tests
- [II.A.8-2](#) Reading Advisory Committee Meeting Minutes

STANDARD II: Student Learning Programs and Support Services

Standard II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.

Eligibility Requirement 10 - Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Analysis including the Evidence of Meeting the Standard

The institution awards course credit, degrees, and certificates in a manner that is consistent with institutional policies and reflect generally accepted norms or equivalencies in higher education. Student learning outcomes are measures used to assess student learning but are not the sole basis for awarding course credit. The faculty has established learning outcomes with meaningful assessments and methods of evaluation in the course outline of record (COR) to ensure that students meet the outcomes that are directly linked to courses leading to successful completing of programs, certificates and degrees ([II.A.9-1](#) and [II.A.9-2](#)).

Credits are awarded according to accepted norms in higher education. The catalog documents established criteria that determine credits awarded for student achievement. The institution demonstrates that it follows federal standards for clock-to-credit hour conversions in the award of credit. The course outline of record for each course establishes clock hours for each course. The COR states lecture hours and laboratory hours. It designates what each lecture/lab hour of the class is designed to cover. Appropriate units for each course are developed through the curriculum process. The institution uses federal regulation 34CFR 600.2 and state regulation 5500II.5 of the California Code of Regulations, Title 5, Division 6 for clock to credit hour conversions in the award of credit ([II.A.9-3](#)). These criteria are published in the College catalog. Credits are awarded based on the fulfillment of the measures found in the COR,

such as the course objectives, SLOs, and grading criteria ([II.A.9-2](#)).

The institution ensures that achievement of stated programmatic learning outcomes are part of the basis for awarding degrees and certificates. In addition to published criteria in the catalog, all course curriculum submitted to ECC's Curriculum Committee are reviewed every six years to assess learning objectives, methods used to assess student learning and outcomes, course pre-requisites, and other conditional restrictions for enrollment to courses. As courses go through course review, SLOs are included on all CORs, along with method of class instruction, assessment methods, course objectives, content, and grading standards. As stated in the COR, the most current SLO statements are maintained on the SLO web page ([II.A.9-4](#)). SLO statements, assessment instruments and timelines are revised accordingly to reflect generally accepted norms. All course syllabi include SLO statements and course objectives that have been adopted by Compton Center. Division deans monitor the consistency of each syllabus to determine accuracy of content, activities and assessment methods for all courses. Dialogue begins at the department level with faculty members who serve at every level of the vetting process. The dialogue that begins at a department's program review level and ends with approval by the vice president assures that courses contain the appropriate depth, sequencing and expected learning outcomes ([II.A.9-5](#) and [II.A.9-6](#)).

The institution has policies for the award of academic credit for DE programs that are the same as traditional programs and include



rationale for the credit, and are regularly reviewed. The DE course process includes approval by the Curriculum Committee and during the curriculum review process. The institution awards credits for DE courses in the same manner as traditional programs. DE courses use the same COR for courses as traditional courses plus an addendum that describes any changes between the DE course and the traditional one. Successful completion of the courses is measured through assessments delineated in the COR and is at the discretion of the faculty teaching the course. All SLOs and course objectives are met and measured through the specified measurable assignments found in the COR. Courses that are suitable for DE teaching are reviewed through the curriculum review process ([II.A.9-7](#)).

Evaluation

Compton Center meets the standard. The awarding of course credits is directly calculated through the assessment of student learning outcomes, course objectives, as well as grading criteria found in the Course Outline of Record. Compton Center adheres to all federal and state standards for credit-to-clock hour calculations. The College has developed a system that uses SLOs to develop PLOs and subsequently to develop ILOs. This allows for assurance that the granting of course credit is aligned with all goals of the institution.

Evidence List

- [II.A.9-1](#) Sample Course Outline of Record
- [II.A.9-2](#) Academic Handbook
- [II.A.9-3](#) Definitions of types of Associate Degrees, College Level and Credit Hour
- [II.A.9-4](#) Student Learning Outcomes web page
- [II.A.9-5](#) Curriculum Handbook
- [II.A.9-6](#) Certificates Offered
- [II.A.9-7](#) Curriculum Handbook

STANDARD II: Student Learning Programs and Support Services

Standard II.A.10 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.

Eligibility Requirement 10 - Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

Analysis including the Evidence of Meeting the Standard

The institution makes available to students the policies on transfer of credit to fulfill degree requirements that certify the expected learning outcomes ([II.A.10-1](#) and [II.A.10-2](#)). Transfer of credit policies are communicated to students through the Admissions and Records office. Students submit official transcripts from other institutions to evaluators to determine which courses may be used to fulfill degree or transfer requirements. An evaluator awards transfer credit certifying the transferred courses have comparable learning outcomes to the particular courses offered at Compton Center. In addition, students receive curriculum guide sheets that outline the CSU, UC and private university transfer requirements ([II.A.10-3](#)). Utilizing funding from the Student Success and Support Program, Compton Center hired an evaluator to evaluate transcripts of incoming students to assist counselors in preparing education plans.

A counselor is currently placed in the Transfer Center and works with other counseling staff to advise them of changing requirements at the CSU, UC, and private universities. Counselors are kept up-to-date on changing transfer requirements at meetings coordinated on the ECC campus. The college catalog and transfer/articulation websites are important resources for students regarding transfer policies ([II.A.10-4](#)). The catalog also provides information and links to transfer-of-credit information on the Articulation System Stimulating Inter-

Institutional Student Transfer (ASSIST), Associates Degrees for Transfer (ADT), and Course Identification Numbering System (C-ID) websites ([II.A.10-5](#), pages 70-74).

El Camino College maintains comprehensive articulation agreements with a number of public and private universities including out-of-state schools, including institutions from the Historically Black Colleges and Universities ([II.A.10-6](#)). As part of the articulation process, the articulation officer works closely with all faculty to facilitate the transferability of new and revised courses to the university level, and conducts ASSIST workshops to enhance their understanding of articulation agreements. Once a course is reviewed and approved by Curriculum Committee, the articulation officer electronically submits the course outline of record for possible inclusion on the CSU Breadth and UC general education pattern by ASSIST and Online Services for Curriculum and Articulation (OSCAR). The articulation officer updates the CSU and UC sheets in both hard copy and online as well as states the changes in the current catalog. The articulation officer also serves prepares a yearly curriculum change document and electronically submits it to the ECC's and Compton Center's counselors and evaluators and to the California Intersegmental Articulation Council (CIAC) listserv to gather any updated information for the catalog ([II.A.10-7](#)).

While El Camino College and Compton Center offer distance education courses, only one course, Academic Strategies 60, Strategies



for Success in Distance Education, is offered exclusively online. As this course is non-degree applicable, no articulation agreement is necessary. All other courses and programs, if offered through distance education, are covered by articulation agreements already in place.

Evaluation

Compton Center meets the standard. Articulation and transfer information is maintained and communicated through the website and catalog. Admissions and Records certify all of the transfer of credit courses. Through its affiliation with ECC, Compton Center maintains current articulation agreements for the purpose of ensuring transferability.

Action Plan

As part of the curriculum development process, Compton Center will establish appropriate policies and procedures for a functioning articulation process within two years.

Evidence List

- [II.A.10-1](#) Policy on Credits
- [II.A.10-2](#) Transfer Admission Guarantee
- [II.A.10-3](#) Transfer Requirements
- [II.A.10-4](#) Transfer Center
- [II.A.10-5](#) Articulation/Transfer Patterns, pages 70-74
- [II.A.10-6](#) Articulation/Transfer Agreements
- [II.A.10-7](#) Articulation

STANDARD II: Student Learning Programs and Support Services

Standard II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Analysis including the Evidence of Meeting the Standard

The institution includes SLO, PLO, and ILO assessment results to measure the effectiveness of all institutional programs. All Compton Center programs have aligned courses to program learning outcomes, programs to institutional learning outcomes and course learning outcomes to institutional learning outcomes ([II.A.11-1](#)). Student learning outcomes and program learning outcomes are communicated to students via course syllabi, division, college web pages and division catalogs ([II.A.11-2](#), [II.A.11-3](#), Page 11, and [II.A.11-4](#)). TracDat, a relational database, now integrates SLO statements and corresponding assessment reports with program review reports ([II.A.11-5](#)). SLO data, when submitted into TracDat, is automatically populated into the program review module for reference when faculty members are reflecting on program success or areas to improve during program reviews ([II.A.11-6](#)). SLO assessments are ongoing. Results are used to improve student learning and teaching practices, as well as to inform curricular and program changes ([II.A.11-7](#)).

The institution uses several processes to ensure that it provides high-quality programs. Course success and retention data, program review, and SLO assessment findings at both ECC and Compton Center are used to measure the effectiveness of all instructional programs. All courses and programs are reviewed through an established course review cycle ([II.A.11-8](#)). SLO assessments are “the vehicle to promote continuous improvement in our courses, programs and services” ([II.A.11-9](#)).

Each academic program has established Student Learning Outcomes, Program Level Outcomes, and these in turn contribute to Institutional Level Outcomes. Data from these assessments are

used in all program reviews ([II.A.11-9](#)). Faculty within the program use institutional data, student and faculty evaluations, established trends, and results and reflections from SLO assessments to evaluate their program. One of the nine items that makes up each program review includes “Assessment and Student and Program Learning Outcomes,” which requires that faculty describe how they have improved their SLO process and engaged in dialogue about assessment results ([II.A.11-10](#)). The analysis conducted through the reviews allows faculty to evaluate the quality of their programs and what measures need to be in place to improve each program’s course offerings and ultimately its program offerings.

There are four ILOs that are aligned to PLOs and SLOs ([II.A.11-11](#)). The four ILOs are: Critical Thinking; Communication; Community and Personal Development; and Information Literacy. Compton Center faculty work in collaboration with ECC’s faculty in evaluating all ILOs. One of the ILOs is Community and Personal Development. This ILO’s outcomes are assessed to ensure that students become productive and engaged members of society by demonstrating personal responsibility and community and social awareness, which includes an understanding and appreciation of diverse perspectives. The ILO statement reads: “Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.” This ILO assesses the student’s ability to become an engaged member of society to bring about social awareness that will include the ability to engage in diverse perspectives. Assessments are conducted on a cyclical basis to measure if students fulfill the goal of the ILO ([II.A.11-12](#)).

In fall 2012, one of the ILOs was assessed to determine if students exhibited the following “Community and Collaboration” competency.



More than half of respondents included in the survey indicated they participated in group projects in class, obtain news regularly and voted in a local, state or federal election during their time at the college. They reported that being at the ECC has increased their ability to work collaboratively with people from other cultures or backgrounds and to see things from the perspective of others. Students also expressed that being at the college has impacted their sense of responsibility and engagement in their communities by taking on more responsibility, being more collaborative and engaging in community activities. In addition, students gained confidence in taking on leadership roles inside and outside the classroom. Students took leadership roles in their class group projects, campus organizations and their respective communities ([II.A.11-11](#)).

Quantitative competency is addressed in the Critical Thinking ILO, which requires students to be able to “compute and analyze multiple presentations of quantitative information, including graphical, formulaic, numerical, verbal, and visual.” It also asks to “analyze, compose and assess the validity of an argument,” which addresses ethical reasoning ([II.A.11-11](#)).

The Information Literacy ILO states: “Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.” The institution assesses these competencies in information retrieval/use by assessing both students and faculty to determine if these competencies are being taught to students ([II.A.11-11](#)). This ILO assessment was completed in spring 2013. One recommendation from this assessment was to redefine the Information and Technology ILO statement to make the assessment clearer. Another recommendation was to “adopt a Consistency Project approach, like that adopted by the ECC Humanities Division, that encourages a knowledge and use of varied information resources and tools for research” ([II.A.11-](#)

[13](#)). Training could be provided through peer faculty brown bag discussions, through faculty/staff development committees, Professional Development Day offerings, division meetings, and Academic Senate ([II.A.11-12](#)).

Evaluation

Compton Center meets this standard. Compton Center includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence List

- [II.A.11-1](#) PLO and SLO Statements and Timeline Alignment Grid
- [II.A.11-2](#) *MyECC* - Compton Center Faculty Resources
- [II.A.11-3](#) 2016-2017 College Catalog, page 11
- [II.A.11-4](#) Sample Syllabus - Psychology 5
- [II.A.11-5](#) TracDat Dashboard
- [II.A.11-6](#) ECC Assessment Overview Diagram 2
- [II.A.11-7](#) English PLO Assessments Fall 2015
- [II.A.11-8](#) Program Review Cycle
- [II.A.11-9](#) SLO Webpage
- [II.A.11-10](#) Program Review Materials 2016 Webpage
- [II.A.11-11](#) Institutional Learning Outcomes
- [II.A.11-12](#) Institutional Learning Outcomes
- [II.A.11-13](#) Institutional Learning Outcomes Report October 2013

STANDARD II: Student Learning Programs and Support Services

Standard II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Eligibility Requirement 12 - General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (II.A.12, II.A.5)

Analysis including the Evidence of Meeting the Standard

The general education philosophy is reflected in degree requirements through courses offerings that encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge. The governing board establishes the general education philosophy ([II.A.12-1](#)). This board policy states that the associate degree represents more than an accumulation of units. Each associate degree offered contains a pattern of general education courses designed to provide students a broad knowledge in core subjects and major courses designed to provide students experiences, capabilities, and insights into a specific field of knowledge. The courses offered promote the ability to think and communicate, both orally and in writing.

The four ILOs address critical thinking, communication, community and personal development and information literacy that are used to assess if Compton Center is producing a civil society, skills for lifelong learners who are applying learning and expanding their knowledge in the arts and humanities, the sciences, mathematics, and social sciences. Students are given the opportunity to take a wide

variety of courses that teach the above mentioned skilled. All SLOs and PLOs are aligned with the ILOs and the mission of Compton Center, which determines program and course offerings. These courses provide students mathematical skills, inquiry skills, and promote insights to gaining self-understanding and awareness of other cultures and times ([II.A.12-2](#) and [II.A.12-3](#) Page 59).

The graduation requirement found in the catalog confirms the work faculty have done to establish relationships between course and program outcomes to determine the inclusion of Board Policy 4025 courses for general education. A course must be recommended by discipline faculty members and goes through a process from the division curriculum committee to the college Curriculum Committee for approval before it is included in the catalog. Courses and programs are evaluated by faculty members. They use institutional data, analysis of curriculum, established trends, and results and reflections from SLO and PLO assessments to evaluate their program. Faculty members are able to evaluate the quality of their program and strategize on the steps to improve each program's course offerings and program offerings. Finally, approved courses are included in the general education pattern after articulation with four-year



colleges and universities ([II.A.12-4](#)).

Offering general education courses as a distance education option provides students with flexibility in course scheduling. This rationale is published in the institution's catalog. The institution holds DE faculty to the same standards as faculty who teach face-to-face courses, and they are evaluated on an established timeline to confirm that DE students are meeting collegiate standards and rigor. Compton Center faculty contract has adopted an additional evaluation document to evaluate faculty members teaching distance education courses. This form is used to confirm if DE faculty members are meeting established collegiate rigor and standards ([II.A.12-5](#), Pages 23 and 59). All DE faculty are provided with resources and training to remain current with on-line teaching technologies and strategies ([II.A.12-6](#)).

SLO, PLO and ILO assessments are used to evaluate that students are developing the listed skills in DE mode and periodic evaluation of the established assessment methods are used to determine the effectiveness of the assessment method. All courses and programs, whether DE or face-to-face, undergo the same assessment process and timeline ([II.A.12-7](#)). SLO and PLO assessment results are used for curricular and instructional changes. These assessment results are used to determine if changes are required in DE course offerings, instructional design or teaching strategies. These changes will affect program review analysis and annual planning recommendations ([II.A.12-8](#) and [II.A.12-9](#)).

Evaluation

Compton Center meets this standard. It requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include

a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence List

- [II.A.12-1](#) ECCCD BP 4025 – Philosophy for Associate Degree and General Education
- [II.A.12-2](#) Institutional Learning Outcomes
- [II.A.12-3](#) 2016-2017 College Catalog, page 59
- [II.A.12-4](#) 2016-2017 College Catalog, pages 60-62
- [II.A.12-5](#) 2016-2017 College Catalog, pages 23 and 59
- [II.A.12-6](#) Distance Education Faculty Resources
- [II.A.12-7](#) ECCCD AP 4105 – Distance Education
- [II.A.12-8](#) PLO AND SLO Statements and Alignment Grids
- [II.A.12-9](#) Compton Center Assessment Reports

STANDARD II: Student Learning Programs and Support Services

Standard II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Analysis including the Evidence of Meeting the Standard

All degree programs are focused on at least one area of study that is based upon student learning outcomes and competencies to meet appropriate degree level of key theories and practices in the established area of focused study. Degree requirements are outlined in the 2016-2017 College catalog. The catalog outlines general education and major requirements. There are four general education patterns: Associate of Arts, Associate of Science, California State University transfer, and Intersegmental General Education Transfer Curriculum (IGETC). Students may choose to complete at least 18 units of coursework in a major under the “El Camino College Major Requirements” in which a degree is currently offered. These courses pertain to the student’s specialization for transfer or to receive an AS or AA degree. These courses are reviewed for outcomes and completion through program reviews, SLO assessments and curriculum review ([II.A.13-1](#)).

The college’s commitment to focused study is likewise reflected in both its definition of the associate degree and in Board Policy 4025 and it is also found on page 56 of the College catalog describing the requirements for an associate degree that states “the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.” Students are required to successfully complete a minimum of 60 units of degree applicable coursework that includes 23-31 units of general education, a minimum of 18 units of focused study in the major or in an interdisciplinary core, and, if necessary, electives. A complete list of the focused areas of study for El Camino College is available in the 2016-2017 college catalog as well as Certificates of Achievement and 10 state-approved Certificates of Accomplishment in specific core areas, many of which provide options from which the student can choose.

Compton Center offers 32 degree programs and 29 certificate programs ([II.A.13-2](#)). ECC’s catalog lists 41 Associate of Arts Degree programs and 36 Associate of Science Degrees, for a total of 77 AA/AS degrees. The 2016-2017 college catalog has 22 approved AA-T/AS-T degrees listed. All degrees are reviewed by the College Curriculum Committee to ensure that they meet Title 5 requirements with regard to general education and in-depth study before they are submitted for state approval. Program-level outcome assessments are used to evaluate the appropriateness of the focus in all programs within the area of inquiry ([II.A.13-3](#)). The list of programs that can be earned solely at Compton Center can be found on the website. Each of the ECC certificate programs requires completion of courses in a particular field. Unlike degree programs, courses outside the field are not generally required ([II.A.13-4](#)).

Evaluation

Compton Center meets the standard. All degrees at the college include depth of knowledge in the selected area of study as well as general education knowledge. All courses that are included in each degree are selected and evaluated through the Program Review process to ensure that PLOs and SLOs are aligned. This ensures that standard discipline knowledge is maintained in each degree.

Evidence List

- [II.A.13-1](#) Program Review Process and Materials
- [II.A.13-2](#) Academic Programs
- [II.A.13-3](#) Compton Center SLO and PLO Reports
- [II.A.13-4](#) ECCCD AP 4025 - Philosophy for Associate Degree and General Education



Standard II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Analysis including the Evidence of Meeting the Standard

Compton Center offers 29 CTE certificates and 11 CTE associate degrees which can be found listed on Compton Center's website. CTE programs adhere to a competency-based curriculum. Faculty, working with advisory committees, develops or modifies curriculum to comply with industry standards, changes in regulations, and licensing requirements ([II.A.14-1](#)). Students completing degree and certificates demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external certification or licensure through a variety of methods. Instructors evaluate students' skills through practical examinations. Assessment and evaluation of student and program learning outcomes measure preparedness for employment and illustrate that students meet or exceed targets and the results are stored in TracDat.

Several programs have external licensure or certification testing: nursing, emergency medical technician, cosmetology, auto, and welding. Associate degree nursing students take the NCLEX exam at the completion of their program to become licensed registered nurses. Over the past five years, the pass rate for first-time takers decreased from a high of 84.75 percent in 2011-12 to a low of 59.26 percent in 2014-15. As a result, the department initiated interventions to improve the NCLEX pass rate. Based on quarterly reports provided by the Board of Registered Nursing, our pass rate from July for 2015 through June 2016 was at 66.7 percent which is a slight increase from the 2014-15 rate. The rate in 2016 improved to 82.3 percent ([II.A.14-2](#)). Compton Center recently reinstated the cosmetology program; therefore, licensure data will not be available for 18 to 24 months. Another example is found in the welding program. The instructor arranges for the

Department of Building and Safety to offer the LA City Structural written exam on campus for the students. In fall 2016, 16 of the 18 students who took the exam passed ([II.A.14-3](#)). In the Emergency Medical Technician class, students who have earned a B or better are eligible to take the National Registry of Emergency Medical Technician (NREMT) certification exam. Since spring 2015, 27 students have taken the exam. Of the 13 students who attempted the exam for the first time, 11 were certified (84.6 percent). Of the remaining 14 students within this time frame, 9 were certified (64 percent) ([II.A.14-4](#)).

El Camino College Compton Center has participated in the CTE Employment Outcomes Project since 2012. The purpose of this statewide project was to address the current lack of data to validate the impact of CTE programs. In an effort to provide information on employment outcomes for students who have participated in career technical education (CTE) programs at California Community Colleges - including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs - El Camino College and other community colleges partnered with the RP Group, the Bay Area Community College Consortium, and practitioners from around the state to develop a universally available survey methodology. A survey based on completers and leavers is conducted annually. In the last survey, 732 students were surveyed and 191 responded for a response rate of 26%. The latest survey showed that even if a degree was not earned, students noted a positive employment outcome and respondents posted a 21% increase in their hourly wage ([II.A.14-5](#)).

Evaluation

Compton Center meets the standard. All CTE programs demonstrate technical and professional

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competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. A faculty advisory committee works with employment labor force representatives to ensure accuracy and currency of the programs.

Action Plan

The Dean of Student Learning for Arts, Social Sciences & Career Technical Education will work with faculty to devise a method to better track the results of external certification exams for the programs offered at Compton Center.

Evidence List

- [II.A.14-1](#) MyECC - Compton Center
Committee Webpage
- [II.A.14-2](#) Combined Quarterly NCLEX
Results
- [II.A.14-3](#) Sample Communication – Exam
Results
- [II.A.14-4](#) NREMT Results
- [II.A.14-5](#) CTE Employment Outcomes Survey
2016



Standard II.A.15 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.

Analysis including the Evidence of Meeting the Standard

Appropriate arrangements are made when programs are eliminated or changed so students can complete their education in a timely manner. The college assists students who have completed 75 percent of the program to complete the program at another college, or allows the program to remain open until the students complete their program requirements ([II.A.15-1](#)). Compton Center provides courses that are components of El Camino College programs ([II.A.15-2](#)). Accordingly, Compton Center has no ability or mechanism to eliminate or downsize an established El Camino College program. Compton Center has developed a separate mechanism as part of program review to provide a means to evaluate whether course offerings in a specific program or discipline should be increased or decreased. In those instances, where course offerings are reduced, students are advised and are able to take ECC courses to complete all program requirements. This enables Compton Center to best meet the needs of its students without compromising their ability to matriculate in any program. In spring 2016, an Educational Program Taskforce was convened to identify programs that have had a decline enrollment. The identified programs are required to produce a comprehensive plan that addresses areas for improvement with a timeline for improvement or discontinuance before the programs are terminated ([II.A.15-3](#)).

Evaluation

Compton Center meets the standard. Compton Center ensures that students are able to complete their education in a timely manner if it becomes necessary to eliminate or change programs.

Action Plan

The Academic Senate, in conjunction with

the Office of Academic Affairs, will develop a program discontinuance policy for the Compton Community College District.

Evidence List

- [II.A.15-1](#) Graduation Requirements for Degrees and Certificates
- [II.A.15-2](#) 2016-2017 College Catalog, page 366
- [II.A.15-3](#) CEO Recommendation and Taskforce Report

STANDARD II: Student Learning Programs and Support Services

Standard II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Analysis including the Evidence of Meeting the Standard

Compton Center evaluates the effectiveness of its courses and programs through Student Learning Outcome (SLO) Assessment and Program Review. Program Review is conducted by all departments every four years, with the exception of CTE programs, which conduct a review every two years ([II.A.16-1](#) and [II.A.16-2](#)). During 2015-16, Compton Center working through the Institutional Effectiveness Partnership Initiative prepared a plan to improve the program review process and its linkage to planning and budgeting ([II.A.16-3](#)). Compton Center regularly evaluates and improves the quality and currency of all instructional programs through the curriculum review process ([II.A.16-4](#)). In addition to the curriculum oversight, while conducting program reviews, faculty analyze their curriculum utilizing SLO assessment data ([II.A.16-5](#)) to determine the curricular changes needed in the coming years. Compton Center strives to create a culture where outcomes assessment continually improves the quality of student learning and institutional effectiveness. Members of each department and program engage each other in the development and assessment of outcomes. Dialogue within and amongst departments and programs moves the college forward to meet the evolving needs of our students through instruction, curricula, programs, and services ([II.A.16-6](#)).

The SLO assessment schedule for all programs are housed in TracDat ([II.A.16-7](#)). The College follows the “Guiding Principles for Student Learning Outcomes Assessment Cycles” ([II.A.16-8](#)). Assessments of student learning offer the institution a vital measure of how effectively the College is fulfilling its mission. Assessment results provide evidence upon which to base curricular, planning and budget decisions,

which promote greater student success. SLOs are assessed each semester according to the schedule set by the SLO Alignment grid ([II.A.16-9](#)).

Administrators, faculty, and staff work together to support the periodic assessment of student learning outcomes in all Compton Center’s courses, programs and services. A student learning outcome assessment cycle is a four-stage process which includes:

1. Identifying a student learning outcome.
2. Designing and implementing an assessment plan.
3. Reflecting on assessment results and drawing conclusions with the college community, inviting review and comment, and recommending and implementing changes to promote improved student learning.
4. Sharing results and conclusions with the college community, inviting review and comment, and recommending and implementing changes to promote improved student learning.

Criteria used in program review include relevancy, appropriateness, achievement of student learning outcomes, currency, and planning for the future. The program review process is consistently followed for all college programs, regardless of the type of program ([II.A.16-10](#)). Program Review provides an opportunity for faculty and staff to discuss the strengths, weaknesses, opportunities and threats to a program. After considering a variety of quantitative and qualitative data, including SLO assessment results and Institutional research data ([II.A.16-11](#)), program review identifies changes to improve student learning and success in the program and its courses ([II.A.16-12](#)). These changes are sometimes instructional and can be directly implemented by faculty in the classroom without additional cost. Other times, faculty recommends changes to curriculum or



degrees and certificates, which are proposed to the division and college curriculum committees ([II.A.16-13](#)). Curriculum development is guided by *The Course Outline of Record: A Curriculum Reference Guide* ([II.A.16-14](#) and [II.A.16-15](#)).

Data are available for program evaluation including curricular review and program review. Institutional Research provides a breakdown by course for each program ([II.A.16-12](#)). Data may include:

1. Grade and retention rates for day and evening courses.
2. Grade and retention rates for on-campus and distance education courses.
3. Grade and retention rates broken down by gender, ethnicity and age.
4. Number of applications and requests processed.
5. Results of satisfaction surveys.

Program evaluation results are used in institutional planning and suggested changes and improvements occur as a result of these evaluations.

One of the steps involved in evaluating program reviews is creating a list of prioritized recommendations related to Compton Center's Strategic Initiatives. These recommendations are integrated as objectives in annual program plans and are considered for resource allocations.

At this time, Compton Center does not offer complete DE degree programs. The majority of the classes offered online allow students to complete some of their general education requirements. Data are available for DE offerings but are incorporated with the data for the programs. Recently a study was done to compare success and retention rates of online and traditional courses. These results are used by all academic deans to determine the appropriateness of courses offered in the distance education format based student performance. The Distance Education Office reviews new course offerings prior to the beginning of the semester. Faculty members receive recommendations on course content and design as needed to ensure that course content matches the course outline of

record and that course design and practice follow generally accepted design standards for distance education.

Evaluation

Compton Center meets the standard. Compton Center regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence List

- [II.A.16-1](#) Program Review web page
- [II.A.16-2](#) Program Review Timeline
- [II.A.16-3](#) CEO Recommendations to Improve the Institutional Effectiveness Committee
- [II.A.16-4](#) Curriculum Committee Handbook, People subsection
- [II.A.16-5](#) SLO and PLO Assessment Reports
- [II.A.16-6](#) Faculty Meeting Minutes
- [II.A.16-7](#) Sample SLO Timeline – Art Program
- [II.A.16-8](#) SLO Assessment Principles web page
- [II.A.16-9](#) SLO and PLO Timelines and Alignment Grids web page
- [II.A.16-10](#) Compton Center Program Review web page
- [II.A.16-11](#) Compton Center Grade Distributions with Success and Retention Rates
- [II.A.16-12](#) Program Review web page
- [II.A.16-13](#) College Curriculum Committee Flowchart
- [II.A.16-14](#) Course Outline of Record Guide
- [II.A.16-15](#) Course Outline of Record Sample

II.B Library and Learning Support Services

Standard II.B.1 The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Eligibility Requirement 17 - Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

Analysis including the Evidence of Meeting the Standard

Compton Center supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services provided by the Library and other learning support services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education ([II.B.1-1](#)). Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services such as software programs like PLATO, an educational support software that assists students in improving their learning skills and works to reinforce instructional concepts ([II.B.1-2](#)).

The Compton Center Library is a critical part of the institution that meets the needs of students and supports the college's mission of successful student learning by providing quality information and instructional support for Compton Center's diverse community. The Library is located in a new facility on campus, the Library Student Success Building, which opened in 2014.

Compton Center offers a Student Success Center (SSC) to provide tutoring and other academic support services that fulfill this requirement ([II.B.1-1](#), [II.B.1-2](#), and [II.B.1-3](#)).

Information about student learning needs is provided by instructional faculty and staff through the Library Advisory Committee ([II.B.1-4](#)). The Library Advisory Committee is composed of faculty members from all three academic divisions at the Compton Center. Its purpose is to facilitate greater faculty involvement in the materials selection process. This includes both recommending materials for acquisition, and weeding out obsolete materials (particularly important in nursing and the sciences). The committee also serves as a voice for faculty members to express concerns about library operations. Information about student learning needs guides selection of library resources. Librarians attend division meetings and have access to SLOs and syllabi from all academic departments. Compton Center Library staff meet with their El Camino College counterparts to share and develop ideas about meeting student needs. Instructors inform librarians about assignment specifics before class orientations. With this information, librarians can prepare and select materials and be ready to direct students to the available relevant resources.



Compton Center assesses the effectiveness of the Library and learning support services in terms of quantity, quality, depth, and variety by striving to meet ACRL (Association of College and Research Library) Standards, comparing learning outcome data with other libraries, and conducting student surveys. In a joint effort, the Student Success Center generates a detailed survey each semester for students to provide feedback on library services ([II.B.1-5](#), [II.B.1-6](#), and [II.B.1-7](#)). In this way, the SSC assesses effectiveness of tutoring and academic support services, including recommendations for library materials or services.

Compton Center Library SLOs address desired research skills as presented in the Introduction to Information Competency course, (Library Science I), which has been offered consistently since Fall 2014 ([II.B.1-8](#), See Other Documents). Library orientations and one-on-one bibliographic instruction are also provided to students. In addition, Compton Center librarians have worked with several instructors to develop assignments for their disciplines that involve accessing information through various library resources. Orientations and workshops continue on a regular basis for classes in several disciplines. During 2014-2015 year, 57 orientations were presented to approximately 1,342 students. This is an increase from previous years; a total of 43 orientations were presented to 1,177 students in 2011-2012. These orientations provide students with an understanding of the Library and its purpose; how Library staff can assist them; the services and resources available to them through the Library, and techniques for accessing and evaluating information. Learning outcomes are measured through evaluation of assignments from the Library Science I course as well as how proficiently students retrieve and evaluate information.

The Compton Center Library ensures a sufficient depth and variety of library materials by maintaining a current, constantly evolving collection, with services, and resources to meet learning needs and support Compton Center's diverse population of students, faculty, and staff. Student satisfaction surveys of 2014-2015

confirm that the Library addresses the myriad requirements of students and staff ([II.B.1-5](#)). The depth and variety of the library collection reflects diverse needs, including basic literacy, popular works, and scholarly information resources to support the range and levels of academic and vocational courses (developmental, CTE, ESL, pre-transfer, and transfer level) as well as recreational reading. The Library has a Collection Development Librarian who continually adds and updates materials in the inventory. The Compton Center Library houses a variety of resources comprising print books of various levels, E-books, print periodicals, audio books, CDs and a diverse assortment of databases to cover the curriculum.

The Compton Center Library collection includes over 40,000 print books and over 130,000 e-books accessible through an online catalog on and off campus. The Library is open 61 hours each week during regular fall and spring semesters, and 40 hours per week during summer and winter, with hours clearly posted on the Compton Center website. In addition, the Library provides access to quality online information resources such as subscription databases, internet sites for reference assistance both on campus and off campus via the Library website.

The Library subscribes to 42 full-text online periodical and reference databases and 115 print periodicals to support the academic, vocational, and personal needs of Compton Center students. These databases offer thousands of peer-reviewed and scholarly journals, popular resources, recreational reading, newspapers, and personal development materials, and are accessible on and off campus via the Library website ([II.B.1-9](#), [II.B.1-10](#), and [II.B.1-11](#)).

The Compton Center Library strives to support its diverse student population and all instructional programs equally to ensure accessibility. In addition to the variety of resources and texts detailed above, many materials are available various formats, such as audio books, low-level readers and CDs to meet diverse needs. There are 18 student-

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use computers for in-library research and six dedicated computers for searching the online catalog. Two stations include enhancements for students with disabilities. A networked printer is linked to the computers in the lab, and the Library offers a copy station equipped with printers for student use. Staffing consists of two daytime library assistants, one afternoon/evening clerk, three full-time librarians, and three part-time librarians; library personnel are scheduled during evenings and weekends to ensure that students who attend night classes are adequately served. The Library is open Monday through Thursday from 7:30 a.m. to 8:00 p.m., Friday from 7:30 a.m. to 4:00 p.m. and on Saturday from 7:30 a.m. to 2:00 p.m. during regular semesters ([II.B.1-2](#) and [II.B.1-3](#)).

Comparable services are provided to Distance Education students and students at off-site locations. The Library provides access to materials through the website in a variety of formats such as e-books, thousands of periodicals in the databases with media that support the curriculum and can be accessed on or off campus. Tutorial PowerPoint presentations on using the Library and conducting research ([II.B.1-12](#)), as well as a virtual tour of the Library are provided on the website ([II.B.1-13](#)). Telephone and email reference services are available during operating hours so that DE and off-site students have equal access to a librarian. Compton Center offers online tutoring through NetTutor, a 24/7 online tutoring service free for students. All students have access to this service via Etudes, Compton College's current Learning Management System ([II.B.1-14](#), [II.B.1-15](#), and [II.B.1-16](#)).

Evaluation

Compton Center meets this standard. The Library maintains a quality collection with abundant services, and resources to support Compton Center's diverse population of students, faculty, and staff. The depth and variety of the Library collection reflects diverse student needs and supports a wide range academic and vocational courses. Materials are accessible on or off campus through a modern

interface on the campus website.

Evidence List

II.B.1-1	Library web page
II.B.1-2	Student Success Center web page
II.B.1-3	Library Services
II.B.1-4	Library Advisory Committee Meeting Minutes
II.B.1-5	Library Surveys
II.B.1-6	ACRL Standards
II.B.1-7	CCC Survey
II.B.1-8	Library SLO Information, see Other Document
II.B.1-9	Library Database Log-In
II.B.1-10	E-Book Data Base Access
II.B.1-11	Listing of Library Databases
II.B.1-12	Library Tutorial Page
II.B.1-13	Library Virtual Tour
II.B.1-14	Etudes Log-In
II.B.1-15	Gutenberg Website
II.B.1-16	Library Reserve Collection



Standard II.B.2

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.

Analysis including the Evidence of Meeting the Standard

The Compton Center Library provides educational services and resources to support curriculum and provides means for accessing information for student learning and research. The Library strives to maintain its mission of providing services and materials to students and the broader community as a means of enhancing student learning. The Library collection is substantial and is regularly evaluated to ensure its collection and services promote student success.

As addressed in Standard II.B.1, the Library relies on the expertise of faculty, including librarians and other learning support services professionals, to select and maintain adequate educational equipment and materials to support student learning in keeping with the Compton Center mission. Professional librarians, with input from other faculty, paraprofessionals and students, update and add to the collection by using standard publisher catalogs and book reviews. Librarians keep up with curriculum changes so that current needs are met, including when a class is added or removed from the course schedule. Removal of outdated materials from the collection is as important as obtaining new materials, so input from faculty, staff, and administration is vital. Librarians, with the help of other faculty, are continuously involved in weeding the collection—removing and disposing of outdated materials that are no longer useful to students. Compton Center follows the same collection and weeding policies that are in place at El Camino College ([II.B.2-1](#)).

In the Compton Center's state-of-the-art Library, there are dedicated classrooms for instruction and librarians who offer classes in Information Competency. Also, the Library can accommodate classes that require students to perform hands-on exercises. As addressed in Standard II.B.1,

Compton Center evaluates library and other learning support services to ensure adequacy in meeting identified student needs. Evaluation of these services provides evidence that contributes to the achievement of SLOs and other objectives. The institution uses the results of these evaluations as the basis for improvement.

Instructional faculty and staff provide information about student learning needs to guide the selection of educational equipment and materials that support student learning. The Student Success Center reaches out to faculty to learn about any software programs that Compton Center would purchase as supplemental learning support such as PLATO, Rosetta Stone, and other software. Furthermore, the Faculty Innovation Center is designed to serve as the platform at addressing any faculty needs for student learning ([II.B.2-2](#)).

Compton Center assesses the effectiveness of its library and learning support equipment and materials in terms of quantity, quality, depth and variety by striving to meet the ACRL standards. In addition, the Student Success Center conducts surveys related to usage and effectiveness of learning support equipment. According to the SLOs, students demonstrate knowledge of the various services available that the Library offers. The results of the surveys indicate that students are using the Library and are generally satisfied with the level of services provided. ([II.B.1-5](#)).

The institution knows it has sufficient depth and variety of library materials to meet the learning needs of its students because it maintains a quality collection, with services and resources to support Compton Center's diverse population of students, faculty, and staff. The institution makes continuous efforts to maintain sufficient depth and variety of the library collection, which reflects diverse needs, including basic levels, popular, and scholarly information resources to support the range and levels of classes

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(developmental, CTE, ESL, pre-transfer, and transfer level) as well as recreational reading. The Library listens to the requests that are made by students and staff, and it works to fill those areas where gaps are noted ([II.B.2-3](#)). The Student Success Center orders books from the campus bookstore for both tutors and students to use during tutoring sessions. In addition, the SSC holds a variety of anatomy models and other textbooks which students borrow during tutoring sessions.

