

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

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

Standard I.A - Mission

Standard I.A.1

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

Evidence of Meeting the Standard

The El Camino College Compton Center's mission statement reads as follows:

"El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities." [\[LINK\]](#)

Analysis and Evaluation

The mission describes the institution's educational purposes, which are centered on student learning and student success.

The mission describes the institution's intended student population through mention of "people's lives" and "our diverse communities". The majority of students are female, Hispanic/Latino, under 25 years old, receiving financial aid, and intending to transfer to a four-year institution; in addition, 97 percent of the student population is non-white. [\[LINK\]](#)

The mission broadly defines the types of degrees and certificates offered through "comprehensive educational programs and services". When the mission statement was last reviewed in 2014, the new accreditation Standards were not yet available. Now, the College is aware that description of types of degrees is part of the new Standards. The College regularly reviews the mission; when this occurs the mission will be modified to address the types of degrees and other credentials it offers.

Finally, the mission demonstrates the institution's commitment to student learning and student achievement. The mission reflects the educational goals of students with 54 percent intending to

transfer to a four-year institution, 11 percent intending to earn a degree or certificate, and 13 percent intending to retrain or attain GED.

The mission statement informs institutional planning and the resource allocation process by serving as a guideline for decision-making with respect to any educational programs and services that potentially impact student success. [\[link to AP1200 & AP3250, Making Decisions, and ECC Planning Model\]](#)

Distance Education. The College’s offering of distance education (DE) courses supports the mission as this format is intended for students who are otherwise unable to more effectively participate in face-to-face classroom interactions [\[link to DE Handbook\]](#). The profile of DE students does not typically differ typically from students studying via the traditional learning mode, although particular resources and capabilities are required for DE courses. Increasing numbers of students are taking both DE and face-to-face classes. [\[link to the DE Access Guidelines and DE Video Orientation; CCCCO DE Guidelines\]](#)

Conclusion

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

Standard I.A.2

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

Evidence of Meeting the Standard

Use of data: accomplishment of mission

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

Use of data: mission directs priorities

- The College has an identified process for using data to determine how effectively it is accomplishing its mission and for ensuring the mission directs institutional priorities

- The College sets annual priorities based on a review of the College's achievement of strategic initiatives

Analysis and Evaluation

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

The institution uses various reports and analyses to assess the accomplishment of its mission. Evaluation processes for the effectiveness and success of the mission include numerous internal and external reports of student learning, success, and achievement, analyzed according to specific student characteristics [\[IRP Student Achievement Page\]](#). Discussions and committee meetings - such as those of the Consultative Council - are also used to determine what institutional adjustments are required to accomplish the mission [\[example minutes links\]](#). Student achievement outcomes, as reported in the Annual FactBook and various other reports from IRP [\[IRP Report Page\]](#), are a primary source of evaluating the accomplishment of the mission, but more qualitative data such as student and employee opinions of the campus climate [\[CCSSE Survey links\]](#) are used as well.

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

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

Distance Education. [DE study, results, actions.]

Conclusion

Compton Center meets the standard. Compton Center uses various sources of institutional data to evaluate how well it accomplishes the mission and meets student needs. Quantitative and

qualitative data from several constituencies help inform this evaluation of the mission, and more direct measures of strategic initiative progress are also used.

Standard I.A.3

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

Evidence of Meeting the Standard

Programs and services aligned with mission

- The College's mission and strategic initiatives are incorporated into department, program, and service area plans to support student learning and achievement
- The program review process ensures that all programs and services are aligned with the mission. Programs analyze data on student achievement and student learning, evaluate previous year goals and objectives, and refine/develop objectives for the next year. Each of these steps is directly aligned with the mission and strategic initiatives.

Mission guides decision-making, planning, and resource allocation

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

Analysis and Evaluation

Compton Center's academic programs and services are aligned with the mission of providing comprehensive education to a diverse community. Any institutional planning, decision-making, or resource allocation is conducted in accordance with this mission, and the mission also serves as the foundation for Compton Center's strategic initiatives (i.e., institutional goals) related to student learning and achievement [[AP 3250](#)].

The institution's mission statement is integral for institutional planning and decision-making and is expressed through the strategic initiatives. Strategic initiatives are incorporated into every department, program, or service area's plan as a goal to support student learning and achievement [[link to Plan Builder Checklist](#)]. Collegial consultation ensures institutional decision-making is consistent with the educational mission of the college [[link to AP2510, III.8](#)]. Compton Center's Strategic Planning Committee (SPC) has developed a planning model that reflects the mission throughout each stage of the planning process [[Compton Planning Model](#)]. The mission guides Compton Center's comprehensive plans such as the Educational Master Plan as well as supportive plans such as the Enrollment Management plan [[future links](#)]. The mission is also integral to various aspects of institutional planning, as indicated by the *Making Decisions at El Camino* document intended to inform and guide stakeholders in the long term [[Making Decisions link](#)].

Distance Education. While DE is not specifically mentioned in the mission, the offering of DE courses is congruent with the College's mission.

Conclusion

Compton Center meets the standard. Compton Center's programs and services align with the El Camino College mission, as well as the Compton Center's mission created by its Strategic Planning Committee. Several policies ensure that the mission and related strategic initiatives guide institutional goals and decision-making processes.

Compton Center will consult with key constituencies to determine how congruent DE is with its mission and whether the mission should include any statements indicating its commitment to DE or if a DE mission should be established.

Standard I.A.4

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

Evidence of Meeting the Standard

Mission widely published

- The mission statement is on the Compton Center website
- The mission is printed in the College catalog and on all schedules of classes
- The mission is included in course syllabi

Mission approved by governing board

- The El Camino College Board of Trustees approved the current mission statement on December 15, 2014

Mission periodically reviewed

- The mission is reviewed [annually, at each Planning Summit?] and revised as needed to accurately reflect the College's broad educational purposes and service to the community
- The process for this revision is documented in [where?]. This review occurred most recently in [x] and resulted in [y].

