EXTERNAL EVALUATION REPORT

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

A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the finding of the External Evaluation Team
That visited
El Camino College Compton Center
March 5 – March 9, 2017

Kindred I. Murillo, Ed.D.
Chair

EL CAMINO COLLEGE COMPTON CENTER
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SUMMARY OF EXTERNAL EVALUATION REPORT

INSTITUTION: Compton Center
                        El Camino Community College District

DATE OF VISIT: March 5-9, 2017

TEAM CHAIR: Dr. Kindred Murillo, Superintendent/President, Southwestern College

A team of twelve professional educators (team) visited El Camino College Compton Center (Compton Center) from March 5 through March 9, 2017, for the purpose of evaluating the Center's request for candidacy. The team's evaluation included an assessment of the Compton Center's performance as related to the Accreditation Standards and the compliance with the Eligibility Requirements and Accrediting Commission for Junior and Community Colleges (Commission) policies.

The team members prepared for the visit in advance by attending an all-day training session on January 20, 2017, conducted by Commission personnel. The members also reviewed the Accreditation 2017: Comprehensive Institutional Self Evaluation Report (ISER), request for candidacy documentation, and historical documents related to Compton College's loss of accreditation and unique partnership with El Camino Community College District (ECCCD) and El Camino College. Before the visit, the team chair and team assistant conducted a pre-visit to the campus on December 15, 2017. During the pre-visit, the chair met with the Provost/CEO, Accreditation Liaison Officer (ALO), and members of the accreditation steering committee.

On Monday afternoon March 6, 2017, the ECCCD Superintendent/President (President) and Compton Center Provost/CEO, as well as the Compton Center Special Trustee Tom Henry provided an overview of the loss of accreditation, the partnership with ECCCD, and the steps to candidacy. The team scheduled interviews with faculty, staff, committees, and leaders to be conducted Tuesday and Wednesday. The team conducted two open forums to listen to interested stakeholders, as well as met with various governance groups, campus leadership, and faculty. Members of the evaluation team attended the Compton Community College District (CCCD) Board of Trustees (Compton Board) meeting and were given time to ask questions and observe the Compton Board.

The Compton Center was organized and prepared for the visit. Above all, the Compton Center demonstrated a sincere enthusiasm for the work of the visiting team and working toward initial accreditation. The team visit was the culmination of many years of focused progress after a loss of accreditation, which devastated not only the college community, but the local community. The entire Compton Center community provided the visiting team a welcoming and very accommodating environment. The Center made accessible to the team evidence, minutes, agendas, and policies. The Compton Center community, the El Camino administration, ECCCD Board, and the Compton Board demonstrated their commitment to the accreditation process through their writing, actions, and prompt responses to inquiries or requests.

Throughout the visit, the team was impressed with the engagement and dedication of faculty, staff, administration, students, and board members. While the ISER sometimes lacked clarity of "how" the Center met the Standards, Eligibility Requirements, and Commission policies, the ECCCD and Compton Center constituencies found and provided the needed evidence to demonstrate compliance. The team members worked hard to validate all documentation and evidence.

The Compton Center embodies a sense of hope for the community and neighborhoods around the institution. The Center has a feeling of family and hospitality, as well as provides the pathway to the future for many residents. The neighboring community has a sense of ownership for the college and an appreciation for the Compton Center as a source of higher education. The Compton Center exudes hope for the future.

The visiting team acknowledges and congratulates the Compton Center faculty, leadership, and staff, the El Camino College faculty, leadership, and staff, the ECCCD Board of Trustees, and the Compton Board of Trustees for their steadfast commitment to reestablishing Compton College for the community.

INTRODUCTION

In 1927, the Compton Community College District (CCCD) was established 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 and construction began at the present site. The first classes began on the campus in fall 1956.

The CCCD encompasses an area of 29 square miles and approximately 300,000 residents. The CCCD serves the communities of Compton, Lynwood, Paramount, and Willowbrook as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and South Gate. The Compton District employs approximately 290 full- and part-time faculty, who teach 37 degree and 20 certificate programs.

In November of 2002, the Compton District received voter approval of Measure CC, authorizing another $100 million in general obligation bonds.

In spring of 2004, the Chancellor of the California Community Colleges, as authorized under California Assembly Bill 61, appointed a Special Trustee and suspended the authority of the Board of Trustees of the Compton District. The Special Trustee had sole authority over the Compton District's assets, contracts, expenditures, facilities, funds, personnel, and property. Shortly after that, the Accrediting Commission for Community and Junior Colleges (Commission) conducted a site visit to Compton Community College and on January 31, 2005, placed Compton Community College on Show Cause. On March 26, 2005, the Commission took action to terminate the accreditation of Compton Community College.

On June 30, 2006, Governor Arnold Schwarzenegger signed AB 318 into law giving the Compton District a $30 million load for recovery and the opportunity to partner with a college in good standing with the Commission to offer accredited courses. On August 21, 2006, the El Camino Community College District (ECCCD) Board of Trustees and Special Trustee approved a Memorandum of Understanding between the El Camino Community College District and the Compton Center. The primary purpose of the agreement was to assist the Compton Center in recovery and the eventual return to an accredited institution. All academic programs and student support services are under the oversight of El Camino College.

During the years between the first partnership agreement and 2017, the Compton Center leadership and constituencies have worked in concert with ECCCD to apply for accreditation candidacy and an initial accreditation status for the Compton Center.

On February 14, 2017, Governor Jerry Brown, California Department of Finance Executive Michael Cohen, and California Community College Chancellor Eloy Oakley submitted letters supporting the action to return authority to the Compton District Board of Trustees.

MAJOR FINDINGS AND RECOMMENDATIONS OF THE 2017 EXTERNAL EVALUTION TEAM

<u>Compton Center Recommendations</u>

Recommendation 1 (Improvement): In order to increase effectiveness, the team recommends all program reviews are completed in accordance with institutionally established timelines. (I.B.1, I.B.8, I.B.9, ER19)

Recommendation 2 (Improvement): In order to increase effectiveness, the team recommends that all program review reports and shared governance committee meeting minutes be disseminated in a timely manner to support the institution's culture of transparency and sustained, substantive dialogue for continuous improvement of student learning and achievement. (I.B.1, I.B.8, I.B.9, ER19)

Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that the Compton Center regularly assess and update its website to present clear and accurate information. (I.C.1, II.A.10, ER 10, ER20)

Recommendation 4 (Improvement): In order to increase effectiveness, the team recommends that the Compton Center delineate the Program Learning Outcomes among the general program, degrees, and certificates. (II.A.3)

Recommendation 5 (Improvement): In order to increase effectiveness, the team recommends the Library and Student Success Center staff and the Career Technical Education faculty work together to explore strategies to improve information sharing (e.g. tutoring, supplemental instruction). (II.B.1, ER17)

Recommendation 6 (Improvement): In order to increase effectiveness, the team recommends that the Center strengthen its efforts to provide ongoing professional development for all employees, and increase the engagement of classified and adjunct employees. (III.A.14)

Recommendation 7 (Improvement): In order to increase effectiveness, the team recommends that, as the Center transitions toward College/District status, staffing needs are given priority and continuously assessed. (III.A.9, III.A.10, ER8)

Recommendation 8 (Improvement): In order to increase effectiveness, the team recommends the Center develop and implement a best-practices process so that its long-range capital plans reflect projections for the total cost of ownership for new facilities and equipment. (III.B.4)

Recommendation 9 (Improvement): In order to increase effectiveness, the team recommends the Center create and distribute more transparent documentation of how planning and budget is linked to resource allocations; clarify how priorities are decided; and improve communication of this information. (III.D.2, III.D.3)

Compton Center Commendations

Commendation 1: The team commends the Center for its collegial atmosphere, its dedication and commitment to its students and for creating a culture and sense of family across all levels of personnel, the community and the students it serves.

Commendation 2: The team commends the Center for creating a data-rich environment. The team commends Institutional Research for helping the Center collect, organize, and analyze large amounts of data for decision-making. It is evident that Institutional Research actively engages, supports, and facilitates institutional dialogue regarding the meaning and use of data.

Commendation 3: The team commends the Center in having outstanding student service program reviews with clear connection to Service Area Outcomes, surveys, assessment and Student Learning Outcomes (SLOs). Furthermore, the team commends the Center for having a robust assessment cycle that engages dialogue and reflects a culture of continuous improvement based on assessment results.

Commendation 4: The team commends the Center on the level of student engagement and leadership in various units across campus. It is evident that the student voice has an impact on the institution's continual process for improvement of services.

Commendation 5: The team commends the Center for its comprehensive master planning efforts and successful implementation of facilities bond measure projects.

Commendation 6: The team commends the Center for demonstrating clarity of vision, thorough planning, and methodical implementation of technology to support and enhance 21st century teaching and learning.

Commendation 7: The team commends the Center for its fiscal stewardship by reversing the deficit spending during its fiscal crisis, making prudent financial decisions, and its sustained commitment to financial stability.

Commendation 8: The team commends the Center on its clearly defined decision making processes. This reflects a collegial educational environment that embodies a transparent participatory governance process that embraces open communication, consistency and an opportunity for both internal and external constituencies to engage in the governance of the Center.

Commendation 9: The team commends the Center on the high level of student engagement in the participatory governance process and campus initiatives.

El Camino Community College District, El Camino College, and Compton Center Commendations

Commendation 10: The team commends the El Camino Community College District for entering into this partnership with Compton College to ensure the Compton community has access to higher education. ECCCD's willingness to enter into this unique relationship leading to candidacy for CCCD is an excellent model of collegiality, dedication and commitment.

Commendation 11: The team commends the Compton Community College District Board of Trustees and Compton Center college community, and local community for their steadfast commitment to creating a shared mission and vision that reflects a clearly defined decision-making process, revitalized infrastructure, and a vibrant teaching and learning environment grounded in participatory governance.

ELIGIBILITY REQUIREMENTS

1. **Authority**

    The team verified that the Compton Center is acting as a center of El Camino Community College District. The unique partnership has provided the vehicle for the Compton Center to apply for, and receive Candidacy for, accreditation. El Camino College and the Compton Center are authorized by the State of California Community Colleges Chancellor's Office to operate as an educational institution offering courses of study leading to certificates and associate degrees. On June 17, 2015, the ACCJC acknowledged the Compton Center met the Eligibility Requirements.

    The Compton Center meets the Eligibility Requirement.

2. **Operational Status**

    The team verified Compton Center is operational and serves students who are actively pursuing degree programs. The Center provides educational programs to approximately 12,000 students (headcount) or 6,006 full-time equivalent students (FTES) annually.

    The Compton Center meets the Eligibility Requirement.

3. **Degrees**

    A substantial portion or majority of the Compton Center's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. Degrees were awarded in 37 different majors in eight different divisions. Degrees were awarded from seven AA-T programs and six AS-T programs during the 2014-15 academic year.

    The Compton Center has increased the number of awards (degrees and certificates) from 262 in 2010-11 to 425 in 2014-15, an increase of 62%.

    The Compton Center meets the Eligibility Requirement.

4. **Chief Executive Officer**

    The Compton Center has a chief executive appointed by the governing board, Dr. Keith Curry, whose full-time responsibility is to the college, and who possesses the requisite authority to administer board policies. Compton Center informs the Commission immediately when there are noteworthy changes.

    The Compton Center meets the Eligibility Requirement.

5. **Financial Accountability**

Compton Center has demonstrated financial accountability through providing external financial audits by certified public accountants as appropriate to a public agency. The Compton Center has also demonstrated compliance with Title IV requirements. Over the last 12 years the Compton Center has restored its fiscal stability and demonstrated sustainable financial practices.

The Compton Center meets the Eligibility Requirement.