Information about the learning needs of Distance Education students is provided by instructional faculty and staff to inform the selection of library resources. Faculty members submit requests for reserve materials for their classes: if these are not in the collection, they are ordered as soon as possible. Instructors and students freely suggest materials/resources, and the Library ensures these requests are met as promptly as possible ([II.B.2-4](#)). Professional librarians also provide input for the selection and acquisition of materials that are relevant to our DE curriculum.

The Library and other sectors of Compton Center provide different resources that support student learning in the DE mode. Equipment to support learning for students studying in DE mode are provided in the Student Success Center open lab. Students have access to a state-of-the-art 100 PC station computer lab located inside the Student Success Center. The Library also has a lab to support student information retrieval. Other open access labs are in the Vocational Tech building. The computers in the Student Success Center and the Vocational Technology building labs are supported by the servers provided by the Information Technology Services (ITS) of Compton Center. ITS servers provide 24-hour internet service through Wi-Fi and broadband sources. Student learning in the DE mode is also supported by an online tutoring program, Net Tutor, at no cost charge to the students [II.B.2-5](#).

The Library collection is made available to students with remote access to the institution through Compton Center's website and the *MyECC* student portal. Students can remotely access the library collection through their

internet providers at any time of the day and for as long as needed.

The Library collects materials based on the current curriculum, and the students have access to every collection in the Library. Students have access to the online catalog of an extensive print collection, and to the e-book collection, which has over 130,000 books. The 42 databases have thousands of journal articles available, all of which can be remotely accessed ([II.B.1-10](#)). The Library also provides access to quality online information resources such as subscription databases, internet sites for reference assistance, both on campus and virtually via the Library's website ([II.B.1-1](#)). Also available online is a tour of the Library and a tutorial on how to use the available tools to locate materials and conduct research. Compton Center believes that these means of access to the Library collection adequately address the learning needs of the students. Annual service surveys conducted by the Library to poll its users always generate positive responses especially to user satisfaction questions.

The Library uses information from Institutional Research on retention and success rates from DE courses, SLO assessment data, and program review reports in TracDat to determine whether it is enhancing student achievement of identified learning outcomes for students studying in DE mode ([II.B.2-6](#) and [II.B.2-7](#)). Institutional Research regularly provides data segregated by division, department, discipline, course, and instructor every semester ([II.B.2-8](#)). Information from the Library survey is also evaluated to determine if the services provided by the Library do enhance the achievement of stated student learning outcomes or not for students using the DE mode.

Evaluation

Compton Center meets this standard. The Library provides services and materials to students and the broader community as a means of enhancing student learning.



Evidence List

- [II.B.2-1](#) Collection and Weeding Policy
- [II.B.2-2](#) Faculty Innovation Center
- [II.B.2-3](#) Library Awareness Feedback
- [II.B.2-4](#) Library Advisory Committee
Meeting Minutes
- [II.B.2-5](#) SSC Computer Lab Webpage
- [II.B.2-6](#) Library SLO/SAO Webpage, see
Other
- [II.B.2-7](#) El Camino College Success and
Retention Rates
- [II.B.2-8](#) El Camino College Success and
Retention Rates

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Standard II.B.3 The institution evaluates Library and other learning support services to assure 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.

Analysis including the Evidence of Meeting the Standard

The institution uses various instruments such as student surveys and questionnaires to evaluate the Library and other learning support services ([II.B.3-1](#)). The evaluation instrument assesses the use, access, and relationship of the services to intended student learning. The survey/feedback includes input by faculty, staff and students who serve on the Library Advisory Committee. The evaluation provides input from all sectors of the college, which includes managers who also contribute feedback related to the Library and learning support services. The Institutional Effectiveness Committee evaluates the program reviews from Compton Center's various Service Area Outcomes and this includes the Library and the Learning Resource Center. The SSC also houses a Faculty Innovation Center, which serves as a location where all faculty can participate and offer input on how to improve the services of the SSC. There is also a computer lab for instructors to use for research and course preparation ([II.B.3-2](#)).

The evaluation of Library and other learning support services includes assessment of use, access, and relationship of the services to intended student learning outcomes for DE programs. Compton Center has a Distance Education Advisory Committee (DEAC) that is responsible for offering a DE curriculum that enhances achievement of stated student learning outcomes. The committee comprises faculty, staff, and students. DEAC evaluates DE instruction and ensures that available resources adequately support DE student learning. DEAC evaluates the use, access, and relationship of the services to intended student learning outcomes for DE programs. The Student Success Center uses data from surveys, questionnaires, and feedback from semester to semester to measure and improve the use, access, and relationship

of the services to intended student learning outcomes for DE programs.

In evaluating and assessing the services the Library provides, the librarians take into account the Library's mission statement, annual program plan, program review and SLOs. The Library also surveys its DE mode students and faculty to assess use and satisfaction with the facility and services ([II.B.3-1](#)). The results of the survey indicate that students are using the Library and are generally satisfied with the level of services provided. The Library also participates in state, federal and other surveys. These surveys are generally used to compare how we stand against other libraries and are also used to make some improvements as we strive to become a better Library.

Evaluation

Compton Center meets the standard. Compton Center evaluates library and other learning support services to assure 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. Compton Center uses data from evaluation surveys of orientations conducted by librarians for the different classes and individual students to use the Library and other learning support services available in the Student Success Center.

The needs of students and faculty recommendations serve as the primary basis for improvement of the services provided by the Library and the Student Success Center. Professional librarians with input from other faculty, paraprofessionals and students, update and add to the collection by using standard publishers' catalogs and book reviews. The librarians keep up with curriculum changes so



that all areas are fully provided for, whether it is a new class added or taken off the curriculum.

Evidence List

- [II.B.3-1](#) Library Surveys
- [II.B.3-2](#) Faculty Innovation Center

STANDARD II: Student Learning Programs and Support Services

Standard II.B.4 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Eligibility Requirement 17 - Information and Learning Support Services

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

Analysis including the Evidence of Meeting the Standard

Compton Center collaborates with other institutions or other sources for library and other learning support services for its instructional programs. Formal agreements with other libraries are documented ([II.B.4-1](#)). These resources and services are adequate for Compton Center's intended purposes, and are easily accessible and utilized. Compton Center is responsible for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement with materials and service vendors, such as PLATO and Rosetta Stone. The College regularly evaluates these services to ensure their effectiveness.

There are yearly agreements with vendors or their agents that are signed and paid annually for goods that Compton Center receives. For example, there is a yearly agreement with Community College League of California to purchase various software programs/packages at a discounted price. There is a standing reciprocal contract in place with California State University, Dominguez Hills (CSUDH) whereby students from either campus can use and borrow books from either library.

The Library contracts with system vendors, book vendors, copy vendors, database, and security vendors for the provision of library and learning support services. Compton Center regularly evaluates the services and

responses to our needs by the contract partners, thereby ensuring the quality of the Library and learning support services. These services are used regularly by students, faculty and staff as evidenced from surveys on satisfaction and database use tracking. In the case of PLATO and Rosetta Stone, the software packages have data generating components. The software companies inform the Student Success Center of usage and effectiveness. The Student Success Center also conducts its annual user satisfaction survey to be sure its services are being used and are effective. A formal agreement is in place for student printing in the Library. Network Digital Resources and Services provides the hardware, supplies and maintenance for printing for a fee to the students. Maintenance agreements are in place yearly for the 3M security gate, and the automated system Voyager and its reporting module, Analyzer. These are all yearly agreements and are renewed only if they are serving the needs of the institution ([II.B.4-2](#), See Library Contracts).

Evaluation

Compton Center meets the standard. Compton Center collaborates with other institutions or other sources for library and other learning support services for its instructional programs. Formal agreements with other libraries are documented. These resources and services are adequate for Compton Center's intended purposes, and are easily accessible and utilized. Compton Center is responsible for and assures the security, maintenance, and reliability of

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Compton Center
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services provided either directly or through contractual arrangement with materials and service vendors. Compton Center regularly evaluates these services to ensure their effectiveness.

Evidence List

- [II.B.4-1](#) Agreements with other Libraries
- [II.B.4-2](#) Library Contracts

II.C Student Support Services

Standard II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning and enhance accomplishment of the mission of the institution.

Eligibility Requirement 15 – Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Analysis including the Evidence of Meeting the Standard

Compton Center regularly evaluates the quality of student support services and demonstrates that these services support student learning and ensure accomplishment of the mission of Compton Center. Student support services, including distance education, are evaluated through systematic program review and annual Service Area Outcomes assessment. In addition, Compton Center administers annual student and department-level surveys and engages in formal annual planning efforts. Such assessment demonstrates support of student learning by determining necessary improvements.

Compton Center has implemented a four-year cycle for Program Review to measure the effectiveness of student support programs, including Admissions and Records; Assessment, Athletics, Counseling, California Work Opportunity and Responsibility to Kids Act (CalWORKs); Extended Opportunity Program and Services (EOPS); Cooperative Agencies Resources for Education (CARE); Financial Aid; First-Year Experience; Outreach and School Relations; Foster & Kinship Care Education (FKCE); Special Resources Center (SRC); Student Development; Transfer & Career Center, and TRIO Upward Bound Math Science (UBMS). Student Services submits respective department program reviews to the Program Review Committee for approval every semester so that each service area is thoroughly and systematically evaluated. Unapproved program reviews are returned with comments for resubmittal and improved as required. After

approval, Program Reviews are submitted to the Institutional Effectiveness Committee for final review ([II.C.1-1](#)). Compton Center maintains an Institutional Research Office to assist with the development of surveys and other research instruments to ascertain reliable and relevant data on the impact and effectiveness of programs and projects offered at Compton Center. Institutional Research provides a metric tool for use in program review and other research queries ([II.C.1-2](#)).

Requests for improvements that may arise between formal program review cycles assure that assessment data is considered on a more frequent basis than every four years. Recommendations from program review and annual plans for student support areas are linked in TracDat for prioritization; these recommendations align with the strategic initiatives, which drives the allocation of funds as detailed in Standard II.A ([II.C.1-3](#)).

Programs that require additional assessment and external review in order to receive ongoing funding are the Student Success and Support Program (SSSP), EOPS/CARE, Special Resources Center, CalWORKs, FKCE, UBMS, and Youth Empowerment Strategies for Success (YESS) programs. In addition to the assessment procedures outlined above, Compton Center evaluates these programs annually according to state and/or federal regulations ([II.C.1-4](#)).

To identify the needs for distance education support services and ensure these are addressed properly, Compton Center has adopted the review and assessment processes established

STANDARD II: Student Learning Programs and Support Services



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by the Distance Education Office at El Camino College, which are based on WASC standards, and for which El Camino College received special commendation from the ACCJC in 2014.

Since less than 10 percent of Compton Center's course offerings are online, formal assessment of distance education infrastructure occurs through consistent Program Review and routine analysis of Student Learning Outcomes for individual academic departments in addition to examination of Service Area Outcomes. In addition, Compton Center relies on extensive survey data to evaluate distance education infrastructure and monitor student progress, including student knowledge of DE campus policies; technological proficiency; DE course effectiveness, and overall effectiveness. Surveys such as the Community College Survey of Student Engagement (CCSSE); Survey of Entering Student Engagement, (SENSE); the Distance Education Survey, and Customer Service Satisfaction Surveys regularly assess services in order to ensure Compton Center makes informed decisions for improving distance education infrastructure. Compton Center administers these surveys annually, addressing the results in departmental meetings and campus forums to ensure well-targeted improvements. Survey outcomes are published annually on Compton Center's Institutional Research web page ([II.C.1-5](#), [II.C.1-6](#), and [II.C.1-7](#)).

Compton Center prepares students for success in distance education courses through the implementation of an extensive online readiness test and DE student handbook, both adapted from materials provided at El Camino College. These documents specifically address the skills and tools required to complete an online course, with special emphasis on support services available for distance education students, including online tutoring and a full-time distance education coordinator who is accessible to both day and evening students ([II.C.1-8](#) and [II.C.1-9](#)).

Evaluation

Compton Center meets this standard. Compton Center regularly evaluates the quality of student

support services to ensure they meet the needs of Compton Center students. Improvements to these myriad services rely upon metrics data, SAOs, SLOs, program review, and formal surveys to improve and enhance student learning, including the continued success of DE students.

Evidence List

II.C.1-1	Student Services Program Review Timeline
II.C.1-2	Student Services Metrics Tool
II.C.1-3	Student Services Completed Program Reviews
II.C.1-4	Sample Student Services Annual Report – EOPS
II.C.1-5	Survey of Entering Student Engagement 2014
II.C.1-6	Distance Education Student Survey Results Spring 2016
II.C.1-7	Enrollment Growth and Academic Performance: Traditional and Distance Ed Courses
II.C.1-8	Student Handbook for Distance Education Courses
II.C.1-9	Student Resources for Distance Education Courses

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Student Learning Programs and Support Services

Standard II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Analysis including the Evidence of Meeting the Standard

Compton Center routinely assesses its student support services, including its Distance Education support infrastructure, through a variety of standard assessment methods as enumerated in Standard II.C.1, including formal program review, Service Area Outcomes, and extensive student and staff surveys. Evaluation results are used at the department level to improve student services as needed to meeting changing needs. The location of Distance Education students is addressed at the initial application stage through Admissions and Records, as is authorization requirements for out-of-state students.

As described in Standard II.C.1, Compton Center relies on a four-year cycle for Program Review to assess its many student support programs. Every semester, different service areas are scheduled for review, so that each is assessed thoroughly every four years. Upon completion, such reviews are forwarded to the Program Review Committee for approval. Approved Program Reviews are submitted to the Institutional Effectiveness Committee for final review ([II.C.2-1](#), [II.C.2-2](#), [II.C.2-3](#), and [II.C.2-4](#)).

As stated, recommendations from program review and annual plans (detailed goals and projections for each service area) are presented in TracDat; these recommendations align with the strategic initiatives, which drives the allocation of funds as detailed in Standard II.A.

The Compton Center Admissions and Records Office, through the use of the State Chancellor's Office OpenCCC application process, requires accurate location information for all students, include those enrolled in distance education. Online students must be reasonably local, as many DE courses require at least one on-campus meeting. Compton Center complies with the

Chancellor's Office guidelines on out-of-state tuition fees and charges non-residents \$216 per unit in addition to the standard \$46 per unit fee. All students, including those enrolled in DE courses, must provide reasonable documentation to prove state residency of no less than one year to qualify for standard tuition rates ([II.C.2-5](#), [II.C.2-6](#), and [II.C.2-7](#)).

As addressed in Standard II.B, Compton Center determines how well students benefit from its Distance Education support services through assessment of use, access, and relationship of the services to intended student learning outcomes for DE programs. Compton Center has a Distance Education Advisory Committee (DEAC) that is responsible for offering a DE curriculum that enhances achievement of stated student learning outcomes. DEAC evaluates DE instruction and ensures that available resources adequately support DE student learning. In addition, DEAC uses data from surveys and questionnaires to measure and improve services for DE programs. See Standards II.B.2 and II.B.3 for details and evidence.

While Compton Center relies on its partnership with El Camino College to provide distance education infrastructure, the campus has made significant strides in its own right by building robust support services for online students, including online tutoring, online assessment and orientation tutorials for new DE students, strategies for success, study scheduling assistance, and clear netiquette guidelines as well as an extensive Distance Education Handbook available for download on the DE website. In addition, support staff are available daily Monday-Friday, including evenings, to assist DE students with registration, login, and Etudes CMS questions in person. These support services have expanded on a near-continual basis each year since Compton Center first instituted online learning in 2006 ([II.C.2-8](#) and [II.C.2-9](#)).



Evaluation

Compton Center meets this standard. Compton Center routinely assesses its student support services, including its Distance Education support infrastructure, through a variety of assessment methods.

Evidence List

- [II.C.2-1](#) Student Service Learning Outcomes
- [II.C.2-2](#) Student Services Program Review Timeline
- [II.C.2-3](#) Student Services Program Review Template
- [II.C.2-4](#) Student Services Program Review Matrix
- [II.C.2-5](#) Compton Center Online Application
- [II.C.2-6](#) Compton Center Distance Education FAQ, Page 2
- [II.C.2-7](#) Non-Resident Tuition Fees
- [II.C.2-8](#) Distance Education Support Overview
- [II.C.2-9](#) Distance Education Student Handbook

STANDARD II: Student Learning Programs and Support Services

Standard II.C.3 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.

Eligibility Requirement 15 – Student Support Services

The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)

Analysis including the Evidence of Meeting the Standard

In addition a full range of student support services, Compton Center provides comprehensive counseling, orientation, tutoring, and material delivery services to all students, regardless of their service location or course delivery method. Compton Center strives to meet the service needs of its students by assessing all service areas, including those offered online or off-site, using the same rigorous program review, survey data, and SAO processes outlined in Standard II.C.1.

As described in detail in Section II.C.1, Compton Center utilizes extensive survey, Program Review, and SAO data to assess the sufficiency of its many student support programs and ensure the services meet student needs. Each service area, including those related to Distance Education and off-site locations, is assessed thoroughly every four years. Upon completion, such reviews are forwarded to the Program Review Committee for approval. Approved Program Reviews are submitted to the Institutional Effectiveness Committee for final review, where the final decisions occur for funding priorities for additional services ([II.C.3-1](#) and [II.C.3-2](#)).

Survey data for the past several years consistently indicates a high level of student satisfaction with the services offered at Compton Center ([II.C.3-3](#), [II.C.3-4](#), [II.C.3-5](#), and [II.C.3-6](#)).

All Compton Center students have access to numerous online services; as such, DE and off-site students are served equitably. Most campus services, with the exception of placement exams, can be accomplished wherever internet access is available. These online services include, but

are not limited to Frequently Asked Questions, CCCApply Application, the MyECC Student Portal, which includes options for online orientation, schedule of classes; College catalog; course registration services; unofficial and official transcript requests, online degree audit tool; online payment summary and financial aid communications; clearing prerequisites via fax requests, and online counseling appointments. Additionally, NetTutor is available exclusively for online students. The Distance Education department provides further support to students enrolled in Distance Education courses by responding to requests for assistance via phone and email ([II.C.3-7](#)).

Off-site CCCApply application workshops, orientations, assessments and educational plans and workshops for student support services such as financial aid are also offered for students taking Compton Center courses at Early College and Afternoon College locations. The department of Enrollment Services, which includes SSSP and Outreach and School Relations, assigns faculty and staff to facilitate student services offsite at Afternoon College and Early College locations ([II.C.3-8](#) and [II.C.3-9](#)).

The Student Success and Support Program (SSSP) Plan documents how core services will be provided to students. The goal of SSSP is to increase student access and success by providing core services including: 1) orientation, 2) assessment and placement, and 3) counseling, advising and other educational planning services, and the support services necessary to assist student success. The SSSP plan is coordinated with the Student Equity Plan, Basic Skills Initiative, AB 86/104; Adult Education, Enrollment Management Plan and Strong Workforce, under the umbrella of the Student Success Committee, as a way to collaborate



and ensure all students participate in the core services, and services are streamlined equitably in all service areas ([II.C.3-10](#)).

Evaluation

Compton Center meets this standard. The descriptions listed above demonstrate how the institution assures equitable access to all of its students, including those taking courses through distance education and off-site locations.

Evidence List

- [II.C.3-1](#) Student Services Program Review Timeline
- [II.C.3-2](#) Student Services Student Area Outcomes
- [II.C.3-3](#) Survey of Entering Student Engagement 2014 Survey Results
- [II.C.3-4](#) Community College Survey of Student Engagement 2014
- [II.C.3-5](#) Student Campus Climate Survey 2013
- [II.C.3-6](#) Distance Education Student Survey Results Spring 2016
- [II.C.3-7](#) *MyECC*
- [II.C.3-8](#) Distance Education Support Overview
- [II.C.3-9](#) Online Tools
- [II.C.3-10](#) Compton Center SSSP Plan 2015-2016

STANDARD II:

Student Learning Programs and Support Services

Standard II.C.4 Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Analysis including the Evidence of Meeting the Standard

Compton Center has many co-curricular and athletic programs that support both Compton Center's mission and contribute to the overall educational experience of its students.

Compton Center develops co-curricular and athletic programs that reflect the diverse student demographic. The ongoing development of many co-curricular activities are handled by the Office of Student Life ([II.C.4-1](#)) and Compton Center's Associated Student Body ([II.C.4-2](#) and [II.C.4-3](#)). All clubs on campus are designed, created, and run by students. Although faculty generally serve as club advisers, faculty involvement is somewhat limited to encourage student leadership. Co-curricular clubs such as Formerly Incarcerated Student Transition Club and the Multicultural Alliance Club and events such as the Historically Black College and University Tour (HBCU) reflect Compton Center's goal in reaching a diverse student population ([II.C.4-4](#)).

Additional student services programs also foster student engagement as well as intellectual and personal development outside of the classroom. Employment and volunteer opportunities are available to students and include: tutoring, note-taking, peer advising, and working as student ambassadors. Furthermore, students can find supplementary employment or volunteer opportunities in various programs including Financial Aid Federal Work Study, CalWORKs, the Welcome Center, Outreach and School Relations, Counseling Department, Child Development Center, Foster Kinship and Care Education, Youth Empowerment Strategies for Success, EOPS/CARE, MESA/STEM Center, Reading and Writing Center, Math and Science Center, Student Success Center-Library and the

Business Office. Cohort and cooperative learning opportunities are also embedded in academic programs such as First Year Experience (FYE) ([II.C.4-5](#), [II.C.4-6](#), and [II.C.4-7](#)).

An active member of California Community College Athletic Association (CCCAA), Compton Center's athletic program has grown significantly in the last few years, with nearly 200 student athletes participating in 13 sports (seven for women, six for men). Compton Center's athletic philosophy also supports the mission to actively work to "provide the experiences of all participants to reflect dignity and exemplify competition at its finest" ([II.C.4-8](#)).

Compton Center's co-curricular and athletic programs are steered by educational policies and standards of integrity that are robust and rigorous. Each program is guided by Student Learning Outcomes (SLOs) or Service Area Outcomes (SAOs) that are then measured in regular intervals. Assessment of these programs is sometimes conducted in conjunction with Institutional Research (e.g. Athletics program) to ensure SLOs are assessed consistently and accurately ([II.C.4-9](#)). Student Life, which oversees the Associated Student Body, clubs, and various activities, conducts regular assessments in their Service Area Outcomes report ([II.C.4-10](#)). Like any academic program, all co-curricular and athletic programs must complete a Program Review. Additionally, students are also asked to complete surveys that address the overall effectiveness and integrity of any given program ([II.C.4-11](#)).

Evaluation

Compton Center meets the Standard. Compton Center offers co-curricular and athletic programs that support the mission and contribute to the



overall educational experience of its students.

Evidence List

- [II.C.4-1](#) Student Life web page
- [II.C.4-2](#) Sample ASB Brochure - Black History Month
- [II.C.4-3](#) Sample ASB Brochure – Latino Heritage Month
- [II.C.4-4](#) HBCU Tour Press Release
- [II.C.4-5](#) CalWORKs web page
- [II.C.4-6](#) FYE web page
- [II.C.4-7](#) Foster and Kinship Care
- [II.C.4-8](#) Athletic web page with Athletic Philosophy
- [II.C.4-9](#) Athletic Department Program Review 2013-2014
- [II.C.4-10](#) Student Development Service Area Outcomes Assessment
- [II.C.4-11](#) Student Survey

STANDARD II: Student Learning Programs and Support Services

Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Analysis including the Evidence of Meeting the Standard

Compton Center provides counseling and academic advising programs to support student development and success. Counseling services assist students in clarifying career and life goals and in developing an appropriate course of study based on student goals, aptitude, academic strengths and interests.

Compton Center offers counseling services through several programs to support student development and success. Counselors participate in extensive training to meet the needs of students. The Institutional Learning Outcomes (core competencies) of Compton Center are a common thread throughout counseling services, including group counseling and transfer, career, and vocational counseling; student support workshops; educational planning; Human Development courses; and student orientation. In addition, counselors provide required educational plans online, which students can access using their *MyECC* web portal. This is particularly important for DE and off-site students at Compton Center ([II.C.5-1](#)).

Counseling services are available to students through various programs on campus including general counseling or specialized counseling, such as Financial Aid; Transfer & Career; Veterans; Foster Youth; Athletics; Career Technical Education; Nursing; Formerly Incarcerated Students; Probation; Strong Workforce; EOPS/CARE; CalWORKs; Outreach, and Special Resource Center. In addition, counselors are assigned academic departments to build liaisons with faculty and create information pathways for students and fellow counselors. Compton Center encourages students who have chosen a major to visit one of the counselors assigned to that field, while an

undeclared or undecided student may see any counselor. Counselors review assessment data and other information about student abilities, interests and needs; help students plan for their education; help students select classes; follow a student's academic progress; answer questions about students' needs; assist students in career planning; help students plan for graduation; and make appropriate referrals ([II.C.5-2](#)).

Aside from program and service area outcome reviews, the Counseling Division ensures continued development of services by engaging in professional development to remain current in the field and promote student success. Examples of professional development for counselors include: the annual University of California (UC) Counselor's Conference; California State University (CSU) Counselor's Conference, and the California State University, Dominguez Hills Counselor's Conference. There are also various on-campus staff development opportunities, including speakers' series and faculty brown bag workshops. In addition, monthly division meetings include cross departmental trainings to ensure counseling faculty are apprised of the most up-to-date campus information.

The Compton Center Counseling Division is evaluated at various levels via student satisfaction surveys, Service Area Outcomes (SAOs), and Program Review. The data collected from student satisfaction surveys as well as SAOs is reviewed in departmental counseling meetings to ascertain possible improvements. For examples, past discussions have included whether or not current survey tools are generating useful answers to address student needs and what investigative methods could collect more meaningful student data to assist in improving student services. Previous data discussions have led to modifications of current SAOs as well as modification of survey



instruments to encourage more useful findings ([II.C.5-3](#), [II.C.5-4](#), and [II.C.5-5](#)).

Standards II.C.2 and II.C.3 provide extensive discussion and evidence of counseling services available to online and off-site students in addition to assessment details.

Evaluation

Compton Center meets this standard. Compton Center has comprehensive counseling programs to support student development and success for all courses, including those offered online or off site. Development of counseling services is supported by robust professional development opportunities, with extensive administrative support for workshop and conference attendance. In addition, all new counselors, full time and part time, participate in an extensive training process. Compton Center routinely evaluates counseling services in varied ways, with point-of-service surveys, student satisfaction surveys, Program Review and SAOs. Counseling services are designed and implemented based on student demands and evaluation results.

Evidence List

- [II.C.5-1](#) Counseling Support Services
- [II.C.5-2](#) Student Support Services
- [II.C.5-3](#) Counseling Division Program Review
- [II.C.5-4](#) Counseling Department SAO Survey
- [II.C.5-5](#) Counseling Department Student Customer Service Survey

STANDARD II: Student Learning Programs and Support Services

Standard II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Eligibility Requirement 16 – Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. (Standard II.C.6)

Analysis including the Evidence of Meeting the Standard

Compton Center has adopted and adheres to admission policies consistent with its Mission Statement to provide “quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.” Courses and services at Compton Center are guided by the statement of values, along with the strategic initiatives. The planning model demonstrates how the mission statement influences all levels of planning at Compton Center including program review, curriculum review, budgeting, assessment and development of student learning outcomes, the annual plan, the enrollment management plan, and the comprehensive master plan. Compton Center is dedicated to fulfilling its mission with integrity in all programs

In addition to formulation of educational plans and extensive general counseling, students benefit from a wide-ranging list of programs designed to define and advise students on clear pathways to complete degrees, certificate and transfer goals.

- First-Year Experience Program—cohorts, streamlined curriculum and transfer/graduation process ([II.C.6-1](#))
- Early College High School ([II.C.6-2](#) and [II.C.6-3](#))
- Concurrent Enrollment—Afternoon College
- AAT/AST
- Transfer Admission Guarantees/Honors Transfer Program
- Transfer Center ([II.C.6-4](#))
- Evening and Weekend Programs ([II.C.6-5](#))
- AB 86/104 Adult Education – Courses at Adult Schools

Compton Center offers a wide variety of Associate of Arts and Associate of Science degrees and certificates. The El Camino College course catalog describes the courses and graduation requirements for students to complete on pages 63-67. Preparation for Transfer to CSU/UC requirements is described in the catalog on pages 70-74. In addition, the Compton Center Transfer Center offers counseling on degree requirements to prepare students for university transfer as well as completion of certificate programs ([II.C.6-4](#) and [II.C.6-6](#)).

Evaluation

Compton Center meets this standard. Compton Center provides clear, accurate and consistent information through print, electronic format, websites and public service announcements. This information is constantly assessed for accuracy and adjusted as needed.

Evidence List

- | | |
|--------------------------|--|
| II.C.6-1 | First Year Experience web page |
| II.C.6-2 | Early College High School 4-Year Plan |
| II.C.6-3 | Early College High School MOU |
| II.C.6-4 | Transfer Center |
| II.C.6-5 | Compton Center Schedule of Classes |
| II.C.6-6 | 2016-2017 College Catalog, pages 63-67 and 70-74 |



Standard II.C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Analysis including the Evidence of Meeting the Standard

Compton Center regularly evaluates its admissions and placement instruments and practices to validate their effectiveness. The Accuplacer Exam (Reading, ESL, English and Mathematics) is used to assess new students for whom English is the primary language, while the Combined English Language Skills Assessment Test (CELSA) is administered to ESL students. These tests are administered by Compton Center's trained Assessment/Testing Center personnel ([II.C.7-1](#)).

Validation studies are conducted by the Office of Institutional Research and Planning (IRP) for all English, ESL and Math placement tests ([II.C.7-2](#), [II.C.7-3](#), and [II.C.7-4](#)). These studies examine the appropriateness of the established cut scores and include analysis of disproportionate impact by language, age, gender, disability, and ethnicity. In addition, the content validity of each instrument is examined in these studies by having faculty review items on the test and then rate the extent to which the tests match prerequisite skills for the courses into which the students are to be placed. All placement instruments are up-to-date on their validation studies and are approved by the California Community Colleges Chancellor's Office ([II.C.7-5](#)). Furthermore, the use of validation studies was confirmed by the ACCJC visiting team at ECC in 2014 ([II.C.7-6](#), pages 39-40).

The assessment instruments have been approved by the California Community College Chancellor's Office as meeting guidelines for reliability, bias, content validity, and disproportionate impact. The College Board Accuplacer Assessment Test is used in the credit assessment process. The assessment test used for placement into English and mathematics is College Board Accuplacer. The non-credit process employs the Combined English Language Skills Assessment (CELSA), as stated in the ESL Program Review ([II.C.7-7](#), page 2). The College Board upgrades the testing platform annually.

Alternative testing formats are available for students who cannot use the standard format. As needed, Testing Center staff will arrange individual testing sessions for students with disabilities. This helps to ensure equal access for all students. In these cases, collaboration takes place between the Testing Center and the Special Resource Center to determine the level of accommodation needed for each student. This assessment process is the same for Distance Education students.

The assessment tests used for placement into ESL courses are the Accuplacer Level of English Proficiency (LOEP) and the CELSA. The Compton Center writing sample, administered in conjunction with the LOEP reading test, is a locally managed test. ESL staff independently score the LOEP writing sample while the reading portion is completed on a web-based platform. The CELSA is a written test scored by the Testing Center staff. The Institutional Research office completes the required analysis of test validity. The Accuplacer, LOEP, and CELSA are administered on campus using web-based software. The Accuplacer test is also administered off campus by Compton Center staff as necessary.

Evaluation

Compton Center meets this standard. Compton Center adheres to a six-year cycle of evaluation to validate the validity, reliability and bias of the assessment instruments used to place students into courses.

Evidence List

- [II.C.7-1](#) Assessment Center web page
- [II.C.7-2](#) English Placement Validation
- [II.C.7-3](#) Math Placement Validation
- [II.C.7-4](#) ESL Placement Validation
- [II.C.7-5](#) Chancellor's Office List of Approved Assessments
- [II.C.7-6](#) Evaluation Report – ACCJC Visiting Team 2014
- [II.C.7-7](#) ESL Program Review

STANDARD II:

Student Learning Programs and Support Services

Standard II.C.8 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.

Analysis including the Evidence of Meeting the Standard

Compton Center maintains all student records with the utmost security. Institutional policies follow Title 5, Section 59020 guidelines for maintenance of records ([II.C.8-1](#)). Student records are maintained permanently, securely, and confidentially with provisions for secure backup of all files. Compton Center student records have been maintained by El Camino College since the partnership in 2006. These records are electronically maintained with the highest standards in mainframe computers. The mainframe has an extensive firewall network maintained by Information Technology Services (ITS). Access to student files can only be requested through the ITS department and must have personnel authorization with good cause by the Director of Admissions and Records at El Camino College. The ITS director at Compton Center works closely with the El Camino College ITS personnel to ensure and maintain the security and confidentiality of student records.

To ensure that no information will be permanently lost, the server files are backed up at Copper Mountain (document imaging company) to provide a secure, remote location in case a catastrophe strikes El Camino College and all records at the college are destroyed.

All historical student records for students who attended the former Compton College are retained in the central storage (SAN), which retains all historical records for the campus prior to 2006. The information is maintained by the Compton ITS department and is backed up weekly, monthly, and yearly. These files are limited, and only transcripts can be generated, as the data is not live. Students can have access to their records after they submit a Release of Information Form to Admissions and Records ([II.C.8-2](#)).

Evaluation

Compton Center meets the standard. Student records are maintained in permanent, secure, and confidential locations. The procedure for the release of student records is defined as well as published and the institution abides by these policies.

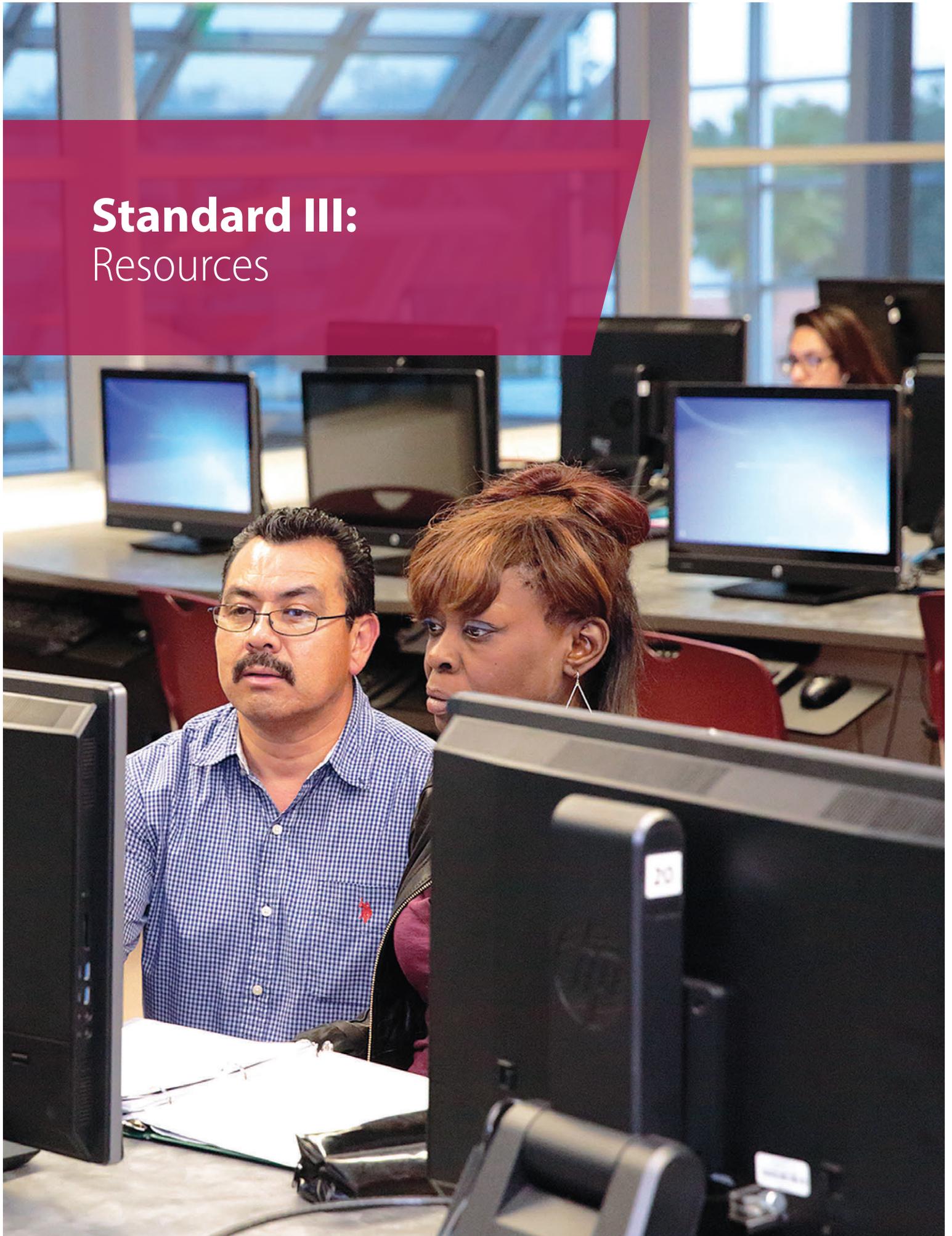
Action Plan

Compton Center will develop a plan to digitize records currently stored as hard copies within the next four to five years. Since some records are stored on microfilm, these records should be digitized before the microfilm begins to deteriorate.

Evidence List

- [II.C.8-1](#) Title V Regulations on Retention and Destruction of Records
- [II.C.8-2](#) Release of Information Form

Standard III: Resources





Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A Human Resources

Standard III.A.1 The institution assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Analysis including the Evidence of Meeting the Standard

Compton Center establishes hiring criteria by referring to the *2014 Minimum Qualifications for Faculty and Administrators in California Community Colleges* text and the 2015 Board-approved policies and procedures for faculty in the collective bargaining agreement (III.A.1-1). The Provost/CEO creates regulations for the recruitment and selection of employees with emphasis on equal employment opportunity, minimum qualifications, and the merit system. Regulations and procedures for hiring represented employees are implemented in accordance with applicable collective bargaining language (III.A.1-2). (Due to the uniqueness of the partnership between the Compton and El Camino districts and AB 318, board policies and administrative procedures referenced throughout Standard III will primarily be CCCD board policies and administrative procedures.)

The Personnel Commission recommends to the CCCD Board of Trustees positions that are to be hired; the CCCD Board of Trustees has the authority to hire. AB 318 authorizes the Special

Trustee to assume the powers of the Board of Trustees and Personnel Commission. As such, all personnel activities require the final approval of the Special Trustee (III.A.1-3). Under the terms of the partnership with El Camino College, the final decision to create new positions and to hire new full-time employees is made by senior management, including the El Camino College Superintendent/President, Vice Presidents, the CCCD Special Trustee, and Provost/CEO (III.A.1-4, pages 123-125, Appendix H).