Analysis and Evaluation

The institutional mission statement is published and expressed in a wide variety of locations and formats, including but not limited to various web pages and both on-campus and DE course syllabi for each academic program [[ECC Mission Statement](#)][[webpage links containing the mission, sample syllabi or syllabi checklist](#)].

The governing board approved the current mission statement on December 15, 2014 [[BP 1200](#)].

Governing boards and planning committees review and update the mission statement as necessary via regularly scheduled or special meetings.

Conclusion

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

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

Standard I.B.1

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

Descriptive Summary

Through its integrated planning and participatory governance structure, Compton Center maintains a sustained, substantive, and collegial dialogue regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialogue is structured through virtually all outlets of institutional communication, including published policies, internal and external reports, committee meetings, department/area meetings, and informal discussions and conversations between stakeholders [[links to BP/AP 2510, Making Decisions, Educational Master Plan, other Planning Models, 2015 Summit Outcomes Report, Student & Faculty Engagement surveys, CCC Minutes, other example meeting minutes from relevant committees](#)]. Dialogue ranges from broad communication from campus-wide surveys [[CCSSE & CCFSSSE](#)], board policies [[AP 3250](#)], and handbooks [[SLO/PLO Assessment Handbook, Curriculum Handbook](#)], to departmental and program-level discussions [[Assessment Student Learning Diagram, PLO Statements Report, SAO Assessments Plan](#)].

Compton Center is continuously engaged in dialogue regarding the various aspects of institutional effectiveness and student learning and achievement. In conjunction with this dialogue, academic programs and services utilize course, program, service area, and institutional learning outcomes to plan action items ranging from instructional changes and curricular adjustments to resource requests and improved assessments [EVIDENCE][[SLOs by Division, SLO Alignment Grid, SAO Page](#)]. Many of the most recent SLO/SAO reports and program reviews indicate that student learning is generally improving, or these programs and services are improving their ability to promote student learning. Compton Center's concerted dialogue has helped provide its stakeholders with an understanding of evidence, data, and research as it relates to student learning and achievement [[CCSSE/CCFSSE Surveys, Planning Summit Outcomes Report, relevant board or committee minutes](#)].

Distance Education. The Distance Education Advisory Committee (DEAC) and appropriate faculty in respective academic departments are primarily involved in Compton Center's dialogue regarding the continuous improvement of student learning through DE and the comparison of student learning in DE versus traditional programs [[DEAC Homepage](#)].

Self-Evaluation:

Compton Center meets the standard. Compton Center engages in substantive dialogue regarding the aspects of academic quality, institutional effectiveness, and student learning and achievement outcomes. This dialogue is structured through several institutional processes and mechanisms that ensure it remains continuous and that communication is able to occur through various levels.

Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Descriptive Summary:

Compton Center defines and assesses learning outcomes for all academic programs as well as for student learning and support services. Compton Center utilizes Student Learning Outcomes (SLOs) for course-level outcomes assessment, Program Learning Outcomes (PLOs) for program-level outcomes assessment, Service Area Outcomes (SAOs) for student services outcomes assessment, and Institutional Learning Outcomes (ILOs) for institutional-level outcomes assessment. These assessments are available from various web pages [[SLOs by division page](#)] [[SAO page](#)].

Student learning outcomes and assessments are established for each course, program, certificate, and degree (including non-degree and distance learning). Courses, programs, certificates, and degrees (including non-degree and distance learning) are evaluated and assessed on a regular, yearly cycle through faculty, staff, and administrative SLO, PLO, and SAO reports which are entered into the TracDat system [[SLO timeline and PLO reports](#)]. The assessment reports require all programs and services to provide evaluation and recommendations for improvements that are then also used during program review and the planning and resource allocation process [[TracDat sample reports, Program Review page](#)] [[Institutional Planning policy](#)]. Although Compton Center uses disaggregated data for ILOs, its SLO, PLO and SAO analysis, it does use disaggregated data in other areas of assessment, such as student achievement [[IR Student Achievement page](#)].

We need narrative and evidence to address the following: “What improvements to courses, programs, certificates, and degrees have occurred as a result of evaluation?” We need to make a general statement here and then expand into specific examples below in I.B.4

The Center is currently in its second year of using the TracDat system for assessments and recommendations, so the implementation of recommendations is underway but there has not been a chance to evaluate or assess the suggested improvements.

The faculty responsible for SLO assessments take part in many of the established policies and institutional processes to guide the development and evaluation of courses, programs, certificates and degrees [[BP 4020](#)] [[BP 4025](#)] [[AP 4020](#)] [[CCC handbook](#)]. The College Curriculum Committee (CCC) consists of faculty, staff, and administrators. This committee follows the Program and Course Approval Handbook, the Course Curriculum Handbook, and the College Curriculum Handbook to guide its decision making process [[Course Approval Handbook](#)] [[CCC review timeline](#)] [[Curricunet](#)]. Along with the instructional faculty and staff, the Articulation Officer is also responsible for ensuring course applicability, transferability, and other education requirements are being met during the development and evaluation of courses and programs [[AP 4050](#)].

The administrative procedure [AP 4105] and the Distance Education Faculty Handbook information on the DE faculty resources page also emphasize faculty expertise and knowledge to establish and maintain quality in these DE courses [DE guidelines] [Library Distance Learning Faculty Resources] [example program review with DE discussion].