CHECKLIST FOR EVALUATING COMPLIANCE WITH
FEDERAL REGULATIONS AND RELATED COMMISSION POLICIES

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards which address the same or similar subject matter. Evaluation teams will evaluate the institution's compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third-party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The team confirmed the Compton Center solicited third-party comment via open forums, email, communication, website postings, and public comment during both the El Camino Community College District Board of Trustees meeting and the Compton Community College District Board of Trustees meeting. The team verified receiving one third-party comment.

Standards and Performance with Respect to Student Achievement (STD I)

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The team verified substantive and collegial discussions occurring regarding student achievement, outcomes, and academic quality. It is evident, based upon a comprehensive review of documents

and interviews, that institution-set standards for student achievement are core to the Compton Center's operation and instruction and integrates with other major plans such as student equity, enrollment management, and the educational master plan.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

Credit hours and semester unit of credits are defined in Board Policy 4230. (The institution uses federal regulation 34CFR 600.2 and state regulation 5500II.5 of the California Code of Regulations (COR), Title 5, Division 6 for clock-to-credit hour conversions in the award of credit). 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. 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, etc. The Philosophy for Associate

Degree and General Education is defined in Board Policy 4025. Enrollment fees are consistent across degree programs and in alignment with the requirements of the California Community Colleges Chancellor's Office. All associate degrees require a minimum of 60 units with a required and clearly defined component of general education. The Associate Degrees for Transfer (ADTs) may be completed in 60 units and guarantee transfer into a California State University campus with a similar major. The Certificates of Achievement meet state requirements for two-year colleges requiring a minimum of 18 units.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

At the Compton Transfer Center, students receive curriculum guide sheets that outline California State University (CSU), University of California (UC) and private university transfer requirements. The college catalog and transfer/articulation website state transfer policies and provide links to Articulation System Stimulating Interinstitutional Student Transfer (ASSIST), ADT and Course Identification Numbering System (C-ID) websites. Policies on Credit by Examination and Alternative Credit Options (such as advanced placement tests, credit for military service and high school equivalents) are listed in the catalog. The Honors Transfer program is defined and explained in the catalog. Articulation/Transfer Agreements are listed on the counseling website.

Distance Education and Correspondence Education

Evaluation Items:

☒	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
☒	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
☒	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The team verified the Compton Center has established a distance education infrastructure sufficient to maintain and sustain distance education. All distance education course offerings, which consist of general education courses, must adhere to Administrative Procedure 4105 through ECCCD, which states the distance education requirements. The institution has a required

Distance Education addendum for Course Outlines of Record. There is a website of Faculty resources for Distance Education and a Distance Education Student Handbook for students.

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
☒	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):
The team verified the Compton Center has clear procedures for student complaints and a systematic process for processing these complaints. The procedures are located in the Compton Center Schedule of Classes, and the El Camino College Catalog. Complaints are logged and maintained in the Student Services office and followed up on per the procedures.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The team verified the Compton Center publishes information about programs, locations, and policies in the Center Catalog, the Schedule of Classes, and the El Camino College and Compton Center websites. The Compton Center maintains a very comprehensive website on accreditation, including the history of the Compton Community College District.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
☒	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program

	requirements.
☒	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
☒	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative (add space as needed):

The Compton Center demonstrates compliance with Federal Title IV regulations, and maintains its loan default rates within acceptable limits defined by the USDE.

STANDARD I
MISSION, ACADEMIC QUALITY, AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

Standard I.A: Mission

General Observations

The Self Evaluation Report provides a thorough description as to how the Compton Center is driven by its Vision, Mission and Values. It is evident that the Center is highly dedicated to the provision of high-quality programs and services that are aligned to meet the needs of a diverse student population. The institution has invested considerable time and effort to define a comprehensive structure for developing and implementing institutional mission and priorities.

Policies and procedures are clearly defined and readily accessible to the community. In reviewing several evidentiary documents, it is apparent that the institution actively engages in data-driven decision making. Measures for institutional effectiveness and student achievement are clearly defined and actively used within several institutional planning documents and discussions.

On January 20, 2016, the ECCCD Board of Trustees approved the future Mission Statement for Compton College once accredited:

> 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.

It is evident that the institution has the structure, practices, and resources in place to embody this mission. Mission, vision, and values statements are posted prominently throughout the campus.

Findings and Evidence

The institution's mission statement clearly establishes that the Center will make a positive difference in people's lives through the provision of "…excellent comprehensive educational programs and services that promote student learning and success…" The Center offers a wide array of degrees. In reviewing the 2016-2017 catalog and schedule of courses, students have the ability to pursue AA/AS/AA-T degrees in 31 areas or certificates in 29 programmatic areas. Board Policy 3250 – Institutional Planning establishes that the Superintendent/President shall ensure that the institution, "…has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research." There is strong evidence that institutional mission and commitment to student learning and achievement are central to the Center's planning and operation. In reviewing the Institutional Research webpage, there are

several planning documents and supporting data resources that define expectations and measure outcomes related to institutional effectiveness, student success, retention, and achievement. The Institutional Effectiveness Indicators goals have been developed for both short- (2016-17) and long-term (2021-22) timeframes. It was verified that Compton Center indicators and goals have been defined for Completion Rates for both college prepared and unprepared populations, Remedial Math Rates, Career Technical Education Completion Rate, Successful Course. (I.A.1)

The review of randomly sampled program review reports indicates that faculty and staff are utilizing comprehensive data sets to assess programmatic and operational performance. The program review template analysis of research data section contains headcount of students in program, course grade distribution, success rates, retention rates, face-to-face and DE success and retention comparison, enrollment statistics, scheduling, improvement rates, and additional data compiled by faculty. Administrative reviews clearly define program goals, services, and initiatives that are explicitly tied to mission accomplishment and support for improving student educational success and completion.

The Compton Center has recently revised its program review process and report template. The Compton Center is currently in the first cycle under the new process and documentation. In reviewing program reviews submitted under the new model, it is apparent that achievement and success data is central for program review analysis. (I.A.2, I.A.3)

The Compton Center has a documented strategic planning process that provides for the update and revision of goals, operational planning, resource needs identification, progress reporting, and performance indicator assessment. The center has a defined structure in place that allows for a broad and significant dialogue about institutional effectiveness, educational quality, and improvement on campus. Administrative Procedure 2510 defines the role and functions for the College Council. As noted in the Making Decisions at El Camino College 2015-2020 document, the College Council serves as a primary forum to facilitate communication concerning campus-wide issues and policies, broad strategic and institutional effectiveness assessments beyond day-to-day operations, while also reviewing major recommendations in regard to Mission alignment. (I.A.4, ER6)

It is evident that the Compton Center has invested considerable time and effort in formulating and vetting an updated Mission statement. The establishment of the Strategic Planning Committee (SPC) in April 2015 provided a structure and forum for this work. The 40-member committee includes a broad range of constituent representation (I.A.4, ER6).

Board Policy 1200 is reflective of this work and provides the institution's Mission, Vision, and Statement of Values. BP 1200 sets forth an expectation for institutional effectiveness defining 10 metrics to serve as a baseline for measuring institutional effectiveness. Stated metrics are: Student Readiness Rate, Successful Course Completion Rate, Remedial English Completion Rate, Remedial Math Completion Rate, Three-Term Persistence Rate, 30-Units Achievement Rate, Completion Rate, Transfer Rate, Degrees and Certificates awarded, Number of Transfers. (I.A.4, ER6)

Conclusion
The Compton Center meets this Standard and Eligibility Requirement 6.
Recommendations
None

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

General Observations

It is evident that the Compton Center has invested significant time and effort in creating a comprehensive integrated planning structure and culture that supports the improvement of student learning and achievement. The team reviewed several documents that validate the Center's consistent efforts to engage the Center's community as the driving force for continual process improvement and improved institutional effectiveness.

Findings and Evidence

The Compton Center has developed a clear infrastructure for institutional planning and effectiveness as evidenced by board policies, committee structure, and activities such as the annual planning summits. Discussion concerning student learning and service area outcomes are evident at multiple levels throughout the institution. Institutionally-set standards and disaggregated student success data are in place and are actively utilized to drive departmental, division, and institutional-level discussions. A review of TracDat annual unit plans and program reviews validated that data-driven decision making drives planning and resource allocation choices. (I.B.1)

Several evidentiary documents related to institutional planning were reviewed, including 2017 Compton Comprehensive Master Plan, Enrollment Management Plan, Student Success and Support Program (SSSP), Student Equity Plan, Basic Skills Initiative, Planning Summit Reports (2013, 2014, 2015, 2016), Making Decisions at El Camino College, etc. The 2016 Compton Center Consultation survey and the Institutional Effectiveness Committee (IEC) survey results were also reviewed. Minutes for key committees, such as student equity and student success were available upon request. It was noted that while committee minutes were available to the Center's community via email, publication of minutes for broad distribution was inconsistent. (I.B.1, I.B.9)

The Compton Center has a defined structure in place that allows for a broad and significant dialogue about institutional effectiveness, educational quality, and improvement on campus. Administrative Procedure 2510 defines the role and functions for the College Council. The College Council is a central forum for discussing campus-wide issues and policies, broad strategic and institutional effectiveness assessments beyond day-to-day operations, while also reviewing major recommendations in regard to Mission alignment. (I.B.1, I.B.7, I.B.8, I.B.9)

The team found evidence of substantive and collegial discussions occurring regarding student outcomes, equity, academic quality, and institutional effectiveness. The Compton Center has held annual Planning Summits where tools such as SOAR (Strengths, Opportunities, Aspirations, and Results) are used to discuss institutional plans and data. Participants review assumptions and goals of the group, identify objectives that support goals, and identify key action steps to realize goals. It has been validated that annual planning summits are an important part of the institution's regular evaluation of policies and practices. It was determined that a planning

summit was the forum in which the concept for the creation of the Compton Center's Strategic Planning Council (SPC) first came into effect. (I.B.1, I.B.7, I.B.9, ER19)

The Learning Outcomes and Assessment Handbook provides a clear structure for expressing how outcome assessment relates with institutional mission and learning outcome focus. Assessment cycles are defined and published on the institution's website. (I.B.2, ER11)

The team found evidence that the Compton Center performs regular assessment for outcome and achievement data. The program and course SLO webpage provides links to ISLO/PLO/SLO alignment grids, along with assessment reports and timelines. Assessment reports contain information regarding methodology, standards, results, and action/follow-up goals. (I.B.2, I.B.4, ER11)

The Compton Center actively utilizes the TracDat system to capture, update, and disseminate student learning (SLO) and service area (SAO) outcomes. Institutional (ILO), Program (PLO), and Course (SLO) alignment and assessment reports are embedded within the program review template. Examples found indicated that outcome assessment has had a positive influence for continual process and practice improvement. Sample program reviews provided to the team illustrated where outcome assessment was used to evaluate scheduling practices, and analyze student success conditions, such as justifying the expansion of supplemental instruction. (I.B.1, I.B.2, I.B.4, I.B.5, I.B.6)

It is evident that work of the Institutional Effectiveness Committee (IEC) in performing program review and master planning assessment is a core function supporting continual process improvement and improved institutional effectiveness. The team found that the program review process and the report template were revised as a result of assessment and reflection. It was noted that, under the previous process, some programs would need to work through multiple drafts in order to reach proficiency status. In other cases, timely submission of program reviews by established deadlines was problematic. After reviewing committee minutes and current program reviews it is clear that there have been significant changes by the committee in how program reviews are prepared, assessed, and approved. IEC created technical review sub-committees that now work with faculty to help analyze outcome and success data that results in high-quality, self-reflective reports. Standardized and disaggregated data templates are now embedded within program review templates. The new program review process and template allows for deeper analysis of student and program performance analysis, and is a clear outcome of the center's commitment to continuous improvement. (I.B.4, I.B.5, I.B.9)