Three tenured faculty members serve on faculty hiring committees with the division dean and other academic personnel. The *Compton Community College District Employee's Policy and Procedures Handbook* clearly outlines these procedures on the district's Human Resources webpage (III.A.1-5, pages 55-56, section 10.3.III.B).

To manage the advertisement of positions, Human Resources contacts the private Northern California advertising firm, *Ad Club*, to develop and manage the advertisement of positions. Human Resources staff members draft job announcements for Compton Center and

STANDARD III: Resources

announcement of positions appears for 45 to 60 days on the CCCD website. In addition to being listed on the district website, Human Resources posts positions on the California Community College Registry as well as in pertinent publications and websites, including professional and educational organizations and placement centers ([III.A.1-6](#), pages 48-49, Section 10.2.D and [III.A.1-7](#), pages 127-128, Appendix H, III.C).

Job announcements delineate job requirements. Human Resources and the appropriate managers review the job description and duties to ensure the classification meets the needs of the position ([III.A.1-8](#), pages 48-49, Section 10.2.D.1).

All applicants are required to complete a job application and submit a curriculum vitae (CV)/resume with references, a letter to show interest to serve and meet the needs of Compton Center, and unofficial transcripts. Human Resources verifies the qualifications of applicants and newly hired personnel (through official transcripts) to ensure that applicants meet the minimum qualifications of positions. Human Resources checks all references for each applicant and newly hired personnel ([III.A.1-8](#), page 50, Section 10.2.E.2 and page 52, Section 10.2.G.2-3).

Upon hire, all newly hired personnel must submit original, sealed copies of their official transcripts from any and all accredited institutions. Candidates and new hires with foreign degrees are required to provide equivalency transcripts from established transcript evaluation companies ([III.A.1-9](#), under the "To Apply" section of sample job announcement and [III.A.1-10](#), page 50, Section 10.2.E.2). Required degrees earned at non-U.S. institutions are evaluated for equivalency. (See explanation and evidence in Standard III.A.4.)

The Compton Center staffing plan is incorporated into the Master Plan ([III.A.1-11](#)). The Vice President of the Compton Center meets with his or her staff to identify the critical staffing needs of the area based on program review. As vacancies occur or new positions are requested via program review, managers submit

a justification form, which is reviewed by the Planning & Budgeting Committee and the Vice President prior to making a recommendation to the Provost/CEO ([III.A.1-12](#)).

Each fall, the Vice President of the Compton Center and the President of the Academic Senate convene the faculty prioritization committee. Deans, in conjunction with faculty in the discipline, prepare an analysis of the need for a new faculty member. The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Provost/CEO and Superintendent/President ([III.A.1-13](#), pages 124-125, Appendix H, III.A.1-7 and page 12, 6.4.B.6).

Compton Center maintains consistent and fair hiring procedures through the participation of an Equal Employment Opportunity representative and the use of confidentiality and nondisclosure agreements. All work, including committee member notations and minutes, is collected and filed in Human Resources ([III.A.1-14](#), page 52, Section 10.2.H and page 62, Section 10.3.III.G).

Human Resources uses iGreentree software to assist with the coordination of the tracking and selection process. In addition to hiring committees using the software to screen applicants for possible interview, iGreentree compiles statistical applicant demographic data and generates compliance-related reports ([III.A.1-15](#)).

During the hiring process, the Chief Human Resources Officer takes an active role in ensuring that all guidelines for hiring are being met, and assists the hiring committee during meetings to facilitate fair practices and offer advice to committee members, when necessary, to maintain the integrity of the hiring process. The Chief Human Resources Officer is also present during interviews to avoid nepotism or special treatment of individual candidates. Measures are in place to ensure a uniform and fair process for all candidates and employees. These policies are available to the public on the district website ([III.A.1-16](#), [III.A.1-17](#), and [III.A.1-18](#)).



Compton Center does not advertise specifically for distance education (DE) instructors since less than 10 percent of total courses are online; as such, there is insufficient demand for such specialization to be feasible ([III.A.1-19](#)). Although DE experience may be taken into consideration in disciplines where classes such as math, computer science, and English are offered, it is not necessarily a central consideration in the hiring process, as faculty generally will be required to teach primarily on campus even when they do teach DE.

All new distance education faculty members must present a course shell with syllabus, assignments, and module lectures to be evaluated by a committee ([III.A.1-21](#), page 67, Article 23.2 and page 68, Article 23.3, b3 and [III.A.1-22](#)). Hiring committees at Compton Center are comprised of faculty and administrators familiar with DE processes and course offerings.

Evaluation

Compton Center meets this standard. Comprehensive hiring criteria are in place to screen and select qualified administrators, faculty, and classified staff. Compton Center verifies the qualifications of applicants and newly hired personnel through official transcripts and standard transcript evaluation processes to ensure that applicants with non-U.S. degrees meet minimum qualifications. Whereas staffing needs are identified as part of program and unit plans by faculty and administration, the final decision to create new positions and to hire new, full-time employees is made by senior management, which includes the El Camino College Superintendent/President, the Provost/CEO, and the Vice President of Compton Center, and is approved by the CCCD Special Trustee. Hiring committee chairpersons and the Equal Employment Opportunity representative apply multiple safeguards to ensure that Compton Center consistently applies hiring procedures. In addition, Compton Center has policies in place to ensure extensive faculty involvement in the hiring of new instructors.

As stated in the November 2012 FCMAT Com-

prehensive Report, Compton Center has “clearly defined and clarifies roles for board and administration relative to recruitment [and] hiring... of employees.” Human Resources is responsible for recruitment, testing, development, approval of appropriate eligibility lists, and testing and selection for promotional positions. Compton Center earned fully or substantially sufficient scores during the previous inspection, meaning that these criteria for the standard are met.

Evidence List

- [III.A.1-1](#) California Community College Minimum Qualifications Handbook CCCD BP 7120 – Recruitment and Selection
- [III.A.1-2](#) California Assembly Bill AB-318
- [III.A.1-3](#) Bargaining Agreement CCCD and Federation of Certificated Employees, pages 123-125, Appendix H
- [III.A.1-4](#) CCCD Employee Policy and Procedure Manual, pages 55-56, section 10.3.III.B
- [III.A.1-5](#) CCCD Employee Policy and Procedure Manual, page 49, Section 10.2.D
- [III.A.1-6](#) Bargaining Agreement CCCD and Federation of Certificated Employees, Certificated, pages 127-128, Appendix H, III.C
- [III.A.1-7](#) CCCD Employee’s Policy and Procedure Manual, pages 48-49, Section 10.2.D.1; pages 49-50, Section 10.2.E, and page 52 Section 10.2.G.2-3
- [III.A.1-8](#) Sample Job Announcement, See To Apply
- [III.A.1-9](#) CCCD Employee Policy and Procedure Manual, page 50, Section 10.2.E.2
- [III.A.1-10](#) 2012-2017 El Camino College Comprehensive Master Plan
- [III.A.1-11](#) Compton Center Program Review
- [III.A.1-12](#) Bargaining Agreement CCCD and Federation of Certificated Employees, pages 124-125, Appendix H, IIIA.1-7 and page 12, 6.4.B.6
- [III.A.1-13](#)

STANDARD III: Resources

- [III.A.1-14](#) CCCD Employee Policy and Procedure Manual, page 52, Section 10.2.H and page 62, Section 10.3.III.G
- [III.A.1-15](#) iGreentree Personnel Management Systems
- [III.A.1-16](#) Chief Human Resources Officer Job Description
- [III.A.1-17](#) CCCD BP 7310 – Nepotism in Employment
- [III.A.1-18](#) CCCD BP 7120 - Recruitment and Selection
- [III.A.1-19](#) Compton Center Class Schedule, Distance Education section
- [III.A.1-20](#) Online Teaching Requirements and Procedures
- [III.A.1-21](#) Bargaining Agreement CCCD and Federation of Certificated Employees, page 67, Article 23.2 and page 68, Article 23.3, B.3
- [III.A.1-22](#) Online Classroom Visitation Protocol



Standard III.A.2 Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Eligibility Requirement 14 - Faculty

The institution has a substantial core of qualified faculty which includes full-time faculty and may include part-time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.2 and III.A.7)

Analysis including the Evidence of Meeting the Standard

Compton Center requires faculty selected for hire to demonstrate knowledge of their subject matter and requisite skills through various tasks at the interview stage. To ensure that the faculty selected for hire are effective teachers, such faculty are scheduled for annual comprehensive evaluations for a period of four consecutive years, including the first semester of employment. Compton Center has adopted the screening and training processes for distance education instruction established by the Distance Education Office at El Camino College, which are based on WASC standards, and for which El Camino College received special commendation from the ACCJC in 2014.

To ensure that faculty selected for hire have knowledge of their subject matter, hiring committees require candidates to submit a writing sample, answer rigorous questions drafted by faculty committee members prior to the interview, and make presentations on selected topics ([III.A.2-1](#), pages 60-61, Section 10.3.III.E-F). All tenure-track faculty undergo an annual comprehensive evaluation processes for the first four years of service to demonstrate consistent knowledge and skills ([III.A.2-2](#), Pages 28-36, Article IX, Section 9.6). Temporary or part-time faculty are evaluated during their first semester of employment and at least once during the following three semesters of employment. Thereafter, evaluations occur evaluated at least once every three years provided a break of service of more

than one year has not occurred ([III.A.2-2](#), pages 25-28, Article IX, Section 9.5).

Faculty candidates demonstrate effective teaching by completing an instructional demonstration on a topic relevant to the specific position. Committee members serve as an ad-hoc “student group” during such demonstrations, modeling an actual classroom setting. The hiring committee, which includes three tenured faculty members, evaluates these demonstrations to ensure instructional effectiveness. Committee members establish specific evaluation criteria in writing prior to the interview process, and such criteria is kept on file in Human Resources ([III.A.2-3](#), page 62, Section 10.3.III.G). In addition, interviews require the candidate to submit a writing sample, answer rigorous questions drafted by faculty committee members prior to the interview, and to present a teaching demonstration. ([III.A.2-3](#), page 60, Section 10.3.III.D3 and E1-3).

Hiring committees at Compton Center are comprised of faculty and administrators familiar with DE processes and course offerings. As addressed in Standard III.A.1, Compton Center identifies faculty expertise in DE instruction by requiring proof of certifications to ensure that these meet or exceed the requirements for online educators at Compton Center ([III.A.2-4](#)).

First-year online educators at Compton Center submit to a teaching observation in addition to presentation of a course shell with syllabus, assignments, and module lectures prior to the beginning of the term. These are evaluated

STANDARD III: Resources

by peer committee, including no fewer than two faculty with extensive online instruction experience ([III.A.2-5](#), page 67, Article 23.2 and page 68, Article 23.3, b3 and [III.A.2-6](#)).

The development of qualification standards for DE instruction at Compton Center is determined by El Camino College, including required trainings associated with online instruction. El Camino College received a commendation in this area from the ACCJC in 2014. Compton Center adopted said standards through the terms of the partnership.

Evaluation

Compton Center meets this standard. Compton Center utilizes fair and comprehensive evaluation procedures while accurately assessing personnel in the performance of their duties. Compton Center's distance education infrastructure befits the scope of online course offerings. Distance education instructors are held to rigorous evaluation standards based on well-defined criteria and on standard good practices for online courses as established by WASC. Human Resources retains all evaluations and tracks the number of completed evaluations performed.

Evidence List

- [III.A.2-1](#) CCCD Employee Policy and Procedure Manual, pages 60-62, Section 10.3.III.E-G
- [III.A.2-2](#) Bargaining Agreement CCCD and Federation of Certificated Employees, pages 28-36, Article IX, Section 9.6 and pages 25-28, Article IX, Section 9.5
- [III.A.2-3](#) CCCD Employee Policy and Procedure Manual, Page 60, 10.3.III.D3 and E1-3
- [III.A.2-4](#) Online Teaching Requirements and Procedures
- [III.A.2-5](#) Bargaining Agreement CCCD and Federation of Certificated Employees, page 67, Article 23.2 and page 68, Article 23.3, B.3
- [III.A.2-6](#) Online Classroom Visitation Protocol



Standard III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Analysis including the Evidence of Meeting the Standard

In order to sustain institutional effectiveness and academic quality, Compton Center has established policies to ensure that administrators and other personnel who are responsible for educational programs are well qualified ([III.A.3-1](#), pages 46-53, Section 10.2). Qualifications for administrative positions at Compton Center meet or exceed the requirements published in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* ([III.A.3-2](#)).

Further, other employees who are responsible for educational programs and services must meet or exceed the minimum requirements noted in the job descriptions listed on the Compton Community College District website ([III.A.3-3](#)). As detailed in Standard III.A.4, to ensure institutional effectiveness, administrators and supervisors are evaluated annually. The process includes a self-evaluation, peer/faculty/staff opinionnaires, immediate supervisor's evaluation and a conference.

Evaluation

Compton Center meets this standard. Qualifications for administrative positions are based on California Community Colleges Chancellor's Office guidelines and administrators are regularly evaluated in accordance with an established schedule.

Evidence List

- [III.A.3-1](#) CCCD Employee Policy and Procedure Manual, pages 46-53, Section 10.2
- [III.A.3-2](#) California Community College Minimum Qualifications Handbook
- [III.A.3-3](#) Compton Community College District Administrative Job Descriptions

Standard III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Compton Center verifies the qualifications of applicants and newly hired personnel through official transcripts and standard transcript evaluation processes to ensure that applicants with non-U.S. degrees meet minimum qualifications.

Analysis including the Evidence of Meeting the Standard

As addressed in Standard III.A.1, all academic applicants submit a job application and CV/resume with references, a query letter to demonstrate their intent to serve and meet the needs of Compton Center, and unofficial transcripts ([III.A.4-1](#), pages 49-51, Sections 10.2.E-G).

Prior to making a formal offer, Human Resources confirms the qualifications of applicants to ensure that personnel meet all requirements, including education ([III.A.4-1](#), page 61, Section 10.3.F.2). Upon hire, all newly hired personnel must submit original, sealed copies of their official transcripts from any and all accredited institutions. Candidates and new hires with foreign degrees are required to provide equivalency transcripts from established transcript evaluation companies ([III.A.4-2](#)).

As stated in all Compton Center job announcements, Human Resources authenticates candidate transcripts from non-U.S. institutions with an equivalency statement from a certified transcript evaluation service prior to hiring ([III.A.4-3](#), “To Apply” section). Compton Center recognizes degrees from non-U.S. institutions only if equivalence has been established. Candidates and new hires with foreign degrees are required to provide equivalency transcripts from established transcript evaluation companies. Human Resources refers applicants to the State of California’s Commission on Teacher Credentialing’s Guidelines on Foreign Transcript

Evaluation to comply with Compton Center policy ([III.A.4-4](#)).

Compton Center ensures that its hiring processes yield highly qualified employees through regular and extensive evaluations of newly hired faculty, staff, and administrators as outlined in Standard III.A.5 ([III.A.4-5](#), page 21, Section 5.1). New full-time faculty undergo comprehensive evaluations during their first four consecutive years of service prior to tenure. Permanent classified new hires are evaluated annually; newly hired administrators and supervisors are evaluated annually for the first two years of service ([III.A.4-6](#), pages 18-37, Article IX; [III.A.4-7](#), page 25, Article X, and [III.A.4-8](#)).

In addition, Compton Center relies on data from Institutional Research and Planning to assess institutional and program learning outcomes to ensure that hiring decisions contribute to continuing growth and improvement.

As addressed in Standard III.A.2, under the terms of the partnership, Compton Center has adopted the screening and training processes for DE instruction established by the Distance Education Office at El Camino College, which are based on ACCJC standards. See Standard III.A.2 for detailed explanations and evidence.

Evaluation

Compton Center meets this standard. Applicants are screened for appropriate credentials and job requirements by screening committees consisting of administrators, classified employees and faculty members. Currently, the Provost/CEO and all academic deans hold doctorate degrees. All faculty, (apart from vocational/career technology instructors) as well as academic advisors, directors and professional staff hold graduate degrees from U.S. accredited institutions.



Evidence List

- [III.A.4-1](#) CCCD Employee Policy and Procedure Manual, pages 49-51, Sections 10.2.E-G and page 61, Section 10.3.F.2
- [III.A.4-2](#) CCCD BP 7125 – Verification of Employment Eligibility
- [III.A.4-3](#) Sample Job Announcement, “To Apply” section
- [III.A.4-4](#) California Teacher Credentialing Guidelines on Foreign Transcript Evaluation
- [III.A.4-5](#) CCCD Employee Policy and Procedure Manual, page 21, Section 5.1
- [III.A.4-6](#) Bargaining Agreement CCCD and Federation of Certificated Employees, pages 18-37, Article IX
- [III.A.4-7](#) Agreement CCCD and Federation of Certificated Employees, page 25, Article X
- [III.A.4-8](#) CCCD Evaluation Procedures for District Administrators

Standard III.A.5 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.

Analysis including the Evidence of Meeting the Standard

Personnel evaluations at Compton Center are designed to ensure institutional effectiveness and improvement. Compton Center administers personnel evaluations at consistent intervals for the main purpose of ensuring institutional effectiveness. Evaluation criteria at Compton Center measure the effectiveness of personnel in the performance of their duties through a process known as “comprehensive evaluation.” Compton Center distance education faculty are subject to the same rigorous evaluation processes as on-campus instructors; such evaluations address and identify specific areas of improvement as pertains to the online class environment.

Faculty evaluation committees review faculty member portfolios, offering specific feedback in writing about successes as well as areas needing improvement; subsequent evaluations must address such areas. Evaluation committee members visit each class to observe the faculty member during lecture and to distribute student evaluations. Once these observations are complete, the faculty member meets once more with their evaluation committee to receive feedback ([III.A.5-1](#), page 21, Section 5.1 and [III.A.5-2](#), page 18-37, Article IX and pages 73-113, Appendix B). After the evaluation committee completes its assessment, they pass all materials to the respective division dean, where a final meeting with the faculty member is conducted. Any “needs improvement” notations require immediate action, including an additional evaluation the following semester to ensure that satisfactory progress is made ([III.A.5-2](#), page 22, Section 9.2.F.3).

As a result of continuous Student Learning Outcomes (SLO’s) assessment and regular evaluation, faculty make necessary changes in teaching

methodologies to improve student learning. Under the current bargaining agreement, all faculty members, as part of their evaluation, are to include a self-evaluation. Evidence of changes in teaching methodologies can be found in the self-assessment portion of the faculty evaluation ([III.A.5-2](#), page 75, Article B and [III.A.5-3](#)).

Classified employees are evaluated in accordance with Rule 60.600 of the Rules and Regulations of the Classified Service ([III.A.5-4](#), page 25, Article X).

Compton Center evaluates all administrators and supervisors annually. The evaluation process also includes a self-evaluation, peer/faculty/staff opinionnaires, immediate supervisor’s evaluation and a conference ([III.A.5-5](#)).

Personnel evaluations at Compton Center are designed specifically to promote institutional improvement. The faculty evaluation process focuses largely on how well instructors meet student learning outcomes. SLOs and Program Learning Outcomes (PLOs) are assessed annually to measure student success and identify areas where changes are indicated. Compton Center’s institutional learning outcomes (ILOs) and assessments are performed in tandem with El Camino College ([III.A.5-6](#), #5 and [III.A.5-7](#), page 20, Article IX, Section 9.1.14; page 22, Section 9.2.F.3; and page 75, Appendix B).

As is the case for all Compton Center instructors, distance education faculty make improvements to their methods and curriculum based on SLO results as well as peer and student evaluations. Evidence of such changes and how they promote improvement is required in the self-assessment section of the comprehensive evaluation ([III.A.5-8](#), pages 84-85, Appendix B). Evaluation committees review faculty member



portfolios, offering feedback about successes and areas needing improvement. Any unsatisfactory findings require immediate action, including a follow-up evaluation to ensure satisfactory progress ([III.A.5-2](#), page 75, Appendix B).

In addition, to ensure quality distance education instruction that adheres to ACCJC policies and standards, it is common practice for administrators to visit online classes occasionally to offer support to instructors as well as to observe students in virtual class settings and to stay connected to the actual practice of instruction ([III.A.5-9](#)). Online classroom visits may take place as part of a formal evaluation, but can occur at any time during the semester. Administrators are required to notify course instructor in a timely fashion via email and/or phone prior to the visitation. Visitation of online courses may occur:

- To ensure that the course is appropriately available to students in the course management system.
- To ensure that regular effective contact is taking place according to the established ECC Regular Effective Contact Policy and compliance with Section 508 of the Federal Rehabilitation Act (accessibility for disabled students).
- In response to a request from the instructor in the course. (For example, questionable student conduct, technical problems, course development review and recommendations.)
- In response to student complaints about the instructor, the course, or the course management system infrastructure.

At the conclusion of the visitation, the dean or designee will contact the instructor and share any recommendations or comments ([III.A.5-9](#)).

Compton Center has created these procedures based on the models for distance education effectiveness in use at El Camino College ([III.A.5-10](#), page 11, #5).

Evaluation

Compton Center meets this standard. The institution follows implemented evaluation procedures for administrators and has established fair, accurate, and comprehensive faculty evaluation procedures tied specifically to improvements in learning outcomes. For distance education faculty, Compton Center has created procedures based on the models for distance education effectiveness in use at El Camino College and for which ECC received a commendation from the ACCJC in 2014.

Evidence List

- [III.A.5-1](#) CCCD Employee Policy and Procedure Manual (page 21, section 5.1)
- [III.A.5-2](#) Bargaining Agreement CCCD and Federation of Certificated Employees, page 18-37, Article IX and pages 73-113, Appendix B
- [III.A.5-3](#) Student Learning Outcome Assessment Reports
- [III.A.5-4](#) Bargaining Agreement CCCD and Federation of Classified Employees, page 25, Article X
- [III.A.5-5](#) CCCD Evaluation Procedures for District Administrators
- [III.A.5-6](#) SLO Assessment Principles
- [III.A.5-7](#) Bargaining Agreement CCCD and Federation of Certificated Employees, page 20, Article IX, Section 9.1.14; page 22, and page 75, Section 9.2.F.3
- [III.A.5-8](#) Bargaining Agreement CCCD and Federation of Certificated Employees, pages 84-85, Appendix B
- [III.A.5-9](#) El Camino College/Compton Center Online Classroom Visitation Protocol
- [III.A.5-10](#) El Camino College Evaluation Report, page 11, #6

Standard III.A.6 The evaluation of faculty, academic, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Analysis including the Evidence of Meeting the Standard

As addressed in Standard III.A.5, SLO assessment is a key component in the evaluation of academic personnel. Faculty and other personnel responsible for student learning must provide specifics on how they use SLO results to improve teaching methodologies. This is a key component of the detailed self-assessment section required during the comprehensive evaluation process.

Compton Center faculty have primary responsibility for the assessment of student learning outcomes, and such assessment routinely incorporates significant “in-depth thinking” on how to increase student success. Compton Center faculty measures learning, including outcomes for DE courses, in accordance with state and federal guidelines mandating the incorporation, continual assessment, and creation of SLOs ([III.A.6-1](#) and [III.A.6-2](#)).

Compton Center faculty, as individuals and within committees, continuously engage in discussions assessing student learning in individual courses and in college programs overall. These discussions occur constantly as an integral part of the institutional culture, not only in formal settings such as evaluations and SLO assessment, but in division and department meetings, committees, conferences, and small groups ([III.A.6-3](#)). During a semester where SLO assessment is to occur, faculty who teach a specific course will meet to discuss which assessment tool will be implemented and the necessary rubrics to use during assessment. Depending on the assessment outcome, faculty reflects upon, compares, and discusses new ways to effectively improve learning. Each cycle begins with discussion on the action plans of the prior year’s findings ([III.A.6-1](#)).

Plans for formal changes in teaching methodologies are formulated at the department level when SLO results indicate such changes are required to improve learning. Faculty share their assessment results and provide narratives focusing on possible areas of improvement. These findings, suggestions, and narratives are completed on a SLO assessment form that is submitted to the SLO facilitator, who then updates these to TracDat so the information is easily accessible for future use ([III.A.6-1](#)).

For individual faculty, evidence of changes in teaching methodologies are found in the self-assessment portion of the faculty evaluation. This self-evaluation summary includes specific action plans to demonstrate that the faculty member is actively seeking specific new ways to meet SLOs and increase student success ([III.A.6-4](#), page 19, Article IX; Section 9.1.G.1; page 20, Section 9.1.G.14; and page 75, Appendix B).

Academic deans are also evaluated on the use of learning outcomes to inform the efficacy of the programs they oversee. The performance evaluation for deans includes a specific item relating to the use of learning outcomes data to inform the teaching and learning process within academic programs and divisions.

In terms of concrete plans for improvement, for the 2014-15 school year, the Basic Skills Initiative provided funding for learning teams for English and math faculty specifically to discuss the needs and/or challenges students might be encountering. The learning teams placed instructors teaching the same course together in a team for the duration of the semester. Each group chose an area to focus on as a team to create a specific strategy to benefit student learning and strengthen pedagogy. The program was so successful that it was repeated in the spring term ([III.A.6-5](#) and [III.A.6-6](#)). Plans for 2015-2016 included investigating methods for increasing student equity, particularly among



male and African-American student populations ([III.A.6-7](#)).

As less than 10 percent of the courses offered at Compton Center are presented online, SLO assessment and improvement plans for DE/CE courses are included with their classroom counterparts. For example, the SLOs for a transfer-level general education class are identical for both online and on-ground versions of the course; as such, they are not assessed separately ([III.A.6-8](#)).

Nonetheless, there are significant DE-specific challenges that Compton Center continues to address. How to reach and serve distance education students is a common focus for online faculty and support personnel, with frequent discussions on how challenging technological conditions and sometimes limited technological skills affect student success and how (or if) adjustments in teaching methodology can begin to address problems resulting from social inequality. Recent reports from compiled by Institutional Research, however, have been encouraging. Increasingly strict adherence to increased “effective contact” in online courses and more careful preparation of students enrolling in online courses has led to a significant increase in student success rates over the past five years ([III.A.6-9](#)).

Evidence of changes in online teaching methodologies can be found in the self-assessment portion of the faculty evaluation where applicable. This self-evaluation summary includes specific action plans to demonstrate that the distance education faculty member is actively seeking specific new ways to meet SLOs and increase student success, particularly with regard to retention, content delivery, and ADA guidelines ([III.A.6-3](#), page 19, Article IX, Section 9.1.G.1; page 20, Section 9.1.G.14; and page 75, Appendix B).

Evaluation

Compton Center meets this standard. Completed SLO assessments are at an all-time high, with ample data available for Compton Center faculty members to utilize when developing course syllabi, assignments, and future assessments in face-to-face courses. Improvements in teaching methodologies are reflected within SLO assessment results and faculty evaluations, as well as improving DE/CE success and retention rates. The institutional culture at Compton Center encourages a central focus on improving student success.

Evidence List

- [III.A.6-1](#) Frequently Asked Questions on SLO Procedures
- [III.A.6-2](#) SLO Webpage
- [III.A.6-3](#) Division Three Meeting Minutes. (See attached enclosed .pdf file.)
- [III.A.6-4](#) Bargaining Agreement CCCD and Federation of Certificated Employees, page 19, Article IX, Section 9.1.A.3-4, and page 75, Appendix B
- [III.A.6-5](#) Basic Skills Initiative: English Department Learning Teams
- [III.A.6-6](#) Basic Skills Initiative: Math Department Learning Teams
- [III.A.6-7](#) Compton Center Student Equity Plan, 2014-2017
- [III.A.6-8](#) Sample SLO Assessment Report - Transfer-Level General Education Course
- [III.A.6-9](#) Enrollment Growth and Academic Course Performance: DE Courses, page 10

Standard III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Eligibility Requirement 14 - Faculty

The institution has a substantial core of qualified faculty which includes full-time faculty and may include part-time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.2 and III.A.7)

Analysis including the Evidence of Meeting the Standard

Compton Center determines appropriate staffing level for each program and service, including distance education, based on the number of FTES.

Since 2006, Compton Center has strived to maintain an adequate number of staff to support the mission of El Camino College. In 2015, Compton Center employed 100 full-time faculty and approximately 220 adjunct faculty members, including instructional and non-instructional faculty members. Non-faculty positions include 119 classified staff, 18 administrators, and 10 supervisors, along with approximately 176 students, temporary classified, and provisional employees. Compton Center has experienced sporadic growth in FTES over the past six years. As a result, recruitment for replacement or new faculty position has occurred based on such growth. Staffing levels at Compton Center have stabilized as of spring 2015, and the majority of administrative positions have been filled ([III.A.7-1](#), page 241).

The Compton Center staffing plan is incorporated into the Master Plan. The Vice President of the Compton Center meets with his or her staff to identify the critical staffing needs of the area. As vacancies occur or new positions are requested, managers submit a justification form, which is reviewed by the Planning & Budgeting Committee and the vice presidents prior to making a recommendation to the Provost/CEO ([III.A.7-2](#)). Each fall, the

Vice President of the Compton Center and the President of the Academic Senate convene the faculty prioritization committee. Deans, in conjunction with faculty in the discipline, prepare an analysis of the need for a new faculty member. The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Provost/CEO ([III.A.7-3](#), page 9).

As addressed in Standard 3.A.1, the terms of the partnership with El Camino College specify that senior management has final authority on the creation of new positions and the hiring of full-time employees ([III.A.7-4](#), pages 123-125, Appendix H).

Compton Center, with support of El Camino College, has maintained sufficient administrative and staffing support for distance education, as is demonstrated in its increased student success and retention rates over the past five years. Less than 10 percent of total course offerings are offered exclusively online at Compton Center, and the current staffing ratio has been stable for the past several years ([III.A.7-5](#)). Compton Center evaluates distance education courses at the program and institution level every three years, and student learning outcomes at least every two years, using this information as part of its monitoring of appropriate staffing ([III.A.7-6](#), page 11 #6, [III.A.7-7](#), and [III.A.7-8](#)).



Evaluation

Compton Center meets this standard. Compton Center uses standard FTES ratios to identify areas where changes in staffing are required, and the board, administration, and faculty formally re-evaluate such needs at routine intervals. In partnership with El Camino College, Compton Center has a robust distance education infrastructure.

Evidence List

- [III.A.7-1](#) 2012-2017 El Camino College Comprehensive Master Plan, page 241
- [III.A.7-2](#) Personnel Assignment Authority
- [III.A.7-3](#) Accreditation Follow-up Report, page 9
- [III.A.7-4](#) Bargaining Agreement CCCD and Federation of Certificated Employees, pages 123-125, Appendix H
- [III.A.7-5](#) Enrollment Growth and Academic Course Performance: DE Courses, page 10
- [III.A.7-6](#) El Camino College Evaluation Report, page 11 #6
- [III.A.7-7](#) Compton Center SLO and PLO Timelines
- [III.A.7-8](#) Compton Center Institutional Learning Outcomes

Standard III.A.8 An institution with part time and adjunct faculty has employment policies and practices that provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Analysis including the Evidence of Meeting the Standard

To effectively integrate adjunct faculty into the life of the campus, Compton Center provides ample professional development opportunities in addition to regularly scheduled performance evaluations. Adjunct instructors are encouraged to get involved with committees, student organizations, learning teams, and other campus programs.

Compton Center actively advertises and competitively recruits for adjunct faculty. The selection process includes an evaluation of qualifications and teaching proficiency. Newly hired adjunct faculty at Compton Center are assigned full-time faculty mentors from the department in which they will teach. The faculty mentor is available to answer questions, provide general guidance, and assist with curriculum development as needed so that part-timers feel supported and are acknowledged as vital members of the faculty ([III.A.8-1](#), page 36, Article IX, Section 9.6.H).

Adjunct faculty receive performance evaluations during the first term of their employment and once more during the next three terms; thereafter they undergo evaluations every three years provided there has not been a break in service exceeding one year. The evaluation process includes at least one classroom observation, student surveys, and a portfolio with syllabi, sample assignments, and action plans related to continued improvement on SLOs ([III.A.8-1](#), pages 25-28, Article 9.5).

Adjuncts are invited and encouraged to attend faculty department meetings, where all division faculty discuss best practices to further improve faculty performance. Part-time faculty are also encouraged to teach in the First-Year Experience program and the Honors Program, as well as serve as advisers in student clubs and organizations ([III.A.8-2](#) and [III.A.8-3](#)).

The Compton Center Outstanding Adjunct Faculty Award honors one adjunct faculty member each year for the highest level of commitment to their students, to teaching excellence, and to campus, professional and/or student activities ([III.A.8-4](#)).

Compton Center's adjunct instructors have generous opportunities for professional development in partnership with El Camino College. In accordance with common practice, part-time faculty do not have explicit flex credit requirements, but they are encouraged to attend staff development events and are offered many chances to attend seminars, lectures, and courses both on and off campus to support their teaching and continued growth ([III.A.8-5](#)). Compton Center provides extensive publications to inform all faculty, including adjunct instructors, of their rights and responsibilities in addition to opportunities to get involved on campus.

The Compton Community College District provides medical insurance for adjunct faculty who have served two consecutive terms a minimum 40 percent load and have received a satisfactory performance evaluation. This level of medical benefits provided to adjunct faculty members is rare among local area community colleges, and helps Compton Center to attract and retain strong adjunct faculty ([III.A.8-1](#), page 63, Article 17.7.B).



Evaluation

Compton Center meets this standard. Institutional policies and culture provide for the meaningful hiring, integration, evaluation, and professional development of part-time faculty and encourage their participation college wide.

Evidence List

- [III.A.8-1](#) Bargaining Agreement CCCD and Federation of Certificated Employees, page 36, Article IX, Section 9.6.H; pages 25-28, Section 9.5; and page 63, Article 17.7.B
- [III.A.8-2](#) Compton Center First-Year Experience Program Faculty
- [III.A.8-3](#) Compton Center Honors Program
- [III.A.8-4](#) Compton Center Annual Distinguished Faculty Awards
- [III.A.8-5](#) Flex Credit and Adjunct Faculty, El Camino College

Standard III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Eligibility Requirement 8 - Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Analysis including the Evidence of Meeting the Standard

The Board of Trustees and Provost/CEO of Compton Center determine the appropriate number of support personnel based on institutional need referenced in program reviews.

As explained in detail in Standard III.A.7, Compton Center maintains adequate personnel to support the mission of El Camino College. The terms of the partnership with El Camino College specify that senior management has final authority on the creation of new positions and the hiring of full-time employees ([III.A.9-1](#), pages 123-125, Appendix H). Appropriate staffing levels at Compton Center are determined by FTES, as well as PLO and ILO data, as addressed in Standard III.A.7. The Planning & Budgeting Committee and vice presidents of El Camino College and Compton Center review proposals for additional staffing prior to submitting recommendations to the Superintendent/President ([III.A.9-2](#), page 241).

Determination of appropriate qualifications for support personnel is addressed in the discussion of hiring criteria in Section III.A.1, standards for administrative employees in Section III.A.3, and review of hiring processes yielding qualified employees in Standard III.1.4. See these sections for explanations and evidence.

Organization of administrators is guided by the Management Organizational Chart per CCCD AR 3101 – Management Organization Chart ([III.A.9-3](#)).

Evaluation

Compton Center meets this standard. Compton Center currently has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence List

- [III.A.9-1](#) Bargaining Agreement CCCD and Federation of Certificated Employees, pages 123-125, Appendix H
- [III.A.9-2](#) 2012-2017 El Camino College Comprehensive Master Plan, page 241
- [III.A.9-3](#) CCCD AR 3101 – Management Organization Chart



Standard III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.

Eligibility Requirement 8 - Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)

Analysis including the Evidence of Meeting the Standard

The Provost/CEO of Compton Center makes a recommendation to the Superintendent/President and the CCCD Special Trustee regarding the appropriate number of administrators, in addition to organizational structure and necessary qualifications, based on institutional need referenced in program reviews. Compton Center determines minimum qualification for administrators by referring to both the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* and 2014 board-approved policies and procedures for administrators ([III.A.10-1](#) and [III.A.10-2](#)).

As explained in detail in Standard III.A.7, Compton Center maintains staffing levels, including administrators, in sufficient numbers to support the mission of El Camino College. As noted previously, El Camino College senior management in tandem with the Provost/CEO and El Camino College Vice Presidents has final authority on the creation of new positions and the hiring of full-time employees ([III.A.10-3](#), pages 123-125 Appendix H).

Determination of appropriate qualifications for administrators is detailed in Section III.A.3. Review of hiring processes yielding qualified employees (including administrators) is addressed in Standard III.A.4. See these sections for explanations and evidence.

Organization of administrators is guided by the CCCD AR 3101 – Management Organization Chart ([III.A.10-4](#)).

Evaluation

Compton Center meets this standard. Compton Center currently maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services to support the institution’s mission and purposes. The number of administrators is based on the purposes and the needs of the institution as determined by program review.

Evidence List

- [III.A.10-1](#) California Community College Minimum Qualifications Handbook
- [III.A.10-2](#) CCCP BP 7250 – Administrators
- [III.A.10-3](#) Bargaining Agreement CCCD and Federation of Certificated Employees, pages 123-125 Appendix H
- [III.A.10-4](#) CCCD AR 3101 – Management Organization Chart

Standard III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Analysis including the Evidence of Meeting the Standard

CCCD is committed to fair, equitable, and consistent personnel practices; all policies and procedures are available to the public in writing on the college website. Compton Center has established written policies and procedures in partnership with El Camino College to ensure fair hiring practices and equitable treatment of personnel.

Human Resources has helped to update and revise more than 90 percent of all personnel management board policies and administrative regulations. The Chief Human Resources Officer is responsible for ensuring that all policies and procedures are equitable and consistently administered ([III.A.11-1](#)).

Compton Center takes regularly-scheduled measures that model the Community College League of California recommended review intervals of every three years. Compton Center has updated the Employee's Policies and Procedures Handbook to align with current board policies and administrative regulations ([III.A.11-2](#), Foreword).

As evidenced in the November 2012 FCMAT Comprehensive Assessment, Compton Center earned a score of eight, or "Fully-Substantially" implemented. Measures to improve the recommendations of the Recovery Plan include informing management staff and other key personnel of policy changes, procedures, and practices to ensure compliance. In addition, policy manuals and employee handbooks are routinely revised to reflect any changes in policy or regulations. Staff and employees are made aware of these changes via email, mail, and/or announcements at meetings ([III.A.11-3](#), pages 15-16).

All bargaining agreements have explicit written guidelines pertaining to treatment of personnel, in addition to clear, concrete procedures for hiring faculty and staff. All bargaining agreements detail the process for filing grievances, highlighting and defining terms to make sure all information is clearly communicated ([III.A.11-4](#) and [III.A.11-5](#)).