Self-Evaluation:

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

Action Plan:

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

Standard I.B.3

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

Descriptive Summary:

The Compton Center establishes mission-appropriate institution-set standards for student achievement and continuously assesses and publishes information related to these in our ongoing process to improve the institution [IRP Student and Achievement data sets, Academic Senate Minutes] [SSSP plan]. Academic Senate Meeting Minutes and the Methodology for ACCJC Institutional-Set Standards that Compton Center follows demonstrate this assessment and information-sharing [Academic Senate minutes] [Methodology for Institution-Set Standards]. Compton Center has an established process of committee and summit meetings to set priorities and expectations regarding student achievement outcomes, while providing a broad-based understanding of the priorities and processes required in implementing strategies to achieve desired student achievement outcomes [Plan Builder]. Evidence of this can be seen in the Institutional Research documents *Outcomes Report* and *Making Decisions at El Camino College* (specifically on page 15, “Strategic Initiatives”) [2015 Planning Summit Outcomes Report] [Making Decisions at ECC]. These standards, assessments, and objectives are the same for all classes regardless of method of delivery (i.e. for distance education or continuing education classes, programs, or certificates) [SLO assessments by division/?].

The Curriculum Committee determines the goals and objectives for all classes, and the accreditation annual report data is directly used in determining appropriate and evidence-based institutional-set standards [Methodology for Institution-Set Standards]. If Compton Center does not meet its own standards, it determines how desired student outcomes can be introduced into the appropriate institutional plans or through Enrollment Management [SSSP plan] [Plan Builder]. The method for this remediation is evidenced through BP2320 “Special and Emergency Meetings” [BP 2320].

Self-Evaluation:

Compton Center meets the standard. Data reported in the Institutional Effectiveness Outcomes illustrates that Compton Center has established and measured institutional-set standards regarding student achievement outcomes. Compton Center uses a variety of measurements, assessments and reports to ensure that it is meeting these standards and has a robust system in place to remedy any programs that are not meeting standards.

Standard I.B.4

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

Descriptive Summary:

Compton Center uses assessment information in organizing its processes designed to support student learning and achievement. Compton Center comprehensively collects, analyzes, and reports assessment outcomes at the course, program, and institutional levels as they relate to student learning and achievement, as well as the overall effectiveness of educational services provided in fulfilling the mission [[SLO, SAO, PLO, ILO links](#)]. Direct assessments of student performance (i.e., student achievement outcomes) are also implemented at various stages of institutional planning processes [[IRP Student Achievements link](#)]. Additionally, El Camino College and Compton Center board policies directly emphasize structural support for student learning and achievement [[BP/AP 2510 link](#)], as do our planning models [[Compton/ECC Planning Models](#)] and guides for decision-making [[Making Decisions at ECC](#)].

Assessment data regarding student learning is primarily reviewed by academic programs' faculty and management and are incorporated into the appropriate area plans, unit plans, and/or program reviews [[SLO and PR links](#)]. Each academic program prepares assessment reports to examine if specific learning outcomes are being met and recommends actions to be taken regarding effective production of these learning outcomes [[SLO page](#)] [[PR examples](#)]. Academic and student service programs are also required to analyze and report student achievement data in their respective program reviews [[Student Service Program Review guide](#)] and use this information to guide recommendations for improvement. Additionally, regarding student achievement assessments serve as primary data indicators referenced in key institutional plans [[Enrollment Management Proposal and SEP](#)].

Compton Center disaggregates virtually all student achievement data according to demographic characteristics in order to examine factors of difference when analyzing and reporting this information. The Institutional Research & Planning (IRP) website hosts demographic profiles of the student population [[Demographic Profiles](#)], and regional data about the local community [[District Profiles](#)]. The various student achievement reports provided by IRP are presented with disaggregated demographic student characteristic data [[IRP Student Achievement page](#)] in order to help examine any potential differences among subpopulations that may need addressing through institutional action.

Self-Evaluation:

Compton Center meets the standard. Compton Center uses assessment data in a variety of ways, and institutional processes are organized to promote student learning and achievement. Assessments of student learning outcomes and student achievement outcomes are integrated into several stages of institutional decision-making. Assessments of student achievement are disaggregated in order to reflect any demographic group differences, and Compton Center will begin disaggregating assessments of student learning in future reports. Compton Center has established board policies and institutional plans to structurally support student learning and achievement, while the assessment data functionally supports student learning and achievement via recommendations to improve given programs and services.

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

Standard I.B.5

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

Descriptive Summary:

Compton Center uses a program review process to evaluate goals and objectives of student learning and achievement as they relate to the accomplishment of the mission [\[PR page\]](#). Data used for program reviews are disaggregated according to specific program types and delivery methods [\[link to success/retention Online pages\]](#). The program review process incorporates cyclical, systematic, ongoing evaluations of institutional programs and services. Budgeting of resources depends on recommendations from program reviews and area plans [\[link to PR page w/ integration explanation\]](#). Planning is integrated into institutional processes via standing and steering committees that serve advisory or decision-making roles according to input from various stakeholders [\[links to org chart and/or planning model\]](#). The presentation and analysis of institutional data is mandatory for each program review, and the data for any given academic program or service is available through the institution's MyECC web portal [\[link or screenshot\]](#).

The program review process at Compton Center serves as a cyclical, systematic, and ongoing evaluation of programs and services. The process is cyclical and ongoing according to the program review schedule available from the website [\[link to PR Schedule for ECC and/or Compton when available\]](#). The data used in a given program review is available from tools developed by the Office of Institutional Research & Planning. These tools provide disaggregated information such as success and completion rates, and are generally available from the MyECC portal used by faculty and staff [\[MyECC link\]](#). SLO, PLO, and SAO assessment data is also used in the program review and evaluation processes [\[SLO page\]](#). Academic programs are generally required to review their learning outcomes assessments and discuss any recommendations or proposed changes to the program or instructional design according to the results of these assessments [\[link to PR Guidelines\]](#).