The Compton Center establishes institution-set standards for student achievement, appropriate to its mission. It also assesses how well it is achieving them through actively pursuing continuous improvement and publishing the results. The team verified that the institutionally set standards first developed as part of the 2013 planning summit have been actively measured, reviewed, and updated. These were verified through a review of minutes and reports that discussion of institutionally-set standards and the measurement of mission accomplishment occurs at multiple levels and within multiple committees. It was observed that significant institutional changes, such as committee restructuring, outcome assessment, planning, budgeting, and decision-making have been conducted as part of the Compton Center's culture of continual process improvement. (I.B.3, ER11)

The creation of the Student Success Committee serves as a primary example where the institution has realigned structure and processes in order to improve institutional effectiveness. The Integrated Student Success Committee provides a forum bringing together individual planning groups in enrollment management, SSSP, student equity, Basic Skills Initiative (BSI), AB194, and strong workforce to share, evaluate, and monitor outcome and goal achievement. The committee also provides an opportunity for the institution to strategically leverage multiple resources in order to realize specific, measurable goals, and outcomes. (I.B.4, I.B.5, I.B.6, I.B.7)

The Compton Center demonstrated they use program review processes to evaluate the goals and objectives of student learning and achievement as they related to the accomplishment of the mission. The team found the data used for program reviews was disaggregated and used for analysis by program type and mode of delivery. The institution has also used Community College Survey of Student Engagement (CCSSE) in 2014 to measure student demographics, goals, time on task, academic experience (study skills, orientation courses), curricular experiences (internships, honors, organized learning communities), student learning, barriers to persistence, student and academic support services, student satisfaction, and participation in student engagement activities. (I.B.5)

The establishment of the Strategic Planning Committee in April 2015 provides a forum for assessing institutional and process effectiveness. As noted in the Compton Center's 2017 Comprehensive Master Plan, the SPC is focused on four mandates: improvement and alignment of planning process and resource allocation; make recommendation of campus committee structure; develop mission, vision, and strategic goal statements; and initiate an "ownership" culture and improve the work and relations ethics of all stakeholders to help high-quality educational programs and student services. As part of the Institutional Effectiveness Partnership Initiative (IEPI), the Center has set the goal to "better integrate/align planning, program review, SLO assessment and budget." (I.B.7, I.B.8, I.B.9)

It is evident that the Consultative Council serves as a primary resource for the regular evaluation of policies and practices in order to identify and initiate systemic and continual process improvement. It was verified that the Council reviews and guides major organizational changes and planning, such as the review of 2016 Board Policies and Administrative Regulations, enrollment management and stability funding, facilities project management, campus committee structure and appointments, comprehensive master planning, professional development, campus safety, and developing a case management approach to student success. The stated 2016-2017 goals for the council are to support the Center's accreditation process, improve participation and involvement in campus committees. (I.B.7, I.B.8, I.B.9, ER19)

Conclusion

The Compton Center meets the Standard and Eligibility Requirements 11 and 19.

Recommendation for Improvement

Recommendation 1: In order to increase effectiveness and support continuous, broad-based, and systematic evaluation and planning, that all program reviews are completed in accordance with institutionally established timelines. (I.B.1, I.B.8, I.B.9, ER19)

Recommendation 2: In order to increase effectiveness, the team recommends that all program review reports and shared governance committee meeting minutes be disseminated in a timely manner to support the institution's culture of transparency and substantive dialogue for continuous improvement of student learning and achievement. (I.B.1, I.B.8, I.B.9, ER19)

Standard I.C: Institutional Integrity

General Observations

Compton Center demonstrates a climate and culture dedicated to institutional integrity. The Center follows the Board Policies (BP) and Administrative Policies (AP) from El Camino College. The center publishes a print and online catalog. Student learning outcome assessment data are collected. Student achievement data are readily available and posted online. The newly published Comprehensive Master Plan for the Compton Center/future Compton College includes the strategic plan for the period of 2017-2022, with strategic goals and objectives laid out for the Center for the next five years.

Findings and Evidence

Compton Center clearly provides information to students regarding its mission, learning outcomes, and educational programs and services. Student achievement data are published online. Student learning outcomes are posted for courses and programs on syllabi and in the catalog. It is evident that the Center utilizes multiple resources to clearly and accurately communicate information including catalog, website, information flyers and documents. (I.C.1)

The Compton Center provides a printed and online catalog. The catalog clearly identifies academic achievement policies. The team was able to quickly locate information regarding mission, vision, programs, services, institutional policies and procedures (I.C.2)

Student learning outcomes data are collected and stored in TracDat. The Student Learning Coordinator works with the three Student Learning Facilitators to ensure the completion of SLO assessment and documentation. The Office of Institutional Research has a website that publishes a wide range of data and reports. Student success data are available at the program and course level. (I.C.3)

The team found academic programs are clearly described within the catalog in terms of program focus, content, degrees and certificate requirements. There are areas in the online content that can be improved through ensuring more clarity and accuracy. (I.C.4)

Board Policies are in place, including the ones on academic freedom and codes of conduct. The Academic Senate was included in consultation groups reviewing the board policies. The Compton Center has a schedule for reviewing board policies and administrative procedures and reviews them regularly. Board Policies and Administrative Procedures are published online. The team affirmed that key institutional policies and procedures are consistently communicated and published. (I.C.5, I.C.7)

The Compton Center clearly communicates cost of education in the catalog. The team was able to quickly locate information on the website for both prospective and current students. (I.C.6)

The team verified the Compton Center has clearly defined expectations, policies for student behavior, academic honesty, and consequences for academic dishonesty as evidenced in BP/AP

5500. The catalog provides detailed information regarding students' rights and responsibilities, including grievance policies and procedures. (I.C.8)

Faculty members are required to distinguish between personal conviction and their professionally accepted views as indicated in the Curriculum handbook and faculty contract. (I.C.9)

The Compton Center does not seek to instill specific beliefs or world views. The Center has policies in place for nondiscrimination, academic freedom, and prohibition of harassment as indicated by El Camino College's Board Policies and Administrative Procedures, such as ECCCD BP/AP 3430, BP/AP 5500, BP 4030, AP 3410. (I.C.10)

The Compton Center does not operate in foreign locations. (I.C.11)

The team verified the Compton Center has made accreditation materials and communications readily available to the Center's community and general public. The Center is in compliance with Eligibility Requirements, Accreditation Standards for public disclosure as evidenced by the Center's website. (I.C.12)

The Compton Center demonstrates honesty and integrity in its relationship with external agencies as indicated by El Camino College's Board Policies and Administrative Procedures, such as ECCCCD BP/AP 3200, BP 2170, BP 3400. (I.C.13)

The Compton Center ensures that its commitments to student learning and achievement are paramount to other objectives as indicated in the El Camino College Board Policy 1200- District Mission and Strategic Plan. (I.C.14)

Conclusion

Compton Center meets the Standard and Eligibility Requirements 10 and 20.

Recommendations for Improvement

Recommendation 3: In order to increase effectiveness, the team recommends that the Compton Center regularly assess and update its website to present clear and accurate information. (I.C.1, I.C.4, II.A.10, ER10, ER20)

STANDARD II
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

II.A: Instructional Programs

General Observations

The Compton Center offers a wide array of courses that lead to degrees, certificates, and community needs in alignment with its future mission and El Camino College's current mission, as appropriate for a community college. Many of the courses, degrees, and certificates were adopted from the El Camino College curriculum and remain shared, yet some are unique to Compton Center. The students are provided equal access to programs at both Compton Center and El Camino College. Planning processes are well underway in anticipation of separating Compton Center from El Camino College. The courses, certificates, and degrees offered are comparable to those offered within the California Community College System, including General Education courses that follow an accepted general education pattern; local associate degrees; Associate Degrees for Transfer; Certificates of Achievement, most of which are in Career Technical Education; and Certificates of Accomplishment, which are not noted on the student transcript. In addition, they offer courses via distance education, but do not provide correspondence educational offerings.

Compton Center assesses student learning outcomes at the course, program, and institutional levels including service area outcomes. The definitions of Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs) are well established and understood throughout the Compton Center. The methods for gathering learning outcome and student achievement data are established and are being used across departments, divisions, and areas. The results of student learning outcome assessments are used to improve the programs and services that are provided to their students. The use of data to connect all decision-making processes to an institutional level of continuous improvement is anchored in the updated program review process. Assistance through the Institutional Effectiveness Partnership Initiative (IEPI) was instrumental in getting this work underway. The Compton Center has successfully adjusted and tailored the El Camino College program review process into one that provides meaningful information in order for faculty, administrators, and staff to make program improvements. The Compton Center has systemic processes for student learning outcome assessment and the distance education offerings. Curriculum processes are in the process of being modified from the shared process with El Camino College in order to fit the needs of the Compton Center community. Still, many processes such as curriculum development and approval, articulation agreements, and student learning outcome assessment flow through or from El Camino College.

Findings and Evidence

Currently, there are two mission statements guiding the Compton Center: one with the El Camino Community College District (ECCCD) and one approved in January of 2017 with the Compton Community College District (CCCD). All course and program offerings are in alignment with both missions. All distance education course offerings, which consist of general

education courses, must adhere to Administrative Procedure 4105 through ECCCD, which states the distance education requirements. Compton Center has clear transfer pathways for students that were inherited from El Camino College through their articulation agreements. Compton Center is establishing its own curriculum committee, separate from El Camino College, which includes bringing in a curriculum analyst. The Compton Center Academic Senate secretary will serve on the curriculum committee and a curriculum chair will be confirmed in mid-March 2017. Of the 37 degrees and 19 certificates that are offered at Compton Center 13 are Associate Degrees for Transfer. There is a potential to offer contract and community education through partnerships with adult schools and businesses in response to the Strong Workforce Initiative. The faculty and others responsible for curriculum at Compton Center, through the curriculum process at El Camino College and through the development of their own curriculum process, review all curriculum proposals, which include new and revised curriculum. This is documented through the El Camino College curriculum committee and the program review reports, although the flow chart from El Camino College is dated August 2008 it appears to be well structured. Distance education offerings undergo a rigorous approval process through both the curriculum committee, a division dean, and the instructional coordinator for distance education. Student Learning Outcome assessments are included in the review for new and revised curriculum. (II.A.1, II.A.2, ER9, ER11)

The Assessment of Learning Committee (ALC) is the group at El Camino College that coordinates student learning outcome assessment cycles, assists with the development of sustainable assessment methods, and provides training for the campus and college community. The ALC has representation from constituents at the Compton Center, including faculty, administration, institutional research, student services, and academic affairs. Furthermore, the Compton Center has a faculty Student Learning Outcomes (SLO) Coordinator and faculty SLO facilitators from each division. SLOs are required to be on the Course Outline of Record and each course syllabi. The four Institutional Learning Outcomes (ILOs) are in the following areas: Critical Thinking; Communication; Community and Personal Development; and Information Literacy. In 2015, El Camino College, with the Compton Center, restructured the six ILOs as four ILOs. (II.A.3, II.A.11)

The Compton Center offers both college and pre-college level curriculum. The pre-college level includes basic skills and noncredit, and courses in math, English, and ESL. Students can determine pre-college level courses from college level courses by the course numbering. Through program review and data analysis, Compton Center observed that the distance education modality of Math 40, Elementary Algebra, had a success rate of 25%, so they removed it from the distance education offerings. The Center has in-class tutors across many departments. Recently, the English department revised its in-class tutor program to now include supplemental learning associates (SLAs) that work with students during the last 30 minutes of the block-scheduled classes. (II.A.4)