To ensure fairness in employment procedures, the following board policies are in place:

- 7100 – Commitment to Diversity ([III.A.11-6](#))
- 7120 – Recruitment and Selection ([III.A.11-7](#))
- 7140 – Collective Bargaining ([III.A.11-8](#))
- 7310 – Nepotism ([III.A.11-9](#))

During the hiring process, the Chief Human Resources Officer takes an active role in ensuring that all guidelines for hiring are being met, and assists the hiring committee during meetings to facilitate fair practices and offer advice to committee members, when necessary, to maintain the integrity of the hiring process. The Chief Human Resources Officer is also present during interviews to avoid nepotism or special treatment of individual candidates ([III.A.11-10](#), Sections 10.3 and 10.4).

The measures enumerated above are in place to ensure a uniform and honest process for all candidates and employees. The policies listed above are available to the public on the Compton Community College District website ([III.A.11-11](#)).



Evaluation

Compton Center meets this standard. As stated in the November 2012 FCMAT Comprehensive Report, Compton Center has “clearly defined and clarifies roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees.” Human Resources is responsible for recruitment, testing, development, approval of appropriate eligibility lists, and testing and selection for promotional positions. Compton Center earned a fully or substantially sufficient score meaning that these criteria for the standard are met.

Evidence List

- [III.A.11-1](#) Chief Human Resources Officer Job Description
- [III.A.11-2](#) CCCD Employee Policy and Procedure Manual, See Forward
- [III.A.11-3](#) Comprehensive FCMAT Sixth Progress Report, pages 15-16
- [III.A.11-4](#) Bargaining Agreement CCCD and Federation of Certificated Employees
- [III.A.11-5](#) Bargaining Agreement CCCD and Federation of Classified Employees
- [III.A.11-6](#) CCCD BP 7100 – Commitment to Diversity
- [III.A.11-7](#) CCCD BP 7120 – Recruitment and Selection
- [III.A.11-8](#) CCCD BP 7140 – Collective Bargaining
- [III.A.11-9](#) CCCD BP 7310 – Nepotism in Employment
- [III.A.11-10](#) CCCD Employee Policy and Procedure Manual, Sections 10.3 and 10.4
- [III.A.11-11](#) CCCD Board Policies and Procedures

Standard III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Analysis including the Evidence of Meeting the Standard

Compton Center is committed to the creation and maintenance of proven programs, practices, and services that support its diverse personnel and students through its Commitment of Diversity pledge. Compton Center welcomes diversity and continuously strives to add new programs and services to meet the needs of its ever-changing staff, faculty, and student populations. As a reflection of these needs, Compton Center employs faculty, administrators, and staff that come from diverse backgrounds and seeks employees who are sensitive or experienced in working in a diverse campus environment. Compton Center regularly assesses its record in employment equity and diversity consistent with its mission.

Compton Center has implemented and sustained recruitment, selection and hiring procedures that align with board policies and administrative regulation to ensure Equal Employment Opportunity (EEO) compliance. These processes are well documented in the written application and hiring procedures so that applicants and employees alike understand that equitable practices are a priority for Compton Center ([III.A.12-1](#), page 29, Section 9.1 and page 35, Section 10.1).

Support of these practices and the district commitment is found throughout Compton Center. Compton Center makes information on its diversity and equity policies widely available on both the college and district websites as well as in the Employee Handbook and bargaining agreements. In addition, compliance posters stating “Equal Employment Opportunity is the Law” are posted in departments throughout the campus. Application forms list the Equal Employment policy, EEO compliance officer, and direct contact information. Human Resources provides information with

employment applications that outlines the application procedures, application information and hiring procedures. This communicates the district’s commitment to employment equity and diversity consistent with its mission ([III.A.12-2](#)).

The Employee Handbook details the process for filing grievances in order to maintain a safe, professional and educational environment for faculty, staff, and students ([III.A.12-1](#), page 22, Section 6). Compton Center is fully compliant with the legal posting requirements of Title IX and its related components are made available to students and employees in an effort to maintain ethical diversity policies.

Compton Center identifies the types of support required for personnel (including that which may be required raise awareness of promoting equity and diversity) through formal program review, institutional learning outcomes, and assessment of student learning outcomes, in addition to employee satisfaction surveys, evaluations, and analysis of FTES. Data on equity and diversity is gathered and analyzed by Institutional Research and Planning and recommendations are made to respective departments. Additionally, survey data helps provide insight into the design of programs for staff, including those addressing equity and diversity ([III.A.12-3](#)).

Human Resources uses iGreentree software to facilitate employee selection processes and provide statistical analysis of applicant pools to assist in diversity efforts. In addition, the process for recruitment requires the selection of a diverse search committee, which includes one nonvoting EEO representative to ensure a fair process ([III.A.12-4](#), page 126, Appendix H, Section 3.B.4). Compton Center administrative regulations require a committee specifically dedicated to overseeing compliance with Equal Employment Opportunity guidelines and monitoring staff diversity ([III.A.12-5](#), page 2).



Students are informed of their rights and responsibilities in detail in Compton Center Catalog's "Students Rights and Responsibilities" section, which is published annually and available online. Compton Center adheres to the same practices as outlined in El Camino College's Administrative Procedure 5530 ([III.A.12-6](#), pages 387-395).

Compton Center is committed to the fair and ethical treatment of faculty, staff, and students. Each year the Provost/CEO, issues a memo addressed to all students and employees regarding an "Update of District Policies Prohibiting Discrimination and Title IX Coordinator Contact Information," identifying the faculty, staff, and students can contact regarding discrimination at Compton Center or El Camino College. Following this contact information is a listing of Compton Center's policies on harassment and discrimination ([III.A.12-7](#)).

- To ensure equitable dealings with personnel at Compton Center, all bargaining agreements have explicit written guidelines pertaining to treatment of employees, in addition to clear, concrete procedures for equitable treatment of staff as detailed in Standard III.A.11. All bargaining agreements detail the process for filing grievances. ([III.A.12-8](#), pages 48-52, Article XIII and [III.A.12-9](#), pages 26-28, Article XI).

Evaluation

Compton Center meets this standard. Compton Center has a demonstrated record of promoting understanding and equity among its personnel. Such understanding is regularly assessed through a variety of means, including institutional research and employee surveys. The fair treatment of students and staff is ensured through detailed policies and procedures published in the college catalog, the Employee Handbook, and the classified and certificated employees' bargaining agreements.

Evidence List

- [III.A.12-1](#) CCCD Employee Policy and Procedure Manual, page 22, Section 6; page 29, Section 9.1; and page 35, Section 10.1
- [III.A.12-2](#) CCCD BP 7100 – Commitment to Diversity
- [III.A.12-3](#) Employee Campus Climate Survey 2013, page 14-15, Employee Inclusion
- [III.A.12-4](#) Bargaining Agreement CCCD and Federation of Certificated Employees, page 126, Appendix H, Section 3.B.4
- [III.A.12-5](#) CCCD AR 2511 – Council and Committee Structure, page 2
- [I.II.A.12-6](#) 2016-2017 College Catalog, pages 387-395
- [III.A.12-7](#) Updated Non-Discrimination Statement and Title IX Contact Memo
- [III.A.12-8](#) Bargaining Agreement CCCD and Federation of Certificated Employees, pages 48-52, Article XIII
- [III.A.12-9](#) Bargaining Agreement CCCD and Federation of Classified Employees, pages 26-28, Article XI

Standard III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Analysis including the Evidence of Meeting the Standard

Compton Center upholds a written code of professional ethics for all of its personnel, including administrators, faculty, staff, and board members.

Compton Center supports the Vision Statement, Statement of Values and Mission Statement of El Camino College under the terms of the partnership ([III.A.13.1](#)). Compton Center has adopted El Camino College's code of ethics for employees titled "Statement of Values" to avoid confusion with the ethics policy for members of the Compton Community College District Board of Trustees ([III.A.13-2](#), page 1, Section 1.2).

The Compton District Board of Trustees adopted Board Policy 2715, "Code of Ethics and Standards of Practice" in November, 2010. All deliberations and activities observe the following tenets ([III.A.13-3](#)):

- Acting as a Whole
- Managing Conflicts of Interest
- Monitoring Board Compensation and Expenses
- Handling Special Interest Groups
- Using Appropriate Channels
- Maintaining Appropriate Conduct at Board Meetings
- Maintaining Confidentiality of Closed Sessions
- Exercising Authority as Trustees
- Handling of Administrative Matters
- Giving Priority to the District and its Strategic Partners

A contract or regular employee may be dismissed or penalized for one or more of the grounds set forth in Education code section 87732, which covers the tenets presented in the Statement of Values. This policy is posted on the Compton Community College District website ([III.A.13-4](#) and [III.A.13-5](#)). Board members who are found to be in violation of any part of the Code of Ethics are subject to sanction, including, but not limited to, reprimand, censure, or withholding of Board member compensation ([III.A.13-3](#)).

Evaluation

Compton Center meets the Standard. Compton Center upholds a written code of professional ethics, referred to as unifying principles, for all of its personnel. These principles are the cornerstone of the institution's established personnel rules and regulations, which include consequences for violation.

Evidence List

- [III.A.13.1](#) Compton Center Partnership Agreement with El Camino College
- [III.A.13-2](#) CCCD Employee Policy and Procedure Manual, page 1, Section 1.2
- [III.A.13-3](#) CCCD BP 2175 – Code of Ethics and Standards of Practice
- [III.A.13-4](#) CCCD BP 7360 – Discipline and Dismissal of Academic Employees
- [III.A.13-5](#) CCCD BP 7370 – Discipline and Dismissal of Classified Employees



Standard III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Analysis including the Evidence of Meeting the Standard

Faculty and staff are encouraged to attend a wide array of training programs, seminars, and conferences for training on relevant topics. The Professional Development Committee, Academic Senate, and Compton Center administration seek information about the needs of faculty and staff through review of institutional research, including evaluation reports, retention rates, and SLO assessment, as well as examination of ILO, PLO, and SAO data to help to identify additional professional development needs. Compton Center ensures meaningful evaluation of professional development events by soliciting feedback immediately following each related activity and by systematically evaluating professional development programs at the institutional and program levels.

The Professional Development Committee, the Academic Senate, and administration at Compton Center support the improvement of teaching and learning by providing financial resources for faculty to attend and to present projects at conferences in addition to making available a variety of seminars and courses on improving curriculum, pedagogy, retention, student equity, and related subjects ([III.A.14-1](#), pages 2 and 9; and [III.A.14-2](#)).

In partnership with El Camino College, workshops are continually available to all faculty and staff, with a strong focus on teaching pedagogy/techniques and technology ([III.A.14-2](#)). As part of their contractual responsibilities, Compton Center faculty take advantage of numerous seminars and courses to improve student learning, including opportunities through El Camino College, @One, the California Community College Council, and

3CSN, as well as on-campus breakout sessions, Professional Development (Flex) Day trainings and more ([III.A.14-3](#)). Compton Center offers bonuses to classified staff to encourage continuing education ([III.A.14-4](#)).

The Professional Development Committee, Academic Senate, and administration seek information about the needs of staff and faculty, including DE/CE instructors, through review of institutional research, including evaluation reports, retention rates, and SLO assessment, as well as examination of ILO, PLO, and SAO data to help to identify additional professional development needs ([III.A.14-5](#)).

In addition, Flex Reporter, departmental and committee meetings, and survey opinionnaires help to ascertain evolving professional development needs. All faculty professional development activity is assessed through Flex Reporter, where participants are required to provide specific information on the usefulness and applicability of such activities. This feedback is evaluated by department deans to ascertain evolving needs ([III.A.14-6](#)). Faculty department meetings routinely include time to report on conference and workshop attendance. Through faculty and professional development, flex day meetings also include breakout sessions about improving or incorporating different teaching skills ([III.A.14-7](#)).

Compton Center, in partnership with El Camino College, ensures meaningful evaluation of professional development events by soliciting feedback immediately following each related activity. Such evaluations from participants ensure that specific learning needs are met. The evaluation information is also shared with presenters in the case of on-campus events. Electronic surveys are widely used through services such as Survey Monkey. Once

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attendance has been verified, attendees are sent an email with a link to the evaluation survey, asked to rate the value of the activity, and whether the materials learned will assist them in the classroom (faculty) or on the job (staff) ([III.A.14-8](#)).

The impact of professional development activities on teaching and learning is determined through review of institutional research, including evaluation reports, retention rates, and SLO assessment, as well as examination of ILO, PLO, and SAO data to help to identify additional professional development needs ([III.A.14-5](#)).

In partnership with El Camino College, extensive training programs, seminars, and conferences are made available to faculty and staff to offer information and training on relevant distance education topics. Compton Center distance education faculty are encouraged to take advantage of a wide array of seminars and courses, including Etudes CMS and Canvas LMS Conferences, and @One Webinars ([III.A.14-9](#)).

Compton Center faculty members are encouraged, through the Professional Development Committee, to attend workshops and conferences. The committee provides a funding stipend on a first-come, first-serve basis to faculty members who attend and present at conferences in addition to making available a wide variety of seminars and courses on improving distance education ([III.A.14-1](#), pages 2 and 9; and [III.A.14-2](#)). In addition, distance education faculty can take advantage of learning management system help videos to stay current on features available to promote online student success ([III.A.14-10](#)).

Evaluation

Compton Center meets this standard. Compton Center plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The center provides professional development to ensure that individual, program, and institutional needs are met. Compton Center has provided professional development opportunities within its financial means to improve teaching, learning and other services to administrators, faculty, staff, students and the community.

Evidence List

- [III.A.14-1](#) CCCD Budget, Fiscal Year 2015-2016, pages 2 and 9
- [III.A.14-2](#) Provost/CEO Memo Regarding Professional Development
- [III.A.14-3](#) El Camino College Staff Development
- [III.A.14-4](#) Educational Incentives, page 38, Article XVIII: Fringe Benefits, #5
- [III.A.14-5](#) SLO Webpage
- [III.A.14-6](#) Flex Reporter Professional Development Activity Exemplars
- [III.A.14-7](#) Fall 2016 Flex Day Program
- [III.A.14-8](#) Sample Survey on Professional Development Activity Feedback
- [III.A.14-9](#) El Camino College Distance Education Professional Development
- [III.A.14-10](#) Etudes CMS Instructional Videos



Standard III.A.15 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. 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.

Analysis including the Evidence of Meeting the Standard

Personnel files at Compton Center are maintained in a secured and lockable room. Employees are permitted to review their personnel file in the presence of Human Resource staff during normal working hours by filling out a request form. All personnel files are maintained and located in the Human Resources office in a room adjacent to the office so that they may be monitored during office hours. During off-hours, Compton Center has security systems in place as well as 24-hour patrols by Campus Police to prevent break-ins ([III.A.15.1](#)).

Personnel files are complete and organized, with a personnel file checklist in place to ensure complete and accurate maintenance of personnel files. Compton Center Human Resources staff routinely reviews personnel files for new employees to ensure a complete orientation and verify that the necessary and desired documentation was received ([III.A.15.2](#)). Employees at Compton Center can easily access their own files. Employee records are confidential and may be reviewed only by authorized personnel such as Human Resources representatives, the employee, supervisor or director or in compliance with legal requirements, such as subpoenas, Department of justice Background Investigations, or other mandated state or federal requirements ([III.A.15.3](#), page 23, Section 8.1).

Evaluation

Compton Center meets this standard. Each employee has access to his/her personnel records in accordance with law.

Evidence List

- [III.A.15.1](#) CCCD AR 6552 – Records Retention and Destruction
- [III.A.15.2](#) Chief Human Resources Officer Job Description
- [III.A.15.3](#) CCCD Employee Policy and Procedure Manual, page 23, Section 8.1

III.B Physical Resources

Standard III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Analysis including the Evidence of Meeting the Standard

Since 2002, Compton Center has funded and constructed state-of-the-art building projects through the \$100 million Measure CC bond. In November 2014, residents of the Compton Community College District passed Measure C ([III.B.1-1](#)) with more than 78 percent approval, authorizing an additional \$100 million in general obligation bonds.

Access to physical resources is safely and securely maintained through the combined efforts of Compton Center personnel, the Facilities Planning and Operations Department, and the El Camino College Police Department to ensure a stable learning environment. Compton Center continues to build upon its physical resources by taking a proactive approach to improving its facilities.

Compton Center operates on an 88-acre site that was originally opened in 1953. Compton Center currently has 32 buildings totaling 245,605 assignable square feet. The L-shaped campus is basically level with a gradual slope toward the southwest and is surrounded by residential communities to the west, north, and east sides, with Artesia Boulevard and State Route (SR) 91 to the south. Since 2006, the southwestern portion of the campus has been leased to the Major League Baseball's Urban Youth Academy.

The 2012 Compton Center Facilities Master Plan ([III.B.1-2](#)) helps to ensure Compton Center has sufficient physical resources for courses, programs and services. New buildings are designed and constructed with Division of the State Architect (DSA) approval to maintain accessibility and safety for students and the community.

Compton Center employs several methods to determine the adequacy of classrooms, laboratories, and office space. First, the 2012-2017 El Camino College Comprehensive Master Plan ([III.B.1-3](#)) identifies enrollment projections to determine future needs, including instructional and student services spaces. Compton Center is currently finalizing the 2017 Comprehensive Master Plan which is slated to be completed by spring 2017. The 2017 Comprehensive Master Plan includes updated enrollment projections for the Compton Center. The Compton Center's Space Inventory Report identifies the availability and overall capacity of facilities ([III.B.1-4](#)). In addition, the Five-Year Construction Plan outlines facilities projects and the potential impact on load capacity ratios ([III.B.1-5](#)).

The 2016-2017 academic year has been an extraordinarily busy period for the Compton Center Facilities Committee, with the recommendation and review of numerous long-awaited projects. Since 2012, Compton Center has achieved several completion milestones, including Server Room & Management Information Systems Building Enhancements, the Library-Student Success Center, Infrastructure Phases I and II; the New Central Plant/Stadium Lighting project, the Football Field Renovation, Information Technology Infrastructure, an extensive campus-wide Wi-Fi installation, the Allied Health Building and the Cosmetology project.

Compton Center ensures that new construction and renovation projects are designed to meet DSA standards in addition to American Disabilities Act (ADA) safety compliance standards. Personnel may report safety hazards by contacting the Facilities Department or through an online work order system ([III.B.1-6](#)). Serving as risk manager, the Chief Human



Resources Officer, along with facilities staff and Campus Police, regularly evaluate and address safety hazards as a basic function of their job duties. In the fall of 2016, Compton Center conducted its first Safety Forum to ensure that employees can submit safety suggestions directly to the El Camino College Police Department ([III.B.1-12](#) and [III.B.1-13](#)). The Director of Facilities Planning and Operations, and the lieutenant from the El Camino Police Department, review these suggestions and make recommendations to the Provost/CEO. In addition, Compton Center recently established Assessment Intervention Management Safety (AIMS), a multidisciplinary threat assessment and behavioral intervention team based on the model employed by El Camino College. AIMS is designed to guide the campus community in addressing threatening and/or disruptive behaviors, focusing on intervention before such issues become critical. The purpose of AIMS is to improve and promote campus safety and to coordinate information in emergency situations.

The El Camino College Police Department provides police and security services to maintain a safe learning and working environment for students, faculty, and staff. This is accomplished by assigning armed, sworn police officers and non-sworn safety officers to patrol Compton Center, which ensures a high level of police visibility and rapid response to 911 calls for service and emergency situations. There are 26 “blue tower” emergency phones located on the Compton Center campus ([III.B.1-7](#)). These phones utilize the InformaCast Notifications System to send a voice message to all Cisco phones on campus, which allows the institution to provide emergency communications to all instructional and non-instructional areas. The El Camino College Police Department consists of five related units: patrol services, police dispatch/records, parking services, live scan fingerprinting, and cadet services. Patrol services provides community-based policing and crime prevention throughout the Compton Center campus and surrounding neighborhoods to maintain a safe and secure learning and working environment for students and staff. Beyond assisting campus police officers by patrolling

the Compton Center and enforcing parking, cadet services assists in directing guests during events, conferences, and regional meetings for traffic control, in addition to monitoring reserved parking areas. Through the completion of Infrastructure Phase I and the New Central Plant/Stadium Lighting, Infrastructure Phase II, and the Allied Health Building, Compton Center upgraded lighting campus-wide and installed security cameras in select areas, improving safety for students and staff ([III.B.1-7](#) and [III.B.1-8](#)).

Annually, the El Camino College Police Department releases its annual Cleary Report Crime Statistics for the Compton Center ([III.B.1-14](#)). The majority of the crimes reported were property related. All crimes on campus are investigated by the El Camino College Police Department and, if necessary, the Los Angeles County Sheriff’s Department. Below are the 2009-2011 crime statistics for the Compton Center:

Compton Center annually conducts earthquake drills, and completed an active shooter training in fall 2016 for all students and employees. Emergency preparedness procedures are posted online for students and employees. In addition, the Compton Community College District is working with Keenan and Associates to update the Consolidated Emergency Response Site Plan by January 2017 ([III.B.1-9](#)).

An annual Statewide Association of Community Colleges (SWACC) property and liabilities inspection assists Compton Center in evaluating the safety of its facilities. These inspections assess security, fire protection, playground safety, pest management, chemical safety, forklift/personnel lift procedures, asbestos operation, hazardous materials handling/storage, and the campus self-inspection program. The SWACC inspections report, conducted by the Compton Community College District’s insurance carrier, Keenan and Associates, demonstrates that Compton Center maintains a safe facility ([III.B.1-10](#)).

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Compton Center has entered a partnership with Molina Medical Management to open an on-campus health care facility in spring 2017 so that students may access health services right on campus. Through the partnership with El Camino College, Compton Center students certainly have access to the ECC Student Health Center, but must travel to ECC to receive health services. The Molina Health Center will be staffed by a nurse practitioner and medical assistants, and managed by Molina Medical. For this new health service, Compton Center students are required to pay the \$19 Health Services Fee when registering for fall classes. The Molina Health Center will be open year-round with tentative hours scheduled from 8:30a.m. – 5:30 p.m. on Tuesdays and Wednesdays; and from 11:00 a.m. – 7:00 p.m. on Thursdays. Services to be provided by the Molina Health Center are included in the Student Health Clinic Services Agreement Attachment A ([III.B.1-11](#)).

Evaluation

Compton Center meets the Standard. Compton Center assures safe and sufficient physical resources.

Evidence List

III.B.1-1	CCCD Bond Measure C
III.B.1-2	2012 CCCD Facilities Master Plan Update
III.B.1-3	2012-2017 El Camino College Comprehensive Master Plan
III.B.1-4	Compton District Space Inventory Report 2015-16 and 2016-17
III.B.1-5	Five Year Capital Outlay Construction Plan
III.B.1-6	SchoolDude, Crystal Report Viewer Sample
III.B.1-7	CCCD Cameras & Emergency Phones Map
III.B.1-8	CCCD Campus Site Lighting Plan
III.B.1-9	Consolidated Emergency Response/Contingency Plan 2015
III.B.1-10	SWACC Property & Liability Inspections Report 2015, 2016
III.B.1-11	Student Health Clinic Services Agreement
III.B.1-12	Campus Safety Forum Presentation
III.B.1-13	Campus Safety Forum Feedback
III.B.1-14	Cleary Act Report



Standard III.B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Analysis including the Evidence of Meeting the Standard

Physical resources are crucial in meeting the college mission to “improve facilities to support student learning and success.” Compton Center and the Compton Community College District rely on a variety of methods to effectively plan, build, and maintain facilities, equipment, and other physical resources. In the last 13 years, much of the building was fostered by the \$100 million Bond Measure CC, approved by the voters in 2002 ([III.B.2-1](#)). In 2014, voters approved Bond Measure C for an additional \$100 million ([III.B.2-2](#)). This will allow Compton Center to continue building based on the 2012 Facilities Master Plan ([III.B.2-3](#)) and will be incorporated in the upcoming 2017 Comprehensive Master Plan ([III.B.1-3](#)).

Compton Center assesses needs at the program, institutional and service levels. Since this is an ongoing process, the Five-Year Capital Construction Plan ([III.B.2-4](#)), the Scheduled Maintenance & Special Repairs Five-Year Plan ([III.B.2-5](#)), the Comprehensive Master Plan ([III.B.2-6](#)), and the Facilities Master Plan all serve to promote a campus-wide collaborative process. This ensures a strong foundation on which the institution may carry out its mission and overarching priorities. The planning process includes consultation with the stakeholders, as well as presentations and discussions with the college community, Provost/CEO Cabinet, and the Board of Trustees, to broaden the plan’s perspective and to enhance the acceptance of proposed improvements. The needs for capital projects are identified in the 2012 Comprehensive Master Plan ([III.B.2-3](#)), which will include an updated educational master plan, a technology plan and facilities master plan.

Compton Center maintains its facilities to support programs and services in accordance with its mission. The Facilities Planning and Operations Department, under the direction of the Director of Facilities Planning and Operations, maintains educational facilities and provides support to other departments through maintenance services and custodial services including event setup/teardown and furniture/equipment moving; campus grounds keeping; shipping and receiving; and hazardous materials handling services for the district ([III.B.2-7](#)). Facilities Planning and Operations follows the district’s mission, vision, and strategic initiatives to provide a welcoming environment by offering continuous improvement in institutional quality ([III.B.2-8](#)). (Due to the uniqueness of the partnership between the Compton and El Camino community college districts and AB 318, board policies and administrative procedures referenced throughout Standard III will primarily be CCCD board policies and administrative procedures.) The Work Order Summary List, available from the Facilities Planning and Operations online work order system, provides evidence that facilities undergo routine maintenance and repair ([III.B.2-9](#)). Annually, the district submits a list of projects to be completed using scheduled maintenance funds from the State Chancellor’s Office FUSION database ([III.B.2-10](#)).

Facilities Planning and Operations has completed a number of maintenance projects in the past two years to improve individual education programs, replace or repair aging infrastructure, and improve safety. These include:

- Ceiling tile replacement in the gymnasium lobby
- Repair HVAC in V-Row, Athletics Offices, D-Row classrooms
- Gas line repair in Math Science Building
- Flooring replacement in Math Science

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- Lounge and Athletics Offices
- Paint Locker Rooms

Projects to be completed in the next year include:

- Roofing repair of gymnasium
- Flooring replacement in Vocational Building
- Computer wiring upgrade in Vocational Building
- Gymnasium AC project
- Campus-wide door replacement
- Campus-wide xeriscaping upgrade (water conservation project)
- Boiler Replacement

Compton Center assesses facilities through detailed inspections occurring annually on a five-year cycle. Results are collected and maintained within the State Chancellor's Office FUSION database and used to prioritize needs and develop funding strategies ([III.B.2-11](#)).

Evaluation

Compton Center meets the standard and assures the quality and effective use of physical resources in order to achieve its mission and support its programs and services.

Evidence List

III.B.2-1	CCCD Bond Measure CC 2002
III.B.2-2	CCCD Bond Measure C 2014
III.B.2-3	2012 CCCD Facilities Master Plan
III.B.2-4	Five Year Capital Outlay Construction Plan
III.B.2-5	2016-2017 Scheduled Maintenance & Special Repairs Plan
III.B.2-6	2012-2017 El Camino College Comprehensive Master
III.B.2-7	Director of Facilities Planning and Operations Job Description
III.B.2-8	CCCD BP 1200 - Mission, Vision, and Strategic Initiatives
III.B.2-9	SchoolDude Work Order Report 2015-2016
III.B.2-10	Scheduled Maintenance Project List 2015, 2016, and 2017
III.B.2-11	Compton District Space Inventory Report 2015-16 and 2016-17



Standard III.B.3 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.

Analysis including the Evidence of Meeting the Standard

Compton Center incorporates a variety of evaluation methods to ensure the effectiveness of its facilities and equipment. The Education Master Plan and the Facilities Master Plan form the basis of the Five-Year Capital Outlay/Construction Plan ([III.B.3-1](#)). The Facilities Master Plan includes new construction projects, current inventory of existing structures, lighting, and energy efficiency in addition to projections for future needs based on enrollment trends.

Compton Center’s Director of Facilities Planning and Operations conducts an annual inventory of facilities to ascertain usage and function. Results are collected within the State Chancellor’s Office FUSION database. Each year, the district submits a Space Inventory Report that reflects any changes ([III.B.3-2](#)). With this information, the Five-Year Capital Outlay/Construction Plan calculates Compton Center’s need for additional space using a capacity load ratio: $\text{Weekly Student Contact Hours/Cumulative Space Capacity} = \text{Capacity Load Ratio}$ ([III.B.3-3](#)). In addition to the data provided by FUSION, educational programs, student support services, and administrative departments each submit a program review every four years. ([III.B.3-4](#)).

In 2012, the CCCD adopted Board Policy 6600 – Capital Construction ([III.B.3-5](#)), which includes Administrative Regulations 3301 and 3302 ([III.B.3-6](#) and [III.B.3-7](#)). This policy dictates and clarifies the Provost/CEO’s responsibility to manage and plan capital outlay and construction projects. These projects are jointly reviewed by the Chief Business Officer (CBO) and the Director of Facilities, Planning, and Operations before implementation.

Compton Center utilizes the SchoolDude work-order system to track and assign work orders, scheduled maintenance, and both routine and

large-scale repair projects ([III.B.3-8](#)).

As addressed in Standard IIIC, Compton Center assesses technology needs through SLOs, PLOs, and ILOs, as well formal program review. Technology is a key component of the Compton Center Comprehensive Master Plan. Technology planning incorporates an assessment of needs and costs to determine priorities for upgrading infrastructure and technology. In 2015, Compton Center installed Wi-Fi access for students, faculty, and staff. This includes all classrooms, offices, the Library- Student Success Center, student common areas, and parking lots, in addition to the stadium. Compton Center continues to assess the needs and associated costs of upgrading infrastructure, including technology ([III.B.3-9](#) and [III.B.3-10](#)).

Evaluation

Compton Center meets the Standard. The evidence demonstrates that Compton Center routinely evaluates its facilities and equipment to ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services.

Evidence List

- [III.B.3-1](#) Five Year Capital Outlay Construction Plan
- [III.B.3-2](#) Compton District Space Inventory Report 2015-16 and 2016-17
- [III.B.3-3](#) Five Year Capital Outlay Construction Plan, pages 8-13
- [III.B.3-4](#) Program Review 2012-2013 Facilities
- [III.B.3-5](#) CCCD BP 6600 – Capital Construction
- [III.B.3-6](#) CCCD AR 3301 – Capital Construction Planning
- [III.B.3-7](#) CCCD AR 3302 – Bond Program Management
- [III.B.3-8](#) SchoolDude Work Order Report 2015-2016
- [III.B.3-9](#) Wi-Fi PowerPoint Presentation
- [III.B.3-10](#) AT&T Board Agenda Item

Standard III.B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Analysis including the Evidence of Meeting the Standard

Compton Center relies on the State Chancellor's Office FUSION database to assess space needs and facilitate the planning and analysis of current and long-range projects. Projects that received funding under the 2012 Five-Year Capital Outlay Plan are prioritized with determinations for budget and scheduling. Beginning in 2016, Compton Center has been in the process of updating the 2012 Facilities Master Plan with the assistance of Gensler Architects ([III.B.4-1](#)), and this plan will be incorporated in the upcoming 2017 Comprehensive Master Plan. Compton Center has coordinated numerous meetings with stakeholders to provide input ([III.B.4-2](#) and [III.B.4-3](#)).

The most recent Five-Year Capital Outlay/Construction Plan covers the years 2017 through 2021 and was approved by the State Chancellor's Office in 2016; this is based on the 2012 Facilities Master Plan ([III.B.4-4](#)). This plan includes new construction, facilities improvements, existing building inventory, project needs, lighting, landscaping, energy efficiency priorities and general recommendations. To justify Capital Outlay funding, the following plans have been identified based on the Facilities Planning Manual of the California Community College System:

1. Master Plan, Energy Plan, Plan Surveys
2. List of Projects in order of priority
3. Cumulative Capacities and Loads for the Five Types of Space
4. The Capacity of Existing On-Campus Facilities
5. Initial Project Proposal (IPP) ([III.B.4-5](#)) and Final Project Proposal (FPP) ([III.B.4-6](#)) for each undertaking as well as a description of the space changes resulting from each proposal.

Under the Five-Year Capital Outlay Plan, several projects have been complete, and others

are currently under construction. Completed projects include the Server Room and MIS Building Enhancements (\$3.4 million); the Library-Student Success Center (\$25 million); Infrastructure Phase I and the New Central Plant/Stadium lighting (\$33 million); Infrastructure Phase II (\$13.5 million); the Football Field Renovation (\$2.5 Million); Information Technology Infrastructure and Wi-Fi project (\$4 million); Allied Health Building (\$12.6 million); and Cosmetology (\$1.5 million). Projects under construction include the Little Theater, Swing Space (temporary housing for Instructional Building I construction), Cosmetology Program Classrooms, Public Safety Building and architectural design for Instructional Building 1.

Compton Center considers the total cost of ownership as an evaluation tool for facilities renovations and equipment purchases; including: initial costs, operating costs including energy consumption, maintenance and repair costs. Compton Center makes adjustments using the time value of funds ([III.B.4-7](#)).

Evaluation

Compton Center meets the Standard. The evidence supports Total Cost of Ownership wherein long-range capital plans support institutional improvement goals relating to facilities and equipment.

Evidence List

III.B.4-1	Facility Master Plan 2016 Draft
III.B.4-2	Facility Master Plan – 2016 Meeting Notes 1
III.B.4-3	Facility Master Plan – 2016 Meeting Notes 2
III.B.4-4	Five Year Capital Outlay Construction Plan
III.B.4-5	IPP – Physical Education Complex Replacement, July 1, 2016
III.B.4-6	FPP – Instructional Building 2
III.B.4-7	TCO Analysis



III.C Technology Resources

Standard III.C.1 Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operation functions, academic programs, teaching and learning, and support services.

Analysis including the Evidence of Meeting the Standard

For the last decade, Compton Center has functioned in partnership with El Camino College; as such, Compton Center's current technological infrastructure is shared with El Camino College, whose accreditation was reaffirmed in 2015. Through this collaboration, Compton Center has robust technology services, facilities, and professional support as well as adequate hardware and software to maintain management and operation functions, academic programs, teaching, learning, and support services. Compton Center provides suitable technological support designed to meet the needs of instruction, student success, communications, research, and operations.

At Compton Center, identification of technology requirements occurs at the department level. Departments undergo regular program review; through this evaluative process, they identify all program requirements, including technology requirements for improving student learning outcomes (SLO), service area outcomes (SAO), and program learning outcomes (PLO). This information is recorded through TracDat for campus-wide review. Department-specific technology-related requests (such as laptops, printers, projectors, software installations, and other related support services) are prioritized, processed, and approved by department deans and entered into TracDat ([III.C.1-1](#) and [III.C.1-2](#)).

As explained in Standard III.C.1, decisions about technology rest primarily on data gathered from program reviews, particularly SLO, SAO, and PLO data; which address outcomes for distance education as well. Individual academic and administrative divisions identify technology needs during program review cycles ([III.C.1-3](#) and [III.C.1-4](#)).

The Technology Committee at Compton Center and the Academic Technology Committee of El Camino College are composed of faculty, administrators, and staff who are actively involved in assessing the technological needs of each institution. Committees regularly request that Institutional Research distribute technology-related surveys to assess the needs of students, administrators and faculty. For example, surveys repeatedly identified reliable campus-wide Wi-Fi as a top priority, and this was installed in fall of 2015. Institutional Research will conduct another survey in 2016 and annually thereafter to determine additional technology needs ([III.C.1-4](#) and [III.C.1-5](#)).

In addition to tracing SLO, SAO, and PLO data through TracDat and reviewing data from its myriad reporting mechanisms as outlined previously, Compton Center evaluates the effectiveness of its technology based on reliability. Informational Technology Services (ITS) actively monitors Compton Center's network. When necessary, ITS periodically takes the system offline to resolve problems and perform maintenance. Safeguards are built into the various systems used for Distance Education (DE), registration, grades, email, and other campus functions to foster minimal downtime and ensure reliability, disaster recovery, privacy, and security as outlined in Section III.C.2 ([III.C.1-1](#) and [III.C.1-6](#)).

Compton Center makes decisions about technology services, facilities, hardware, and software within the framework of its partnership with El Camino College. Currently, El Camino College committees form the core decision-making bodies in terms of technology services and software, as Compton Center shares many of their resources. Compton Center standing committees, however, generally make decisions

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related to Compton Center’s facilities and hardware. The breadth of this self-determination increases as Compton Center advances toward obtaining independent accreditation for Compton Center ([III.C.1-7](#)).

Decisions about distance education-related technology services, hardware, and software at Compton Center are made in conjunction with El Camino College, and both campuses are robust in this regard as detailed above ([III.C.1-7](#), [III.C.1-8](#), and [III.C.1-9](#)).

Compton Center provides a variety of distance learning classes, with approximately 10 percent of total courses offered online. In conjunction with El Camino College, for the past several years Compton Center has employed the Etudes course management system (CMS), a third-party platform for online and hybrid courses. Etudes features standard CMS elements, including online tutoring services, educator forums, and a secure platform for DE faculty to share class lectures, presentations, homework, and exams. Etudes encourages online collaboration through discussion boards, chat, and private messaging features. Etudes uses the online dashboards to organize information and gauge student participation through Activity Meter ([III.C.1-8](#), [III.C.1-9](#), and [III.C.1-10](#)).

Based on the Online Education Initiative through the California Community Colleges Chancellor’s Office as well as recommendations from the Academic Senate Task Force and Distance Education Advisory Committee, (which includes members from Compton Center), Compton Center is switching to the open-source Canvas Learning Management System beginning in Spring 2017, with the complete transition effective Fall 2017 ([III.C.1-8](#) and [III.C.1-10](#)).

Evaluation

Compton Center meets this Standard, having made tremendous strides in the past decade of its partnership with El Camino College. Compton Center creates strategies for technology development based on concrete data and is creating a robust technology infrastructure, including ex-

tensive support for distance education. Compton Center continues to develop this infrastructure in preparation for independent self-governance.

Action Plan

Compton Center must continue to develop long-term planning so that the technology needs of students, staff, and faculty will continue to be well served as Compton Center transitions to independent status. The Technology Master Plan, will include specific Budget and Planning Committee recommendations to foster continued growth.

Evidence List

III.C.1-1	El Camino College Academic Technology Committee
III.C.1-2	Compton Center Planning Workflow Chart
III.C.1-3	El Camino College Technical Services
III.C.1-4	2012 El Camino College Comprehensive Master Plan
III.C.1-5	Compton Center Program Review
III.C.1-6	TracDat
III.C.1-7	Etudes LMS
III.C.1-8	Canvas LMS
III.C.1-9	California Online Education Initiative
III.C.1-10	Compton Center Technology Surveys, See Other Surveys



Standard III.C.2 The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

Analysis including the Evidence of Meeting the Standard

Compton Center ensures a robust, current, sustainable, and secure technological infrastructure to maintain maximum reliability for students, staff, and faculty.

Compton Center administers its academic and administrative technology infrastructure centrally through Information Technology Services Department. All offices, laboratories, and classrooms are connected to a campus-wide data infrastructure, including distance education resources ([III.C.1-1](#), [III.C.2-1](#), and [III.C.2-2](#)).