The information from program reviews is discussed and acted upon within specific programs and departments [[link to relevant minutes](#)], and the broader impacts on institutional effectiveness and educational quality are topics for larger committees [[link to Academic Senate, Institutional Effectiveness, PBC minutes](#)].

Planning is additionally integrated through the various committees serving an advisory role to the Planning and Budget committee. Most significantly, the Institutional Effectiveness and Strategic Planning committees incorporate evaluations of programs and services into their regular meetings and provide the Planning and Budget committee with the information necessary to effect meaningful budgeting of resources [[link to org chart and planning model](#)].

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

Self-Evaluation:

Compton Center meets the standard. The accomplishment of Compton Center's mission to provide educational programs and services promoting student success is assessed via a systematic and ongoing program review process. This program review process utilizes evaluations and analyses of student learning outcomes and student achievement data in order to assess the attainment of program goals and objectives appropriately. These program reviews are further integrated into the institutional planning process via standing committees that incorporate this information and advise the committees responsible for institutional decision-making with regards to planning, budget, and resource allocation.

Standard I.B.6

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

Descriptive Summary:

Compton Center disaggregates measures of student achievement according to demographic characteristics. As described in Standard II.B.2, Compton Center is currently developing techniques to disaggregate student learning outcomes data in a similar manner. When examining student data, the institution attempts to identify any significant trends among subpopulations of students and interpret the meaning of such trends where they exist [[example link to Time to Completion report](#)]. When performance gaps are identified, strategies to reduce these gaps are created and written into the upcoming versions of any relevant institutional plans [[example link to SEP](#)].

The institution has set goals and standards for student outcomes among specific subpopulations according to institutional plans (e.g., the SEP), but not according to

disaggregated student learning outcomes [[link to Institution-Set Standards and methodology](#)]. The institution measures the success of these targeted outcomes by comparing the quantified student data to the previously-established expectations and goals [[IE Outcomes infographic](#)]. Institutional performance is satisfactory in that progress is on-target with several goals such as...while some goals such as...have already been met. While progress towards reducing gaps among student subpopulations has been made, specific measures regarding goals and expectations among subpopulations are not yet available.

In terms of student achievement, institutional plans and programs such as the Student Equity Plan (SEP) and the Student Success and Support Program (SSSP) ave been implemented to reduce gaps seen between subpopulations of students and to provide additional aid to particular students who would benefit from such assistance [[SEP and SSSP plan links](#)]. In terms of student learning, analysis of disaggregated data has yet to occur, but the SEP and SSSP are designed to improve both student learning and student achievement. Compton Center is considering methods for disaggregating student learning outcome data through various possible options, such as including an “SLO” Component in the MyECC WebAdvisor tool for faculty use in submitting grading information [[link to screenshot](#)].

Self-Evaluation:

Compton Center meets the standard. Compton Center disaggregates student achievement data and implements strategies to reduce any performance gaps that are identified. Compton Center is in the process of developing methods to disaggregate student learning outcomes in a similar manner to improve our ability to mitigate performance gaps.

Standard I.B.7

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

Descriptive Summary:

Compton Center regularly evaluates all of its policies and practices to assure their effectiveness in supporting academic quality and accomplishing the mission. The institution primarily uses systematic review processes to assess the effectiveness of its cycles of planning, resource allocation, and evaluation [[Program Review](#)] [[SAOs](#)] [[SLOs](#)] [[AP 3250 - Institutional Planning](#)].

El Camino College holds an annual planning summit for all stakeholders to discuss the effectiveness of the evaluation cycle [[2015 Planning Summit Outcomes Report](#)]. Compton Center also hosts Strategic Planning Summits for its stakeholders to establish an institutional planning model and determine how planning processes are designed to foster improvement. The effectiveness of these planning processes is measured via surveys such as the [[2015 Consultation Survey](#)] evaluating stakeholder perspectives and understanding of decision-making and planning processes.

Various committees assess the effectiveness of their area within evaluation, integrated planning, resource allocation, and re-evaluation. The Program Review Committee... The SPC... The Assessment of Learning Committee...The DE Committee...

Compton Center utilizes several methods of data collection to obtain evidence regarding the effectiveness of DE learning programs and related support services, including but not limited to student surveys and quantitative student outcome data related to learning and achievement [[Online Success & Retention Rates](#)]. For example, students are sent surveys regarding the satisfaction of DE courses after completing them, and the results are compiled and analyzed [[Fall 2012 DE Student Satisfaction Survey](#)]. Academic program reviews are required to include an analysis of the effectiveness of DE courses in comparison to on campus instruction [[Academic Program Review Guide](#)]. The Office of Institutional Research & Planning also reports student outcomes disaggregated according to instructional method when possible [[Distance Education Course Analysis](#)].

Self-Evaluation:

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

Standard I.B.8

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

Descriptive Summary:

Compton Center publishes or otherwise broadly communicates the results of all assessment and evaluation activities so that stakeholders have a shared understanding of strengths and weaknesses that can be appropriately prioritized. Compton Center regularly hosts opportunities for participation in and communication about its planning and evaluation processes. The Strategic Planning Summit invites broad participation, and board meetings which invite comments from both college and community stakeholders [[Summit Evidence](#)][[board minutes](#)].

Examples of assessment and evaluation activities include Compton Center's program review process [[link to PR page](#)]. The results of these program reviews are broadly communicated via the website [[Completed PRs page](#)] and through procedures such as Academic Senate meetings [[link to Senate minutes](#)]. Data regarding evaluations of the effectiveness of programs and services are communicated through various internal channels (e.g., the MyECC PR tool [[screenshot or MyECC link](#)]). The SLO website is a publicly accessible source for communicating assessment results and reports for the institution and all programs and services. The SLO website is also a repository for assessment resources, the Assessment of Learning Committee's activities and reports, and presentations from SLO Coordinators [[SLO website](#)].