The courses, degrees, and certificates offered by Compton Center are consistent with norms for higher education. The degrees and certificates require that students have sufficient depth in a field of knowledge, that is an area of study or emphasis, appropriate at the two-year level. All associate degrees require a minimum of 60 units with a required, and clearly defined component of general education. The Associate Degrees for Transfer (ADTs) may be complete in 60

units and guarantee transfer into a California State University campus with a similar major. The Certificates of Achievement meet state requirements for two-year colleges requiring a minimum of 18 units. The degree and certificate programs at El Camino College Compton Center are structured and offered so that a full-time student that is college ready may complete the program in two years. Compton Center identifies the degrees and certificates that are able to be fully completed at the Center and those programs where students must also attend El Camino College in Torrance. The local general education pattern meets Title 5 requirements, and students are also able to follow Intersegmental General Education Transfer Curriculum (IGETC) or CSU General Education (GE) Breadth patterns. In order to ensure that college level courses transfer to four-year institutions, the curriculum committee makes sure that courses have appropriate depth, breadth, and rigor, as is evident in El Camino College curriculum processes. The degrees and programs follow common practices, as evidenced by the requirements for degrees and transfer in the catalog. (II.A.5, II.A.6, II.A.12, II.A.13, ER9, ER12)

The Compton Center provides programs to address equity, such as a First-Year Experience program, Supplemental Instruction to improve student engagement at the college, and a list of best practices for students in distance education courses, demonstrating an awareness of the need for support for distance education students to increase successful course completion rates. Compton Center has provided evidence that it meets the standard through its review of English and math courses. New, accelerated courses were created to provide a path to college level courses, and have increased completion rates. Learning communities have been established. In addition, at the end of March 2017, the Center is hosting a professional development activity for faculty, staff, and students to promote equity titled Pathways to Leadership and Careers. Two prominent guest speakers from UCLA will be presenting on equity issues facing staff and students. (II.A.7)

The reading examination, the DRP (Degrees of Reading Power) and Townsend Press exams are the only department wide exams and are validated appropriately, as is evident in the Reading Advisory Committee minutes. (II.A.8)

Course level student learning outcomes (SLOs) are embedded in the program level student learning outcomes (PLOs) and the institutional level student learning outcomes (ILOs). ILOs are found on the El Camino College Compton Center SLO website. The PLOs are from departmental areas, which include the degrees and certificates that are offered by that department. Compton Center includes student learning outcomes in the Course Outline of Record (COR) and in all course syllabi. Grading criteria in the COR includes information on outcome assessments, which ensures course, degree, and certificate awards are linked to student learning outcome attainment. The Curriculum Committee (El Camino College) reviews all courses on a six-year cycle. Outcomes assessments are reported on a four-year cycle, and are used for improvement in program review. Course credit is awarded based on federal and state regulations. (II.A.9, ER10)

The El Camino College catalog explains transfer of credit policies for students entering from high school or from another institution of higher education. The articulation officer submits courses into ASSIST and Online Services for Curriculum and Articulation Review (OSCAR) for inclusion in CSU GE Breadth and IGETC general education patterns. The College Board AP

Examination basis for credit is explained as well. In addition, courses that have C-ID designators, and degrees that are Associate Degrees for Transfer are identified. The articulation officer submits annual curriculum change documents to the California Intersegmental Articulation Council (CIAC). The curriculum at Compton Center, and thus at El Camino College, aligns with CSU and UC transfer requirements. The Compton Center has articulation agreements with public, private and Historically Black Colleges and Universities. Counselors evaluate transcripts of incoming students. Compton Center supports a Transfer Center. Currently, the articulation officer is based at El Camino College, but the Compton Center has hiring an articulation officer in its staffing plans. (II.A.10, ER10)

The ECCCD has a stated board philosophy for associate degree and general education. General education courses articulate with colleges and universities. The Compton Center is currently negotiating agreements with transfer institutions to maintain articulation agreements for all courses associated with articulation agreements. (II.A.12)

The Compton Center's Career Technical Education (CTE) certificates and degrees are determined by faculty that work with advisory committees to develop and revise curriculum to meet industry standards, regulations, and licensing requirements. Currently 29 certificates and 11 associate degrees are offered in CTE programs. Some CTE programs, such as nursing, emergency medical technician, cosmetology, auto, and welding, have external licensing requirements. Compton Center collects data, works with their Regional Consortium and other groups such as that RP Group, to analyze the labor market index and publish the data reports on graduates. Most recently, work with the RP Group included the development of a survey to track CTE employment success even if a certificate had not been completed. Still, there is difficulty in acquiring useful and meaningful data in this area. (II.A.14)

The Compton Center states that students will be able to complete their programs of study, but they do need a plan for how students will do this should a program be eliminated. They have an Action Plan to develop a program discontinuance policy for Compton Community College District, although there is such an Administrative Procedure in the El Camino Community College District. The Compton Center is entwined with El Camino College in terms of the programs that are offered at El Camino. It offers courses that are part of El Camino programs, and sends students to El Camino to complete courses that are limited at Compton Center. In Spring 2016, an Educational Program Task Force was convened to identify programs with declining enrollment. (II.A.15)

The Compton Center regularly evaluates and improves the quality and currency of all instructional programs, using data on an institutional level to systematically improve programs and courses. The center has in place TracDat and uses Guiding principles for Student Learning Assessment Cycles. The program review process, which is a four-year cycle, is used for all college programs. Criteria used include relevancy, appropriateness, achievement of student learning outcomes, and currency. Through this process comes curricular improvement. The evaluation of the program reviews is used to create a list of prioritized recommendations related to Compton Center's Strategic Initiatives. These are integrated as objectives in annual program plans and considered for resource allocations. It should be noted that the distance education data was not separated from other program data since the Compton Center has very limited distance

education offerings. However, the Compton Center did conduct a study to compare success rates between traditional and distance education courses. The results are used in determining course offerings and modalities. (II.A.2, II.A.16)

Conclusion
The Compton Center meets the Standard and Eligibility Requirements 9, 10, 11, and 12.

Recommendation for Improvement

Recommendation 4: In order to increase effectiveness, the team recommends that the Compton Center delineate the Program Learning Outcomes among the general program, degrees, and certificates. (II.A.3)

Standard II.B: Library and Learning Support Services

General Observations

Library and Learning Support Services at the Compton Center are sufficient in quantity, currency, depth, and variety to support instructional programs. The Compton Center Library is housed in a new facility, which opened in 2014, named the Library Student Success Building. Library support services include library collections, Reading/Writing Center, Math and Science Center, MESA/STEM Center, a Computer Lab and a variety of other instructional services, such as library orientations, tutoring, supplemental instruction and directed learning activities. (II.B.1, II.B.2) In addition, the Library and Student Success Center provides online students with e-books, an online orientation, virtual tour of the Library and access to several online databases. Online students have access to NetTutor for online tutoring and utilize telephone and email services to access other Library resources. (II.B.1, ER17)

The Library Advisory Committee serves to ensure that faculty provide input and are involved with the selection of materials. In addition, Librarians work directly with faculty to prepare materials for students based on faculty and student needs. Along with the Student Success Center, the Library uses student surveys to provide feedback on library services each semester. The surveys assess the effectiveness of library services, along with tutoring and other academic support services. (II.B.1, ER17)

The Library also addresses the Institutional Learning Outcome of Information Competency through its Introduction to Information Competency Course. The Library subscribes to 42 full-text online periodical and reference databases, such as EBSCO, and 115 print periodicals to support the academic, vocational and personal needs of the Compton Center students. (II.B.1, ER17)

The Library maintains a collection that reflects many of the academic and vocational courses (Auto Repair, Nursing and Occupational Outlook) at Compton Center. The Library Advisory Committee is an interdisciplinary committee that is inclusive of librarians and faculty from multiple disciplines. The committee meets two to three times a semester and relies on the expertise of faculty to select and maintain educational materials. The library uses information from TracDat and student retention and success rates to enhance student achievement. Instructional faculty, including online instructors, provide input on the selection of library resources. In addition, the committee has a clearly established Collection and Weeding Policy to ensure up-to-date and quality equipment and materials. The Faculty Innovation Center is designed to address faculty needs in regards to student learning. (II.B.2)

The Library evaluates its learning support services and provides evidence to ensure achievement of student learning outcomes. The Library Advisory Committee reviews a variety of data provided by institutional effectiveness. In addition, the program review process evaluates and assesses the services provided by the Library, inclusive of all centers and learning support services. The Institutional Effectiveness Committee evaluates program reviews from the Service Area Outcomes, which includes the Library and Learning Resource Center. The Librarians and Division Dean utilize survey data for ongoing improvements. These surveys include immediate

feedback on services, such as tutoring, supplemental instruction, library orientations as well as climate and library usage surveys. The results are used to make programmatic changes within the Program Review cycle, facilities requests and staffing requests. (II.B.3)

The Compton Center has collaborations and agreements with other institutions to provide services and materials (CSU Dominguez Hills, Community College League of California (CCLC), PLATO, Rosetta Stone, etc.). Through these formal agreements, the Compton Center assures the security, maintenance and reliability of resources and services available to students. (II.B.4, ER17)

Conclusion

The Compton Center meets the Standard and Eligibility Requirement 17.

Recommendation for Improvement

Recommendation 5: In order to increase effectiveness, the team recommends the Library and Student Success Center staff and the Career Technical Education faculty work together to explore strategies to improve information sharing (e.g. tutoring, supplemental instruction). (II.B.1, ER17)

Standard II.C: Student Services

General Observations

The Compton Center provides all students appropriate student support services that foster student learning and development within the context of the institutional mission, which was evident for both general on-campus students and distance education students. The Compton Center on a regular basis, at a minimum of every four years, does program reviews for its student services that are submitted to the Institutional Effectiveness Committee for final review. Once approved, they are uploaded to TracDat where public comments may be provided.

A deep analysis of the program reviews between 2012-2017 determined that this is occurring on a regular basis. The center assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. This is done by having counselors and student services personnel available in person, via phone, email and virtually (II.C.3). In general, the Standard is not only met, but a thorough review of materials presented before and during the accreditation visit shows a tremendous achievement of reaching each of the subsections within this Standard.

Findings and Evidence:

The Compton Center regularly evaluates the quality of student support services and demonstrates that these services support student learning and enhance accomplishment of the mission of the institution. The Center has established a regular assessment cycle through its program review. (II.C.1)

There is evidence in the program reviews reviewed and TracDat that annual student and department level surveys are being completed and that these surveys are being used to engage in formal annual planning efforts as noted in II.C.1. The center provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (II.C.1, II.C.3, ER15)

The Compton Center identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The Center uses assessment data to continuously improve student support programs and services. This is achieved by the regular program reviews, inputted into TracDat, annual surveys and assessments that are done. The program reviews, once written, become part of Student Services' strategic plan, and recommendations that stem from them are worked on in regular intervals. Within TracDat, people are able to make comments to recommendations, service area outcomes and student learning outcomes. The evidence of how Student Services improves its services based on assessment has been made clear through the program reviews ranging from 2012 to 2017. (II.C.2)

The team found evidence the Student Success and Support Program Plan documents core services that are provided to students and plans moving forward to increase student engagement. The center has a robust overview of future plans for student services. (II.C.3)

Compton Center assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. Compton Center clearly articulates how it serves distance education students from its handbook to online resources, and exhibits the same information and service for on-campus students. (II.C.1)

The Distance Education (DE) Student Survey results from Spring 2016 show the majority of students that take DE courses were not taking advantage of the online services offered, which suggests that there was a need for proactive measures to increase awareness and usage of these services. Student Services has been proactive since the 2014 survey to provide all students access to its counselors and services from financial aid to advising virtually or via phone and email. While Compton Center relies on its partnership with El Camino College to provide distance education infrastructure, the campus has made significant strides by building its own student support services online, providing a variety of services. (II.C.1, II.C.2)

Co-curricular programs and athletics programs are suited to Compton Center's mission and contribute to the social and cultural dimensions of the educational experience of its students. Compton Center offers 13 different athletic sports for its students, serving over 350 students annually. While being an athlete, students are part of a cohort of programs that support them academically and socially. Compton Center offers co-curricular and athletic programs that are conducted with sound educational policy and standards of integrity. The Center has responsibility for the control of these programs, including its finances. Moreover, the enthusiasm of the student leaders that participate in the co-curricular and athletic programs is commendable, from encouraging each other to attend tutoring and maintaining high grade point averages. Co-curricular programs and athletics programs are clearly connected to the Compton Center's mission and contribute to the social and cultural dimensions of the educational experience of its students. (II.C.4)