All students, faculty, and staff have access to email services, the internet, and campus-wide wireless ([III.C.1-1](#) and [III.C.2-3](#)). In partnership with El Camino College, Compton Center utilizes Datatel (now Ellucian) as its enterprise resource planning tool. In fall 2008, Compton Center utilized a student portal and deployed Datatel's Web Advisor student services module. These systems have been consistently dependable and are still in use today ([III.C.1-7](#)).

Compton Center has installed extensive security measures and system redundancies to protect its technology infrastructure from failure and unauthorized intrusion; distance education is part of this infrastructure ([III.C.2-4](#)). Compton Center has completed the first phase of its ITS Renovation Project with the installation of a new optical fiber backbone and upgraded all networking equipment on campus. In addition, as part of an Emergency Stabilization project, the ITS server room completed a full renovation of the data center ([III.C.2-1](#), [III.C.2-2](#), and [III.C.2-5](#)).

Critical data servers have redundant CPUs and power supplies. ITS staff monitors network performance and submits performance reports to administration. High-volume storage area networks (SANs) protect critical data, and high-

speed data backup devices record nightly copies. In addition, Compton Center has contracted for off-campus storage of weekly archival back-ups. This storage is located away from the earthquake fault lines that threaten the campus ([III.C.2-4](#)).

All of Compton Center's data systems are deployed in a central campus location protected by card-access door locks and video surveillance. All systems are user logon and password protected; users are required to change their password every 180 days. Secure off-campus access is provided through virtual private networks (VPN), ensuring security, control, and access to databases and applications. Student networks are virtually isolated from the district's administrative systems. All vital network services are housed in servers that are redundant, and auto-fault detecting ([III.C.2-4](#)).

Distance education infrastructure benefits from the security protocols and redundancies offered by third-party course and learning management systems. Current semester grades, curriculum, student work, and other DE course materials are housed off site, currently within the Etudes CMS platform, and final grades are recorded on the Colleague platform ([III.C.2-1](#) and [III.C.2-2](#)).

The distribution and utilization of technology resources support the development, maintenance, and enhancement of programs and services, including distance education. Equipment and infrastructure are securely maintained. Student success is the foremost priority in technology planning and purchasing decisions at Compton Center. Decision-making processes are in place for updating and maintaining the technological infrastructure, including provisions for support of distance education requirements ([III.C.2-1](#), [III.C.2-4](#), and [III.C.2-6](#)).

The Technology Committee prepares an annual update of the technology plan that integrates with the Educational Master Plans and the Facilities Master Plan. Administrators and deans meet

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annually to rank technology requests in terms of feasibility and need. Then, the vice president of academic affairs brings the top requests to Consultative Council for discussion, and the results are taken to the Planning and Budget Committee for further investigation. Ultimately, the Planning and Budget Committee submits these results to Compton Center's provost and the president of El Camino College for final determinations ([III.C.2-7](#) and [III.C.1-1](#)).

Evaluation

Compton Center meets the standard. Compton Center's technological infrastructure supports its mission and operations and its programs and services. Planning systems are in place to maintain this quality and capacity. Technology decisions are based on program review and integrated into both short-term and long-term planning. Over the last several years Compton Center has stabilized its network, including infrastructure modernization. Compton Center has prepared an inventory of technology hardware, and equipment replacement plans have been developed. In the 2014 FCMAT report, Compton Center received a score of 9 out of 10 on "refurbishing, modernization, and new construction" of technology infrastructure.

Evidence List

- [III.C.2-1](#) Compton Center Academic Technology Committee Minutes
- [III.C.2-2](#) CCCD Planning and Budget Committee Responsibilities, page 7
- [III.C.2-3](#) CCCD Facilities Master Plan
- [III.C.2-4](#) Network Operations Provider
- [III.C.2-5](#) Technology Plan
- [III.C.2-6](#) El Camino College Technical Services
- [III.C.2-7](#) Compton Center Planning Model 2013-2016



Standard III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Analysis including the Evidence of Meeting the Standard

Compton Center maintains a secure technical infrastructure, as detailed in Section III.C.2, with adequate provisions for management and maintenance to ensure reliable operations. Compton Center administers its academic and administrative technology infrastructure centrally through ITS. All offices and laboratories and classrooms are connected to a campus-wide data infrastructure, which is protected by extensive security measures and system redundancies as described in Section III.C.2 ([III.C.3-1](#) and [III.C.2-4](#)).

Compton Center students, faculty, and staff have access to email services, the internet, and an intranet portal through secure single sign-on via Microsoft's Active Directory infrastructure. Compton Center's data systems are deployed in a central campus location protected by card-access door locks and video surveillance. Each system requires logon and is password protected ([III.C.2-4](#)).

In fall 2015, Compton Center completed a wireless infrastructure project, which included replacing network security with next-generation firewalls. Compton Center replaced aging data communications equipment, and implemented a secure and robust Wi-Fi infrastructure using the most recent radio technology ([III.C.2-5](#)). In fall 2015, the ITS server room data center was fully renovated to address network security issues ([III.C.3-1](#) and [III.C.2-5](#)).

Compton Center provides an appropriate system for reliability and emergency backup. The core network system is protected by a 250-kilowatt diesel generator capable of 24-hour, uninterrupted operation. Internal uninterruptible power supplies (UPS) protect network equipment from power surges and brownouts and are programmed to issue alerts of any power outages. In addition to nightly backups on campus, all data systems are professionally backed up

and stored at a secure site off campus. ([III.C.3-1](#), [III.C.3-3](#), and [III.C.2-5](#))

Evaluation

Compton Center meets this Standard. Compton Center has made important strides in technology infrastructure over the past decade and currently employs a modern, safe network with robust security and multiple redundancies to guarantee reliable access and data privacy.

Evidence List

- [III.C.3-1](#) MIS Data Server Press Release
- [III.C.3-2](#) Technology Plan
- [III.C.3-3](#) CEO Message, November 2011

Standard III.C.4 The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Analysis including the Evidence of Meeting the Standard

In partnership with El Camino College, Compton Center assesses the need for technology training for students and personnel through program review, surveys, ITS data, and learning outcomes. El Camino College Professional Development conducts an annual needs assessment to provide direction for future training sessions for faculty and staff, including distance education personnel. Compton Center in partnership with El Camino College, gathers information about the technology-training needs of its students from several sources. Compton Center conducted the regular evaluations/surveys to faculty, staff, and students most recently in fall 2016 using the results to guide the direction of instructional programs ([III.C.4-1](#), [III.C.4-2](#), [III.C.4-3](#), [III.C.4-4](#), and [III.C.4-5](#)).

In partnership with El Camino College, Compton Center provides a comprehensive, ongoing schedule of Professional Development activities for technology use targeted to faculty, staff, and administrators, including year-round dedicated workshops for distance learning. Students and district personnel have access to training via posted schedules, electronic communications, and posted advertisements/notifications throughout campus ([III.C.4-1](#), [III.C.4-2](#), [III.C.4-3](#), and [III.C.4-5](#)).

In addition, Compton Center Academic Affairs provides funding for staff and faculty to attend off-campus workshops and conferences. Participants provide feedback on the effectiveness of such training through Flex Reporter and exit surveys, which are used to determine the direction of future programs ([III.C.4-5](#) and [III.C.4-6](#)).

Compton Center also uses program review to assess the vigor of current training and technical support. SLOs, SAOs, and PLOs generate data to reveal strengths and areas where improvement is required. Generally, students often are required to use technology to achieve specific research goals. Many outcomes depend on students acquiring basic computer and internet proficiency. Academic departments at Compton Center incorporate similar measurements to determine if students are receiving sufficient support and training in the use of technology ([III.C.4-7](#) and [III.C.1-10](#)).

DE faculty must complete an online teaching course to address DE specific pedagogy and techniques for fostering retention and student success. Further workshops on online instruction are available through the El Camino College Professional Development office, @ONE, and CCC Confer; these may be used for contractual continuing education requirements (flex credit) for faculty. In addition, DE students and faculty receive training in the use of the Etudes CMS. As Compton Center transitions to Canvas LMS over the next year, online instructors will receive training to facilitate this change ([III.C.4-1](#), [III.C.4-2](#), [III.C.4-5](#), [III.C.4-8](#), and [III.C.4-9](#)).

Distance Education training needs are further assessed for students through assessment questionnaires to determine their level of competency for taking an online course. The Compton Center Distance Education office provides assistance for online students via phone, walk-in, or by appointment ([III.C.4-1](#), [III.C.4-5](#), [III.C.4-8](#), and [III.C.1-10](#)).



Evaluation

Compton Center meets this Standard. Compton Center has made substantial strides to develop a technology support infrastructure, allowing for sustainable, continuous quality improvement. Compton Center uses surveys, program review, ITS data and learning outcomes to determine training needs among faculty, staff, and students, as well as to assess the results of training programs. Compton Center encourages faculty, staff, and administrators to attend workshops, webinars, and conferences to improve technology training.

Evidence List

- [III.C.4-1](#) El Camino College Technology Training Workshops, Fall 2016
- [III.C.4-2](#) El Camino College Technology Online Training and Resources
- [III.C.4-3](#) Compton Center Student Success Center MS Office Workshops, See Workshops
- [III.C.4-4](#) Compton Center Student Services Learning Outcomes
- [III.C.4-5](#) IEPI Innovation and Effectiveness Plan
- [III.C.4-6](#) Compton Center English Department SLO Report
- [III.C.4-7](#) Compton Center Distance Education Faculty Guidelines and Training
- [III.C.4-8](#) Compton Center Distance Education Student Resources
- [III.C.4-9](#) Canvas LMS Migration Support

Standard III.C.5 The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Analysis including the Evidence of Meeting the Standard

As addressed in Standard III.C.1, Compton Center has established policies and procedures for the appropriate use and distribution of technology. These policies are based on collective committees and program review, where faculty, staff, and administrators participate in determining the needs of the institution.

Compton Center's Technology Committee, Consultative Council, and Budget and Planning Committee drive the decision-making process about the use and distribution of such resources. The Compton Center Provost/CEO makes the final determinations based on recommendations and funding ([III.C.1-2](#), [III.C.1-4](#), and [III.C.1-5](#)).

Compton Center adheres to the established policies and regulations as passed by its Board of Trustees to ensure that the distribution and use of technology fosters student success ([III.C.1-5](#), [III.C.1-6](#), [III.C.3-2](#), [III.C.5-1](#) See BPs 3250, 3720, etc.), and [III.C.2-6](#)). (Due to the uniqueness of the partnership between the Compton and El Camino community college districts and AB 318, board policies and administrative procedures referenced throughout Standard III will primarily be CCCD board policies and administrative procedures.)

Compton Center has made provisions to assure a robust and secure technical infrastructure to provide maximum reliability for distance education students and faculty. Such provisions, as detailed in Standard III.C.2, include network and systems status reports, new data center, secure logon, and network typology (student/staff separation) ([III.C.1-7](#) and [III.C.1-8](#)).

Compton Center also has new facility infrastructures, expanded SAN capacities, surveillance cameras networks, and data backup procedures in place ([III.C.3-2](#)).

Standard III.C.2 describes Compton Center's technology infrastructure in detail, including distance education-specific systems. In addition to the safeguards cataloged therein, distance education infrastructure incorporates the security protocols offered by a third-party course management system ([III.C.3-2](#)).

Evaluation

Compton Center meets the Standard. Compton Center makes decisions about the appropriate use of technology in the teaching and learning processes based on concrete data and established procedures. Compton Center continues to develop a vigorous and secure technology infrastructure, including suitable provisions for distance education.

Evidence List

[III.C.5-1](#) CCCD Board Policies and Procedures, See BPs 3250, 3720, etc.



III.D Financial Resources - Planning

Standard III.D.1 Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Eligibility Requirement 18 - Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Analysis including the Evidence of Meeting the Standard

Compton Center has adequate financial resources that are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. Compton Center has created strategic objectives aligned with the mission and uses these strategic objectives to establish annual goals. In addition, long-term planning occurs via a five-year budget cycle which helps maintain financial stability, while short-term planning and resource allocation provides for innovation.

On June 30, 2006, Assembly Bill (AB) 318 provided Compton Community College District (CCCD) a state loan of \$30 million and mandated that FCMAT conduct a comprehensive assessment of the CCCD in five operational areas and develop a recovery plan for the CCCD.

Under the authority of AB 318 and Education Code Section 74292 (d), CCCD identified El Camino Community College District (ECCCD) as a partner and together they entered into an agreement that would allow for Compton Center to provide accredited instructional programs to students. Under this partnership, instructional programs are provided on the CCCD site through El Camino College and its Center, which is now known as the El Camino College Compton Community Educational Center (Compton Center). Compton Center offers services primarily to residents of Compton,

Carson, Lynwood, Paramount, and parts of north Long Beach. However, all financial services, facilities, personnel, governance components and other programs and services are managed by the CCCD.

The Provost/CEO is responsible for explaining fiscal processes to all stakeholders, while the CBO communicates any and all fiscal process to various departments on campus ([III.D.1-1](#) and [III.D.1-2](#)). To ensure the integrity of its fiscal processes, Compton Center's institution financial resources are subject to annual audits that are published on the CCCD web site. Annual audits provide an independent opinion that demonstrates the fact that financial integrity is a priority of the management of Compton Center ([III.D.1-3](#), [III.D.1-4](#), and [III.D.1-5](#)). In addition to yearly annual audits, Fiscal Crisis Management Assistance Team (FCMAT) conducts annual reviews that are also published on the CCCD web page ([III.D.1-6](#)).

Compton Center revenues are sufficient to fully support educational improvement and innovation. Annual audit reports also certify the results of the CCCD's fiscal performance and demonstrate sufficient financial resources. Fiscal Checklist and Fiscal Management Self Assessments demonstrate responsible management of resources ([III.D.1-7](#)). Similarly, the Five Year Management Plan assures that planning is sustainable for the long-term ([III.D.1-8](#)).

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CCCD has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects CCCD and Compton Center priorities ([III.D.2-3](#) and [III.D.3-12](#)). Finances are managed with integrity in a manner that ensures financial stability. CCCD ensures this financial integrity by confirming that financial reports are correct, consistent, complete, and accurate. The Fiscal Crisis and Management Assistance Team (FCMAT), an independent and external agency charged with facilitating the fiscal and governance recovery of schools and colleges in California, completes and issues comprehensive reviews in accordance with Assembly Bill 318. FCMAT's reports further demonstrate that finances are managed with integrity in a manner that ensures financial stability ([III.D.1-6](#)).

For external audits, CCCD contracts with Vavrinek, Trine, Day and Company (VTD), a California CPA firm with expertise with California community college finance. VTD's reports have included essential reporting elements that also demonstrates financial integrity. The outcomes of these external audits reflect that for the last three years CCCD has been compliant with generally accepted accounting principles. Another highlight of these reports is the findings and recommendations section: this section has had no findings included in each of the previous two periods, fiscal year 2013-2014 ([III.D.1-3](#)) and fiscal year 2014-2015 ([III.D.1-4](#)), further demonstrating CCCD's continued efforts to employ financial stability and integrity in support of the everyday operations and mission of Compton Center ([III.D.1-10](#) and [III.D.1-11](#)).

In addition to financial integrity, Compton Center's institutional resources are also sufficient to ensure overall financial solvency. Furthermore, CCCD's budgets are balanced and prepared in compliance with Board Policy BP 6200, Budget Preparation, which states unrestricted general reserve shall be no less than 10 percent of regular general fund operating expenditures as defined by the Government Finance Officers Association (GFOA) best

practices in community college budgeting ([III.D.1-12](#)). CCCD created a five-year fiscal year plan in 2012, which is updated annually ([III.D.1-8](#)). In August 2015, CCCD revised the five-year fiscal management plan, which is matched to CCCD revenues and projected expenditures, including FTES projections. The five-year fiscal management plan is a working document that is updated at least annually, or when information becomes available that would affect any of the future budget years. A checklist is in place that assists in the on-going assessment of this management plan ([III.D.1-7](#)). The five-year fiscal management plan also provides CCCD with information regarding the impact of new employee positions on the budget.

CCCD conducts an annual Sound Fiscal Management Self-Assessment to ensure acceptable funding and budget monitoring ([III.D.1-7](#)). As addressed in the 2014 Sound Fiscal Management Self-Assessment Checklist, CCCD has not deficit spent since fiscal year 2011 ([III.D.1-13](#)). As a result, CCCD's unrestricted general fund reserves have increased annually since fiscal year 2011. CCCD's unrestricted general fund reserves have more than doubled over the past few years, increasing from \$4.4 million, which represents 13.0 percent in fiscal year 2011 to \$9.4 million, which represents 28.0 percent in fiscal year 2015.

Evaluation

Compton Center meets this standard. The institution has sufficient revenues to support educational improvements and innovations. Compton Center manages its finances with integrity in a manner that ensures financial stability. The established budget process provides a means for setting priorities to fund institutional improvements. Compton Center's financial resources are sufficient to ensure financial solvency.



Evidence List

- [III.D.1-1](#) Sample Provost/CEO Communications
- [III.D.1-2](#) Sample CBO Communications
- [III.D.1-3](#) CCCD Annual Financial Report Final 2013
- [III.D.1-4](#) CCCD Annual Financial Report Final 2014
- [III.D.1-5](#) CCCD Annual Financial Report Final 2015
- [III.D.1-6](#) FCMAT 10th Review
- [III.D.1-7](#) Fiscal Management Self-Assessment Checklist
- [III.D.1-8](#) Five-Year Fiscal Management Plan Fiscal Year 2016
- [III.D.1-9](#) CCCD Fiscal Checklist Board Presentation, January 2015
- [III.D.1-10](#) ECCCCD BP 1200 – District Mission & Strategic Initiatives 2015-2020
- [III.D.1-11](#) CCCD BP 1200 – District Mission, Vision, and Strategic Initiatives
- [III.D.1-12](#) CCCD BP 6200 – Budget Preparation
- [III.D.1-13](#) Five-Year Budget Assumption Fiscal Year 2012-2013

Standard III.D.2 The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Analysis including the Evidence of Meeting the Standard

The Compton Center mission and goals are the foundation for financial planning. The institution reviews its mission and goals as part of the annual fiscal planning ([III.D.2-1](#)). The process resulted in board adoption of a new mission statement and goals. The committee then proceeded to develop action plans and strategies to implement the goals thereby demonstrating integration of the goals with planning ([III.D.2-2](#)). A new mission statement and goals was adopted in December 2015.

CCCD uses multiple planning tools to support planning for financial resources. These planning tools include the five-year fiscal management plan, mission and vision statements, strategic initiatives, overarching priorities, annual unit plans, and program review. Each institutional program completes a program evaluation at least once every three years ([III.D.2-4](#) and [III.D.2-5](#)). Annual unit plans, which are driven from the program review, are updated annually using current data ([III.D.2-3](#)).

CCCD establishes policies, administrative regulations, procedures that governs internal controls. In addition, board policies guide staff in developing administrative procedures that ensure both compliance and sound fiscal management. For example, Board Policy 6300, Fiscal Management, requires that adequate internal controls exist, and that fiscal objectives, procedures, and constraints are communicated to the campus community and the CCCD Board of Trustees ([III.D.2-6](#)). CCCD Board Policy 6320 – Investments, requires that CCCD funds are invested with the objectives of safety of the invested funds, provision of adequate liquidity for future obligations, and that yields obtained are consistent with these objectives ([III.D.2-7](#)).

CCCD Board Policy 6400 - Audits, requires an annual, external audit of all funds, books, and accounts of the CCCD to ensure compliance with the regulations of Title 5 ([III.D.2-8](#)). External audits such as the annual financial report ([III.D.2-2](#)) and general obligation bond audits ([III.D.2-9](#)) by independent auditors and state/federal program auditors identify any deficiencies of compliance. An independent certified public accountant performs the annual audit of all financial records. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal controls. Similarly, all adopted board policies and administrative regulations are subject to a routine reviews and updates. CCCD management has developed a calendar to document timelines for review and update ([III.D.2-10](#)). Management strives to update policies using industry standards and best practices to ensure the soundness of current financial practices and financial stability.

Financial information is disseminated throughout all levels of the CCCD and to all stakeholders. The financial information is presented to the boards of both CCCD and ECCCD, as well as to external agencies in accordance with prescribed budget calendars and outside agencies reporting requirements to ensure that the information is timely ([III.D.2-11](#)).



Evaluation

Compton Center meets this standard. Compton Center mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. Institutional planning includes the Master Plan, institutional learning outcomes and institutional-set standards. Policies and procedures ensure sound financial practices and financial stability. The institution disseminates appropriate financial information to its governing board and its institutional leaders.

Evidence List

- [III.D.2-1](#) Planning Summit Agenda
- [III.D.2-2](#) Integrated Planning Structure
- [III.D.2-3](#) Unit Plan Sample
- [III.D.2-4](#) Sample Program Review
Accounting
- [III.D.2-5](#) Sample Program Review MIS
- [III.D.2-6](#) CCCD BP 6300 – Fiscal
Management
- [III.D.2-7](#) CCCD BP 6320 – Investments
- [III.D.2-8](#) CCCD BP 6400 – Audits
- [III.D.2-9](#) CCCD Bond Audit Report June 30
2015
- [III.D.2-10](#) Board Policies and Administrative
Review Schedule
- [III.D.2-11](#) Sample of Timely Filed Reports
2016

Standard III.D.3 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.

Analysis including the Evidence of Meeting the Standard

Planning and budget development is an essential part of linking Compton Center's mission and goals with strategic objectives and program plans. Policies and procedures for planning budgets serve as the foundation utilized to steer activities.

The financial planning and budget development process for CCCD is defined in CCCD BP 3250 – Institutional Planning, and CCCD BP 6200– Budget Preparation ([III.D.3-1](#) and [III.D.1-12](#)). The CCCD Consultative Council and Institutional Standing Committees follow a defined process for financial, budget, and institutional planning ([III.D.3-2](#)). These processes are documented, reviewed, and updated regularly. All constituencies have the opportunity to participate in the planning activities of the institution; the Standing Committee document is posted online and is shared with the entire campus.

Committees are utilized to ensure that a collaborative process occurs involving representative stakeholders, management and department personnel. Management presents preliminary budgets to the board as well as constituents through open board meetings to committee meetings like the Consultative Council and Planning and Budget Committee (PBC) to ensure that there is adequate opportunity for stakeholders to contribute to the final budget ([III.D.3-3](#)). The role of the committees is to invite collaboration among stakeholders. The Consultative Council reviews materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the Provost/CEO. The committee members consist of leadership from each campus-wide constituent group and meet on a weekly basis ([III.D.3-4](#)).

The Planning and Budget Committee serves as the steering committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the district. The PBC ensures that all plans are developed using data from program review and are linked to the district's and Compton Center's mission statements and strategic initiatives ([III.D.3-3](#)). The PBC makes recommendations with respect to all global center and district planning and budgeting issues. The PBC reports all committee activities to the campus community as documented in the CCCD final budget ([III.D.3-5](#)). The PBC membership includes a co-chair from among the faculty, three faculty members, a co-chair from management, a classified representative, and a student representative.

Financial planning and the development of the budget begins with the development of the annual overarching priorities ([III.D.3-6](#) and [III.D.3-7](#)). The CBO prepares and provides the Provost/CEO with a budget update based on the release of the governor's initial budget proposal. The overarching priorities are then developed by the Provost/CEO and Provost/CEO's cabinet and then reviewed and offered for approval by the Planning and Budget Committee. The overarching priorities are linked to the 2015-2020 El Camino College Strategic Initiatives which connect back to Board Policy 1200, District Mission and Strategic Plan ([III.D.1-11](#)). These priorities serve to define the basis of the budget assumptions and the direction and support CCCD intends to provide during each budget year ([III.D.3-8](#) and [III.D.3-9](#)).



The tentative budget assumptions are prepared to reflect the provisions included in the Governor's budget proposal and are based on overarching priorities. Tentative budget assumptions are reviewed with Consultative Council and Planning and Budget Committee. Consultative Council and Planning and Budget Committee are also provided a budget and planning timeline, which outlines activities and dates of the planning and budget process ([III.D.3-9](#)). The tentative budget assumptions then presented to the board ([III.D.3-8](#) and [III.D.3-9](#)).

The CBO prepares and provides budget development communication to managers to assist in the preparation of departmental budgets ([III.D.3-11](#) and [III.D.3-12](#)). This communication includes a budget development overview, overarching priorities, tentative budget assumptions, and financial and budget policies that will guide the development of the district/Compton Center Tentative Budget. Through the participatory governance process, both the tentative and final budget recommendations are shared with campus constituent groups through their PBC representatives. In addition, a community forum is used to solicit feedback. This process concludes with a final recommendation to the Provost/CEO by the Planning and Budget Committee. The budget is reviewed and approved by the El Camino College Superintendent/President in accordance with the partnership agreement. If the Superintendent/President approves the budget, the budget is forwarded to the CCCD Board of Trustees for board for consideration. If the Provost/CEO makes any revisions, the Provost/CEO returns the revisions to the Planning and Budget Committee with an explanation ([III.D.3-13](#)).

Evaluation

Compton Center meets this standard. Institutional planning is clearly defined and follows its guidelines and processes for financial planning and budget development.

Evidence List

- [III.D.3-1](#) CCCD BP 3250 – Institutional Planning
- [III.D.3-2](#) CCCD AR 2510 – Council and Committee Structure
- [III.D.3-3](#) Sample Planning and Budget Committee Minutes
- [III.A.3-4](#) Compton Center Planning Model 2013-2016
- [III.D.3-5](#) 2016-2017 Final Budget
- [III.D.3-6](#) 2015-2016 Overarching Proprieties
- [III.D.3-7](#) 2016-2017 Overarching Proprieties
- [III.D.3-8](#) 2015-2016 Budget Workshop – Tentative Budget Assumptions
- [III.D.3-9](#) 2016-2017 Budget Workshop – Tentative Budget Assumptions
- [III.D.3-10](#) Budget and Planning Timeline
- [III.D.3-11](#) 2015-2016 Budget Development Memo
- [III.D.3-12](#) 2016-2017 Budget Development Memo
- [III.D.3-13](#) 2015-2016 Final Budget

III.D Financial Resources - Fiscal Responsibility and Stability

Standard III.D.4 Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Analysis including the Evidence of Meeting the Standard

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements. CCCD's annual budget is aligned with CCCD's five-year fiscal management plan. Board Policy 6200, Budget Preparation, requires the establishment of a budget calendar so that a tentative budget is available no later than July 1 of the new fiscal year ([III.D.1-12](#)). Individuals involved in institutional planning received accurate information for budget and planning purposes. The budget begins with the release of the governor's initial budget proposal which becomes available in January. Using this information, the CCCD's Chief Business Officer provides an analysis of the initial budget proposal which is shared with the governing board, Budget and Planning Committee, and campus community ([III.D.4-2](#)).

The Provost/CEO sets the overarching priorities of CCCD/Compton Center, which link to the 2015-2020 El Camino College Strategic Initiatives. From the overarching priorities, budget assumptions are developed in collaboration with Consultative Council and the Planning and Budget Committee. The budget is then developed based on the assumptions and linked to department program plans and prioritized by both short-term and long-range funding improvements, which are outlined in the budget development guidance memo. The board approves the budget assumptions, which are included in the tentative and final budget documents ([III.D.4-1](#) and [III.D.3-5](#)).

CCCD has other sources of revenue that supplement state general apportionment. CCCD receives approximately \$6 million annually in grants and other revenues restricted for specific projects and purposes. CCCD continues to pursue the avenues for new financial resources. In November 2014, CCCD passed a \$100 million facilities bond measure (Measure C), which will be expended on academic facility upgrade projects as well as repair and construction projects that improved student success ([III.D.4-3](#)).

The five-year fiscal management plan is a guide for budget planning. This working document is updated annually, or when assumptions are changed, or when information becomes available that would affect any of the future budget years ([III.D.4-4](#)). Sources of information used in the development of the assumptions may include Schools Services, the State Chancellor's Office, and Community College League of California. Included in the plan is any potential liabilities that should affect CCCD's financial position. Key elements used for developing the budget include projected enrollment data, cost of living adjustments (COLA), growth/restoration factors, deficit factors applied to state apportionment, contractual obligations, and other information deemed significant. The rollover of the current year's general fund budget is adjusted for these key elements.



Evaluation

Compton Center meets this standard. Institutional planning utilizes accurate information about available funds including the annual institutional budget showing ongoing and anticipated commitments. The institution involves all divisions and departments in the planning process where program review requests and goals are integrated into the overall budget planning. The involvement of divisions and departments helps ensure the achievement of student learning and institutional goals.

Evidence List

- [III.D.4-1](#) CCCD 2015-16 Tentative Budget
- [III.D.4-2](#) CCCD Board Letter - Budget Update, January 2016
- [III.D.4-3](#) CCCD Measure C Approval
- [III.D.4-4](#) Five-Year Fiscal Management Plan 2017 Board Approval

Standard III.D.5 To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Analysis including the Evidence of Meeting the Standard

Compton Center assures the financial integrity of the institution and demonstrates responsible use of its financial resources. Board policies and procedures represent the activities that are at the heart of internal control systems ([III.D.5-1](#)). The financial information system provides reliable and timely financial information, which is used to file quarterly and annual reports ([III.D.5-2](#)). In addition, annual financial audit reports contain the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters. The institution utilizes an external audit not only because it is required by law, but also to provide assurances to all constituents that the institution has financial integrity. The audited financial statements provide independent evidence that the institutional plans are being followed and information regarding the sustainability of the CCCD programs is available ([III.D.5-5](#)).

The audit report contains an opinion letter prepared by an independent accountant. The financial report contains the balances of accounts, at a point in time as reflected on the Statement of Net Position and also shows the results of operations as presented on the Statement of Revenues, Expenses and Changes in Net Position. Cash flows are also presented so that the inflows and outflows of resources can be evaluated by the reader.

Additionally, the report contains any significant deficiencies identified by the auditor in the course of conducting the audit of the financial statements. Significant deficiencies are categorized by the auditor based on severity of the condition and the likelihood that the condition could or did result in corrected or uncorrected misstatement to the financial

information. This also includes reported conditions related to other procedures performed by the auditor as required in accordance with Governmental Auditing Standards. Finally, the auditor's consideration of CCCD's internal controls and tests of compliance with certain laws and regulations are also noted. Most recently, CCCD's 2014 and 2015 annual financial audit reports noted no deficiencies in internal controls or instances of noncompliance ([III.D.1-3](#), [III.D.1-4](#), and [III.D.1-5](#)).

Timely financial information is essential to ensure that sound financial decision making occurs. The financial system is maintained in real time and is widely available to all levels of the organization. Audit findings are publicly available online and are presented to annually to the Provost/CEO and to the CCCD Board of Trustees ([III.D.5-2](#)). The Chief Business Officer provides a report summarizing both CCCD financial audit and the Proposition 39 Financial and Performance Audits for Measure CC. Communication is sent annually to all constituents regarding the results of the audit. All audit reports are posted on CCCD's web site.

In addition to preparing CCCD's annual budget, the Budget and Planning Committee (PBC) reviews the effectiveness of its past fiscal planning activities as part of its budget development process. Year-end budgets to actual reports are provided and reviewed by the PBC ([III.D.5-3](#)). The PBC has an opportunity to reflect on past planning, discuss areas of concern, and make recommendations to modify future budget. Board policies related to financial management are regularly evaluated and revised ([III.D.5-4](#)).



Evaluation

Compton Center meets this standard. There is an internal audit plan and risk assessment that is in place and is utilized to identified high risk areas of operations or areas where operational effectiveness may be a concern. The most recent FCMAT assessment report indicates the need to improve the reporting of internal audit engagements. This recommendation is currently in the process of implementation. Funds are allocated, as shown in the budget, in a manner that will realistically achieve the institution's stated goals for student learning. The process that begins with the development of overarching priorities ends with allocations linked to the goals and objectives of the center's priorities.

Evidence List

- [III.D.5-1](#) CCCD Board Policies web page
- [III.D.5-2](#) CCCD Business Administration
Financial Documents
- [III.D.5-3](#) 2014 and 2015 Budget to Actual
- [III.D.5-4](#) CCCD 2016 Board Policies and
Administrative Review Schedule
- [III.D.5-5](#) CCCD Audit Documents

Standard III.D.6 Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Analysis including the Evidence of Meeting the Standard

The budget is an accurate reflection of planned spending. It serves to control spending and is a tool used to evaluate the results of each fiscal year. CCCD maintains transparency with its constituents and therefore fosters credibility with applicable constituents throughout the development of the budget by involving constituents in the process and by publishing the budget on its website. As previously mentioned in III.D.2, many budget requests are initiated through program review ([III.D.2-4](#)). Program review allows faculty and staff to request funding for various items related to Student Success. Once program reviews have been completed, Administration and the Planning and Budget Committee prioritize need and allocate funding. After the approval process, the adopted budget is uploaded into the Datatel Financial System. The Datatel Financial System is utilized by all departments to manage financial resources that have been allocated to them. The system provides reports that show comparison of the budget with actual expenditures. Reports also show encumbrances that represent goods and services that have been procured but not yet received. This process ensures that CCCD does not overspend its adopted budget.

The audited financial statements provide independent evidence that supports that financial integrity and transparency exists. The audit report contains an opinion letter prepared by the external independent accountant. The financial report contains the balances of accounts, at a point in time as reflected on the Statement of Net Position but also show the results of operations as presented on the Statement of Revenues, Expenses and Changes in Net Position. Cash flows are also presented so that the inflows and outflows of resources can be evaluated. The report also contains any deficiencies identified by the auditor in the course of conducting the audit of the financial statements. Reportable

conditions are categorized by the auditor based on severity of the condition and the likelihood that the condition could or did result in corrected or uncorrected misstatement to the financial information. It also includes reported conditions related to other procedures performed by the auditor as required in accordance with Governmental Auditing Standards. This includes the auditor's consideration of CCCD's internal controls and tests of compliance with certain laws and regulations.

All audits provide users of the financial statements with a level of comfort that the entity audited has financial integrity and provides users with reliable financial information. Reliable financial information helps management to make sound decisions. The financial audits for the past three years establish a sound trend of reliable financial information as evidenced by the absence of audit findings and audit adjustments.

The audits are publicly available and are presented to annually to the Provost/CEO and to the board of the trustees. The Chief Business Officer provides a report summarizing both the CCCD financial audit and the Proposition 39 Financial and Performance Audits for Measure CC. Communication is sent annually to all constituents regarding the results of the audit. All audit reports are posted on CCCD's web site ([III.D.5-2](#)).



The institution does provide timely corrections to audit exceptions and management advice. The audit findings for the fiscal periods are included in a table below:

Year	Number of Audit Findings
2011	26
2012	12
2013	6
2014	0
2015	0

Funds are allocated as shown in the budget. When developing the annual budget, resources are allocated/rolled forward from each department's prior-year budget. Memos are sent to all managers regarding the development of the budgets. Budgets must be in line with the Overarching Priorities set by CCCD/Compton Center, linked clearly to program plans, and prioritized both short term and long range for funding improvements ([III.D.3-6](#) and [III.D.3-7](#)). Included in the communication memo is the overarching priorities reviewed and approved by the Planning and Budget Committee. These priorities define the basis of our budget assumptions and the direction and support CCCD intends to provide in the budget year. The memo also includes preliminary budget assumptions. These assumptions reflect the provisions included in the governor's budget proposal. Lastly the memo includes Financial and Budget Policies and the Compton Community College CCCD/Center Planning Process Flowchart that will guide the development of the CCCD/Compton Center Tentative Budget ([III.D.6-1](#) and [III.D.6-2](#)).

The Budget and Planning Committee (PBC) reviews past fiscal spending. Year-end budget to actual reports are provided and reviewed by the PBC. The PBC then has an opportunity to reflect on past planning, discuss areas of concern, and make recommendations to modify future budgets.

Evaluation

Compton Center meets this standard. The institution ensures the financial integrity of the institution and incorporates responsible use of the college's financial resources as evident in the annual independent audit reports. In addition, the institution's internal control structure and the established institutional administrative procedures provide the appropriate control mechanisms. Through the financial status reports and the external audit reports, the CCCD widely disseminates dependable and timely information for sound financial decision-making. Regular evaluations through the institution's planning and budgeting process ensure that financial resources support student learning programs and services. The institution regularly evaluates its financial management's practices and uses the results to improve internal control systems.

Evidence List

- [III.D.6-1](#) 2015-2016 Budget Development Memo
- [III.D.6-2](#) 2016-2017 Budget Development Memo

Standard III.D.7 Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Analysis including the Evidence of Meeting the Standard

CCCD responses to audit exceptions are comprehensive, timely, and communicated appropriately. In years that CCCD has been found to have audit findings, a Corrective Action Plan was developed and implemented by the Chief Business Officer. This plan indicated the finding, recommendation, assigned staff to implement actions, and provided status updates on progress to ensure each audit finding was being addressed in a timely manner. The Corrective Action Plan and status is provided to the auditors to monitor process ([III.D.7-1](#)).

Over the past five fiscal years CCCD went from 26, to 13, to six audit findings, then to zero audit findings for the last two consecutive fiscal years in 2011, 2012, 2013, 2014, and 2015 respectively. Most importantly, CCCD reports no audit adjustments and no material weaknesses in internal controls.

In addition to the Corrective Action Plan, in 2012 an Internal Audit Plan was developed as a proactive approach to review operation areas that were subject to audit risk. In 2015, an audit committee was established to assist in overseeing responsibilities in relation to CCCD's financial reporting, internal control system, and internal and external audit functions ([III.D.7-2](#)). A final annual audit is presented to the governing board at a regularly scheduled public meeting and posted on the CCCD web site. The corrective action plans are reviewed by senior administration and, depending on the audit findings, procedures and policies were implemented to mitigate issues.

Evaluation

Compton Center meets this standard. The institution regularly communicates its audit reports to appropriate institutional leadership and constituents. The corrective action plans are reviewed by senior administration and depending on the audit findings, procedures and policies were implemented to mitigate issues.

Evidence List

- [III.D.7-1](#) 2014 Corrective Action Plan
- [III.D.7-2](#) Audit Committee Press Release



Standard III.D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Analysis including the Evidence of Meeting the Standard

CCCD’s financial and internal control systems are evaluated and assessed for validity and effectiveness by external auditors, internally on an ongoing basis, and by other agencies such as the Fiscal Crisis & Management Assistance Team (FCMAT) and the results of these reports are used for improvement.