The Institutional Effectiveness Committee procedurally examines programs and services' assessment results [[link to Program Review rubric and/or minutes](#)], and this information is passed on to the Planning and Budget Committee [[Evidence: IE and PBC minutes](#)]. The Institutional Effectiveness Committee and Strategic Planning Committee serve as advisors to the Planning and Budget Committee [[link to org chart](#)], so institutional decision-making is necessarily based on a shared understanding of these assessment and evaluation results [[Evidence: IEC, SPC, and PBC minutes](#)].

Likewise, stakeholders provide direct evaluative input during events such as Compton Center's Strategic Planning summit [[link](#)], the joint planning summit hosted by El Camino College [[link to summit and Making Decisions document](#)], and surveys or evaluations distributed in response to the summits held [[link to Consultation Survey and Planning Summit Outcomes report](#)]. Compton Center also provides opportunities for informal evaluation as well as communication of various institutional assessments via public participation in board meetings [[link to BP 2350/2345 and appropriate board minutes](#)].

Self-Evaluation:

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

Standard I.B.9

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

Descriptive Summary:

Compton Center engages in continuous, broad, systematic evaluation and planning processes [[links to Ed. and/or Comp. Master plans, BP 3250, Making Decisions](#)]. Program review, planning, and resource allocation are all integrated into a comprehensive decision-making process designed to accomplish the institutional mission while improving its effectiveness and academic quality [[link to Planning Model](#)]. Planning specifically addresses short- and long-term needs for our programs and services. For example, program review guidelines specify that the short- and long-term needs of a given program or service be written into the document as recommendations for improved human, physical, technological, and financial resources [[link to Program Review guidelines](#)].

Compton Center ensures that institutional planning addresses the needs of programs and services through an integrated process that allows smaller units such as programs and

service areas to send recommendations to larger units such as departments. These departments ultimately provide recommendations to the institution itself, as represented by decision-making committees such as Planning and Budgeting Committee [\[link to planning model and org chart\]](#). The needs and recommendations specified by smaller areas and units are effectively carried through a comprehensive process such that the broadest institutional planning is reflective of resources required at the most particular levels.

This process is further detailed on the Academic Affairs Program Review page [\[link to PR page\]](#), specifying that program review recommendations are entered into Program Plans, which are considered by Deans and Division leadership into the appropriate Unit Plans, which the Vice Presidents of the given areas integrate into Area Plans. These Area Plans are then prioritized into Compton Center's overall recommendations, which are reviewed by the Planning and Budgeting Committee (according to the institutional mission and strategic initiatives) before being incorporated into the institutional budget forwarded to the CEO and governing board for approval.

The institution collects data in several ways to analyze the effectiveness of its academic programs and services, including program reviews [\[Completed PRs page\]](#), student surveys [\[CCSSE link\]](#), and the maintenance of Management Information Systems (MIS) data pertaining to student learning and achievement outcomes and the use of student services. SLO, PLO, and SAO assessments are also incorporated into the evaluation process and used to identify what is working well among the programs and what areas need further improvement [\[SLO page and/or example assessments\]](#). In a broader sense, departmental data (e.g., Student Services intake data), personnel evaluations [\[link\]](#), and meeting minutes serve as additional evidence about the effectiveness of Compton Center's programs and services. Compton Center's evaluation processes and results directly contribute to improvement in programs and services by serving as evidence to justify any recommendations (e.g., from program reviews) entered into various levels of institutional planning. Area plans and overall recommendations for the institution reflect the desired improvement noted in smaller Area and Unit plans and program reviews [\[link to Area/Unit/Program plans and associated sample PRs\]](#).

Compton Center collects assessment data for DE similarly to data collected for traditional instructional methods. All academic programs and services collect and assess learning outcomes through departmental meetings, regardless of instructional method [\[SLO alignment timeline/grid\]](#).

Self-Evaluation:

Compton Center meets the standard. Compton Center engages in continuous, broad, systematic planning and evaluation. As indicated by institutional plans and governing board documents, Compton Center has established a system for guiding resource allocation and decision-making based on the wide variety of available evidence reported by various stakeholders and constituent groups. These evaluation and planning processes are cyclical and sufficiently comprehensive to consider various resource needs throughout all levels of institutional planning.

Action Plan:

Compton Center will determine how to incorporate a continuous improvement design into its Planning Model. The design will describe the categories and components, methods, and cycle of these evaluation and improvement processes.

Standard I.C - Institutional Integrity

Standard I.C.1

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

Descriptive Summary:

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

- The Compton Center Mission Statement, as adopted under El Camino College, is shared with the general public through the Compton Center website [[Mission Page](#)], the printed College Catalog [[2015-2016 College Catalog \(page 7\)](#)] and the semester Class Schedules. Poster versions of the Mission statement are posted in various areas around campus, as provided from the Public Relations & Marketing Department.
- Student Learning Outcomes (SLOs) for every course provided through the Compton Center are provided on every class syllabus students receive the first day of class for both in-person and distance education courses. All SLOs and PLOs are posted online through El Camino College [[SLO Timelines and Alignment Grids](#)].
- Regarding the Compton Center's accreditation status, all status updates are available online [[Compton Accreditation Page](#)] [[BP 3200 - Accreditation](#)] along with annual updates printed in the College Catalog [[College Catalog \(page 300\)](#)].
- All educational programs are outlined online [[Majors Page](#)], in the College Catalog (page 51), and in the degree transfer articulations provided in the Transfer and Career Center. All student support programs available at the Compton Center are outlined in the College Catalog (page 311) and online through their respective webpages [[Student Services Index Page](#)].
- Programs with independent accreditation list their accreditation status and other related information on their website [Nursing? Other?].