The Compton Center provides counseling and 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. The Compton Center provides counseling and career advising based on student goals, aptitude, academic strengths and interests. Counselors provide required educational plans online as well as are assigned liaison areas within the three divisions of the institution. They annually complete student satisfaction surveys to improve their services. The Center additionally has advisors within student services that help get students to counselors for core services, such as academic and career counseling. The center has plans underway to extend mandatory academic planning beyond the first semester. The institutional learning outcomes of the Compton Center are noted to be a common thread throughout counseling services. (II.C.5)

The Compton Center 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. Courses and services at Compton Center are guided by the statement of values, along with the strategic initiatives. The student services planning model demonstrates how the mission statement influences all levels of planning. For transfer students, the First-Year Experience Program has a clear pathway to transfer. Although not housed by Student Services, its focus on transfer, and the support from student services to ensure this program is successful, is commendable. All students are required to declare a major. As students change their minds, they immediately see a counselor for support. Such support includes counselor-led workshops through the welcome center and career center. It is evident in the program reviews that "courses and services at Compton Center are guided by statements of values and strategic initiatives" as noted in the Self Evaluation Report. The team verified that a planning model demonstrates how the mission statement influences all levels of programming. (II.C.6, ER16)

The Compton Center regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases. This is done on an annual basis, and is based out of the Torrance campus. The Compton Center has established a transition plan to take over the validation efforts. (II.C.7)

The Compton Center 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. While the records are maintained by El Camino College, the Center has a transition plan for transferring this responsibility over to Compton Center. The Center's plans are to adopt the same system as El Camino College. (II.C.8)

Conclusion:

The Compton Center meets the Standard and Eligibility Requirements 15 and 16. The Center has exceeded expectations on this Standard and is commended.

STANDARD III
RESOURCES

Standard III.A: Human Resources

General Observations

The Compton Center's partnership with El Camino College (ECC) links some Human Resources (HR) policies and provisions between the two, although most HR policies and procedures provided in the Compton Center ISER report were developed and are applied locally. Both are merit system colleges.

The Compton Community College District (CCCD) Board of Trustees negotiates with two bargaining units, both locally organized: the Compton Community College Federation of Certificated Employees and the Compton Community College Federation of Classified employees. Distribution of college employees is comparable to California state averages (better, in terms of full-time and adjunct faculty proportions). Evaluation processes and professional development opportunities are provided in compliance with local policies and bargaining agreements, and conducted in partnership with ECC.

Findings and Evidence

Criteria, qualifications, and procedures for selection of personnel at Compton Center are evident and public. These are supported by collective bargaining agreements, various board polices (recruitment, selection and nepotism), their comprehensive Employee Policy and Procedure Manual, the Compton Center Master Plan (College Staffing section), and the work/role of the Chief Human Resources Officer. There is a Hiring Prioritization Committee composed of faculty, deans and staff, which is informed by Equal Employment Opportunity (EEO) guidelines, the local Academic Senate, and local recruitment and selection policies and procedures. Compton Center has established a "Classroom Visitation Protocol for Online Courses" for distance education instructors to ensure their preparedness for teaching in that mode. (III.A.1)

Compton Center has an online training requirement for new DE faculty. Additionally, at least three tenured Compton Center faculty participate on tenure-track faculty hiring committees, and at least one sits in to hire adjuncts to ensure that academic and professional qualifications are met, as published in the Compton Center Employee's Policy and Procedures Handbook. The bargaining agreement clearly states each component of interview criteria. The Compton Center also includes a separate evaluation of department chair roles and responsibilities. (III.A.2, ER14)

The Compton Center ensures that administrators and other employees for educational programs and services possess necessary qualifications based on the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*. These requirements are detailed in job descriptions/postings. Job descriptions clearly include necessary job qualifications for academic positions and Compton's Employee Policy and Procedure Manual provides components of the annual evaluation process. (III.A.3)

The Compton Center ensures that faculty, administrators and other employees meet qualifications through review of official transcripts within their hiring processes. In addition, an administrative regulation exists for verification of eligibility of hires. There is established equivalency criteria for those with degrees from non-U.S. Institutions. (III.A.4)

The Compton Center evaluates personnel systematically and in stated intervals. The Center Employee Policy and Procedure Manual includes evaluation processes for classified, faculty and administration. The bargaining agreement language for certificated employees is included in the handbook. Specific reference to the assessment strategies of Student Learning Outcomes are part of the self-assessment portion of the faculty evaluation. While the Compton Center evaluates supervisors and administrators annually, a thorough two-year comprehensive evaluation is completed prior to the basic annual evaluation. As part of the contractual processes for faculty evaluation, the Center utilizes an Online Classroom Visitation Protocol for all online instructors who are currently being evaluated and who teach an online class. The protocol can also be requested at any time by instructors or conducted by supervisors with advance notice to instructors. These procedures are in addition to its formal, timely and well-documented evaluation processes for faculty (III.A.5)

The Compton Center promotes continuous dialogue and engagement of student learning outcomes in division and department meetings and during the program review process. In addition, updates on the completion of SLO assessment demonstrate ongoing discussions. Beyond SLO assessment, there is evidence of data analysis for both face-to-face and distance education course success rates. Academic deans, faculty, and other academic personnel are evaluated in part based on the learning outcomes of programs they oversee. (III.A.6)

The Compton Center has experienced a significant growth in both full- and part-time faculty since 2006 and in non-faculty positions, such as classified and administrators. As indicated in the 2012-2017 El Camino College Comprehensive Master Plan, the Center uses standard FTES ratios among other criteria to identify areas with academic staffing needs. The hiring of full-time employees is advised by the Hiring Prioritization Committee, which consists of faculty, staff, and deans. Year to year, those divisions that request faculty positions participate in prioritization. The list is then presented to the Academic Senate and passed on to the CEO and his cabinet to finalize. (III.A.7, ER14)

The Compton Center encourages part-time faculty to participate in special programs, such as Honors and First-Year Experience. The Center annually recognizes one adjunct faculty member a year through their Annual Distinguished Faculty Awards. In addition, part-time faculty retention is encouraged by providing benefits to employees with consecutive and satisfactory performance. The inclusion of emails, flyers or any postings targeting part-time faculty beyond just a website, would enhance the communication. A full-time faculty mentor is assigned to each new probationary faculty member, and that relationship continues formally through the mentee's tenure approval (and informally long after). The Academic Senate has taken recent steps to coordinate with divisions to provide full-time faculty mentors to new adjunct faculty hires as well. (III.A.8)

Senior management at Compton has final authority on the creation of new positions and the hiring of full-time employees. Current staffing is just sufficient to maintain services and support

the teaching and learning environment presently. Compton Center has completed its 2017 Comprehensive Master Plan for the Compton Center and the Future Compton College. Included in this plan is a Staffing Plan that addresses essential elements related to adequate staffing levels for staff and administration, including those essential positions currently occupied by ECC staff who will need to be replaced when Compton regains independent status. While the plan is still in draft form, it is scheduled to be vetted through the Center's governance structure in the current semester. (III.A.9, ER8)

The Compton Center includes the Provost/CEO, a Vice President (through ECC), a CBO, a Chief Human Resources Officer, a Dean of Student Services, and Division Deans. These are sufficient at this time to guide the college. The Center has assessed what administrative capacities are needed for its transition from Center to College status by identifying potential gaps previously filled through human capacity from El Camino College. As a result, a list of 22 positions (new and existing) needed to address administrative capacity has been created as part of this transition beginning in 2016 through 2022. This transitional staffing plan is critical and should be a priority as the Center transitions beyond its candidacy status. This plan includes the reinstatement of the Personnel Commission as a result of the recent reinstatement of authority to the Compton Community College District Board of Trustees. (III.A.10, ER 8)

The Compton Center has a comprehensive Employee Policy and Procedure Manual that demonstrates policies and procedures for its hiring processes. In addition, several board policies exist to ensure its commitment to diversity, established recruitment and selection procedures, collective bargaining agreements and policies related to nepotism. These policies are published and available to the public through the Center's website. In addition, the 2012 Financial Crisis and Management Assistance Team (FCMAT)recovery plan (AB318 requirements for the $30 million line of credit) provides additional evidence of clearly defined roles for board and administration with respect to recruitment, hiring, evaluation, and dismissal of employees. (III.A.11)

The Compton Center has a comprehensive Employee Policy and Procedure Manual that indicates the Center is in compliance with EEO requirements and has processes for filing grievances to ensure employees have a safe, professional environment that supports diversity. Human Resources utilizes iGreentree software to compile statistical applicant demographic data and generates reports to compare staffing populations in comparison to the student population the Center currently serves. Data are evaluated to see if the influx in the student Hispanic and female population are relative to hiring practices. In addition, Board Policy 7100 states their commitment to diversity. The Center conducts employee satisfaction surveys that include campus climate questions around equity and diversity. All collective bargaining agreements detail the grievance processes and provide written guidelines for promoting equity among personnel. (III.A.12)

The Memorandum of Understanding with El Camino College indicates the Center's adoption of their code of ethics for employees, which is included in the employee policy and procedure manual. The Board Policy (BP 2715) lists all activities considered standards of practice under their code of ethics. In addition, BP 7360 and BP 7370 address discipline and dismissal for both academic and classified employees. (III.A.13)

The Compton Center has a Professional Development Committee that, along with the Academic Senate and administration, identifies the professional development needs of personnel. The committee consists of faculty, staff, and administrative representatives. Employee professional development services at the Compton Center are provided largely by El Camino College and California Community Colleges system-wide resources, but the Compton Center has also set aside separate funding for professional development. In addition, Compton instructors take advantage of available system resources, such as the Etudes website for online teaching support, @One, the California Community College Council, and 3CSN, along with local "campus breakout sessions" and Flex activities (tracked using Flex Reporter). Classified staff and administrators may also take advantage of budgeted professional development funds; they are informed of these opportunities via their bargaining unit. There is a well-publicized Flex calendar. Online surveys, surveys during Flex week, and ongoing dialogue with committee members inform the process of determining what professional development opportunities are offered during Flex. (III.A.14)

Employees at Compton Center have access to their personnel records. These records are secured and confidential. Administration regulations (AR 6522) and the Employee Policy and Procedure Manual both address federal requirements on retaining and the destruction of personnel records. (III.A.15)

Conclusion

The Compton Center meets the Standard and Eligibility Requirements 8 and 14.

Recommendations for Improvement

Recommendation 6: In order to increase effectiveness, the team recommends that the Center strengthen its efforts to provide ongoing professional development for all employees, and increase the engagement of classified and adjunct employees. (III.A.14)

Recommendation 7: In order to increase effectiveness, the team recommends that, as the Center transitions toward College/District status, staffing needs are given priority and continuously assessed. (III.A.9, III.A.10, ER8)

Standard III.B: Physical Resources

General Observations

Compton Center provides safe and sufficient physical resources that support and ensure the integrity and quality of its programs and services. Like many California Community Colleges constructed in the early 50's, the campus has many aging facilities. The Compton Community College District (CCCD) passed two local general obligation bonds, $100 million Measure CC in November 2002 and Measure C for an additional $100 million in November 2014 to repair and renovate instructional classrooms and job training facilities, and upgrade security systems, electrical capacity, computer technology, energy efficiency, and roofing systems.

The campus has completed various capital construction and infrastructure projects during this accreditation cycle. The college's facilities master plan was updated in 2012 and in 2017. In June 2013, the district hired a permanent director of facilities planning and operations. This position has the overall responsibility for facilities, maintenance, custodial, and grounds. The Facilities Planning and Operations staff does an outstanding job of maintaining the facilities despite staffing levels and increases in building square footage.