CCCD’s annual audited financial statements provide independent evidence that supports that financial integrity and transparency exists ([III.D.1-3](#), [III.D.1-4](#), and [III.D.1-5](#)). For financial reporting purposes, CCCD is considered a special-purpose government engaged only in business-type activities as defined by GASB Statements No. 34 and No. 35, as amended by GASB Statements No. 37, No. 38, and No. 39. This presentation provides a comprehensive perspective of CCCD’s assets, liabilities, activities, and cash flows and replaces the fund group perspective previously required. This financial reporting model reports on all CCCD funds including general funds, special revenue funds, capital outlay and bond funds, internal service funds and other proprietary funds, and fiduciary funds. Accordingly, CCCD’s financial statements have been presented using the economic resources measurement focus and the accrual basis of accounting. The significant accounting policies followed by CCCD in preparing these financial statements are in accordance with accounting principles generally accepted in the U.S. as prescribed by GASB. Under the accrual basis, revenues are recognized when earned, and expenses are recorded when an obligation has been incurred.

In addition to CCCD’s annual financial audit, CCCD also conducts annual financial and performance audits for Measure CC ([III.D.8-1](#)) funds and internal audits on areas subject to risk ([III.D.8-2](#)). CCCD’s annual financial and performance audits for Measure CC funds over the last five years reported no instances of expenditures that were not consistent with regulatory and legal restrictions.

The audited financial statements provide independent evidence that supports integrity of financial management practices. Two pages of the annual financial audit best support integrity of financial management practices – the reconciliation of annual financial and budget report with fund financial statements and the summary of auditor’s results. The reconciliation of annual financial and budget report with fund financial statements reports whether there was any audit adjustments. There were no adjustments noted for the last five fiscal years. The summary of auditor’s results references financial statement findings, federal awards findings, and state awards findings. As previously mentioned, 2015 and 2014 noted no audit findings.

Over the past five fiscal years CCCD went from 26, to 13, to six audit findings, then to zero audit findings for the last two consecutive fiscal years in 2011, 2012, 2013, 2014, and 2015 respectively. Most importantly, CCCD reports no audit adjustments and no material weaknesses in internal controls. In addition to the Corrective Action Plan, in 2012 an Internal Audit Plan was developed as a proactive approach to review operation areas that were subject to audit risk ([III.D.8-3](#)). As also previously mentioned, in 2015, an audit committee was established to assist in overseeing responsibilities in relation to CCCD’s financial reporting, internal control system, and internal and external audit functions.

STANDARD III: Resources

Evaluation

Compton Center meets this standard. FCMAT's latest comprehensive review report finds and recommends that CCCD further implement recommendations regarding internal audit. The current controls in place involve a risk assessment conducted by management that is used to prioritize reviews that are used to improve controls and reduce fraud risks. To improve this, an audit committee was established, which reports directly to the Provost/CEO and will actively participate in the evaluation of management's responses to internal audit findings and recommendations. This improvement will contribute to timely improvements in controls and will add further transparency.

Evidence List

- [III.D.8-1](#) Measure CC Overview
- [III.D.8-2](#) Measure CC Financial and Performance Audits
- [III.D.8-3](#) Internal Operations Audit Plan Priorities list



Standard III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Analysis including the Evidence of Meeting the Standard

CCCD has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. CCCD reserves have increased over the past several years. The implementation of two policy changes helped ensure reserve levels were maintained. The first policy change involved the implementation of the five-year fiscal management plan. This plan is a working document that is updated annually, or when information becomes available that would affect any of the future budget years. The five-year fiscal management plan provides potential effects of decisions that would impact the fiscal stability and how it impacts reserve levels. This tool allows CCCD to see the long-term effects of all decisions.

The second policy change was the revision to CCCD BP 6200 – Budget Preparation, which increased minimum reserve levels ([III.D.1-12](#)). CCCD BP 6200 increased unrestricted general reserve levels to no less than 10 percent of regular general fund operating expenditures as defined by the Government Finance Officers Association (GFOA) Best Practices in Community College Budgeting ([III.D.9-1](#)). These policy changes contributed to the unrestricted general fund reserve more than doubling over the past few years increasing from \$4.4 million, which represents 13.0 percent in fiscal year 2011 to \$9.4 million, which represents 28.0 percent in fiscal year 2015.

CCCD implemented cash monitoring procedures to monitor cash flow in order to prevent and detect cash shortages that would require alternative financing measures such as a Tax Revenue Anticipation Note (TRAN). Each week, the CBO receives a ‘Daily Cash Balance Report’. This report provides the current cash balance of each fund for that day. This report is used to monitor the actual cash in each fund on a weekly basis and provides immediate alerts if cash seems unusually low or if a transaction has been posted incorrectly. Over the past two fiscal years, cash flow monitoring has become an essential process in any business office in the California community college system, due primarily from the state deferrals ([III.D.9-2](#)).

Performing annual self-assessments serve as an early warning indicator for management to identify potential issues or request preventative management assistance if needed. These standards are based on the principles of sound fiscal management that are contained in California Code of Regulations (CCR) Section 58311. Self-assessment examines and focuses on the prior year external audits.

CCCD contracted with the Statewide Association of Community Colleges (SWACC) Joint Powers Authority for property and liability insurance coverage. Settled claims have not exceeded this commercial coverage in any of the past three years. CCCD is self-insured for the first \$500,000 of each workers’ compensation claim and has also participated in the Protected Insurance Program for Schools and Community Colleges Joint Powers Authority to provide excess workers’ compensation coverage.

STANDARD III: Resources

Evaluation

Compton Center meets this standard. CCCD demonstrates its ability to maintain adequate reserves and continues to increase reserves levels to address future unforeseen needs. CCCD policies are set to maintain a total of at least 10 percent in reserves each year, which is higher than the State Chancellor's Office minimum of five percent.

Evidence List

- [III.D.9-1](#) GFOA Best Practices in Budgeting
- [III.D.9-2](#) Cash Flow Monitoring Plan



Standard III.D.10 The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investment and assets.

Analysis including the Evidence of Meeting the Standard

In order to implement long-range planning at CCCD, CCCD established a Five-Year Budget Plan as a planning tool in July 2012, which was later renamed “Five-Year Fiscal Management Plan.”

The Five-Year Fiscal Management Plan (hereafter referred to as “the Plan”) includes five fiscal years comprising the following: the most recent audited fiscal year, current budgeted fiscal year and three projected fiscal years (III.D.1-8). The Plan covers a number of variables and assumptions which include but are not limited to Cost of Living Adjustment (COLA), growth, estimated funded FTES, education protection account, PERS rate increases, STRS rate increases, other benefit rate increases/decreases, utilities increases, insurance rate increases, line of credit repayment, OPEB trust contribution, and police services contract increases.

The Plan is updated annually to include new growth projections, Cost of Living Adjustment (COLA) estimates, line of credit loan debt service payments, and other significant changes that impact the budget. The Plan also provides CCCD with information regarding the impact of new employee positions on the budget. In the Plan, CCCD set the reserve levels above five percent for each year, which is consistent with Board Policy 6200, Budget Preparation (III.D.1-12).

One goal of the Plan, other than providing a tool for long-range planning purposes, is to balance general fund expenditures with revenues in order to eliminate deficit spending. The Plan provides CCCD the ability to authorize one-time funding costs that are aligned with CCCD’s overarching priorities that would not create potential deficit spending scenarios funded from reserves.

CCCD establishes policies, administrative regulations, and procedures that govern internal controls. Processes include the budget processes previously discussed, routine and regular board meetings that include financial resource information and actions, as well as annual financial reporting processes that include the annual audit and issuance of financial statements included in the annual audit report. Within the audit report is a section called “management discussion and analysis.” This section provides management’s analysis of financial activities as well as provides discussion about the activities and events effecting financial status and expectations about the future (III.D.1-3).

In order to demonstrate compliance with Federal Title IV regulations and requirements, CCCD establishes policies, administrative regulations, procedures that govern internal controls and compliance over federal programs (III.D.10-1). Annually, CCCD is subject to an audit of federal awards. This audit examines each major program and provides a report on internal controls and compliance required by OMB Circular A-133. The summary of the auditor’s results references federal awards findings and state awards findings. The outcomes of the last three fiscal years, 2013-2015 (III.D.1-3, III.D.1-4, and III.D.1-5) noted no internal controls and compliance audit findings of federal awards.

CCCD assigns managers to oversee categorical programs, grants, and other externally funded programs. Managers are supported with specialized training from a variety of sources (III.D.10-2). Additionally, all categorical programs, grants, and other externally funded programs are assigned an accountant within the Business Office to monitor fiscal integrity and provide fiscal oversight.

STANDARD III: Resources

Evaluation

Compton Center meets this standard. Over the past 10 years, CCCD has a history of compliance and sound financial management and oversight practices, as evidenced by independent external audits, audits conducted by external auditing firms, and grantors. CCCD has consistently received unmodified opinions in fiscal, compliance, and performance audits.

Evidence List

- [III.D.10-1](#) Compton Uniform Guidance Policies & Procedures
- [III.D.10-2](#) Grants Training Presentations



III.D Financial Resources - Liabilities

Standard III.D.11 The level of financial resources provides a reasonable expectation short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Analysis including the Evidence of Meeting the Standard

Management has prioritized a plan that provides for the continual reduction of long-term obligations. This focus ensures that short-term plans will not be implemented at the expense of long-term goals. Management believes that this is essential to its plan for the long-term goal of maintaining sustainable programs.

As previously mentioned in Standard III.D.10, CCCD has implemented long-range planning with its Five-Year Fiscal Management Plan that is updated annually to include new growth projections, Cost of Living Adjustment (COLA) estimates, line of credit debt service payment, early retirement incentives, other postemployment benefits, contributions made to irrevocable trust, and other significant changes that impact the budget ([III.D.11-1](#)).

The Plan is used in the development of the annual budget assumptions and other fiscal planning. One goal of the Plan, other than providing a tool for long-range planning purposes, is to identify all long-term obligations that are funded by the general fund, which include line of credit debt service payment, PARS early retirement obligation, compensated absences, and other postemployment benefits ([III.D.11-2](#) and [III.D.11-3](#)). Compensated absences and early retirement incentives are paid from resources of the fund from which the employee liability was created—largely the general fund. Annually, CCCD prepares schedules for each of these obligations, and these schedules are then provided to auditors and used by CCCD to monitor overall debt obligations.

CCCD systematically identifies and evaluates its obligations on an annual basis. Obligations that are funded by the general fund are monitored more frequently than those funded by property taxes and are accounted for in the Bond Interest and Redemption Fund ([III.D.11-4](#)). When needed, CCCD obtains actuarial studies on other postemployment benefits and claims liabilities. Updated studies are generally obtained every two years and are used to determine CCCD's short and long-term obligations ([III.D.11-5](#) and [III.D.11-6](#)).

In March 2013, the Other Postemployment Benefits (OPEB) Plan was created which recommended the establishment of an Irrevocable Trust Program, a vital component of CCCD's long-term financial planning and financial stability. On May 21, 2013, the governing board approved a resolution for the establishment of an irrevocable trust. A funding schedule was then developed based on the OPEB plan, which identified the first annual contribution of \$200,000 and a minimum annual contribution of \$250,000, thereafter. Subsequently, CCCD revised its funding schedule in 2014 and again in 2015. These schedules are presented and discussed with the Planning and Budget Committee (PBC), Consultative Council, and the Governing Board ([III.D.11-7](#)).

In response to the increasing pension rates from STRS and PERS, CCCD began planning for these future pension obligations. The 2015-2016 Final Budget assumptions reflected \$500,000 set aside as reserves for future pension obligations. A PERS/STRS funding schedule was also drafted and presented to the PBC for comment. On February 23, 2016, PBC heard presentations from two possible pension

STANDARD III: Resources

irrevocable trust programs ([III.D.11-8](#)). At the April 19, 2016 Board Meeting, the Governing Board approved the resolution to invest funds irrevocably designated for the payment of its future employee pension obligations through a trust in compliance with Section 115 of the Internal Revenue Code and Governmental Accounting Standards Board Statement Number 68 ([III.D.11-9](#)).

Evaluation

Compton Center meets this standard. Management has developed plans that provides for continual reduction of long-term obligations, which ensures that short-term plans will not be implemented at the expense of long-term goals.

Evidence List

- [III.D.11-1](#) Five-Year Fiscal Management Plan
- [III.D.11-2](#) CCCD Annual Financial Report 2015
- [III.D.11-3](#) Line of Credit Plan and Debt Service Schedule
- [III.D.11-4](#) BI&R Fund Report
- [III.D.11-5](#) GASB Final Report 2015
- [III.D.11-6](#) Workers Compensation Report 2015
- [III.D.11-7](#) OPEB Plan
- [III.D.11-8](#) PBC Meeting Agenda, February 23, 2016
- [III.D.11-9](#) CCCD Board Meeting, April 2016



Standard III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Analysis including the Evidence of Meeting the Standard

CCCD has plans for payments of long-term liabilities and obligations. These plans specifically address the Line of Credit obligation to the State of California, funding OPEB, and future retirement plan obligations of STRS and PERS. Annual payments made to service obligations are always included in the budget. This is accomplished by establishing appropriate reserve levels that ensure fiscal sustainability. Board Policy 6200 increased unrestricted general reserve levels to no less than 10 percent of regular general fund operating expenditures as defined by the Government Finance Officers Association (GFOA) Best Practices in Community College Budgeting, Appendix 1 ([III.D.9-1](#)). These policy changes contributed to the unrestricted general fund reserve, and has more than doubled over the past few years, increasing from \$4.4 million (which represents 13 percent in fiscal year 2011), to \$9.4 million (which represents 28 percent in fiscal year 2015).

The Other Postemployment Benefits (OPEB) Plan was created to establish an Irrevocable Trust Program ([III.D.12-1](#)). This Plan serves the purpose of implementing long-term financial planning and financial stability. A funding schedule was developed based on the OPEB plan which identified the first annual contribution of \$200,000 and a minimum annual contribution of \$250,000, thereafter ([III.D.12-2](#), page 3). Subsequently, CCCD has revised its funding schedule in 2014 and again in 2015. For each fiscal year, as part of the Budget and Planning process, the Provost/CEO can make recommendations to the Governing Board on whether to increase or decrease the contribution amount into the OPEB trust for each fiscal year as deemed necessary. During the 2014-2015 and 2015-2016 fiscal years, CCCD contributed

more than the minimum required, \$619,747 and \$750,000, respectively.

CCCD implemented Administrative Regulation AR 6311 Attendance and Time Reporting which capped the amount vacation hours could accrue ([III.D.12-3](#)). As of July 1, 2009, no additional vacation would accrue once an employee reaches 352 accumulated hours except as provided for under subsection "4" of the regulation. Employees are responsible to request vacation in a regular and timely fashion to avoid reaching the vacation accrual limit. This regulation change has decreased CCCD's liability from \$1,459,248 as of July 1, 2009 to \$1,011,606 as of June 30, 2015 ([III.D.12-4](#), page 42).

The majority of CCCD's long-term obligations are general obligation bonds. As of June 30, 2015, CCCD's total long-term liabilities were \$126.8 million. General obligation bonds make up \$81.8 million of the total obligation. Each general obligation bond issuance has its own debt service schedule and is paid and serviced by Los Angeles County ([III.D.12-5](#)).

CCCD has allocated appropriate resources for workers' compensation. CCCD is self-insured for the first \$500,000 of each workers' compensation claim. CCCD also participates in the Protected Insurance Program for Schools and Community Colleges Joint Powers Authority to provide excess workers' compensation coverage. CCCD records an estimated liability for workers' compensation claims against CCCD which is obtained by an actuarial study ([III.D.12-6](#)). Claims liability is based on the ultimate cost of the reported claims including future claim adjustment expense and an estimate for claims incurred, but not reported, based on historical experience.

STANDARD III: Resources

Evaluation

Compton Center meets this standard. CCCD plans for and allocates appropriate resources for the payment of long-term liabilities and future obligations.

Evidence List

- [III.D.12-1](#) CCCD Other Postemployment Benefits Plan
- [III.D.12-2](#) Other Postemployment Benefits Plan, page 3
- [III.D.12-3](#) CCCD AR 6311– Attendance and Time Reporting
- [III.D.12-4](#) Workers Compensation Actuarial Study, page 42
- [III.D.12-5](#) BI&R Fund Report
- [III.D.12-6](#) Worker’s Compensation Actuarial Study



Standard III.D.13 On an annual basis, the institution assesses and allocates resources for the repayment of any local incurred debt instruments that can affect the financial condition of the institution.

Analysis including the Evidence of Meeting the Standard

CCCD takes appropriate steps and timely actions to plan for and allocate appropriate resources for the payment of locally incurred debt instruments. Appropriate reserve levels are established to ensure fiscal sustainability. CCCD currently has one locally incurred debt instruments that affects the general fund. This is the line of credit provided to CCCD by the State of California. Assembly Bill 318 provided a \$30 million emergency loan to finance, among other things, activities described in Article 5 of Chapter 5, Part 46 of the Education Code ([III.D.13-1](#)). Each line of credit issuance has its own debt service schedule and is paid by CCCD ([III.D.13-2](#)). The payment is fixed and included in every budget year.

Over the past three fiscal years, the repayment of debt consisted of 4.07 percent, 3.90 percent and 3.93 percent of the total general fund budget, for the 2014, 2015, 2016 fiscal years, respectively ([III.D.13.3](#)). The locally incurred debt repayment schedule does not adversely impact CCCD's ability to meet all current fiscal obligations. CCCD's Five-Year Fiscal Management plan includes a number of variables and assumptions, which include, but are not limited to, the line of credit debt repayment of \$1.3 million. As of June 30, 2015, CCCD had received \$17.9 million with \$13.1 million outstanding.

With appropriate planning and reserves levels that ensure fiscal sustainability, CCCD applied an additional \$200,000 towards the outstanding balance of the line of credit ([III.D.3-5](#)). This additional \$200,000 payment will save CCCD over \$149,000 in total interest ([III.D.13-2](#)).

Evaluation

Compton Center meets this standard. CCCD takes appropriate steps and timely actions to plan for and allocate appropriate resources for the payment of locally incurred debt instruments

Evidence List

- [III.D.13-1](#) AB 318
- [III.D.13-2](#) Line of Credit Plan and Debt Service Schedule
- [III.D.13.3](#) Debt Repayment Analysis

Standard III.D.14 All financial resources, including short and long-term debt instructions (such as bond and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Analysis including the Evidence of Meeting the Standard

CCCD takes appropriate steps and timely actions to plan for and allocate appropriate resources for the payment of locally incurred debt instruments. Community Colleges must abide by accounting guidance as promulgated by AICPA and industry-specific guidance contained in the Chancellor Office Budget and Accounting Manual (CDAM). The CDAM contains specific guidance used to account for financial resources ([III.D.14-1](#)). CCCD follows all the relevant and appropriate authoritative as well as any non-authoritative industry guidance that it is required to follow. Management acts with integrity to ensure that the guidance is appropriately followed.

Oversight and management of financial resources at the institutional level is under the direction of the CBO and in cooperation with the individual deans or managers. The auditors express an opinion on the financial statements and the adequacy of the accounting procedures and internal control. Separate reports are issued for CCCD and the Measure CC General Obligation Bond Program. The audit reports issued as of June 30, 2016 had unqualified opinions with no significant deficiencies or material weaknesses ([III.D.14-2](#)).

CCCD has not utilized any short-term debt instruments such as Certificates of Participation (COPs) or Tax Revenue Anticipatory notes (TRANS) since February 2013. The use of bond funds for construction, modernization, and renovation efforts was dictated by Measure CC ballot language. This measure was approved by CCCD voters in 2002, and was reviewed, as required by law, by the Citizens' Bond Oversight Committee.

CCCD assesses debt repayment obligations funded with unrestricted general funds through the Five-Year-Fiscal Management Plan. The Plan addresses obligations which include but not limited to the line of credit debt repayment and early retirement incentives. The Plan ensures that there are adequate resources to cover all obligations of CCCD.

With appropriate planning and reserves levels that ensure fiscal sustainability, CCCD was able to refinance the line of credit obligation and secured a lower interest rate of 2.307 percent. The refinancing will save CCCD approximately \$1 million in total interest ([III.D.13-2](#)), which allows an opportunity for CCCD to reinvest in operation needs.

In addition to the Five-Year Fiscal Management Plan, CCCD has developed plans that address obligations associated with other postemployment benefits (OPEB) ([III.D.12-1](#)) and PERS/STRS ([III.D.14-3](#)). As outlined in each of the plans, CCCD has established irrevocable trust to deal with the unfunded actuarial accrued liability for OPEB and to securely and strategically set aside funds to reduce CCCD's pension obligations and stabilize pension costs which will offset the rising costs of pension funds (PERS and STRS) and provides the opportunity to invest funds for enhanced long-term fiscal sustainability.

CCCD has also established procedures for monitoring cash flow in order to prevent and detect cash shortages that would require alternative financing measures such as a TRAN ([III.D.9-2](#)). The procedures require monitoring cash on a weekly basis and preparing a cash flow projection on an annual basis.



Grant management is both centralized and decentralized at CCCD. Grant managers, as program area experts, are responsible for ensuring that grant funds are expended as intended. CCCD's Accounting Services supports grant managers by monitoring expenditures, generating reports, assisting with state and federal audits, and offering guidance as required. External auditors conduct annual audits of state programs including Student Success and Support Program (SSSP), Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), and CalWORKs for accuracy of financial records and compliance with all local, state, and federal regulations. Federal grants such as the Upward Bound Math Science, Child Care and Development Fund, Temporary Assistance for Needy Families (TANF) have also been subject to independent audits to ensure compliance. No audit exceptions have been noted in any state or federal grants between the fiscal years 2012-2013 through 2015-2016.

Evaluation

Compton Center meets this standard. All financial resources, including short and long-term debt instructions, auxiliary activities, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence List

- [III.D.14-1](#) Chancellor Office Budget and Accounting Manual
- [III.D.14-2](#) Annual Financial Report 2016
- [III.D.14-3](#) CCCD PERS/STRS Plan

Standard III.D.15 The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Analysis including the Evidence of Meeting the Standard

CCCD monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements and comes into compliance when the federal government identifies deficiencies.

CCCD has established policies and procedures in accordance with Title 2 of Code of Federal Regulations (CFR), Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (III.D.10-1).

Student loan default rates are monitored and assessed regularly. Although the Official Cohort Default Rate for 2013 was 19.7 percent, El Camino College has elected to withdraw from the Federal Direct Loan Program effective as of the 2013-14 Fiscal Year. As a result, Compton Center no longer participates in the Federal Direct Loan Program. The student loan default rates at El Camino College have traditionally been well below the federal guidelines' default rate of 30% for a two year cohort, as defined by the Higher Education Opportunity Act of 2008. El Camino College's default rates per the latest report were 19.7 percent for fiscal year 2013, 16.7 percent for fiscal year 2012 and 20.6 percent for fiscal year 2011, below the federal guideline rate of 30 percent ([III.D.15-1](#)).

CCCD annual external audits are conducted on compliance requirements described in the Office of Management and Budget (OMB) Circular A-133 Compliance Supplement ([III.D.15-2](#)). The audit shows CCCD complied, in all material respects, with compliance requirements and identified no deficiencies in internal controls over compliance.

For the years ending on June 30, 2013 through 2016, CCCD received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement no instances of non-compliance ([III.D.1-3](#), [III.D.1-4](#), and [III.D.1-5](#)).

Evaluation

Compton Center meets this standard. CCCD and Compton Center monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements and comes into compliance when the federal government identifies deficiencies. CCCD has established policies and procedures in accordance with Title 2 of Code of Federal Regulations (CFR), Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

Evidence List

- [III.D.15.1](#) Cohort Default Rates
- [III.D.15.2](#) Circular A-133 Compliance Supplement



III.D Financial Resources - Contractual Agreements

Standard III.D.16 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 and the quality of its programs, services, and operations.

Analysis including the Evidence of Meeting the Standard

Contractual agreements are governed by CCCD policies and regulations, and contain appropriate provisions to maintain the integrity of the CCCD. CCCD complies with the policies and procedures established and enforced by the Governing Board.

CCCD maintains a number of long-term contracts some of which serve to strengthen the instructional programs. These include contracts with the Foundation for Community Colleges Bureau of Automotive Repair (BAR) stations, Major League Baseball Urban Youth Academy, and Molina Medical Management ([III.D.16-1](#), [III.D.16-2](#), [III.D.16-3](#), and [III.D.16-4](#)). Other contracts exist, which are essential to the operations of CCCD. These contracts include legal services, audit services, maintenance contracts, and construction contracts.

The Chief Business Officer is responsible for establishing procedures, monitoring, and maintaining agreements with external entities. CCCD has established Board Policies and Procedures to ensure appropriate controls are maintained ([III.D.16-5](#) and [III.D.16-6](#)). All contracts require board approval; however some contracts require advance approval by the board, in accordance with Administrative Regulation 6341. All contracts include termination clauses that allow the CCCD to terminate contracts that fail to meet required standards of quality ([III.D.16-7](#), page 4).

CCCD policies and procedures governing contracts follow federal guidelines. To maintain consistent standardized procedures, CCCD works with legal counsel to standardized contracts to ensure they meet and comply with

standards set by federal, state, and local agencies. For example, federal guidelines prohibit non-federal entities doing business with a vendor or contractor that has been suspended or debarred by any federal agency ([III.D.16-7](#), page 11). To ensure compliance with federal guidelines and as a best practice, all standardized contracts include clauses ensuring a vendor or contractor has not been suspended or otherwise been debarred by any federal agency, which mitigates CCCD risk exposure.

Evaluation

Compton Center meets this standard. Contractual agreements established with external entities are consistent with the mission and goals of the CCCD. CCCD follows policies and procedures established by the Board.

The Provost/CEO and Chief Business Officer are responsible for ensuring that all approved and recommended contractual agreements are consistent with Compton Center's mission and goals. Once they are approved, they are forwarded to the governing board either for ratification or approval.

Evidence List

- [III.D.16-1](#) FCCC Compton BAR Agreement
- [III.D.16-2](#) MLB Nonprofit Lease Agreement
- [III.D.16-3](#) Compton Lease and Occupancy Agreement
- [III.D.16-4](#) Compton Service Agreement
- [III.D.16-5](#) CCCD BP 6340 – Contracts
- [III.D.16.6](#) CCCD AR 6341 – Contracts
- [III.D.16-7](#) Sample Contract Services Agreement

STANDARD III:
Resources

Standard IV: Leadership and Governance





Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the college.

IV.A – Decision-Making Roles and Processes

Standard IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Analysis including Evidence of Meeting the Standard

In accordance with Education Code sections 70902 and 72000, the El Camino College Board of Trustees maintains, operates, and governs El Camino College and the Compton Center. In August 2006, the El Camino Community College District Board of Trustees approved a memorandum of understanding to provide educational and related support services to CCCD residents ([IV.A.1-1](#)). In 2008, El Camino College and CCCD approved a partnership agreement to replace the Memorandum of Understanding ([IV.A.1-2](#)). In 2013, the parties revised the partnership agreement ([IV.A.1-3](#)) and have recently revised the partnership agreement ([IV.A.1-4](#)). The partnership agreement provides a set of mutual understandings between the two districts as it relates to the operations of Compton Center and the CCCD.

The El Camino College Board of Trustees encourages and supports El Camino College and Compton Center in providing timely communication between the two boards of trustees, administrators, faculty, staff, and

students. Furthermore, the El Camino College Board of Trustees, as outlined in El Camino College Board Policy 2510 – Participation in Local Decision Making ([IV.A.1-5](#)), shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate. The El Camino College Board of Trustees delegates responsibility and authority to the Superintendent/President for developing policy recommendations for board consideration and for the implementation of El Camino College Board of Trustees decisions. As such, on matters pertaining to the Compton Community College District, the CCCD Board of Trustees, through CCCD Board Policy 2510 – Participation in Local Decision Making ([IV.A.1-6](#)), delegates authority for developing policy recommendations to the Chief Executive Officer (CEO). Under the unique terms of the partnership between El Camino College and CCCD, the Provost/CEO makes recommendations to the Superintendent/President on Compton Center matters and policies; and to the CCCD Board of Trustees on CCCD matters and policies. Each respective board has separate guidelines and

STANDARD IV: Leadership and Governance

procedures relating to policy development and recommendations.

Furthermore, both Compton Center and the Compton Community College District support and encourage administrators, faculty, staff, and students to present initiatives to improve the overall practice, programs, and services offered at Compton Center. The ECCCD and CCCD board policies and administrative procedures, as well as the Institutional Standing committees' agendas and meeting minutes (IV.A.1-7), provide evidence of this practice. One recent example that demonstrates this unique governance structure is the endorsement of Compton Center and the Future Compton College's Mission Statement, Vision, and Values, which received formal approval from the ECCCD Board of Trustees (IV.A.1-8, page CC2-CC4) as well as the CCCD Board of Trustees (IV.A.1-9) at their respective January 2016 board meetings.

Compton Center is dedicated to open, effective decision making. All campus constituent groups participate in collegial consultation through Institutional Standing committees (IV.A.1-10). In 2013, the Center adopted a Planning Process (IV.A.1-11) document to clarify this decision-making procedure for all constituents. The process was updated during the 2015-2016 year to reflect recommendations from the Strategic Planning Committee (IV.A.1-12). Currently, the Center is developing the "Decision Making and Governance Manual for the Compton Community College District and Compton Center" based on a similar publication produced at El Camino College.

As of fall 2016, Compton Center administrators and faculty serve as campus leaders in the consultation process by co-chairing all but one of the institutional standing committees. An administrator and student co-chair the Auxiliary Services Committee, since funds generated by Auxiliary Services are from student enterprise operations (Bookstore, Cafeteria, and campus-wide vending machines). Prior to fall 2016, Compton Center's Institutional Standing committees were chaired by administrators.

In spring 2016, the Provost/CEO proposed revisions (IV.A.1-13), and the Consultative Council supported these recommendations at their April 18, 2016 meeting.

Institutional Standing committees are crucial, as evidenced by the development of the Provost/CEO proposal to create a Homeless Student Initiative (IV.A.1-14); as well as the implementation of street names for the campus (IV.A.1-15, December 2014 meeting, 14.01CEO-Approval of Campus Street Names). The homeless student recommendations address crucial concerns for a vulnerable segment of the student population. The implementation of street names, based on a suggestion by a Compton Center police officer, make the campus easier and safer to navigate (IV.A.1-16). Another example is the development of the 2015-2018 Compton Center Enrollment Management Plan (IV.A.1-17). Developed by the Enrollment Management Committee and finalized in spring 2016, the Enrollment Management Plan was reviewed by the Consultative Council, the Faculty Council, and the Planning and Budget Committee. In addition, the El Camino College Board of Trustees (IV.A.1-18, page CC2-CC3) and the CCCD Board of Trustees (IV.A.1-19, CCCD Board Meeting, March 2016, 14.06 2015-2016 El Camino College Compton Center Enrollment Management Plan) reviewed the document at their respective board meetings.

The Consultative Council serves as the key entity implementing the governance process for Compton Center and the Compton Community College District. CCCD Administrative Regulation 2510: Council and Committee Structure (IV.A.1-10) describe its function: "To review materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the Provost/CEO. The committee members will be the leadership from each campus-wide constituent group and will meet on a weekly basis." The Consultative Council makes recommendations on Compton Center and CCCD board policies and administrative regulations/procedures.



The Provost/CEO actively demonstrates innovative leadership. At the beginning of each semester, Compton District employees participate in professional development activities. At the fall 2015 Professional Development Day, Dr. Barbara Beno, President/CEO of ACCJC, served as the keynote speaker ([IV.A.1-20](#)). In fall 2016, the Provost/CEO provided an address on the state of the Compton Center and District ([IV.A.1-21](#)), followed by a presentation by Dr. J. Luke Woods, Associate Professor, San Diego State University, who addressed faculty ([IV.A.1-22](#)) and staff ([IV.A.1-23](#)) on working with men of color in community colleges. In spring of 2016, the Provost/CEO developed the Provost/CEO “Recommendations for Improvements” document to provide information on new projects and initiatives. Below are samples of the Provost/CEO recommendations:

- Institutional Effectiveness Committee ([IV.A.1-24](#))
- Maintenance & Operations Department ([IV.A.1-25](#))
- Employee Health Benefits ([IV.A.1-26](#))

Evaluation

Compton Center meets the Standard.

Action Plan

Finalize the “Decision Making and Governance Manual for the CCCD and Compton Center”.

Evidence List

- [IV.A.1-1](#) ECCCD and CCCD 2006 Memorandum of Understanding
- [IV.A.1-2](#) ECCCD and CCCD 2008 Partnership Agreement
- [IV.A.1-3](#) ECCCD and CCCD 2013 Partnership Agreement
- [IV.A.1-4](#) ECCCD and CCCD 2016 Partnership Agreement
- [IV.A.1-5](#) ECCCD BP 2510 – Participation in Local Decision Making
- [IV.A.1-6](#) CCCD BP 2510 – Participation in Local Decision Making
- [IV.A.1-7](#) Institutional Standing Committee’s Agendas and Meeting Minutes
- [IV.A.1-8](#) ECCCD Board of Trustees Meeting, January 2016, pages CC2-CC4
- [IV.A.1-9](#) CCCD BP 1200 – Mission, Vision, and Strategic Initiatives
- [IV.A.1-10](#) CCCD AR 2510 – Council and Committee Structure
- [IV.A.1-11](#) Compton Center Planning Model 2013-2016
- [IV.A.1-12](#) Compton Center Planning Model 2016
- [IV.A.1-13](#) Provost/CEO proposed recommendations to improve Instructional Standing Committees
- [IV.A.1-14](#) Provost/CEO recommendations to address concerns of homeless El Camino College Compton Center students
- [IV.A.1-15](#) CCCD Board of Trustees Meeting, December 2014, 14.01, Approval of Campus Street Names
- [IV.A.1-16](#) Health, Safety, and Parking Committee Meeting Minutes
- [IV.A.1-17](#) 2015-2018 Compton Center Enrollment Management Plan
- [IV.A.1-18](#) ECCCD Board of Trustees Meeting, March 2016, pages CC2-CC3
- [IV.A.1-19](#) CCCD Board of Trustees Meeting, March 2016, 14.06, El Camino College Compton Center Enrollment Management Plan
- [IV.A.1-20](#) Dr. Barbara Beno, President/CEO of ACCJC, Presentation from Fall 2015 Professional Development Day

STANDARD IV:
Leadership and Governance

- [IV.A.1-21](#) Provost/CEO Fall 2016 Professional Development Day Presentation
- [IV.A.1-22](#) Dr. J. Luke Woods, Associate Professor, San Diego State University, Teaching Men of Color Presentation, Fall 2016 Professional Development Day
- [IV.A.1-23](#) Dr. J. Luke Woods, Associate Professor, San Diego State University, Supporting Men of Color Presentation, Fall 2016 Professional Development Day
- [IV.A.1-24](#) Provost/CEO Recommendation – Institutional Effectiveness Committee
- [IV.A.1-25](#) Provost/CEO Recommendation – Maintenance & Operations Department
- [IV.A.1-26](#) Provost/CEO Recommendation – Employee Health Benefits



Standard IV.A.2 The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Analysis including the Evidence of Meeting the Standard

Compton Center and the Compton Community College District (CCCD) encourage administrators, faculty, staff, and student participation in institutional decision-making processes. Student participation is encouraged in all matters in which students have a direct and reasonable interest. As demonstrated in both the El Camino College (IV.A.2-1) and the CCCD (IV.A.2-2) Board Policies 2510 – Participation in Local Decision Making, each constituent group’s role in the local decision making process is clearly outlined. Compton Center administrators, along with faculty, serve as co-chairs of Institutional Standing Committees, in some cases drafting and proposing recommendations, which administrators are in turn responsible for implementing based on final determinations by the Superintendent/President and the CCCD Board of Trustees. The monthly Compton Center administrators meeting with the Provost/CEO provides a forum for updates on individual operational areas, including Student Success, Accreditation, Enrollment Management, and Staffing (IV.A.2-3). In addition, individual administrators who serve as co-chairs of Institutional Standing Committees provide progress reports to their colleagues. In summer 2015, the Provost/CEO conducted a planning workshop (IV.A.2-4) for Compton Center administrators at which Dr. Darla Cooper, Director of Research and Evaluation for the Research and Planning Group for California Community Colleges, served as the keynote speaker (IV.A.2-5).

The Compton Community College District Academic Senate is involved in CCCD decision-making policies and procedures, and the Compton Center Faculty Council (IV.A.2-6)

is a subcommittee of the El Camino College Academic Senate, making recommendations to the Academic Senate on Compton Center matters. Faculty participation at the Compton Center is coordinated by the CCCD Academic Senate and Compton Center Faculty Council in accordance with both El Camino College (IV.A.2-1) and the CCCD (IV.A.2-2) Board Policies 2510 – Participation in Local Decision Making. Beginning fall 2016, the Academic Senate, in consultation with the Compton Community College District Federation of Employees - Certificated Unit, appoints faculty members to serve as co-chairs of Institutional Standing Committees. In addition, for academic and professional matters that require faculty input, the Academic Senate and Faculty Council establishes and participates in taskforces and committees. For example, in fall 2016, members of the Academic Senate are participating in the Low-Enrolled Educational Programs/Course Taskforce (IV.A.2-7) at Compton Center. The Provost/CEO meets individually with the President of the Academic Senate/Faculty Council and the President of the College District Federation of Employees - Certificated Unit, each month to address faculty concerns.

Staff members are critical to the decision-making process at Compton Center. The Center has two staff groups: classified employees, represented by the Compton Community College Federation of Employees, Local 3486-1, AFT, AFL/CIO, and the confidential/supervisory group. Both groups participate in councils and committees, often providing staffing for committees and taskforces. The Provost/CEO provides updates at the classified employees’ meetings and consults frequently with confidential/supervisory groups. In addition, the Provost/CEO meets monthly with the President of the Compton Community College Federation of Employees, Local 3486-

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1, AFT, AFL/CIO, to address questions or concerns.

Students are involved institutionally at the Compton Center in many areas. Both El Camino College ([IV.A.2-1](#)) and the CCCD ([IV.A.2-2](#)) Board Policies 2510 outline the student role in the decision-making process. Compton Center encourages the Associated Student Body to participate in Institutional Standing Committees, and the Compton Center student body elects a student trustee to serve on the CCCD Board of Trustees. Compton Center students served on the hiring committee for the CEO and the Director of Student Development positions, as well as on the 2015-2016 Strategic Planning Committee ([IV.A.2-8](#)). The Provost/CEO meets monthly with the Compton Center Associated Student Body President and the Student Trustee to address questions or concerns.

The majority of recommendations at Compton Center come through the Institutional Standing Committees. Any individuals or constituency group may raise an issue for consideration at the Consultative Council or at any Institutional Standing Committee meetings. In addition, administrators may raise issues for consideration at management meetings or with immediate supervisors.

Evaluation

Compton Center meets the standard.