In addition, Compton Center provides accurate information regarding student achievement data and the data provided to external agencies such as the California Community College Chancellor's Office.

The Compton Center ensures the integrity of publications through regular reviews of its policies and procedures regarding publications. The Public Relations and Marketing (PR&M) department has developed standards and a process for all publications. PR&M provides a Communications Guide and Publishing Manual that presents publication and branding guidelines [[PR Communication Guide](#)]. PR&M gathers feedback from students, faculty, staff, and administration. This process ensures all published material, including all electronic representation, is developed with the integrity of the campus.

Compton Center currently provides information related to DE programs on its Distance Education website [\[ECC DE Site\]](#) [\[Compton DE Site\]](#). General information regarding the definition and approval process is indicated in the relevant administrative procedure [\[AP 4105\]](#), and DE-related data is available through the Institutional Research & Planning (IRP) website [\[Online Success Rate Page\]](#) [\[ECC Online Course Analysis\]](#) [\[Compton Online Course Analysis\]](#).

Compton Center provides information to the public about student achievement in DE programs in the form of regular reports available from Institutional Research & Planning (IRP) and program reviews conducted for these DE courses [\[Program Review Page\]](#). Currently, no measure is in place to evaluate the institution’s DE programs, but IRP is developing a proposal for an evaluation [\[Distance Education Research Proposal\]](#). This Distance Education Research Design proposal is intended to provide an evaluation of students’ perspectives of our DE courses, the knowledge and availability of courses, and the overall effectiveness of promoting DE. In addition, students’ understanding of this information will be addressed by the Distance Education Advisory Committee (DEAC).

Self-Evaluation:

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

Standard I.C.2

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

Descriptive Summary:

El Camino College and the Compton Center produce a joint catalog containing accurate and current information according to the ‘Catalog Requirements’ listing. This catalog is available in both electronic and print formats [\[2015-2016 Catalog\]](#).

Requirement	Catalog Page Number
Official name, Address, Telephone Number, and Website Address of the Institution	
Educational Mission	
Representation of Accredited Status with ACCJC, and with Programmatic Accreditors If Any	
Course, program, and Degree Offerings	
Assessment of Student Learning Outcomes	
Student Learning Outcomes for Certificates and Degrees	
Academic Calendar and Program Length	
Academic Freedom Statement	

Available Student Financial Aid	
Available Learning Resources	
Names and Degrees of Administrators and Faculty	
Names of Governing Board Members	
Admissions Requirements	
Student Tuition, Fees, and Other Financial Obligations	
Degrees, Certificates, Graduation, and Transfer Requirements	
Academic Regulations, Including Academic Honesty	
Nondiscrimination	
Acceptance of Transfer Credits	
Transcripts	
Grievance and Complaint Procedures	
Sexual Harassment	
Refund of Fees	
Locations or Publications Where Other Policies May Be Found	

The course catalogs are updated annually based on combined input from faculty and administration to ensure the information presented is accurate in terms of programs, locations, and policies. This information is published through the Public Relations and Marketing Department of El Camino College [[Public Relations](#)] [[Admissions catalog PDF](#)].

Compton Center addresses issues of academic freedom, financial aid, and learning resources for DE courses similarly to those for face-to-face instructional methods [[BP 3040 Academic Freedom, AP 4105 Distance Ed](#)]. Because these issues and policies are applied uniformly throughout the institution, instructors of DE courses may only be required to provide additional information that pertains to the given DE course. The catalog provides a brief explanation of how DE courses are structured and offered [[Course Catalog](#)], and students are instructed to contact the Distance Education Office or visit the Distance Education website for more information [[ECC and Compton DE pages](#)]. Instructors are given guidelines for regular effective contact per Title 5 requirements and as indicated through administrative procedure [[Title 5 and AP 4105](#)].

Self-Evaluation:

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

Standard I.C.3

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

Descriptive Summary:

Compton Center makes student learning outcomes (SLOs) and student achievement outcomes publicly available through SLO assessment reports (in the case of student learning) [\[link\]](#) and program reviews [\[link\]](#) as well as research reports (in the case of student achievement) [\[link\]](#). Compton Center collects assessment data related to student learning outcomes [\[link\]](#), program learning outcomes [\[link\]](#), institutional learning outcomes [\[link\]](#), and service area outcomes [\[link\]](#) as they pertain to the respective academic programs and student services offered. Additionally, student achievement data is assessed through program reviews [\[link\]](#) and research reports [\[link\]](#).

Compton Center makes data publicly available through information submitted to and hosted by the California Community College Chancellor's Office, which can be accessed and queried through their website [\[link\]](#). Additionally, all external and relevant internal reports are available through the Office of Institutional Research & Planning's website [\[link\]](#). Other internal reports are available at the request of IRP or the Office of Institutional Research.

Self-Evaluation:

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

Standard I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Descriptive Summary:

Compton Center describes its degrees and certificates in terms of purpose, content, requirements, and learning outcomes, and this information is available through the course catalog or on the individual websites for each academic program [\[2016-2017 Catalog\]](#) [\[Academics homepage\]](#). Information about programs is verified during catalog development and regular review of website information by the appropriate academic department prior to being made available [\[Admissions page\]](#). Degrees and certificates are clearly described in the introduction of each academic program [\[Academics homepage\]](#). Student learning outcomes are not currently included in the catalog descriptions of courses and programs, but course syllabi are required to include student learning outcomes before they can be distributed. In addition, student learning outcomes are currently listed on the homepage of various academic programs and the SLO webpages [\[Course Outline of Record or Syllabi Guidelines, appropriate program pages, and SLO homepage\]](#). The College also verifies that faculty adhere to stated course objectives and learning outcomes through the faculty evaluation process [\[Faculty Evaluation\]](#).