The campus police, security staff, and crime prevention measures have resulted in the employees, community and students feeling the campus is safe.

Findings and Evidence

The Center has established the Assessment Intervention Management Safety (AIMS) team which addresses distressed, disruptive or dangerous behavior in students and offers assistance, education resources, and consultation to faculty and staff in an effort to positively affect student and campus safety. Molina Medical Management provides an on-campus health services available for students. Upgraded lighting, blue light 911 notification poles, and installation of additional security cameras provide tools to improve campus safety.

The Institution contracts with El Camino College District for police services. The El Camino Police Department (ECPD) provides policing services 24 hours a day, seven days a week. ECPD has Memoranda of Understanding for mutual aide in place with Los Angeles County Sheriff Department and City of Long Beach Police Department. Funding is in place for a new campus police substation. The building plans are currently in the Division of the State Architect (DSA) undergoing plan check approval.

Safety hazards involving facilities are addressed in a variety of ways. Facilities and Campus Police staff address minor safety hazards as they find them during the course of their workday. Employees may report safety suggestions directly to El Camino College Police Department, which provides on-campus police and security services. Evidence provided by the recent Statewide Association of Community Colleges (SWACC) property and liability report and Cleary Report reflects the institution maintains safe facilities.

A review of the project files reflects the new buildings are designed and constructed with

approval of the Division of the State Architect (DSA) to ensure compliance with applicable building and Americans With Disabilities Act (ADA) codes. The institution utilizes the 2012 and 2017 El Camino College Comprehensive Master Plan to assess and anticipate facilities space needs. Based on a review of the 2016 Five-Year Construction Plan, the district provides sufficient lecture space and is planning new facilities to increase laboratory facilities. Completed construction projects during this accreditation cycle include Infrastructure Phase I, New Central Plant/Stadium Lighting, Infrastructure Phase II, Allied Health Building, Compton Center upgraded lighting campus-wide, and installation of security cameras in select areas on campus. (III.B.1)

The Compton Center utilizes a master planning approach to build, maintain, and upgrade its physical recourses. The 2012 Comprehensive Master Plan, District's Five-Year Construction Plan, and Scheduled Maintenance and Special Repairs Five-Year Plan demonstrate that physical resources are planned in a manner that supports its programs and services. The Compton Center recently completed the 2017 Comprehensive Master Plan, Compton Center/Future Compton College. A review of the Facilities Department Work Order Summary List provides evidence that facilities are being maintained at an acceptable level. (III.B.2)

The 2012 Comprehensive Master Plan and the capacity load ratios generated by the Five-Year Construction Plan provide evidence the institution evaluates the feasibility and effectiveness of its physical resources in support of programs and services. Facilities leadership utilizes the work order system, SchoolDude to evaluate the effectiveness of maintaining its physical resources. (III.B.3)

The 2012 Facilities Master Plan is the institutional long-range capital planning document that supports the Compton Center Educational Master Plan. The Compton Community College District Board approved the institution's Facilities Master Plan in July 2012. Capital construction projects are identified in the district's Five-Year Construction Plan (FYCP). The FYCP is submitted annually to the California Community Colleges Chancellor's Office, Facilities Planning Unit. The FYCP includes a comprehensive list of capital projects for both State-funded and locally funded projects—shown in priority and sequence. The team found the Center will need to improve long-range capital plans to more substantially reflect projections of the total cost of ownership of new facilities and equipment. (III.B.4)

Conclusion

The Compton Center meets the Standard.

Recommendations for Institutional Improvement

Recommendation 8: In order to increase effectiveness, the team recommends the Center develop and implement a best-practices process so that its long-range capital plans reflect projections for the total cost of ownership for new facilities and equipment. (III.B.4)

Standard III.C: Technology

General Observations

The Compton Center has a solid campus technology infrastructure and has made impressive recent strides towards increasing online course offerings. Funded by a local bond measure, their Technology Infrastructure Project will have a positive campus-wide impact for many years to come, enabling the college to function with efficiency and offer programs and services to train a 21st century student body. While Compton operates semi-independently in terms of technology and distance education, important functions related to technology resources are still entwined with El Camino College. However, Compton Center has begun planning for the transition, recently completing a new Technology Master Plan for 2018-2022 to guide them in this process. This plan dovetails with the college Compton Center Comprehensive Master Plan.

Findings and Evidence

In partnership with El Camino College Technical Services, the Compton Center currently integrates systems for enrollment, student services, and planning using Ellucian (formerly Datatel). Their network provider is Cenic a major provider to California community colleges, and the Compton Center uses the Colleague platform to record final grades. DE course materials are housed off-site (in current transition to Canvas from Etudes). Technology resource distribution at Compton Center is guided by program review data on SLOs, SAOs & PLOs and also using surveys, like a Distance-Ed survey in spring 2016 and an earlier campus Wi-Fi survey that culminated in the fall 2015 installation of this service. Institutional Research makes use of TracDat to track and review SLO, SAO, and PLO and other essential data. Distance Education course management software is undergoing a transition this year from Etudes to Canvas; all DE courses will be in Canvas by spring 2018. After a request from the Academic Senate, the District is going out for a Request for Proposal (RFP) for course and facilities scheduling systems that will better help with identifying classroom needs.

There are several computer labs on campus to serve students, including the 100-computer Student Success Center lab and computer labs in Vocational Technology, Health Services, Math and Science and other new buildings. Faculty may request to reserve these labs on a one-time or regular basis, depending on availability. Approximately two-thirds of classrooms have been equipped as "smart" classrooms in these newer buildings. Additionally, there is sufficient specialized equipment for students in specialized programs like music (recording studio), and other hands-on programs. Green technology is a high priority for CTE programs, such as Heating Ventilation and Air Conditioning (HVAC) and Automotive Technology, and faculty are making requests via program review to ensure that Compton students are prepared to lead in this growing area of green jobs. For example, using funding through Prop 39 and Workforce Development, students from multiple CTE departments are outfitting a tiny house with recyclable building materials with the goal of being grid neutral. As additional examples, the Auto Collision Repair/Painting Department is one of few in Southern California that has the equipment to work on aluminum body vehicles, a major new trend in car manufacturing, and the Automotive Technology department has procured a Toyota Prius training model for students to learn on.

As part of the technology infrastructure revamp, full-time faculty received new laptops in the fall, classified received new desktops, and administrators also received new computers. The new Technology Master Plan calls for building additional "smart" classroom facilities (likely employing virtual desktop systems) and expanding access to assistive technology for students with disabilities, among other steps to improve the teaching and learning process. New technology to promote safety has been recently implemented, including installation of emergency "blue phones" on-campus, InformaCast Emergency Broadcast to all classroom and lab phones, and louder speakers for areas with high-volume activities. (III.C.1)

Decision making about technology resources at the Compton Center currently happens in partnership with El Camino College. The Compton Center Technology Committee is active and inclusive: they are led by the Institutional Technology (IT) Director and meet three times per semester. The committee consists of faculty, staff, two administrators (one from each campus), and a student representative. Each has uniquely pertinent expertise to inform the planning processes. The local Technology Committee conducts ongoing review and planning for campus technology needs, policies, and institutional commitments, with all members communicating regularly with constituencies. This is evidenced by surveys (such as the Wi-Fi campus survey) and its Committee minutes, which reflect discussion around technology planning, updates on current projects, accreditation, and future planning for transition to independent status. (III.C.2)

Ongoing planning is also evident in the draft 2018-2022 Technology Master Plan, a year in the making, which lays out next steps for improving campus infrastructure, systems, and tools for students, faculty, and management (the plan is up for approval at the May 2017 board meeting). While there has not previously been a designated life cycle for replacing staff and faculty computers, the new Technology Plan recommends five years for computers and seven years for "servers and networking gear" (p. 5). Both the existing and new Technology Plans dovetail with the Compton Center Comprehensive Master Plan. (III.C.2)

The Compton Center's technology infrastructure is maintained in partnership with the El Camino College Information Technology Services department. In 2015, Compton added a free wireless network on-campus, and students, staff and faculty can use the same login to access their personalized college web portals, email, and on-campus internet. The Techology Committee is currently working on implementing a mobile payment application for student fee payment. Other recent upgrades include replacing aging equipment, overhauling the server room data server, and updating security firewalls. These improvements were documented in a November 2011 Message from then-Interim CEO Dr. Keith Curry to the campus community and a November 2012 press release announcement of the project. Compton Center has sufficient security in place, including firewalls and backup (redundancy), to ensure the safety of college data and networks. According to the 2018-2022 Technology Master Plan, in the future, the college plans to utilize a Microsoft Cloud institutional server to host and back up the systems in real time. (III.C.3)

The El Camino College and the Compton Center provide regular training for faculty and staff and students, as well as links and resources for distance education students and faculty in particular. Some training is provided on campus via Omni, which is the program by which departments and programs manage their own webpages. Distance Education faculty are initially required to complete an online Canvas teaching course and afterwards have access to various on-

and off-campus resources (@ONE, CCC Confer, ECC Professional Development, etc.) to enhance their online teaching. Flyers at the Student Success Center advertised multiple beginner workshops for students on Microsoft Word, Excel and PowerPoint, and the college website provides a page of online tools for students to link up their devices to the college, troubleshoot technical issues, and connect to college social media pages, as well as quick links to online student services at the college. (III.C.4)

This sub-standard of the Compton Center ISER correlates back to II.C.1, which mostly dealt with processes for planning and distribution of technical resources, relying on evidence already produced. Additional evidence was provided in the form of CCCD Board Policies and Procedures, pointing to 3250 and 3720 in particular. The former requires that the college master plan account for long-range technology planning, and the latter focuses on Computer and Network Use, giving the CEO responsibility for establishing "procedures that provide guidelines to students and staff for the appropriate use of information technologies." Also, accounted for in these procedures is respect for copyright, integrity of computer resources, and the rights of other technology users. (III.C.5)

Conclusions

The Compton Center meets the Standard.

Standard III.D: Financial Resources

General Observations

Assembly Bill (AB) 318 authorized Compton Community College District (CCCD) a state loan of $30 million and mandated that a Fiscal Crisis Management Assistance Team (FCMAT) conduct a comprehensive assessment and develop a recovery plan for CCCD. As of June 30, 2016, the District had received $17,896,800 and has a balance available to them of $12,103,200. Under the terms of AB 318 and Education Code Section 74292 (d), CCCD has partnered with El Camino Community College District (ECCCD), which allows for Compton Center to provide accredited instructional programs.

During the 2012-2013 fiscal year, the District established a Governmental Accounting Standards Board (GASB) Statement No. 43 trust with the Futuris Public Entity Investment Trust to fund future Other Postemployment Benefits (OPEB) obligations. The trust is administered by Keenan & Associates in representation of the District. As of June 30, 2016, the value of the plan assets was $1,821,266. The FCMAT annual progress reports provides a series of periodic assessments of the institution's positive progress in implementing the 2007 FCMAT initial Compton CCD Comprehensive Review recommendations. Based on the 2016 FCMAT annual report, the institution has made considerable progress towards resolving the 41 measures and achieving fiscal stability.

Additionally, the Compton Center recently published its 2017-22 Comprehensive Master Plan, which integrates the mission, vision and values; the strategic goals and objectives; and district plans for technology, staffing, enrollment management, program review, and facilities. Standing committees, in particular the Budget and Planning Committee, collaborate with the business office in budget development and resource allocation. A standing Audit Committee was formed to act, as necessary, to provide objective review of business office internal audit findings. Procedural and structural improvements have been made in response to these findings. Financial resources at Compton Center are sufficient to support student learning programs and services and to improve institutional effectiveness. The institution plans prudently for the effective and efficient use of its financial resources. The institution follows good business processes and continuously assesses and improves the processes. After a few years of deficit spending during the state financial crisis and with the assistance of the Fiscal Crisis and Management Team, the institution has reversed that trend and has added to the unrestricted general fund balance for the past three years.