Evidence List

- [IV.A.2-1](#) ECCCD BP 2510 – Participation in Local Decision Making
- [IV.A.2-2](#) CCCD BP 2510 – Participation in Local Decision Making
- [IV.A.2-3](#) Agendas from Monthly Administrators Meeting with the Provost/CEO
- [IV.A.2-4](#) Agendas from 2016 Compton Center Administrators Planning Retreats
- [IV.A.2-5](#) Dr. Darla Cooper, Director of Research and Evaluation, Research and Planning Group Presentation from the August 12, 2016 Administrators Planning Retreat
- [IV.A.2-6](#) Bylaws of the El Camino Academic Senate Compton Center Faculty Council
- [IV.A.2-7](#) Provost/CEO Recommendation to Address Low-Enrolled Educational Programs/ Courses
- [IV.A.2-8](#) Agendas and Minutes from the 2015-2016 Strategic Planning Committee Meetings



Standard IV.A.3 Administrators and faculty, through policy and procedures, 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.

Analysis including the Evidence of Meeting the Standard

Compton Center administrators and faculty have a substantive and clearly defined role in the governance of the Compton Center and exercise a substantial voice in institutional policies, planning, and budget. Compton Center ([IV.A.3-1](#)) and CCCD ([IV.A.3-2](#)) Board Policies 2510 – Participation in Local Decision Making, mandates participation from all constituent groups including administrators, faculty, staff, and students. Since fall 2016, the Academic Senate, in consultation with the Compton Community College District Federation of Employees - Certificated Unit, appoints faculty members to serve as co-chairs of Institutional Standing Committees. Prior to fall 2016, faculty members served as Institutional Standing Committee members, and in most cases, continue to have the majority of the representation ([IV.A.3-3](#)). The Institutional Standing Committees have a major role in Compton Center decision-making and include members from each constituent group. Institutional Standing Committee agendas are set collaboratively, and administrators assure committee tasks are completed and communicated to constituent groups. Agendas, meeting minutes, and documentation of various institutional and council activities provide evidence on broad-based discussions ([IV.A.3-4](#)).

The Consultative Council serves as the key entity implementing the governance process for the Compton Center and the CCCD. The CCCD Administrative Regulation – 2510 Council and Committee Structure ([IV.A.3-3](#)) states: “Purpose: To review materials provided from the various committees designated as committees of the Consultative Council and provide recommendations to the Provost/CEO.” Compton Center’s Institutional Standing Committees provide a vehicle for receiving input on decision, policies, and procedure

development. Under the terms of the unique partnership between El Camino College and the CCCD, policies are reviewed by the Consultative Council and the El Camino College President’s Cabinet prior to being approved by the CCCD Board of Trustees. Regarding, El Camino College policies and procedures, a representative of the Compton Center serves as a member of the ECC’s College Council ([IV.A.3-5](#)).

The Compton Center budget and approval process is outlined in the 2013 partnership agreement ([IV.A.3-6](#), pages 8-9), in the 2016 partnership agreement ([IV.A.3-7](#), pages 9-10) and in the CCCD Board Policy 6200 – Budget Preparation ([IV.A.3-8](#)). The budget process is unique at the Compton Center due to the terms of the partnership with El Camino College. The Planning and Budget Committee is the governance entity at the Compton Center responsible for strategic planning and resource allocation. One of the functions of the Planning and Budget Committee is to review all proposed budgets for the Compton Center and CCCD and make a recommendation to the Provost/CEO. As outlined in the Partnership Agreement, after review by the Planning and Budget Committee, the Superintendent/President of El Camino College must approve the proposed budget prior presentation to the CCCD Board of Trustees for approval.

In addition to reviewing the budget, the Planning and Budget Committee has oversight of the campus-wide strategic planning committee. In spring of 2015, Compton Center established the Strategic Planning Committee, which includes representation from all constituent groups and is co-chaired by an administrator and a faculty member. The Strategic Planning committee was responsible for the development of the Compton Center and the Future Compton College Mission Statement, Vision, and Values, approved by the El Camino College Board of Trustees ([IV.A.3-9](#), page CC2-CC4) and the CCCD Board of

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Trustees ([IV.A.3-10](#)) at their respective January 2016 board meetings. Currently the Strategic Planning Committee is implementing the Institutional Effectiveness Partnership Initiative Partnership Resource Teams College Innovation and Effectiveness Plan, which is focused on improving integrated planning ([IV.A.3-11](#)).

Collegial consultation at Compton Center ensures that all constituencies participate in decision-making. Compton Center administrators and faculty, through established policy and procedures, have a substantive and clearly defined role in governance and exercise a significant voice in policies, planning, and budget that relate to their area of interest, responsibility, and expertise.

Evaluation

Compton Center meets the Standard.

Evidence List

- [IV.A.3-1](#) ECCCD BP 2510 – Participation in Local Decision Making
- [IV.A.3-2](#) CCCD BP 2510 – Participation in Local Decision Making
- [IV.A.3-3](#) CCCD AR 2510 – Council and Committee Structure
- [IV.A.3-4](#) Institutional Standing Committees Agendas and Meeting Minutes
- [IV.A.3-5](#) El Camino College Council Membership
- [IV.A.3-6](#) ECCCD and CCCD 2013 Partnership Agreement, pages 8-9
- [IV.A.3-7](#) ECCCD and CCCD 2016 Partnership Agreement, pages 9-10
- [IV.A.3-8](#) CCCD Board Policy 6200 – Budget Preparation
- [IV.A.3-9](#) ECCCD Board of Trustees Meeting Agenda, January 2016, page CC2-CC4
- [IV.A.3-10](#) CCCD Board Policy 1200 – Mission, Vision, and Strategic Initiatives
- [IV.A.3-11](#) Compton Center Institutional Effectiveness Partnership Initiative Partnership Resource Teams College Innovation and Effectiveness Plan



Standard IV.A.4 Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Analysis including the Evidence of Meeting the Standard

Through policy, procedures, and well-defined structures, Compton Center faculty and academic administrators are responsible for recommendations regarding curriculum, academic programs and student services through their participation in the curriculum process at El Camino College. El Camino College Board Policy 4020 states, “The Superintendent/ President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance. The Superintendent/President delegates to the Vice President of Academic Affairs the development of procedures to initiate and review curriculum and program development jointly with the Academic Senate” (IV.A.4-1).

Curriculum matters are the primary responsibility of the faculty through the College Curriculum Committee, which comprises of faculty, administrators and staff. Under the terms of the partnership agreement, Compton Center faculty and academic administrators participate in curriculum review and implement programs as outlined in the El Camino College Curriculum Handbook (IV.A.4-2). Policies and procedures are clearly delineated, detailing the roles and responsibilities of committee. In addition to ECCCD BP 4020, key policies governing the committee, include:

- BP 4021: Program Discontinuance (IV.A.4.3)
- BP/AP 4025: Philosophy for Associate Degree and General Education (IV.A.4.4 and IV.A.4.5)
- BP/AP 4260: Prerequisites and Co-Requisites (IV.A.4.6 and IV.A.4.7)

In preparation for accreditation as a college, faculty and academic administrators are developing a curriculum process distinct from El Camino College. Compton Center is developing a curriculum management system,

CurricUNET Meta, and the Academic Senate is working with administration to develop the necessary board policies to create a curriculum process. Faculty members in each division are identifying the programs and courses that will be the focus of the Compton Center and Future Compton College under the auspices of the Mission Statement, Vision, and Values, approved by ECCCD Board of Trustees (IV.A.4-8, pages CC2-CC4) and the CCCD Board Policy 1200 (IV.A.4-9). Beginning fall 2017, Compton Center faculty will conduct course reviews based on the identified curriculum and their recommendations will be evaluated by the Compton Curriculum Committee.

Evaluation

Compton Center meets the Standard.

Evidence List

- [IV.A.4-1](#) ECCCD BP 4020 – Program, Curriculum, and Course Development
- [IV.A.4-2](#) El Camino College Curriculum Handbook
- [IV.A.4-3](#) ECCCD BP 4021 – Program Discontinuance
- [IV.A.4-4](#) ECCCD BP 4025 – Philosophy for Associate Degree and General Education
- [IV.A.4-5](#) ECCCD AP 4025 – Philosophy for Associate Degree and General Education
- [IV.A.4-6](#) ECCCD BP 4026: Prerequisites and Co-Requisites
- [IV.A.4-7](#) ECCCD AP 4026: Prerequisites and Co-Requisites
- [IV.A.4-8](#) ECCCD Board of Trustees Meeting Agenda, January 2016, pages CC2-CC4
- [IV.A.4-9](#) CCCD BP 1200 – Mission, Vision, and Strategic Initiatives

Standard IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Analysis including the Evidence of Meeting the Standard

Compton Center, through the El Camino College Board of Trustees and institutional governance, ensures appropriate considerations of relevant perspectives; aligns decision making with expertise and responsibility, and acts in a timely manner. Compton Center governance begins with the El Camino College Board Policy 1200 – District Mission & Strategic Initiatives 2015-2020 ([IV.A.5-1](#)). In preparation for accreditation, Compton Center administrators, faculty, staff, and students participated in the development of the Compton Center and Future Compton College Mission Statement, Vision, and Values ([IV.A.5.2](#)), which was subsequently approved by the ECCCD Board of Trustees ([IV.A.5-3](#), pages CC2-CC4).

The Compton Center Institutional Standing Committee structure is the system for collegial consultation that ultimately forwards recommendations to the Compton Center Provost/CEO and to the CCCD Board of Trustees. Institutional Standing Committees serve as the recommending bodies that rely on input from administrators, faculty, staff, and students. In 2013, Compton Center adopted a Planning Process ([IV.A.5-4](#)) document to explain this process to all constituent groups. The process was updated during the 2015-2016 year to reflect the recommendations from the Strategic Planning Committee ([IV.A.5-5](#)). Currently, Compton Center is developing a “Decision Making and Governance Manual for the CCCD and Compton Center”. All Compton Center Institutional Standing Committees ultimately report to the Consultative Council, where recommendations are provided to the Superintendent/President of El Camino College and to the CCCD Board of Trustees.

Compton Center students have access to all El Camino College programs, regardless of which campus locations they are offered at. All curriculum changes are reviewed and approved by the El Camino College Board of Trustees. Compton Center staff and students are well informed of their respective roles, participate as defined by these policies, and collaborate in various group efforts that have resulted in significant institutional improvement.

Evaluation

Compton Center meets the standard.

Evidence List

- [IV.A.5-1](#) ECCCD BP 1200 – District Mission & Strategic Initiatives 2015-2020
- [IV.A.5.2](#) Evidence from the El Camino College Strategic Planning Committee
- [IV.A.5-3](#) ECCCD Board of Trustees Meeting Agenda, January 2016, pages CC2-CC4
- [IV.A.5-4](#) Compton Center Planning Model 2013-2016
- [IV.A.5-5](#) Compton Center Planning Model 2016



Standard IV.A.6 The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Analysis including the Evidence of Meeting the Standard

Compton Center communicates the decision-making process and the results of decisions across the institution in a variety of ways. Many communications are online, including the President's Newsletter ([IV.A.6-1](#)), Provost/CEO Message ([IV.A.6-2](#)), and information on the El Camino College and Compton Center websites. Decisions made in the Consultative Council are documented in meeting notes, which are posted on the Institutional Standing committees' Agendas and Meeting Minutes web page ([IV.A.6-3](#)). The ECCCD Board of Trustees ([IV.A.6-4](#)) and the CCCD Board of Trustees ([IV.A.6-5](#)) agendas are also posted on the El Camino College and CCCD websites. As part of the El Camino College Board of Trustees monthly agenda, the Provost/CEO provides a written report, as well as a verbal report. For example, at the August 2016 El Camino College Board meeting, the Provost/CEO made a presentation on Low Enrolled Educational Programs/Courses and provided information on the grand opening of the new Compton Center cosmetology facility ([IV.A.6-6](#), page CC5).

Important news and decisions are often communicated via all-employee emails. For example, when executive-level positions are filled, notices are sent to all employees. All employees are sent invitations for grand openings of new facilities, special employee events, Provost/CEO "Tartar Talks" and when there is an opportunity to participate in institutional committees and/or taskforces.

Evaluation

Compton Center meets the standard.

Evidence List

- [IV.A.6-1](#) El Camino College President Newsletter
- [IV.A.6-2](#) Provost/CEO Monthly Message
- [IV.A.6-3](#) Institutional Standing Committee Agendas and Meeting Minutes
- [IV.A.6-4](#) ECCCD Board of Trustees Meeting Agendas
- [IV.A.6-5](#) CCCD Board of Trustees Meeting Agenda
- [IV.A.6-6](#) ECCCD Board of Trustees Meeting Agenda, August 2016, page CC5

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Standard IV.A.7 Leadership roles and the institution’s governance and decision-making policies, procedures, 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.

Analysis including the Evidence of Meeting the Standard

Compton Center’s leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. Compton Center widely communicates the results of these evaluations and uses them as the basis for improvement. Evaluation results are disseminated through the Institutional Standing Committee structure in order to ensure campus-wide communication and feedback.

During the 2015-2016 year, the Compton Center staff was asked to complete a governance survey, and those results were shared with all employees in the November 2016 Provost/CEO Message ([IV.A.7-1](#)). In addition, results from the survey were posted on the Institutional Standing Committee webpage ([IV.A.7-2](#)).

Evaluation

Compton Center meets the standard.

Action Plan

Complete another cycle of evaluations on the campus governance structure and the Institutional Standing Committees.

Evidence List

[IV.A.7-1](#) November 2017 Provost/CEO Message

[IV.A.7-2](#) Institutional Standing Committee Agendas and Meeting Minutes



IV.B – Chief Executive Officer

Standard IV.B – Chief Executive Officer

Standard IV.B.1 The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Analysis including the Evidence of Meeting the Standard

The CEO holds primary responsibility for the quality of the institution and provides effective leadership to all areas of the institution. Given the unprecedented partnership between El Camino College and the Compton Community College District (CCCD), the roles of the El Camino College Superintendent/President and the Provost/CEO are both vital to institutional success. In accordance with Education Code sections 70902 and 72000, the El Camino College Board of Trustees maintains, operates, and governs El Camino College and the Compton Center. In August 2006, the El Camino Community College District Board of Trustees approved a Memorandum of Understanding to provide educational and related support services to CCCD residents ([IV.B.1-1](#)). In 2008, the El Camino College and CCCD approved a partnership agreement, replacing the memorandum of understanding ([IV.B.1-2](#)) and providing a set of mutual understandings between the two districts regarding the operations of Compton Center and the CCCD.

In 2013, both parties revised the partnership agreement ([IV.B.1-3](#)) and have recently revised the partnership agreement ([IV.B.1-4](#)). As stated in Board Policy 2430, “The Board delegates to the Superintendent/President executive responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action ([IV.B.1-5](#)).” The El Camino College Superintendent/President holds primary responsibility for El Camino College and Compton Center.

As detailed in the Memorandum of Understanding and the partnership agreements between El Camino College and the CCCD,

the Chief Operating Administrator of Compton Center is a Provost who is responsible to and supervised by the Superintendent/President of El Camino College in conjunction with oversight and administration of the educational and student support services at the Center. While the Provost reports to the Superintendent/President of El Camino College, the Provost is an employee of the CCCD and serves as the Chief Executive Officer (CEO) of the CCCD.

The Provost position is integrated into the operations of El Camino College. The job description was approved by the El Camino College Board of Trustees ([IV.B.1-6](#), pages HR 41- HR 43). The current Provost was appointed by the El Camino College Board of Trustees in July 2016 ([IV.B.1-7](#), page HR 2). The Provost/CEO participates in weekly El Camino College Superintendent/President cabinet meetings, weekly status meetings with the Superintendent/President, and with the Vice Presidents of El Camino College.

Prior to the beginning of instruction each semester, the Compton Center Provost/CEO, faculty, and administrators participate in the El Camino College Professional Development Day. Each fall term, the Superintendent/President of El Camino College provides a state-of-the-college address to El Camino College and Compton Center faculty and staff ([IV.B.1-8](#)). Additionally, each fall semester at the Compton Center Fall Professional Development Day, the Provost provides a presentation on the state of the Compton Center ([IV.B.1-9](#)). In fall 2016, the Provost held the first of an annual two-day planning retreat for Compton Center managers, sharing goals and priorities for the coming year ([IV.B.1-10](#) and [IV.B.1-11](#)).

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Among these priorities is the completion of the 2017 Compton Center Comprehensive Master Plan. The Comprehensive Master Plan, which includes updated Facilities, Education, Staffing, and Technology plans, is currently in development and is slated for completion by spring 2017. The Provost/CEO co-chairs the Consultative Council committee at the Compton Center with the President of the Compton Center Faculty Council/Academic Senate. The Consultative Council is the primary governing body for recommendations affecting all areas of Compton Center and the Compton District ([IV.B.1-12](#)).

As outlined in the partnership agreement ([IV.B.1-4](#)), the Provost/CEO initiates the budget process for the CCCD and Compton Center in the Overarching Priorities document ([IV.B.1-13](#)). The partnership agreement requires approval of the annual Compton Center and CCCD Budget by the El Camino College Superintendent/President as well as the CCCD Board of Trustees. In addition, the annual Compton Center and CCCD Budget is shared with the ECCCD Board of Trustees through monthly Provost reports ([IV.B.1-14](#), page CC2 and [IV.B.1-15](#)).

The process for hiring CCCD faculty and staff is clearly outlined in the CCCD Employees Policy and Procedures Handbook ([IV.B.1-16](#), page 46-70) and in the partnership agreement. The Provost/CEO, along with the Superintendent/President, conducts second-round interviews with candidates for administrators and faculty positions at Compton Center.

Evaluation

Compton Center meets the Standard. The Provost/CEO has the primary responsibility for the quality of the Compton Center and provides effective leadership through unit, division, and department supervisors. Under the direction of the El Camino College Superintendent/President as well as the CCCD Board of Trustees, the Provost/CEO provides effective leadership in planning, organizing, budgeting, selecting, developing personnel, and assessing institutional effectiveness.

Evidence List

IV.B.1-1	ECCCD and CCCD 2006 Memorandum of Understanding
IV.B.1-2	ECCCD and CCCD 2008 Partnership Agreement
IV.B.1-3	ECCCD and CCCD 2013 Partnership Agreement
IV.B.1-4	ECCCD and CCCD 2016 Partnership Agreement
IV.B.1-5	ECCCD BP 2430 – Delegation of Authority to Superintendent/President
IV.B.1-6	ECCCD Board of Trustees Meeting Agenda, June 2015, page HR 41- HR 43
IV.B.1-7	ECCCD Board of Trustees Meeting Agenda, July 2015, page HR 2
IV.B.1-8	Superintendent/President fall 2016 Professional Development Presentation
IV.B.1-9	Provost/CEO fall 2016 Professional Development Day Presentation
IV.B.1-10	Agendas from 2016 Compton Center Administrators Planning Retreats
IV.B.1-11	Provost/CEO Presentation from 2016 Compton Center Administrators Planning Retreat
IV.B.1-12	CCCD AR – 2510 Council and Committee Structure
IV.B.1-13	CCCD and Compton Center Overarching Priorities 2014-2017
IV.B.1-14	ECCCD Board of Trustees Meeting Agenda, September 2015, page CC2
IV.B.1-15	ECCCD Board of Trustees Meeting Agenda, September 2016 Meeting, 16.2 Compton Center Report
IV.B.1-16	CCCD Employee Policy and Procedures Handbook, page 46-70



Standard IV.B.2 The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Analysis including the Evidence of Meeting the Standard

The partnership agreement ([IV.B.2-1](#)), in addition to CCCD Board Policies 7250: Educational Administrators ([IV.B.2-2](#)) and 7260: Classified Supervisors and Managers ([IV.B.2-3](#)), provides guidance to the Provost/CEO for the creation and staffing of administrative positions at Compton Center and the CCCD. Administration is currently reviewing both board policies in preparation for accreditation as a fully accredited college with its own board policies independent of El Camino College. The current administrative structure is aligned with the mission, vision, and strategic initiatives of Compton Center and the future Compton College. The Provost/CEO is implementing a senior management structure for Compton Center and the future Compton College based on a proposal developed in fall 2016 ([IV.B.2-4](#)).

All Compton Center administrators have clearly defined job descriptions posted on the CCCD human resources webpage ([IV.B.2-5](#)). As outlined in these job descriptions, authority is delegated to all administrators, and they are assessed through annual evaluations ([IV.B.2-6](#)). The organizational chart presented in the Data/Organization section of this Self-Evaluation Report clearly identifies senior-level administrators who are evaluated by the Provost/CEO. As outlined in the partnership agreement, the Provost/CEO is evaluated by both the Superintendent/President and the CCCD Board of Trustees.

Compton Center administrators meet regularly to discuss and conduct duties. The Provost/CEO cabinet meets weekly; the Deans are involved in weekly meetings with colleagues at El Camino College and at Compton Center, and other administrators meet with their appropriate supervisors. For example, the Dean of Student Services holds weekly meetings with all

Compton Center student services administrators. Compton Center administrators participate in monthly El Camino College Superintendent/President meetings ([IV.B.2-7](#)), while the Provost/CEO participates in the El Camino College Superintendent/President's weekly cabinet meetings. In addition, the Provost/CEO conducts monthly meetings with Compton Center administrators and supervisors ([IV.B.2-8](#)).

The Provost/CEO and the Superintendent/President are involved in the final selection process of all administrators and full-time faculty members to ensure that highly qualified and trained applicants are hired to meet the needs of the Compton District ([IV.B.2-8](#), page 46 -70). The Compton Center administrative structure is comparable to other similarly sized higher education institutions. As part of the development of the 2017 Comprehensive Master Plan, Compton Center is developing a staffing plan, which is slated for completion by spring 2017.

Evaluation

Compton Center meets the Standard. The Provost/CEO has developed an administrative structure that is appropriately staffed and organized to reflect the purpose, size, and complexity of the future Compton College. The Provost/CEO delegates authority to administrators and other key college staff based on their responsibilities as appropriate.

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Evidence Listing

- [IV.B.2-1](#) ECCCD and CCCD 2016 Partnership Agreement
- [IV.B.2-2](#) CCCD BP 7250 – Educational Administrators
- [IV.B.2-3](#) CCCD Board Policy 7260 – Classified Supervisors and Managers
- [IV.B.2-4](#) Provost/CEO Proposal for Compton Center/Future Compton College Senior Management Structure
- [IV.B.2-5](#) Compton Center and CCCD Job Descriptions
- [IV.B.2-6](#) CCCD Administrator Evaluation Procedure
- [IV.B.2-7](#) ECC Management Meeting Agendas
- [IV.B.2-8](#) Agendas from the Provost/CEO Monthly Administrator Meeting
- [IV.B.2-9](#) CCCD Employee Policy and Procedures Handbook, page 46-70



Standard IV.B.3 Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring the college sets institutional performance standards for student achievement;**
- **Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **Ensuring that allocation of resources supports and improves learning and achievement; and**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Analysis including the Evidence of Meeting the Standard

Under the direction of the Superintendent/President, the Provost/CEO guides institutional improvement at Compton Center and establishes a collegial process to determine values, goals, and priorities through the leadership of the Consultative Council Committee. The Provost/CEO works with all constituent groups to develop and revise the Compton Center Planning Process models for 2013-2016 (IV.B.3-1) and 2016 (IV.B.3-2). The Provost/CEO is also overseeing the preparation of a campus-specific “Decision Making and Governance Manual for the CCCD and Compton Center” based on the version currently in use at El Camino College.

The Provost/CEO organizes and oversees development of Overarching Priorities for the Compton Center and CCCD, which serves as a guide for yearly planning. During fall 2016, the Provost/CEO held the first of an annual two-day planning retreat for Compton Center administrators to share goals and priorities for the coming year (IV.B.3-3 and IV.B.4-4) and examine key data on enrollment trends. The Provost/CEO provided extensive guidance to the Strategic Planning Committee in the development of the Compton Center and Future Compton College Mission Statement, Vision, and Values as well as the creation of the 2017 Comprehensive Master Plan. The 2017 Comprehensive Master Plan is slated for completion by spring 2017.

With the uniqueness of the partnership, the Institutional-set standards for student achievement were set by the ECCCD Board of Trustees, based on the recommendation of the Superintendent/President through consultation with the ECC Academic Senate, and the Compton Center Faculty Council (IV.B.3-5). The methodology for establishing initial standards was developed by Institutional Research & Planning, and reviewed by an ad hoc Senate Work Group which included representation from Compton Center faculty. The 2013 Planning Summit, which included full representation from Compton Center, hosted an exercise to help establish aspirational goals for student achievement for each campus. These goals were reviewed by consultation committees. Beginning in 2013, Institution-set Standards are presented to the Board of Trustees along with performance trends of student achievement. The student achievement data are reviewed and revised if needed by the Consultative Council. The regular dissemination of relevant data and analysis is a key component of the Compton Center process for institutional improvement. As such, the Provost/CEO works closely with the El Camino College Director of Research and Planning and the Compton Center Research Analyst to ensure high quality research. In fall 2016, the Institutional Research Office implemented monthly Research Brown Bag Workshops designed to provide information about data gathering at the Compton Center, as well as to allow employees learn about the research process, and how it can contribute

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to their own work. The Office of Institutional Research prepares an annual Fact Book, an extensive compilation of data used for decision making at the Compton Center ([IV.B.3-6](#)).

Resource allocation to support institutional improvements requires that faculty, staff, instructional equipment, facility, and budget resource needs are identified through the budget development process. The Consultative Council discusses final recommendation on the tentative and final budget. Prior to the budget being submitted for review, the Consultative Council assesses Budget Assumptions and constituent groups have the opportunity to provide input on the final budget recommendation. The “Decision Making and Governance Manual for the CCCD and Compton Center” foster with a better understanding of this decision-making process among constituent groups.

The Provost/CEO provided recommendations that were endorsed by the Consultative Council to improve the effectiveness of the Institutional Effectiveness Committee ([IV.B.3-7](#)). Furthermore, this past year Compton Center faculty and staff completed a campus governance survey conducted by the Institutional Research Office.

Evaluation

Compton Center meets the Standard.

Action Plan:

Finalize the “Decision Making and Governance Manual for the CCCD and Compton Center”. Complete another cycle of evaluations on the campus governance structure and the Institutional Standing Committees.

Evidence List

- [IV.B.3-1](#) Compton Center Planning Model 2013-2016
- [IV.B.3-2](#) Compton Center Planning Model 2016
- [IV.B.3-3](#) 2016 Compton Center Administrator Planning Retreats Agendas
- [IV.B.3-4](#) 2016 Compton Center Administrator Planning Retreat Provost CEO Presentation
- [IV.B.3-5](#) ECC Academic Senate Meeting Minutes Discussion - Institutional-Set Standards for Student Achievement
- [IV.B.3-6](#) Compton Center Factbook
- [IV.B.3-7](#) Provost/CEO Recommendation – Institutional Effectiveness Committee



Standard IV.B.4 The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Analysis including the Evidence of Meeting the Standard

Within the parameters of the partnership, the El Camino College Superintendent/President ensures that accreditation compliance and reporting for both El Camino College and the Compton Center are completed in a timely manner through ECCCD Board Policy 3200 – Accreditation ([IV.B.4-1](#)). Since the ACCJC granted Eligibility Status to the Compton Center ([IV.B.4-2](#)) and the CCCD CEO assumed Provost responsibilities ([IV.B.4-3](#)), the El Camino College Superintendent/President and Provost/CEO meet weekly to discuss Compton Center, and accreditation is a standing agenda item. In addition, Compton Center accreditation matters are discussed regularly at the El Camino College Superintendent/President’s weekly cabinet meeting.

Upon the ACCJC awarding Eligibility Status to Compton Center, the Vice President of the Compton Center has assumed the role of accreditation liaison. The Provost/CEO and the Vice President have attended ongoing training sessions to stay current with eligibility requirements, accreditation standards, and Commission policies.

The Provost/CEO under the direction of the Superintendent/President exhibits primary responsibility for the Compton Center accreditation effort by leading the Accreditation Steering Committee and its five subcommittees. The Provost/CEO regularly meets and communicates with the Vice President of the Compton Center and the Accreditation Steering Committee. In addition, the Provost/CEO works closely with accreditation co-chairs to establish robust accreditation committees and provide assistance as needed. The varied membership of the Accreditation Steering Committee and sub-committees, including faculty, staff,

students, and administration, ensures that all constituent groups are part of the process. Each committee reports regularly to the Provost/CEO. The Compton Center accreditation webpage documents all information pertinent to the Center’s accreditation efforts ([IV.B.4-4](#)). From August 2015 through December 2016, Compton Center held monthly Accreditation Standard Committee training for team members, hosting speakers on various accreditation topics, and presenting accreditation forums on campus and at El Camino College to review and discuss Self-Evaluation Report developments. The myriad activities in preparation of the Self Evaluation are detailed in the Accreditation Action Plan ([IV.B.4-5](#)).

Throughout 2016, accreditation progress reports by the Provost/CEO are a standing agenda item at Consultative Council meetings ([IV.B.4-6](#)). In addition, faculty, staff, and administrative leaders have participated in on-campus training conducted by the ACCJC ([IV.B.4-7](#)) and ([IV.B.4-8](#)), and Compton Center representatives have participated in ACCJC site visits for at least three community colleges.

As part of campus governance and decision making, Institutional Standing Committee meetings frequently discuss Eligibility Requirements, accreditation standards, and Commission Policies. For example, the Planning and Budget Committee recommended the CCCD avoid deficit spending in part, because of the desire to maintain ACCJC standards, pointing out that such spending must be noted in the Self-Evaluation Report ([IV.B.4-9](#)). The Provost/CEO accepted this recommendation in spring 2016, and the final budget, as approved by the Superintendent/President of El Camino College and the CCCD Board of Trustees, did not include deficit expenditures ([IV.B.4-10](#)). However, the final budget does include the use of reserve funds to address long-term CCCD liabilities.

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The Provost/CEO ensures the campus community is aware of all accreditation activities through quarterly updates at campus-wide meetings and monthly updates in the Provost/CEO Message. These communications stress the importance of accreditation as an ongoing improvement process for Compton Center ([IV.B.4-11](#)).

Evaluation

Compton Center meets the Standard. The Superintendent/President of El Camino College and the Provost/CEO exhibit primary leadership for accreditation at the Compton Center.

Evidence List

- [IV.B.4-1](#) ECCCD Board Policy 3200 – Accreditation
- [IV.B.4-2](#) Communication from ACCJC to El Camino College Superintendent/President
- [IV.B.4-3](#) El Camino College Provost Job Description
- [IV.B.4-4](#) Compton Center Accreditation Webpage
- [IV.B.4-5](#) 2017 Accreditation Self Evaluation Plan
- [IV.B.4-6](#) Consultative Council Meetings Agendas and Minutes
- [IV.B.4-7](#) Dr. Barbara Beno's Presentation at fall 2015 Professional Development Day
- [IV.B.4-8](#) ACCJC Staff Presentation at Compton Center
- [IV.B.4-9](#) Planning and Budget Committee (PBC) Recommendations on the 2016-2017 Compton Community College District Tentative Budget
- [IV.B.4-10](#) CCCD 2016-2017 Budget
- [IV.B.4-11](#) Provost/CEO Message



Standard IV.B.5 The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Analysis including the Evidence of Meeting the Standard

Under the terms of the partnership between El Camino College and CCCD, the Provost/CEO provides input on Compton Center policies through participation in weekly El Camino College Superintendent/President's cabinet meetings and weekly Vice President meetings. In addition, the Provost/CEO provides leadership on updating CCCD policies, working with faculty, staff, and administrators to ensure the implementation of El Camino College and CCCD board policies and administrative regulations/procedures. One of the main processes for implementing changes to board policies is evaluation at Consultative Council meetings prior to board approval. Compton Center constituency group representatives are responsible for communicating policy updates to their constituents. Compton Center has a representative in attendance at the ECC College Council meetings to provide input into board policy decisions and administrative procedures (IV.B.5-1). To ensure all policies are consistent with changes in the statutes, ECCCD has revised Board Policies 2410 (IV.B.5-2) and Administrative Procedure 2410 (IV.B.5-3). These mandate that board policies and administrative procedures will be reviewed for currency every ten years. Similarly, CCCD has revised Board Policies 2410 (IV.B.5-4) and Administrative Regulation 2411 (IV.B.5-5), ensuring that board policies and administrative regulations are reviewed every three years. Both El Camino College and CCCD review policies utilizing Community College League of California standards.

The Provost/CEO attends all meetings of the ECCCD and CCCD Board of Trustees. The El Camino College mission statement, vision, and values is included on the ECCCD monthly board agenda (IV.B.5-6). The Provost/CEO provides monthly updates to the El Camino College

Community College District board, as well as the CCCD Board of Trustees.

The Provost/CEO is active on all Institutional Standing Committees and exhibits effective control of the budget and expenditures. Both the ECCCD board agenda and the CCCD board agenda provide current budget information regarding the Compton Center and CCCD. During the 2016-2017 fiscal year, the CCCD addressed long-term liabilities by increasing the Other Post-Employment Benefits (OPEB) payment, and increasing the California Public Entity Pension Stabilization Fund (PERS/STRS) contribution to address future obligations, in addition to increasing the line of credit to the State repayment (IV.B.5-7).

Evaluation

Compton Center meets the Standard.

Evidence List

- [IV.B.5-1](#) ECC College Council Membership
- [IV.B.5-2](#) ECCCD BP 2410 – Board Policies and Administrative Procedures
- [IV.B.5-3](#) ECCCD AP 2410 – Board Policies and Administrative Procedures
- [IV.B.5-4](#) CCCD BP 2410 – Board Policies, Administrative Regulations, and Procedures
- [IV.B.5-5](#) CCCD AR 2411 – Board Policies, Administrative Regulations, and Procedures
- [IV.B.5-6](#) ECCCD Board of Trustees Meeting Agenda, August 2016, page vi.
- [IV.B.5-7](#) Provost/CEO September 2016 Message

Standard IV.B.6 The CEO works and communicates effectively with the communities served by the institution.

Analysis including the Evidence of Meeting the Standard

The Superintendent/President and the Provost/CEO work together to communicate effectively to the communities served by El Camino College and the Compton Center. The Superintendent/President and the Provost/CEO communicate to employees and stakeholders through the widely distributed President's Newsletter ([IV.B.6.1](#)) and the Provost/CEO Message ([IV.B.6-2](#)). In addition, an extensive Factbook for El Camino College ([IV.B.6-3](#)) and the Compton Center ([IV.B.6.4](#)) is published annually.

As the Provost of Compton Center and the CEO of CCCD, the Provost/CEO is an active and recognized member of the community, serving on the Compton Chamber of Commerce and actively participating in Rotary International. The Provost/CEO hosts community roundtable discussions ([IV.B.6-5](#)), gives presentations at city council meetings ([IV.B.6-6](#)), and serves on redevelopment committees in the cities of Carson, Compton, Lynwood, and Paramount. A particular focus of the Provost/CEO is outreach to local high schools, as evidenced in a spring 2016 campus-wide presentation focusing on high school enrollment ([IV.B.6-7](#)). In addition, the Provost/CEO, in conjunction with Compton Unified School District, Lynwood Unified School District, and CSU Dominguez Hills, developed a partnership agreement to increase college attendance rates in those districts ([IV.B.6-8](#), Page CC2-CC6). For the past two years, the El Camino College Superintendent/President and the Provost/CEO host the annual Compton Center Principals' Breakfast ([IV.B.6-9](#)), where local high school principals receive updates on the Compton Center and High School Report Cards for their respective schools ([IV.B.6-10](#)).

Annually, El Camino College ([IV.B.6-11](#)) and the Compton Center([IV.B.6-12](#)) publish a community newsletter providing timely updates to the community on new programs and services. These newsletters are mailed to the homes of all residents in their respective community college districts. This past summer, the Compton Center published a high school newsletter that was mailed to the homes of all high school seniors from the school districts within CCCD ([IV.B.6-13](#)).

The Provost/CEO communicates with local elected officials, the Chancellor's Office, and the ACCJC on a regular basis, providing updates on the Compton Center, CCCD, the El Camino College Superintendent/President. The Provost/CEO also serves on various regional boards and the California Community College Athletic Association.

One of the most significant recent accomplishments of the Provost/CEO is the partnership with Molina Health Medical to open a Student Health Center at the Compton Center in spring 2017 ([IV.B.6-14](#)).

Evaluation

Compton Center meets the Standard. The El Camino College Superintendent/President and the Provost/CEO have regular and extensive communication with employees and other stakeholders. The El Camino College Superintendent/President and the Provost/CEO communicates extensively with the surrounding community and makes regular reports to the Consultative Council.



Evidence List

- [IV.B.6.1](#) ECC President Newsletter
- [IV.B.6-2](#) Provost/CEO Message
- [IV.B.6-3](#) ECC Factbook
- [IV.B.6-4](#) Compton Center Factbook
- [IV.B.6-5](#) CEO Roundtables
- [IV.B.6-6](#) South Gate City Council
Presentation
- [IV.B.6-7](#) April 2016 Tartar Talk Presentation
- [IV.B.6-8](#) ECCCD Board of Trustees Meeting
Agenda, February 2016, page CC2-
CC6
- [IV.B.6-9](#) High School Principal Breakfast
Agenda
- [IV.B.6-10](#) Compton Center High School
Report Cards
- [IV.B.6-11](#) El Camino College Community
Newsletter
- [IV.B.6-12](#) Compton Center Community
Newsletter
- [IV.B.6-13](#) Compton Center High School
Newsletter
- [IV.B.6-14](#) Provost/CEO October 2016 Message

IV.C – Governing Board

Standard IV.C.1 The institution has a governing board that has authority over, and responsibility for, policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

Eligibility Requirement 7 – Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution, and for ensuring that the Institution’s mission is achieved. The board is ultimately responsible for ensuring that the financial resources of the Institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Analysis including Evidence of Meeting the Standard

In accordance with Education Code sections 70902 and 72000, the El Camino College Board of Trustees maintains, operates, and governs El Camino College and the Compton Center. In August 2006, the El Camino Community College District Board of Trustees approved a memorandum of understanding to provide educational and related support services to CCCD residents ([IV.C.1-1](#)). In 2008, El Camino College and CCCD approved a partnership agreement to replace the memorandum of understanding ([IV.C.1-2](#)). In 2013, the parties revised the partnership agreement ([IV.C.1-3](#)). [In 2016, the](#) partnership agreement was again revised ([IV.C.1-4](#)). The partnership agreement provides a set of mutual understandings between the two districts as it relates to the operations of Compton Center and the CCCD.

Since 2006, under the authority of the Special Trustee, the CCCD has remained a legal entity overseeing business and administrative activities including accounting services; budget development and administration; financial, credit and debt management; payroll services; purchasing, receiving and asset management;

auxiliary services; risk management and insurance; management information services; facilities maintenance and operations; construction and other capital improvement projects; bond funds; human resources and labor relations; community and governmental relations, and all other business, legal, and administrative activities primarily relating to the management of CCCD ([IV.C.1-4](#)).