Although Compton Center does not currently verify individual sections' provisions of learning outcomes, student learning outcome results can be disaggregated and evaluated according to individual sections or faculty members [[SLO Assessment reports](#)]. Likewise, academic program reviews allow for the assessment and analysis of learning outcomes in individual sections or courses [[Program Review guide](#)].

Students enrolled in DE courses receive program information through the course catalog or the webpage of their given academic program [[Course Catalog](#)] [[Admissions page](#)]. All DE course syllabi are required to include a description of student learning outcomes, and the student learning outcomes of individual sections can be disaggregated and analyzed separately from traditional instruction methods if necessary [[Course Outline of Record](#)] [[IRP online-course success and retention page](#)].

Self-Evaluation:

Compton Center meets the standard. Compton Center provides clear, consistent and accurate descriptions of the requirements, purpose, content, and learning outcomes for certificates, degrees, and courses. This information is readily available to students, faculty and staff, and the wider public through course syllabi and websites, as well as the print and online catalogs. The accuracy of these communications is continuously monitored through the appropriate college departments in charge of publishing this data and information.

Standard I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Descriptive Summary:

Compton Center regularly reviews its policies, procedures, and publications to ensure integrity in the representations of its mission, programs and services. These policies, procedures, and publications are reviewed, evaluated, and discussed by a wide variety of stakeholders to ensure there is consensus and integrity in the information provided [[2015 Planning Summit Outcomes Report](#)] [[Making Decisions at ECC](#)]. Primarily, the governing board (Board of Trustees) oversees and identifies any problems regarding these policies, procedures, and publications [[Compton BP 2200](#)] [[ECC BP 2200](#)] [[BP 2510](#)] [[AP 2510](#)], and any such problems are communicated through the administration as well as in the publicly available meeting minutes of the governing board meetings [[Compton Board Page](#)] [[ECC Board Agendas](#)] [[ECC Board Minutes](#)].

Self-Evaluation:

Compton Center meets the standard. Various stakeholders and the governing board regularly review institutional policies and procedures to ensure integrity in the representation of the institutional mission and its programs and services.

Standard I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Descriptive Summary:

Compton Center informs current and prospective students about the basic cost of education, including tuition, fees, and other required expenses [[Compton Fees Page](#)] [[ECC Fees Page](#)] [[Course Catalog: Page 20](#)]. Compton Center follows all federal guidelines regarding disclosure of costs of education, such as tuition and fees charged to full-time and part-time students, cost estimates of for books and supplies, room and board, transportation, and any additional program costs for a program in which a student is enrolled or for which a student has expressed interest. The net price calculator accessed through the Financial Aid webpage will total the cost of tuition, fees, and instruction; estimated personal expenses and transportation; room and board; and estimated grant aid [[Net Price Calculator Link](#)]. Most costs are also listed in the college catalog or the Admissions and Records webpage, but textbooks and other instructional materials are determined by the class instructors. Cost estimates for most programs are also available through gainful employment disclosures [[Examples of GE disclosures](#)].

Compton Center publishes information on the estimated total cost of education via gainful employment disclosures for certificates offered by each academic program [[Certificates \(GE Disclosure page\)](#)], but information for associate degree and transfer outcomes is not currently provided, due in part to the fact that specific pathway completion costs vary by program.

Self-Evaluation:

Compton Center meets the standard. The institution informs students about the total cost of education through widely published or otherwise easily accessible means.

Standard I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Descriptive Summary:

Compton Center uses and publishes governing board policies on academic freedom and responsibility that make clear the institutional commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including students, faculty, and staff. The governing board policy on academic freedom applies to all courses offered by the Compton Center, and academic freedom in DE courses is the immediate responsibility of faculty or the appropriate dean for a given academic program.

Specifically, academic freedom is addressed in Board Policy 4030 [[link](#)], the 2016-2017 College Catalog [[link](#)], the student handbook [[link](#)], and the faculty bargaining unit contract [[link](#)]. Additionally, board policies related to free speech and prohibition of harassment are in place

[\[Free Speech and Prohibition of Harassment BP links\]](#). DE students are able to access institutional policies on academic freedom and responsibility through the catalog and website. In the event there is inappropriate communication from an instructor, procedures are in place via AP 5530 [\[link\]](#) to file formal complaints or grievances.

Self-Evaluation:

Compton Center meets the standard. Compton Center publishes and communicates academic and intellectual freedom through various documentation such as board policies, employee guidelines, and the student handbook.

Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Descriptive Summary:

Compton Center establishes and publishes clear policies and procedures promoting honesty, responsibility, and academic integrity that apply to all constituencies. These policies include specific regulations for student behavior, academic honesty, and consequences for academic dishonesty [\[link to Curriculum Handbook and Page 34 of Catalog, and possibly English Handbook\]](#). The institution's board-approved policies on student academic honesty and student behavior are publicly available through the governing board [\[BP/AP5500 and AP5520 + Student behavior BP/AP\]](#). Additionally, academic honesty policies are required to be listed on each syllabus and are most immediately enforced by the faculty (or deans and division chairs, as appropriate) [\[link to syllabi guidelines and Syllabus Project \(cec-syllabi\)\]](#).

Compton Center implements prevention strategies to promote student verification prior to their access of DE courses [\[AP 4105 and Policy on DE\]](#). Guidelines for student authentication are provided, and training and professional development regarding DE systems are made available to the faculty [\[link to Student Handbook and Authentication Guidelines\]](#).