On-site interviews detailed the integration of institutional planning and budgeting. The process begins with program review, which includes resource allocation requests. Program reviews are evaluated for completeness by subcommittees of the Institutional Effectiveness Committee. The Planning and Budget Committee (PBC), in collaboration with the Chief Business Officer (CBO), uses these approved plans as the basis for resource allocation for each program.

Findings and Evidence

The Compton Center's financial resources undergo an independent annual audit. In addition, the Fiscal Crisis Management Assistance Team (FCMAT) conducts annual fiscal audits that include a review for compliance with fiscal policies. A review of the audits and FCMAT reviews for 2016, 2015, and 2014 demonstrate the Compton Center has sufficient financial resources to support and sustain its instructional programs and services, and also provide evidence that fiscal resources are managed with integrity. The Compton Center utilizes a five-year fiscal management plan to insure fiscal stability. (III.D.1, ER18)

Board Policies 6300/Fiscal Management, 6320/Investments, and 6400/Audits provide evidence the Compton Center has the foundational policies and procedures in place to ensure sound financial practices and financial stability. Financial information is disseminated to the community through board agendas and by the Provost/CEO; for example, the final budget for 2016-17 was published in the September, 2016 newsletter. In addition, this information is presented to both trustee boards, posted on the District website, and provided to the Fiscal Crisis Management Assistance Team.

Although the integrated process is known by the Planning and Budget Committee and budget development is documented in PBC meeting minutes, it became evident that understanding of, and participation in, the process is not universal. PBC members acknowledge this and suggest that, as it becomes apparent that quality program review is a prerequisite to resource allocation, participation will improve. (III.D.2)

Board Policies 3250/Institutional Planning and 6200/Budget Preparation provide evidence the Compton Center clearly defines its financial planning and budget preparation process. The five-year fiscal management plan draws from the annual unit plans and program review process. Program reviews are reviewed and approved by area deans and by the Institutional Effectiveness Committee. The Planning and Budget Committee validated that administration utilizes TracDat as the tool to assure budget requests are linked to, and supported by, institutional planning. The Planning and Budget Committee then utilizes the approved reviews to recommend funding for each program. Budget assumptions are reviewed by this committee and by the CBO.

Budget memos from the CBO, issued in spring, provide detailed guidance and deadlines about how budget requests are to be made. It was verified that this process has been in place, and enforced, for several years. Program review requests are not considered until the program review has been accepted in final form by the Institutional Effectiveness Committee.

A review of the Planning and Budget Committee meeting minutes confirms the guidelines/processes are being followed and demonstrates that all constituencies have an opportunity to participate. (III.D.3)

The Compton Center develops a five-year fiscal management plan to ensure planning reflects a realistic assessment of available financial resources. The April 21, 2015 memo to all managers, by the Chief Business Officer, states that annual budgets are based on the overarching priorities

and the budget assumptions established in Consultative Council and the Planning and Budget Committee. (III.D.4)

The certified public accountant firm of Vavrinek, Trine, Day, & Co., LLP (Audit Firm) performed an annual audit for 2013, 2014, 2015, and 2016. The Audit Firm reviews Compton Center's financial statements and considers the institution's internal control over financial reporting (internal control) to determine if the audit procedures are appropriate in the circumstances for the purpose of expressing their opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. The Audit Firm identified significant deficiencies in 2013, however, there were no material weaknesses, no significant deficiencies, or noncompliance material over financial reporting identified for 2014, 2015, and 2016.

The 2016 FCMAT Team progress report provides evidence that the Business Services Department has continued to establish routine practices in most areas and has sustained a strong, consistent leadership team, which strengthens its ability to provide high quality services and makes ongoing progress in recovery. During the 2015-16 academic year, the district formed an Audit Committee, independent of the business office, to periodically report the status of CCCD's financial, special and internal audit recommendations. Moreover, the institution engaged an independent certified public accountant/certified fraud examiner to review the operational procedures of the Bursar's Office and payroll services. The results of these two reports were reviewed by the Audit Committee, and resulted in staffing enhancements in the payroll department, realignment of staff reporting structure, and updated procedures in the Bursar's office. (III.D.5)

Funding needs are identified and accessed through the program review process and captured in individual unit plans found in TracDat. The Planning and Budget Committee prioritizes funding requests and makes funding allocation recommendations in supporting of institutional goals. Although the Compton Center is linking budget and planning there should be more transparent documentation to memorialize the process.

Based on the 2014, 2015, and 2016 annual fiscal audits, the institution provides timely correction to any audit concerns through implementation of Corrective Action Plans and had zero audit findings for those years, thus providing evidence the Compton Center's financial documents have a high degree of credibility and accuracy. (III.D.6)

Compton Center has taken successful action to minimize audit findings from as many as 26 in 2011 to zero in 2014, 2015, and 2016. An Internal Operations Audit Plan, implemented in 2013 and updated annually, prioritizes operations subject to audit risk and summarizes corrective actions taken. CCCD's financial and internal control systems are examined annually by an external auditor. Annual FCMAT reports, through 2016, provided analysis and recommendations for improvement. Two audits were performed in 2015 and 2016 by a forensic accountant, to analyze and recommend improvements in the payroll and bursar departments. Performance and internal audits for Measure CC bonds are also performed annually. (III.D.7, III.D.8)

Like many colleges, Compton Center has substantially increased its reserves in recent years, reporting a 28% reserve in 2015. CCCD has implemented weekly cash monitoring procedures, evidently with positive results. The District has not used a Tax Revenue Anticipation Note (TRAN) in two years. Annual self-assessments by the CBO provide early indicators of any causes for concern, and are informed by the prior year external audits. The CCCD has joined Joint Powers Authorities for property and liability insurance, as well as excess worker's compensation coverage. (III.D.9)

As a planning tool, CCCD has established a "Five-Year Fiscal Management Plan" which projects three fiscal years into the future and is based on the most recent audited year and the current fiscal year. This enables adjustment as circumstances impact the budget. The Plan is also consulted to ensure that expenditures and revenues are balanced and that informed decisions can be made regarding one-time expenditures that are congruent with college priorities. The audit report (of 2013) includes a "management analysis" of financial activities past and present.

The CCCD has established policies regulating compliance with federal programs. The Compton Center has also provided training for managers who deal with categorical programs and other externally funded programs. (III.D.10)

Among other things, the Five-Year Fiscal Management plan is designed to identify long-term obligations and ensure that payment schedules are developed. CCCD obtains actuarial studies on postemployment benefits and claims liabilities every two years. (III.D.11)

Based on recommendations in the 2016 annual audit report, Compton Center established an irrevocable trust in 2013 to fund its OPEB obligations. The funding schedules are reviewed regularly. CCCD is also setting aside reserves to fund Public Employees' Retirement System (PERS) and State Teacher Retirement System (STRS) pension funds in response to rising contribution rates. In April 2016, the governing board approved the establishment of an irrevocable trust to fund these obligations. (III.D.12)

In 2006 Assembly Bill (AB) 318 authorized CCCD a state loan of $30 million and mandated that a Fiscal Crisis Management Assistance Team (FCMAT) conduct a comprehensive assessment and develop a recovery plan for CCCD. As of June 30, 2016, the District had received $17,896,800 and has a balance available to them of $12,103,200. Annually the institution's Chief Business Officer updates the Five-Year Fiscal Management Plan and develops the 2016-17 Compton Community College's Annual Budget anticipating maintaining reserves levels consistent with board policy to ensure fiscal sustainability. CCCD is adhering to the debt service schedule, which amounts to approximately 4% of the total general fund budget. In 2016, CCCD was able to apply an additional $200,000 to help pay down the balance and save over $149,000 in total interest. (III.D.13)

Compton Center manages the Measure CC General Obligation Bond Program. CCCD has not utilized any short-term debt instruments for several years. CCCD was able to refinance the line of credit interest rate at a savings of approximately $1 million. The cash flow monitoring and establishing of irrevocable trusts has been described elsewhere. The 2014, 2015, and 2016 annual audits provide evidence that the institution annually conducts an assessment of debt repayment

obligations. A review of the 2016-17 Institution budget document, in conjunction with the 2016-17 Five-Year Fiscal Management Plan demonstrates that resources are allocated in a manner that ensures stable finances. (III.D.14)

CCCD has not participated in the Federal Direct Loan program since 2013. The statement that student loan default rates are monitored regularly is not supported with evidence, other than reporting default rates for El Camino College. The link to policies and procedures in accordance with Title 2 of the Code of Federal Regulations is not live. (III.D.15)

Compton Center has established four major partnerships that memorialized via contract agreement: The Foundation for Community Colleges, Bureau of Automotive Repair (BAR) stations, Major League Baseball Urban Youth Academy, and Molina Medical Management. These agreements are consistent with board policy and the institution's mission and goals. Moreover, there are appropriate and adequate provisions to maintain the integrity and the quality of its programs, services, and operations. (III.D.16)

Conclusion

The Compton Center meets the Standard and Eligibility Requirement 18.

Recommendations for Improvement

Recommendation 9: In order to increase effectiveness, the team recommends the Center create and distribute more transparent documentation of how planning and budget is linked to resource allocations; clarify how priorities are decided; and improve communication of this information. (III.D.2, III.D.3)

STANDARD IV
LEADERSHIP AND GOVERNANCE

Standard IV.A: Decision-Making Roles and Processes

General Observations

Since 2004, the Compton Center has been managed by a state-appointed special trustee. Since 2006, the El Camino College Board of Trustees has maintained, operated, and governed the Compton Center as a satellite campus of El Camino College (ECC). The relationship between the two institutions has evolved over time. The ECC trustees approved a memorandum of understanding in 2006 to provide educational and support services to Compton Community College District residents. The MOU evolved into a partnership agreement, through which the pathway and timelines for the Compton Center to regain accreditation and separation from El Camino College were defined. The partnership agreement has been revised several times, most recently in 2016. In the current arrangement, El Camino College provides instructional programs at the Compton site for residents of the Compton Community College District. Compton Center assumes management for all financial services, personnel, governance, and other non-instructional matters.

The leadership of the Compton Center involves intricate interactions between the El Camino Community College District (ECCCD) Board of Trustees and the Superintendent/President of El Camino College. The Vice President of Academic Affairs at the Compton Center is employed by the ECCCD. The Compton Community College District (CCCD) Board of Trustees, the Provost/CEO of Compton College, and the special trustee have local oversight of the administration and operations of the CCCD. The CCCD Board of Trustees did not have policymaking authority until recently, with full authority restored in February 2017, but the Board now develops its own policies and guidelines and delegates authority to the Provost/CEO.

The Compton Center has developed its own Mission Statement, Vision, and Values of the Future Compton College. Over a period of several years, the Center has developed its decision-making processes, with clearly defined roles for governance committees, the Consultative Council, and various other councils and committees. The Compton Center demonstrated evidence that it has developed and implemented a sound governance infrastructure.

Many of these systems were recently established and the campus is beginning the first cycle of assessment to validate the effectiveness of these systemic changes. Nonetheless, with two boards, two administrations, and two groups of faculty and staff leadership, there is a clear delineation of roles and responsibilities of each constituency.

The evidence indicates the Compton Center community has established a leadership and governance infrastructure that positions them to re-establish the autonomy of the future Compton College.