Compton Center currently is governed by the El Camino College Board of Trustees, which is responsible for the quality, integrity, and effectiveness of student learning and services, as well as the financial stability of the institution. The board comprises five members elected by trustee areas that provide for equitable representation of the residents of the district. The board is sufficient in size and composition to fulfill all responsibilities. There is also a student trustee elected annually by the student body to serve on the board in an advisory capacity. The El Camino College Board of Trustees meets monthly and approves all credit and noncredit courses in addition to degree and certificate programs. The El Camino College Board of Trustees, through policy and action, oversees the quality of instruction and student success at El Camino College and Compton Center.



Board Policy 1200 addresses these aspects of student learning and financial stability through the declaration of the institution's mission, philosophy, values, guiding principles, and strategic initiatives ([IV.C.1-5](#)). Board Policy 2200 grants the El Camino College Board of Trustees authority to establish regulations related to academic quality and integrity, student equity and conduct, and accountability and accreditation ([IV.C.1-6](#)).

The board regularly reviews and updates its policies as needed to ensure academic quality, integrity, and financial stability. All Board policies, and any accompanying procedures, are accessible to the community via the El Camino College website ([IV.C.1-7](#)).

The El Camino College Board of Trustees establishes rules and regulations related to fiscal integrity and stability. Board Policies in the 6000 series ensure financial stability, mandating regular budget reports, support of the district's educational mission and plans; accordance with Title 5 policies; and board approval of the final budget ([IV.C.1-8](#)) and ([IV.C.1-9](#)).

Under the terms of the partnership between ECCCD and CCCD, the El Camino College Superintendent/President and the state-appointed Special Trustee work together to ensure Compton Center and the CCCD are in compliance with ACCJC standards, commission policies, and eligibility requirements. Each month, the Provost/CEO provides reports on the status of Compton Center to the El Camino College Board of Trustees ([IV.C.1-10](#)).

Evaluation

Compton Center meets the Standard. The El Camino College Board of Trustees has authority over, and responsibility for, all aspects of Compton Center as established in policy, and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Through the partnership, the El Camino College Board of Trustees receives monthly reports on the operations of the Compton Center.

Evidence List

- [IV.C.1-1](#) ECCCD and CCCD 2006 Memorandum of Understanding
- [IV.C.1-2](#) ECCCD and CCCD 2008 Partnership Agreement
- [IV.C.1-3](#) ECCCD and CCCD 2013 Partnership Agreement
- [IV.C.1-4](#) ECCCD and CCCD 2016 Partnership Agreement
- [IV.C.1-5](#) ECCCD BP 1200–District Mission and Strategic Plan
- [IV.C.1-6](#) ECCCD BP 2200: – Board Duties and Responsibilities
- [IV.C.1-7](#) ECCCD Board Policies and Administrative Procedures
- [IV.C.1-8](#) ECCCD BP 6200–Budget Preparation
- [IV.C.1-9](#) ECCCD BP 6300–Fiscal Management
- [IV.C.1-10](#) ECCCD Board of Trustees Meeting Minutes

STANDARD IV:
Leadership and Governance

Standard IV.C.2 The governing board acts as a collective entity. Once the board reaches a decision, all the board members act in support of the decision.

Analysis including Evidence of Meeting the Standard

The El Camino College Board of Trustees is a highly engaged governing entity. Board members take advantage of their diverse backgrounds and perspectives to discuss agenda items and share individual points of view. Once a decision is reached and board members have voted, all board members proceed in support of the decision.

The Board's commitment to act as a unified body is reflected in ECCCD Board Policy 2715, which states: "Trustees will abide by majority decisions of the Board, while retaining the right to seek changes in decisions through ethical and constructive channels. Trustees recognize that a single Board member has no legal authority as an individual and that decisions may be made only by a majority vote. Therefore, members will work together to maintain a spirit of cooperation and respect at all times regardless of differences of opinion and individual trustee decisions" ([IV.C.2-1](#)).

At the November 21, 2016 meeting, the El Camino College Board of Trustees approved the revised ECCCD and CCCD Partnership Agreement ([IV.C.2-2](#)).

Evaluation

Compton Center meets this Standard. The El Camino College Board of Trustees engages in appropriate conversation and dialogue, bringing in multiple perspectives to ensure unified decision making relating to El Camino College and the Compton Center.

Evidence List

- [IV.C.2-1](#) ECCCD BP 2715 – Code of Ethics and Standard of Practice
- [IV.C.2-2](#) ECCCD and CCCD 2016 Partnership Agreement



Standard IV.C.3 The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Analysis including Evidence of Meeting the Standard

The El Camino College Board of Trustees adheres to the California Education Code and board policies in the selection and evaluation of the El Camino College Superintendent/President. The general policy for selecting the Superintendent/President is detailed in ECCCD Board Policy 2431, which states that the board shall establish a fair and open search process complying with relevant regulations ([IV.C.3-1](#)).

ECCCD Board Policy 2430 requires the Superintendent/President to perform the duties outlined in the job description and to fulfill the responsibilities determined in annual goal-setting or evaluation sessions ([IV.C.3-2](#)). Job description revisions, goals, and objectives for performance are developed by the board in consultation with the Superintendent/President. Board Policy 2435 ([IV.C.3-3](#)) and Administrative Procedure 2435 ([IV.C.3-4](#)) define policy and procedure for evaluating the Superintendent/President.

The board holds multiple evaluative meetings with the Superintendent/President in order to evaluate his/her performance.

Under the terms of the partnership between ECCCD and CCCD, the El Camino College Superintendent/President is active in selecting and evaluating the CCCD Chief Executive Officer as detailed in CCCD Board Policy 2200 ([IV.C.3-5](#)). CCCD Board Policy 2420 ([IV.C.3-6](#)) and Administrative Regulation 2421 ([IV.C.3-7](#)) define policy and procedure for selecting the Provost/CEO. The selection process must begin with the establishment of a search committee, the composition of which is specified as the agenda for the first committee meeting. The search committee holds regular meetings and trainings to prepare members to screen candidates effectively, develop strong interview questions, and ensure all members understand the goals of the process. Procedures for creating the position announcement, for narrowing the applicant pool,

and for conducting recruitment and evaluative visitations are all clearly stated in AR 2421.

CCCD Board Policy 2430 requires the Provost/CEO to perform the duties contained in the job description and to fulfill the responsibilities determined in annual goal-setting or evaluation sessions ([IV.C.3-8](#)). Job description revisions, goals and objectives for performance shall be developed by the board in consultation with the Provost/CEO. CCCD Board Policy 2450 clearly defines the process for evaluating the Provost/CEO, as well as the timeline and criteria for evaluation ([IV.C.3-9](#)).

CCCD Board Policy 2450 provides a detailed set of procedures and criteria governing the evaluation of the Provost/CEO. The board effectively evaluates the chief administrator's fulfillment of the position as described in the job description and the Provost/CEO's performance in implementing board policies and achieving institutional goals.

Evaluation

Compton Center meets this Standard. The board adheres to board policies and administrative regulations regarding the selection and evaluation of the El Camino College Superintendent/President and the Provost/CEO for of the CCCD.

STANDARD IV:
Leadership and Governance

Evidence List

- [IV.C.3-1](#) ECCCD BP 2431 – Superintendent/
President Selection Guidelines
- [IV.C.3-2](#) ECCCD BP 2430 –Board
Delegation of Authority to
Superintendent/President
- [IV.C.3-3](#) ECCCD BP 2435 – Superintendent/
President Evaluation
- [IV.C.3-4](#) ECCCD AP 2435 – Superintendent/
President Evaluation
- [IV.C.3-5](#) CCCD BP 2200 –Board Policies and
Responsibilities
- [IV.C.3-6](#) CCCD BP 2420 – Provost/CEO
Selection Guidelines
- [IV.C.3-7](#) CCCD BP 2421 – Provost/CEO
Selection Process
- [IV.C.3-8](#) CCCD BP 2430 – Board Delegation
of Authority to Provost/CEO
- [IV.C.3-9](#) CCCD BP 2450 –Provost/CEO
Evaluation



Standard IV.C.4 The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Eligibility Requirement 7 – Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the Institution, and for ensuring that the Institution’s mission is achieved. The board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Analysis including Evidence of Meeting the Standard

Governing board members are elected representatives the El Camino Community College District service area. ECCCD Board Policy 2200 requires the board to govern on behalf of the citizens of the ECCCD and to advocate for the institution (IV.C.4-1). In addition, the board policies detailed in Standard IV.C.11 illustrate how board members are not permitted to have any conflicts of interest that may hinder their ability to advocate for, defend, or monitor the institution. No members of the board are district employees, and there are no conflicts of interest.

The governing board reflects public interest in the institution by representing different constituency groups within the designated trustee areas. Board members are diversely representative of the community’s interests; members live within a defined trustee area in the district; the trustee areas are equitable in population and demographic diversity (IV.C.4-2, pages 9-11); and educational and business diversity.

As mandated by the terms of the partnership, the El Camino College Board of Trustees approved the memorandum of understanding to provide educational and related support services to CCCD residents (IV.C.4-3). In 2008, the ECCCD and CCCD replaced the memorandum of understanding (IV.C.4-4) with a partnership agreement that was further amended in 2013 (IV.C.4-5). In fall 2016, the board approved a newly revised version of the ECCCD and CCCD Partnership Agreement (IV.C.4-6).

Agendas, minutes, and supplemental materials for each meeting are available on the El Camino College website (IV.C.4-7). Audio recordings of the board meetings are also available.

Evaluation

Compton Center meets this Standard. The governing board is an independent policy-making body that reflects the public interest in the institution’s educational quality.

STANDARD IV:
Leadership and Governance

Evidence List

- [IV.C.4-1](#) ECCCD BP 2200 – Committees of the Board
- [IV.C.4-2](#) ECCCD Board of Trustees Meeting Agenda, February 2012, pages 9-11
- [IV.C.4-3](#) ECCCD and CCCD 2006 Memorandum of Understanding
- [IV.C.4-4](#) ECCCD and CCCD 2008 Partnership Agreement
- [IV.C.4-5](#) ECCCD and CCCD 2013 Partnership Agreement
- [IV.C.4-6](#) ECCCD and CCCD 2016 Partnership Agreement
- [IV.C.4-7](#) ECCCD Board of Trustees Agendas



Standard IV.C.5 The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Analysis including Evidence of Meeting the Standard

Policies and other formal statements describe the El Camino College Board of Trustees expectations for quality, integrity, and improvement of student learning programs, as well as the services and the resources necessary to support them. The El Camino College Board of Trustees has a variety of policies that clearly outline expectations for quality, integrity, and improvement of student learning programs and services.

ECCCD Board Policy 2200 details board responsibilities to monitor institutional performance and educational quality ([IV.C.5-1](#)). Board Policy 1200 presents the Vision and Mission Statement as well as institutional effectiveness outcomes and strategic initiatives. All such policies emphasize student success. ECCCD Board Policy 4020 ([IV.C.5-2](#)) ensures programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.

The El Camino College Board of Trustees ensures that El Camino College has the necessary resources to deliver quality student learning programs and services. Board of Trustees' support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. ECCCD Board Policy 2200 outlines the board's responsibility to assure the institution's fiscal health and stability ([IV.C.5-1](#)). The 6000 series of board policies (business and fiscal) detail the manner in which the board monitors and maintains financial integrity and stability ([IV.C.5-4](#)).

The El Camino College Board Trustees assumes responsibility for all legal matters associated with the operation of El Camino College; although not of Compton Center or CCCD. As outlined in the partnership agreement the CCCD is responsible for all Compton Center and CCCD legal matters. The El Camino College Board of Trustees, via its Superintendent/President and the Provost/CEO, hold ultimate responsibility for Compton Center.

Evaluation

Compton Center meets this Standard. The policies and practices of the El Camino College Board of Trustees demonstrate ultimate responsibility for the policies and decisions affecting educational quality, legal matters, and financial integrity and stability of El Camino College. Through the unique partnership agreement with the CCCD, the El Camino College Board of Trustees also retains ultimate responsibility for Compton Center; however, this responsibility does not include legal matters associated with its operation.

Evidence List

- [IV.C.5-1](#) ECCCD BP 2200 – Board Duties and Responsibilities
- [IV.C.5-2](#) ECCCD BP 1200 – 2015-2020 District Mission and Strategic Plan
- [IV.C.5-3](#) ECCCD BP 4020 – Program Curriculum and Course Development
- [IV.C.5-4](#) ECCCD BP and AP 6000 series – Board Policies

STANDARD IV: Leadership and Governance

Standard IV.C.6 The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Analysis including Evidence of Meeting the Standard

The institution publishes the board bylaws and policies, which specify its size, duties, responsibilities, structure, and operating procedures. ECCCD Board Policy 2010 specifies that the Board of Trustees comprises five members, and must be elected by qualified members of the district ([IV.C.6-1](#)). Employees of the district are deliberately excluded from serving on the board. ECCCD Board Policy 2015 further specifies that one student, enrolled in and maintaining at least seven units in the District, shall serve as a student trustee on the board ([IV.C.6-2](#)). The student trustee is given advisory voting rights and is privy to all information the board discusses during open meetings.

ECCCD Board Policy 2200 ([IV.C.6-3](#)) describes the duties and responsibilities of the board, including representing the public interest, assuring fiscal health and responsibility; monitoring institutional performance; advocating for the district; hiring and evaluating the Superintendent/President; establishing operating policies that set ethical and legal standards for college operation, and delegating power to the Superintendent/President to manage the district. ECCCD Board Policy 2210 describes the roles of its officers ([IV.C.6-4](#)).

Regarding board elections, ECCCD Board Policy 2100 describes the length of a term on the board (four years), the spacing of elections (terms are staggered, so elections take place every 2 years), and the timing of elections (November) ([IV.C.6-5](#)). ECCCD Board Policy 2110 describes policies regarding vacancies on the board ([IV.C.6-6](#)). ECCCD Board Policy 2210 outlines elections and duties of officers ([IV.C.6-7](#)).

ECCCD Board Policy 2310 specifies the date, time and location of board meetings ([IV.C.6-8](#)). ECCCD Board Policy 2315 describes the manner in which closed session meetings are to be held, and their results reported ([IV.C.6-9](#)). ECCCD Board Policy 2320 describes policies governing special or emergency meetings, including who calls them, and how they may be conducted ([IV.C.6-10](#)). ECCCD Board Policy 2360 mandates that minutes be taken at all board meetings and made publicly available ([IV.C.6-11](#)). ECCCD Board Policy 2350 requires the board to allow individuals to address the board on agenda items or other matters of public interest ([IV.C.6-12](#)).

ECCCD Board Policy 2410 describes the process by which board policies and administrative regulations may be proposed, adopted, or amended ([IV.C.6-13](#)).

ECCCD Board Policy 2716 sets limits on how the board may participate in politics; they can support or oppose legislation that impacts the district, but may not use district funds or resources to support or oppose candidates for office ([IV.C.6-14](#)).

Evaluation

Compton Center meets this Standard. The public has access through the El Camino College website to bylaws and policies specifying the size of the board, its duties, responsibilities, structure, and operating procedures. The board publishes bylaws and policies, which are publically available, both electronically and on paper. These policies are routinely reviewed and updated.



Evidence List

- [IV.C.6-1](#) ECCCD BP 2010 – Board Membership
- [IV.C.6-2](#) ECCCD BP 2015 – Student Member of Board of Trustees
- [IV.C.6-3](#) ECCCD BP 2200 – Board Duties and Responsibilities
- [IV.C.6-4](#) ECCCD BP 2210 – Roles of Board Officers
- [IV.C.6-5](#) ECCCD BP 2100 – Board Member Terms and Elections
- [IV.C.6-6](#) ECCCD BP 2110 – Board Vacancies
- [IV.C.6-7](#) ECCCD BP 2210 – Officers of the Board
- [IV.C.6-8](#) ECCCD BP 2310 – Regular Meetings of the Board
- [IV.C.6-9](#) ECCCD BP 2315 – Closed Session Meetings
- [IV.C.6-10](#) ECCCD BP 2320 – Emergency and Special Meetings
- [IV.C.6-11](#) ECCCD BP 2360 – Board Meeting Minutes
- [IV.C.6-12](#) ECCCD BP 2350 – Guest Speakers Addressing the Board
- [IV.C.6-13](#) ECCCD BP 2410 – Board Policies and Administrative Procedures
- [IV.C.6-14](#) ECCCD BP 2716 – Board Members and Political Activity

Standard IV.C.7 The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Analysis including Evidence of Meeting the Standard

The El Camino College Board of Trustees is operates in a manner consistent with its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the institution’s mission and commitment to educational quality, institutional effectiveness, and student success.

The El Camino College Board of Trustees agenda and minutes demonstrate that the board acts in a manner consistent with its policies. The board follows parliamentary procedure in the conduct of its meetings and adheres to the Brown Act requirements for public meetings ([IV.C.7-1](#)).

The Board of Trustees actively solicits input from the public on agenda and non-agenda items ([IV.C.7-2](#)) and ([IV.C.7-3](#)). At the board’s yearly organization meeting, a President, a Vice President and Secretary of the Board are elected by their peers; the Secretary to the Board is the Superintendent/President ([IV.C.7-4](#)).

The governing board has a system for evaluating and revising its policies on a regular basis. All policies and procedures are examined and revised on a regular schedule of at least ten years, or as Title V or other federal, state, and local codes require ([IV.C.7-5](#)).

El Camino College subscribes to the California Community College League (CCLC) Policy and Procedure Service. Annual updates to policies and procedures are provided by CCLC in response to changes in federal and state law. The updates are reviewed by the Vice Presidents and affected policies and procedures are changed where needed by the responsible party. For academic areas, the Academic Senate Educational Policies committee updates the policy which is approved by the Senate prior to moving forward to the College Council and then to the board for approval.

Evaluation

Compton Center meets this Standard. An examination of board agenda and minutes demonstrates that the board acts in a manner consistent with its policies. The review cycle for board policies demonstrates a consistent practice of evaluating policies and procedures on a regular basis.

Evidence List

- [IV.C.7-1](#) ECCCD BP 2310 – Regular Meetings of the Board
- [IV.C.7-2](#) ECCCD BP 2340 – Board Agendas
- [IV.C.7-3](#) ECCCD BP 2345 – Public Participation at Board Meetings
- [IV.C.7-4](#) ECCCD BP 2210 – Officers of the Board
- [IV.C.7-5](#) ECCCD AP 2410 – Administrative Procedures



Standard IV.C.8 To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Analysis including Evidence of Meeting the Standard

The El Camino College Board of Trustees regularly reviews, discusses, and accepts reports which address the quality of student learning and achievement. In May 2016, the Board of Trustees reviewed and analyzed the state's student success scorecard, which reports major indicators of student achievement ([IV.C.8-1](#)). The board reviews and approves college goals for four state-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status. The most recent review and approval took place in May of 2016 ([IV.C.8-2](#)).

The board reviews and approves the Comprehensive Master Plan for El Camino College and for the Compton Center ([IV.C.8-3](#)). The 2017 Compton Center Comprehensive Master Plan is slated for completion by spring 2017.

As discussed in Standard IV.C.5, the governing board helps set institutional effectiveness outcomes, and engages in analysis of results for improvement of student achievement and learning.

Evaluation

Compton Center meets this standard. The El Camino College Board of Trustees sets clear expectations for improvement of student learning and achievement. The El Camino College Board of Trustees is regularly informed of key indicators for student learning and achievement. Board agendas and minutes provide evidence of regular review, discussion, and input regarding student success and plans for improving academic quality.

Evidence List

- [IV.C.8-1](#) Student Success Scorecard
- [IV.C.8-2](#) El Camino College Institutional Effectiveness Indicators 2016
- [IV.C.8-3](#) El Camino College 2012-2017 Comprehensive Master Plan

STANDARD IV:
Leadership and Governance

Standard IV.C.9 The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Analysis including Evidence of Meeting the Standard

There exists a clear process for training El Camino College Board of Trustee members, which includes an overview of district and institutional operations; a review of ethical rules and responsibilities; a briefing on compliance with the Ralph M. Brown and Fair Political Practices Commission; a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparation and conduct during board meetings. The Superintendent/President facilitates the El Camino College Board of Trustees planning workshop ([IV.C.9-1](#)) and schedules regular educational presentations to the board throughout the year.

The El Camino College Board of Trustees conducts new member/trustee orientations as stipulated in ECCCD Board Policy 2740, which was revised in 2015 ([IV.C.9-2](#)). The Board engages in ongoing training that addresses board development and issues of orientation, continuity of board membership, and staggered terms of office.

For development purposes, the members of the Board of Trustees, including the Student Trustee, attend numerous trustee trainings. Many of these trainings are provided by the Community College League of California (CCLC), including the annual Effective Trustee Workshop. Others include the annual CCLC Legislative Conference, the CCLC Board Chair training, the Student Trustee Conference and Training, the online sexual harassment training, and elected official ethics training ([IV.C.9-3](#)).

Newly elected board members are provided with the CCLC Trustee Handbook which orients new members to college system, policy, planning, fiscal responsibility, accreditation roles, staff relations, and other information ([IV.C.9-4](#)). New board members also meet with

the Superintendent/President and members of President's Cabinet for an orientation to the college and its centers.

The board has a formal, written method of providing for continuing membership and staggered terms of office as dictated by ECCCD Board Policy 2100 ([IV.C.9-5](#)). ECCCD Board Policy 2100 describes the process clearly, linking to a map of the trustee areas on the district's website. Adjustments are made to the trustee areas as required by the federal census. In 2012 the board adopted a resolution to provide for equitable representation by trustee area as required by Ed Code 72036. In addition, Board Policies 2010 and 2210 include provisions for continuity of board membership and for staggered terms of office ([IV.C.9-6](#)) and ([IV.C.9-7](#)).

Evaluation

Compton Center meets this standard. The El Camino College Board of Trustees has an ongoing training program and membership continuity. Board members engage in ongoing development, participating in trainings and utilizing resources such as the CCLC Trustee Handbook.

Evidence List

- [IV.C.9-1](#) ECCCD Board of Trustees Meeting Agenda, August 2016
- [IV.C.9-2](#) ECCCD BP 2740 – Board Member Training
- [IV.C.9-3](#) CCLC Trustee Development Programs
- [IV.C.9-4](#) CCLC Trustee Handbook
- [IV.C.9-5](#) ECCCD BP 2100 – Board Membership Guidelines
- [IV.C.9-6](#) ECCCD BP 2010 – Board Membership Guidelines
- [IV.C.9-7](#) ECCCD BP 2210 – Election of Board Officers



Standard IV.C.10 Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Analysis including Evidence of Meeting the Standard

The El Camino College Board of Trustees follows well-established self-evaluation policies. Board members assess and make public their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The board’s evaluation results inform their goals, plans and training for the upcoming year, and help to improve academic quality and institutional effectiveness.

Board Policy 2745 clearly establishes a process for board evaluation ([IV.C.10-1](#)). This policy stipulates that once per year the board conducts a self-evaluation. The evaluation instrument incorporates criteria based on board policies regarding board operations as well as criteria defining board effectiveness based on goals and objectives. The board evaluation instrument includes criteria based on full participation in board training activities.

The El Camino College Board of Trustees members regularly complete the evaluation instruments and submit them to the Superintendent/President. Summaries of the evaluations are presented and discussed at Board of Trustees meetings. Evaluation results and discussion are used to improve board performance, academic quality, and institutional effectiveness. Board evaluation results have also been regularly included in board meeting agendas ([IV.C.10-2](#)) and ([IV.C.10-3](#)).

Evaluation

Compton Center meets this standard.

Evidence List

[IV.C.10-1](#) ECCCCD BP 2745 – Guidelines for Evaluation of the Board of Trustees

[IV.C.10-2](#) Fall 2016 ECCCCD Board of Trustees Evaluation

[IV.C.10-3](#) ECCCCD Board of Trustees Self-Evaluation Summary

Standard IV.C.11 The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Eligibility Requirement 7 – Governing Board

The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution, and for ensuring that the Institution’s mission is achieved. The board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweighs the greater duty to secure and ensure the academic and fiscal integrity of the institution. (IV.C.1, IV.C.4, IV.C.11)

Analysis including Evidence of Meeting the Standard

The District has clear policies and procedures to uphold a code of ethics and to govern conflict of interest for board members. Board Policy 2715 details the Code of Ethics and Standards of Practice for board members (IV.C.11-1). Board Policy 2710 spells out the Conflict of Interest Code for board members (IV.C.11-2). Board members undergo an initial orientation, including information on ethics and conflicts of interest, before taking office. Board members also receive informational updates throughout the year. Board members also file a yearly conflict of interest statement.

According to Board Policy 2715, El Camino College Trustees will adhere to the following standards of behavior:

1. Trustees will confine board action to policy determination, to assure fiscal stability of the district, and to delegate authority to the Superintendent/President as the Board executive.

2. Trustees will oversee spending public funds appropriately, prudently, and legally, including those relating to their own expenses.
3. Trustees will observe appropriate conduct at board meetings to facilitate decision-making that reflects the best interests of the college and the community.
4. Trustees will encourage and welcome active involvement of students, employees, and residents of the district.
5. Trustees will avoid any conflict of interest and will always act in a professional manner.
6. Trustees will abide by majority decisions of the board, while retaining the right to seek changes in decisions through ethical and constructive channels.

As found in Board Policy 2715, behavior that is alleged to be contrary to the Code of Ethics and Standards of Practice should be brought to the attention of the President of the Board. The president will discuss the allegation with the board member in question and may establish an ad hoc committee to examine the matter and recommend further action to the board. Further



actions and appropriate sanctions are further detailed in Board Policy 2715.

The El Camino College Board of Trustees adheres to a Conflict of Interest policy as found in Board Policy 2710. Board Policy 2710 ensures governing board members are not financially interested in any contract made by the board, and that all board members file statements of economic interest to ensure that no conflicts arise. The board adheres to a Political Activity and Resolutions policy as found in Board Policy 2716 ([IV.C.11-3](#)) in addition to a Statement of Economic Interest policy as detailed in Board Policy 3400 ([IV.C.11-4](#)).

ECCCD revised its Code of Ethics and Standards of Practice policy to include the following categories:

1. Acting as a Whole
2. Managing Conflicts of Interest
3. Monitoring Board Compensation and Expenses
4. Handling Special Interest Groups
5. Using Appropriate Channels
6. Maintaining Appropriate Conduct at Board Meetings
7. Maintaining Confidentiality of Closed Sessions
8. Exercising Authority as Trustees
9. Handling of Administrative Matters
10. Giving Priority to the District and its Strategic Partners

Evaluation

Compton Center meets the standard. Board Policies and Administrative Regulations assure that any interests are disclosed, and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence List

- | | |
|---------------------------|---|
| IV.C.11-1 | ECCCD BP 2715 – Board Code of Ethics and Standard of Practice |
| IV.C.11-2 | ECCCD BP 2710 – Conflicts of Interest |
| IV.C.11-3 | ECCCD BP 2716 – Board of Trustees and Political Activities |
| IV.C.11-4 | ECCCD BP 3400 – Statement of Economic Interest |

STANDARD IV:
Leadership and Governance

Standard IV.C.12 The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Descriptive Summary

In accordance with ECCCD Board Policy 2430, the El Camino College Board of Trustees delegates full responsibility and authority to the Superintendent/President to administer board policies and to execute decisions requiring administrative actions without board interference ([IV.C.12-1](#)). Adherence to this policy is spelled out in Board Policy 2210 ([IV.C.12-2](#)). In addition, for the duration of the partnership between El Camino College and CCCD, responsibilities and authority between the two districts are spelled out in the partnership agreement ([IV.C.12-3](#)).

ECCCD Board Policy 2410 states that the board may adopt policies as authorized by law or determined by the board to be necessary for the efficient operation of the district ([IV.C.12-4](#)). The Superintendent/President is to issue administrative procedures to serve as statements of method for implementing board policy. The board adheres to Board Policy 2200, which stipulates that the board delegates power and authority to the Superintendent/President to effectively manage the District ([IV.C.12-5](#)). The Board of Trustees effectively focuses on policies, including delegation of full responsibility and authority to the Superintendent/President to implement and administer board policies.

As detailed in Standard IV.C.3, the board holds the Superintendent/President and the CCCD Provost/CEO accountable for institutional operations through his/her job description, performance goals, and annual evaluation. The board works with the Superintendent/President in setting performance goals.

Evaluation

Compton Center meets this standard.

Evidence List

- [IV.C.12-1](#) ECCCD BP 2430 – Board Designation of Authority to the Superintendent/President
- [IV.C.12-2](#) ECCCD BP 2210 – Board Election of Officers
- [IV.C.12-3](#) ECCCD and CCCD 2016 Partnership Agreement
- [IV.C.12-4](#) ECCCD BP 2410 – Board Policy and Administrative Procedures
- [IV.C.12-5](#) ECCCD BP 2200 – Board Duties and Responsibilities



Standard IV.C.13 The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and function in the accreditation process.

Analysis including Evidence of Meeting the Standard

The El Camino College Board of Trustees receive updates from the Superintendent/ President and Provost/CEO on accreditation-related matters for El Camino College and Compton Center. The El Camino College Board of Trustees reviews and approves reports sent to the Commission from the El Camino College. For example, the El Camino College Board of Trustees approved the Compton Center Eligibility Application at their January 15, 2015 meeting, prior to submission of the application to ACCJC ([IV.C.13-1](#)).

Accreditation standards are included as references in ECCCD Board Polices ([IV.C.13-2](#)). Included in the 2016 board evaluation is an assessment of performance in the accreditation process ([IV.C.13-3](#)) and ([IV.C.13-4](#)).

Evaluation

Compton Center meets this standard.

Evidence List

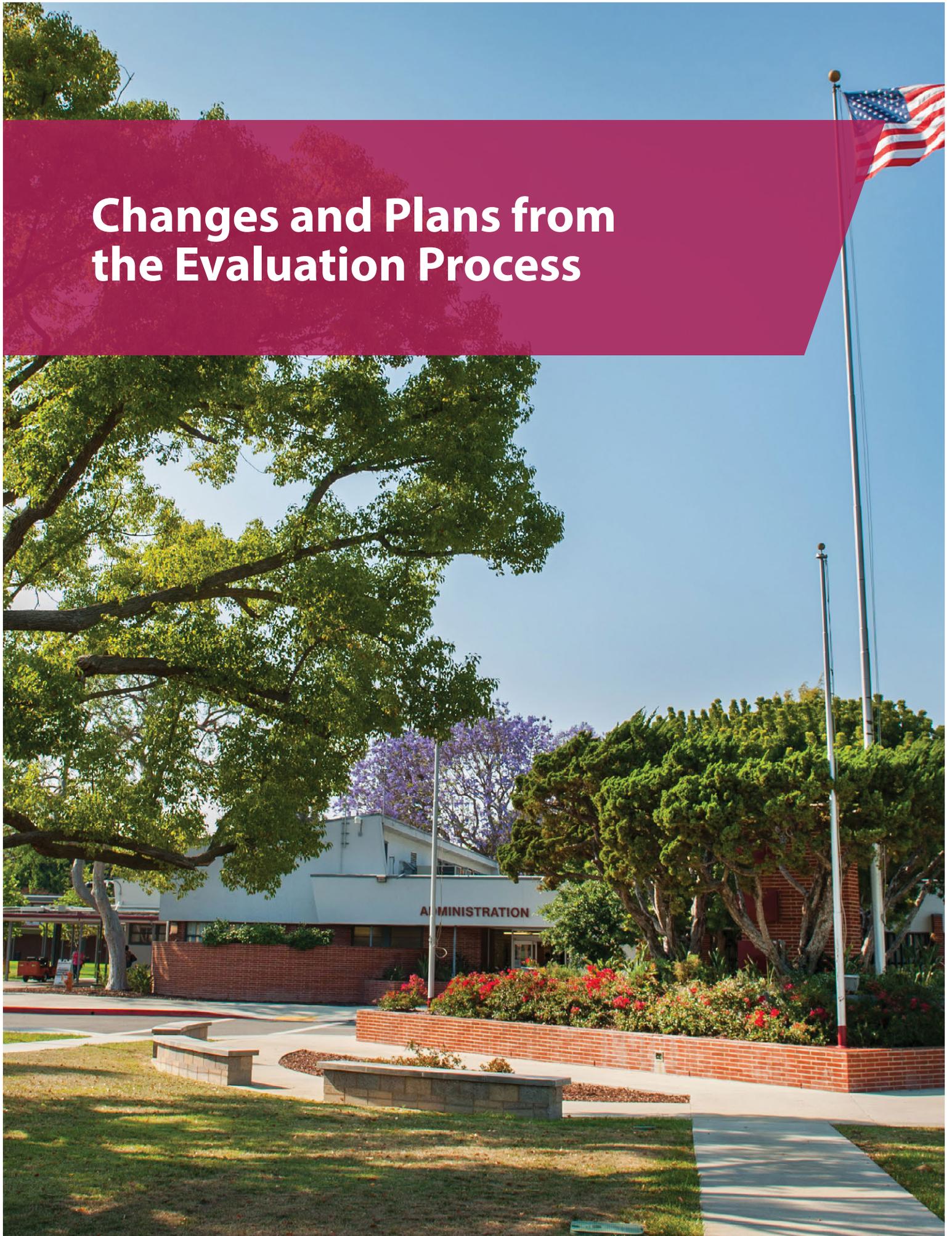
- [IV.C.13-1](#) ECCCD Board of Trustees Meeting Minutes, January 2015
- [IV.C.13-2](#) ECCCD Board Policies
- [IV.C.13-3](#) Fall 2016 ECCCD Board of Trustees Evaluation
- [IV.C.13-4](#) ECCCD Board of Trustees Self-Evaluation Summary

IV.D – Multi-College Districts or Systems

Standard IV.D – Multi-College District or System

This standard does not apply to the Compton Center.

Changes and Plans from the Evaluation Process





Future Plans from Compton Center Self-Evaluation Process

Change, Improvement and Innovation	Standard	Compton Center Leads	Timeline	Anticipated Outcome
Ensure all meeting agenda and related documents include the college mission statement	I.A.1	Provost/CEO, Vice President of Compton Center, administration, faculty and staff leadership	Spring 2017	Mission statement is published on the web and posted on campus, so employees and community are aware of the new mission statement for the Compton Center.
Outline how decisions are made to guide stakeholders in the governance and mission-centric practices of the institution.	I.A.3 IV.A.1 IV.B.3	Provost/CEO, President of Compton Center Faculty Council, members of Compton Center Consultative Council	April 2017	Development of the “Decision Making and Governance Manual for CCCD” and Compton Center.
Implement Institutional Effectiveness Partnership Initiative - College Innovation and Effectiveness Plan	I.B III.D IV.A	Vice President of Compton Center, administration, SLOs faculty coordinator, program review faculty coordinator, Institutional Research	December 2017	Fully implement the College Innovation and Effectiveness Plan.
Disaggregating learning outcome data for SLOs, PLOs, and SAOs	I.B.2 I.B.6	Institutional Research, SLOs coordinator, Institutional Effectiveness Committee	Fall 2018	Improve institutional effectiveness.
Disaggregating learning outcomes data between DE and traditional courses	I.B.2	Institutional Research, SLOs coordinator, Institutional Effectiveness Committee	Fall 2018	Improve institutional effectiveness.
Disaggregating student achievement data and implement strategies to reduce achievement gaps that are identified.	I.B.6	Vice President of Compton Center, academic deans, Dean of Student Services, Director of Enrollment Management, Director of Student Equity	Ongoing	Implement strategies to reduce achievement gaps.
Develop board policies and procedures for the future Compton College under the authority of CCCD	I.C.5 II.A.10	Administration, Compton Center Faculty Council, CCCD Academic Senate	Spring 2018	Development of board policies and administrative regulations for an independent college.

CHANGES AND PLANS FROM THE SELF-EVALUATION PROCESS

Develop a curriculum process at the Compton Center	II.A.1	Vice President of Compton Center, academic deans, members of the Compton Center Faculty Council	Fall 2017	Develop and implement a curriculum process at the Compton Center.
Develop DE advisory committee at the Compton Center	II.A.5	Vice President of Compton Center, academic deans, members of the Compton Center Faculty Council	Fall 2018	A functioning DE advisory committee.
Develop a course articulation process at the Compton Center	II.A.10	Vice President of the Compton Center, Dean of Student Services, members of the Compton Center Faculty Council	Fall 2018	Implement a course articulation process for an independent college, to include articulation agreements with four-year colleges/universities.
Develop a method to improve the Compton Center tracking of results for external certification exams for programs offered at the Center	II.A.14	Vice President of Compton Center, academic deans	Spring 2018	Improve tracking system of external certification exam results.
Develop a Program Discontinuance Policy for CCCD	II.A.15	Vice President of Compton Center, academic deans, members of the Compton Center Faculty Council	Fall 2018	Develop a program discontinuance policy and procedure.
Digitize student records currently stored as hard copies	II.C.8	Vice President of Compton Center, Dean of Student Services, Director of ITS	Fall 2019	Digitized student records.
Update Technology Plan	III.C.1	Director of ITS, Technology Committee	Spring 2017	Integrate current and future technology needs into institutional planning and resource allocation.
Complete another cycle of evaluations of institutional standing committees	IV.A.7 IV.B.3	Provost/CEO, members of the Compton Center Consultative Council	June 2017	Improve Compton Center/CCCD Governance.



Changes Made During the Compton Center Self-Evaluation Process

Change, Improvement and Innovation	Standard	Compton Center Leads	Timeline	Anticipated Outcome
Develop a Curriculum Analyst Position job description	II.A.1	Vice President of Compton Center, President of Compton Center Faculty Council, Chief Human Resources Officer	November 2016	Position to assist with the curriculum process at the Compton Center.
Classified Staff Evaluations	III.A.5	Chief Human Resources Officer, and administration	Ongoing	Ensure timely and effective evaluation of all classified staff.
Administrators Evaluations	III.A.5	Provost/CEO, Chief Human Resources Officer	Ongoing	Ensure timely and effective evaluation of Compton Center and CCCD administrators.
Review of CCCD Board Policy 7310- Nepotism in Employment	III.A.9	Provost/CEO, Chief Human Resources Officer	November 2016	Ensure policy is updated.
Complete first cycle of evaluations of institutional standing committees	IV.A.7 IV.B.3	Provost/CEO, and members of the Compton Center Consultative Council	June 2016	Improve Compton Center/CCCD Governance.
Implemented Provost/CEO message	IV.A	Provost/CEO, ECC Director of Community Relations	Spring 2016	Improve Provost/CEO communication to constituent groups.
Provost job description and appointment	IV.A IV.B	ECC Superintendent/ President, CCCD Special Trustee	June/July 2016	Appointment of Compton Center Provost.
Provide written Compton Center Report in ECC Board of Trustees' Agenda	IV.B IV.C	Provost/CEO	July 2015	Improve Compton Center report to ECC Board of Trustees.
Revise Partnership Agreement	II.A. II.B. II.C III.D IV.A. IV.B. IV.C	ECC Superintendent/ President, Provost/ CEO, CCCD Special Trustee	November 2016	Updated mutual understanding between two districts as it relates to the operations of the Compton Center and the CCCD.

CHANGES AND PLANS FROM THE SELF-EVALUATION PROCESS