Self-Evaluation:

Compton Center meets the standard. Board policies and institutional practices affirm Compton Center's procedures regarding academic honesty, responsibility, and integrity. These policies and procedures apply to all constituencies and are communicated through the publicly available documents such as board policies, handbooks, and syllabi.

Standard I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary:

Compton Center's faculty members are required to distinguish between personal conviction and the professionally accepted views in their disciplines. Faculty members must follow the course outline of record regarding the topics covered in class. Faculty members are instructed to present information fairly and objectively. Compton Center communicates faculty expectations regarding the separation of personal conviction and professionally accepted views through guidelines provided to the faculty and clauses in the faculty contract regarding evaluation [[link to College Curriculum handbook, Faculty Evaluation template](#)].

Specifically, academic freedom is addressed in Board Policy 4030 [[link](#)], the 2015-2016 college catalog [[link](#)], and the faculty bargaining unit contract [[link](#)]. In the event there is inappropriate communication from an instructor, procedures are in place via AP 5530 [[link](#)] to file formal complaints or grievances.

Self-Evaluation:

Compton Center meets the standard. The agreed-upon faculty contract and board-approved policies explicitly state academic freedom is encouraged and protected at Compton Center and through the District.

Standard I.C.10

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Descriptive Summary:

Compton Center does not seek to instill specific beliefs or worldviews. However, the institution requires conformity to codes of conduct to the extent of nondiscrimination [[AP 3410](#)], academic freedom [[BP 4030](#)], and the prohibition of harassment [[BP 3430](#)] [[AP 3430](#)] [[AR 3431](#)] as outlined in administrative policies approved by the governing board. Clear notice of these policies and expectations is provided prior to stakeholder and student engagement with the institution. Requirements of conformity to codes of conduct are communicated primarily through Board Policies [[BP 5500](#)] and Administrative Policies [[AP 5500](#)] with specific statements pertaining to equitable treatment listed in various handbooks, guidelines, and syllabi.

Self-Evaluation:

Compton Center meets this standard. Codes of conduct are distributed to staff, faculty, administrators and students through mandated publications before involvement with the institution. Currently, the Compton Center does not endorse or publicize specific beliefs or worldviews, nor does it intend to do so.

Standard I.C.11

Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Descriptive Summary:

At this time, Compton Center does not operate in foreign locations and has no programs or activities taking place outside the United States. Distance education is not promoted in foreign locations, and the institution does not enroll students who do not currently reside in the U.S.

Self-Evaluation:

Compton Center meets the standard. There are currently no institutional activities occurring in foreign locations, but if Compton Center considers future implementation of programs in foreign locations, it is aware of the proper procedures and requirements from the Commission.

Standard I.C.12

The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Descriptive Summary:

Compton Center agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, Compton Center will respond to meet requirements within a time period set by the Commission. Compton Center discloses information required by the Commission to carry out its accrediting responsibilities.

Compton Center demonstrates its commitment to complying with the various standards, requirements, policies, and guidelines related to the accreditation process via the Compton Center Accreditation webpage, which is one click away from the main webpage [\[link\]](#). Documents such as the Eligibility Application [\[link\]](#), the ACCJC Letter Reaffirming Eligibility (including timelines and policies) [\[link\]](#), and general information regarding the Process to Accreditation [\[link\]](#) are all available from this page. This webpage additionally presents details of the partnership agreement between Compton Center and El Camino College [\[link\]](#), which also provides institutional documentation in compliance with accreditation and the Commission [\[BP 3200 - Accreditation\]](#) [\[AP 3200 - Accreditation\]](#).

Self-Evaluation:

Compton Center meets the standard. Compton Center indicates its agreement to comply with various requirements, guidelines, and policies related to accreditation by communicating relevant, updated information through a dedicated Accreditation webpage on its site.

Standard I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Descriptive Summary:

Compton Center advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes [\[AP 3200\]](#). The institution describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public [\[Compton Accreditation page\]](#) [\[El Camino Accreditation page\]](#).

The institution’s historical record with external agencies demonstrates honesty and integrity in its relationship with such agencies, and board policies are in place to assure compliance [\[BP 3200\]](#) and prevent external conflicts of interest [\[BP 2710\]](#) [\[BP 3400\]](#). The institution responds promptly and honestly to recommendations and citations [\[Compton Accreditation Correspondence\]](#) [\[ECC Accreditation Correspondence\]](#). There are no current citations indicating difficulty with the Compton Center. The institution is compliant with the U.S. Department of Education regulations as indicated by its accredited status under the ACCJC and letters from the Commission confirming eligibility, as well as current and official data entries at the [National Center for Education Statistics](#).

Self-Evaluation:

Compton Center meets this standard. Compliance with institutional regulations and statutes has historically been demonstrated through administrative and board policies, as well as correspondence with external agencies. The Compton Center is currently compliant and appropriately informs all federal and state partnerships.

Standard I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Descriptive Summary:

Compton Center ensures that its commitments to high quality education, student achievement, and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests. Institutional policies and practices demonstrate that delivering high quality education is paramount to other objectives [\[BP 1200 - ECC District Mission\]](#) [\[BP 1200 - Compton District Mission\]](#). For example, the institution’s priorities are documented as strategic initiatives to be followed in order to fulfill the institutional mission [\[BP 1200 - ECC\]](#). Compton Center does not generate financial returns for investors, contribute to a related or parent organization, or support external interests. Compton Center is a non-profit, state-funded, teaching organization with no emphasis on research or private scholarship. The campus is defined solely by its educational mission.

Self-Evaluation:

Compton Center meets the standard. Compton Center’s Institutional Planning board policies and the District’s mission clearly prioritize student achievement and learning over other objectives.