Findings and Evidence

The relationship between El Camino College and Compton Center has existed since 2006, and is truly unique, requiring communication between two boards, two sets of administrators, and faculty and staff assigned to the different sites. Both Boards of Trustees have developed policies regarding local decision making, both numbered BP 2510, that enumerate the roles for faculty, staff, and students. The CCCD Board policy additionally names a role for the Consultative Council; its membership and duties are further outlined in AR 2511. The Consultative Council reviews the work of the other councils and makes recommendations to the Provost/CEO. The dialogue and committee outcomes are transparent and accessible to all internal and external stakeholder groups. (IV.A.1, IV.A.2)

At the Compton Center, 13 Institutional Standing Committees invite participation from all constituent groups which, as of fall 2016, are co-chaired by administrators and faculty or, in one case, a student. Compton Center developed a planning process document in 2013 to delineate these roles within the hierarchy of the El Camino College District. The planning model was revised in 2016 in response to recommendations from the Strategic Planning Committee. The model now reflects a self-contained institution. The model has been functioning independently of El Camino College, however, as part of the partnership agreement the Provost/CEO provides updates to the Superintendent/President of El Camino College and the CCCD Board of Trustees. (IV.1.)

Besides the regular meetings of the committees and councils, the Provost/CEO meets monthly with administrators and the leaders of the Academic Senate, the bargaining units and the Associated Student Body President and the Student Trustee. Student engagement is notable; for example, a student-led initiative to provide services for homeless students is currently being implemented with fast-track approval from the Provost/CEO and the CCCD Board of Trustees. Bargaining unit leadership assert that they have ready access to the Provost/CEO and the Board of Trustees, and that their voices are heard. The Compton Center Academic Senate is actively involved with CCCD decision-making policies and procedures, and the El Camino College Academic Senate includes a subcommittee, the Compton Center Faculty Council, which makes recommendations on matters pertaining to the Compton Center. There is a clear delineation of purview of the Academic Senates roles and authority under this partnership. (IV.A.2)

Institutional governance, as delineated in the partnership agreement, requires participation of both the Compton Center and the El Camino College leadership. The Compton Center Planning and Budget Committee reviews all proposed budgets for the Compton Center and the CCCD and makes recommendations to the Provost/CEO. The Superintendent/President of El Camino College must approve the budget before it can be presented to the CCCD Board of Trustees for approval.

The Planning and Budget Committee oversees the Strategic Planning Committee, which developed the Compton Center and Future Compton College Mission Statement, Vision, and Values. This committee is also overseeing improvements to integrated planning. This effort was initiated in fall 2016 and is still in progress. (IV.A.3)

Currently, curriculum matters are handled through the El Camino College Curriculum Committee, in which the Compton Center faculty and administrators participate. Compton Center is developing a curriculum management system and formulating its own board policies to guide its curriculum processes. According to the ISER, the Compton Curriculum Committee will be operating by fall 2017. The Compton Center has developed a transition plan to be solely responsible for all curriculum development and approvals. (IV.A.4)

The governance and reporting structure is clearly described and all stakeholder groups have an opportunity to participate in the governance of the Compton Center and understand the governance structure of the Center. (IV.A.5)

The Compton Center has developed and implemented an open and transparent decision-making process. Reporting about the decision-making process and the resulting decisions are communicated through committee agendas and minutes, the biweekly newsletter from the ECC Superintendent/President, and through a Provost/CEO Monthly Message. The Provost/CEO makes several presentations throughout the year, which are archived on his website. Compton Center also uses all-employee emails to disseminate information. The Compton Center leadership team maintains an open-door practice which provides opportunities to provide input and feedback both formally and informally. (IV.A.6)

Evaluations are conducted regularly and the results disseminated, according to the ISER, "through the Institutional Standing Committee structure," although the results are not always readily available. A survey was distributed to Compton Center employees in November 2016 and the results were discussed in a message from the Provost/CEO. (IV.A.7)

Conclusion

The Compton Center meets the Standard.

Standard IV. B: Chief Executive Officer

General Observations

According to the 2016 partnership agreement, the Provost/CEO reports as CEO to the CCCD Board of Trustees; as Provost, he reports to the Superintendent/President of the ECCCD. The Provost/CEO provides the administrative oversight of the operations of the Compton Center, initiates the budget process; however, per the partnership agreement, the final approvals are granted by the ECCCD Superintendent/President and the CCCD Board of Trustees. The Compton Center has developed its own Comprehensive Master Plan through the efforts of the various governance committees and the Provost/CEO. Board Policy 3250 was recently revised to that effect.

Findings and Evidence

The Provost/CEO of the Compton Center is employed by the Compton Community College District (CCCD) Board of Trustees, and reports to the Superintendent/President of El Camino Community College District (ECCCD). The Provost/CEO was appointed by the ECCCD Board of Trustees. As noted earlier, the partnership between ECCCD and the CCCD Boards creates a complex relationship that has worked and evolved over the years to meet the needs of both colleges and districts. The Compton Center Provost/CEO is positioned to take over the leadership of the Compton Center and the Compton Community College District. (IV.B.1)

The Compton Center has developed and established its own management structure, as reflected in the ISER. The proposal clearly identifies the changes that will be effective once candidacy is achieved. Evaluation criteria and schedules are clearly delineated. Meeting schedules indicate that Compton Center management communicate frequently and regularly. The Comprehensive Master Plan also contains a detailed staffing plan. (IV.B.2)

The process and progress of separating the Compton Center from ECC is reflected in the work regarding institutional improvement. Compton Center has revised its planning model so that the hierarchical relationship with ECCCD is no longer reflected. A Strategic Planning Committee, under the guidance of the Provost/CEO, has developed Mission, Vision, and Values statements and a Comprehensive Master Plan. Institution-set standards were set by the ECCCD Board of Trustees, with specific input from the Compton Center Faculty Council. (IV.B.3)

The Compton Center has two Research Analysts that work closely with the ECC Institutional Research Office. Brown Bag workshops were initiated in fall 2016 to help employees learn about research and use it in their own processes and reviews. A Compton Center Factbook has been published, which indicates that the Compton Center has the capacity to conduct Compton-specific research and culture of inquiry.

The role of the Provost/CEO in accreditation matters is delineated in the partnership agreement. The Superintendent/President of ECC has primary responsibility, but consults regularly with the Provost/CEO. The Vice President of the Compton Center, who is an employee of ECCCD,

serves as ALO. At the Center itself, the Provost/CEO leads a 10-member accreditation steering committee, is actively involved with the subcommittees that prepare the report, and reports regularly to the Consultative Council on progress with the accreditation report. The ISER notes that many Compton employees have undergone accreditation training and have served on site visits. (IV.B.4)

The Compton Center has a clearly defined process for institutional practices and procedures. The ISER documents the mechanism for policy review process: a 10-year cycle for ECCCD polices and a three-year cycle for CCCD policies. The representatives on the Consultative Council are responsible to communicate information and actions to its constituencies. The Provost/CEO maintains communication by a wide-ranging schedule of meetings including, all 13 Institutional Standing Committees. (IV.B.5)

The Provost/CEO communicates in writing (through comprehensive monthly messages), open forums, open office hours and membership in community groups (Chamber of Commerce, Rotary International), partnerships with feeder school districts, and a partnership with a local medical facility to open a health center at Compton Center. (IV.B.6)

Compton Center governance includes the CCCD Board of Trustees, the ECCCD Board of Trustees, and a Special Trustee. The ECCCD board oversees academic matters and the CCCD oversees operational matters. The CCCD began to assume the functions of a governing board in 2015 and regained full authority in February 2017. The relationship is necessarily multilayered until the Compton Center regains accreditation, with distinct roles and responsibilities of the ECCCD and CCCD Boards of Trustees. Under the current partnership arrangement, many of the accreditation standards apply to matters that are currently under the purview of the ECCCD Board of Trustees. (IV.B.6)

Conclusion

The Compton Center meets the Standard.

Standard IV.C   Governing Board

General Observations

The unique partnership with the El Camino Community College District Board of Trustees (ECCCD Board) and the State of California Community College Chancellor's Office (CCCCO) has guided Compton Community College District (CCCD) Board of Trustees (CCCD Board) through the process of reestablishing authority and responsibility over the Compton Center and the CCCD. On Feb. 14, 2017, the CCCD Board regained its legal authority over, and responsibility for, the policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of CCCD. However, a Special Trustee will maintain during the transition period. As the transition to full college status occurs, the CCCD board policies will be revised as the role of the board is established. In the interim, many of the ECCCD board policies guide the decision making at the Compton Center.

Through the progression of the MOU and the partnership agreements, the Compton Center is positioning itself to become an autonomous institution. Mission, Vision, and Values Statements for the Future Compton College have been developed through the participatory governance process, and are incorporated into the 2017-22 Comprehensive Master Plan. Students, faculty, staff, and administrators participate in a diverse group of Standing Committees and enjoy a culture of evidence-based decision making. Compton Center management is led by a Provost/CEO who provides continuity between Compton Center and its partner institution, El Camino College. Academic Affairs are currently overseen by El Camino College leadership, but a transition plan is well underway. Likewise, the transition of governance of the Compton Center from the Special Trustee to a fully-functioning elected board is moving into the next steps in the process of an accredited college within the Compton Community College District.

Findings and Evidence

The Compton Community College District (CCCD) has a locally elected governing board. The Board of Trustees has been gradually assuming authority and responsibility through the unique partnerships with the California State Chancellor's Office and the ECCCD. (IV.C.1, ER 7)

The ECCCD Board has enacted and abides by Board Policy 2715, which states that the board will act as a collective entity. The policy, adopted in 2001 and revised in 2009, also includes a code of ethics and sanctions for violation of it. (IV.C.2)

Current CCCD Board policies regarding the selection and evaluation of the CEO recognize the participation of the ECCCD Board of Trustees and the Superintendent/President. These polices have not been updated since 2009, except for the policy regarding evaluation, which was revised in 2015. (IV.C.3)

The ECCCD Board policies and practices reflect the board is an independent policy-making body that reflects the public's interest in the ECC and Compton Center. The Compton Board demonstrated that they adhere to the policies and are prepared to take over the district. (IV.C.4, ER 7)

ECCCD Board polices are current and include detailed policies regarding organization, academic affairs, and fiscal responsibility. The Compton Board has a plan for developing and adopting policies and procedures during the transition period to initial accreditation. (IV.C.5)

The ISER states and the team verified that the CCCD is responsible for legal matters associated with the CCCD or the operation of Compton College. ECCCD Board policies are published and easily accessible, as are those of the CCCD. (IV.C.6)

Examination of the ECCCD Board policies website indicates that a regular revision process is in place. The policy revision dates vary and are generally within the last five years for ECCCD. The CCCD has planned to adopt the majority of ECCCD policies and procedures during the transition period. The Compton Center has developed a revision timeline to ensure policies and procedures reflect the needs of the CCCD . (IV.C.7)

The team found the ECCCD Board and the CCCD Board regularly review student success scorecard, Institutional Effectiveness Partnership Initiative (IEPI) Indicators Framework, and college/center plans for improving academic quality. (IV.C.8)

The team found the ECCCD Board and the CCCD Board have membership guidelines, plans for ongoing education, and evaluation which are delineated in Board policies and procedures. (IV.C.9, IV.C.10)

The ECCCD Board and the CCCD Board have developed annual calendars of workshops for selected topics, goals and self-evaluations. Evaluation results are discussed at board meetings. ECCCD and CCCD Board members attend trustee trainings and legislative workshops. (IV.C.10)

The ECCCD Board and CCCD Board have developed a detailed ethics policy, and both boards have approved policies, and practice those policies that protect against conflict of interest, financial interest, or inappropriate political activity. (IV.C.11, ER 7)

The ECCCD Board and CCCD Board have approved policies and practices for delegating responsibility to the Superintendent/President or Provost/CEO of El Camino College and the Compton Center, respectively. The CCCD Board of Trustees regained the authority to evaluate the Provost/CEO recently, and the evaluation was conducted in July 2016. (IV.C.12)

The team found ample evidence that both boards are deeply involved in activities involving accreditation. The evaluation instrument for the ECCCD Board of Trustees includes an item about performance specific to accreditation process. (IV.C.13)

Conclusion
The Compton Center meets the Standard and Eligibility Requirement 7.