

Compton Community College District



Comprehensive Assessment Third Progress Report

June 30, 2009

 **FCMAT**
FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

[CSIS California School Information Services](#)

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Introduction

On June 30, 2006, Assembly Bill 318 provided a state loan of \$30 million to the Compton Community College District (Compton CCD) and required the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a comprehensive assessment of the district in five operational areas and to develop a recovery plan for the district. FCMAT is required to file written status reports at regular intervals on the district's progress in implementing the recovery plan.

This report, the Compton Community College District Comprehensive Review, Third Progress Report, June 30, 2009, provides the third in a series of periodic assessments conducted by FCMAT of the district's progress in implementing the recommendations made in the initial Comprehensive Review of the Compton CCD conducted by FCMAT in April 2007.

The Accrediting Commission for Community and Junior Colleges (ACCJC) also found that Compton Community College did not meet accreditation standards, and formally withdrew accreditation from the college in August 2006. The district has provided uninterrupted educational services for the students by partnering with the El Camino Community College District (El Camino CCD). Under this partnership, instructional services are provided on the Compton campus by the El Camino College Compton Community Educational Center (Compton Center).

A Memorandum of Understanding (MOU) signed in August 2006 outlines the agreement between the Compton CCD and the El Camino CCD. The Compton Center operates under the direct management of El Camino College through a Provost who reports to the Superintendent/President of El Camino College for all operational aspects of the Compton Center including its instructional programs, student services, business services and other programs and services. The Provost also reports to the Special Trustee for the Compton CCD, as Chief Executive Officer with responsibility for the budget, including the payroll, and for the employees of the Compton CCD and the Compton Center. The MOU has been updated and revised by the partners.

What has occurred in the Compton CCD is unprecedented and extremely complex from a governance and organizational perspective. Compton College is the first California public community college to lose its accreditation, have a Special Trustee assigned to administer the college district, have the authority of its elected governing board suspended by legislation, and receive a multimillion-dollar state loan to continue operations. The transition of instructional procedures and systems has been challenging, including establishing the proper reporting relationships, lines of communication, and the appropriate names and references for that part of the college now operating under the auspices of the El Camino CCD as the Compton Center and that part still operating as the Compton CCD.

As the Compton CCD continues to address both the operational deficiencies that led to the loss of local governance and the instructional deficiencies that led to the loss of its accreditation, FCMAT's work with the Compton CCD and the Compton Center is intended to assist the district in improving its basic operations for an eventual return to local governance, and in taking the necessary steps to regain its accreditation. FCMAT has developed a set of legal and professional standards to provide a standards-based assessment process for these reviews and aligned these standards with the standards of the ACCJC. This standards-based process and a rubric to rate the standards is explained further in the next few pages.

Use of FCMAT Professional and Legal Standards

Since 1998 the Fiscal Crisis and Management Assistance Team (FCMAT) has been engaged in assisting California K-12 school districts under state administration to return to local governance. FCMAT developed a standards-based assessment tool as part of this work, and has adapted it for use in assessing and monitoring the Compton CCD. FCMAT professional and legal standards are being used together with the standards of the ACCJC, as Compton CCD must not only strive to return to fiscal solvency and local governance but must also seek to re-establish its academic accreditation.

For each ACCJC standard, appropriate FCMAT standards from the operational areas of Community Relations and Governance, Academic Achievement, Personnel Management, Financial Management and Facilities Management have been used to measure progress on the ACCJC standards. The ACCJC will conduct its own review to determine when accreditation will be restored to the Compton CCD. However, it is hoped that by addressing the recommendations made in this report, the Compton CCD will be able to prepare itself for the future ACCJC accreditation review.

Each professional and legal standard has been scored, on a scale of 1 to 10, as to the Compton CCD's implementation of the standard at this point in time. These ratings provide a basis for measuring the district's progress in subsequent reporting periods.

The following represents a definition of terms and scaled scores. The single purpose of the scaled score is to establish the baseline of information by which the district's future gains and achievements in each of the standards can be measured over time.

Not Implemented (Scaled Score of 0)

There is no significant evidence that the standard is implemented.

Partially Implemented (Scaled Score of 1 through 7)

A partially implemented standard lacks completeness, and it is met in a limited degree. The degree of completeness varies as defined:

1. Some design or research regarding the standard is in place that supports preliminary development. (Scaled Score of 1)
2. Implementation of the standard is well into the development stage. Appropriate staff is engaged and there is a plan for implementation. (Scaled Score of 2)
3. A plan to address the standard is fully developed, and the standard is in the beginning phase of implementation. (Scaled Score of 3)
4. Staff is engaged in the implementation of most elements of the standard. (Scaled Score of 4)
5. Staff is engaged in the implementation of the standard. All standard elements are developed and are in the implementation phase. (Scaled Score of 5)
6. Elements of the standard are implemented, monitored and becoming systematic. (Scaled Score of 6)
7. All elements of the standard are fully implemented, are being monitored, and appropriate adjustments are taking place. (Scaled Score of 7)

Fully Implemented (Scaled Score of 8-10)

A fully implemented standard is complete relative to the following criteria.

8. All elements of the standard are fully and substantially implemented and are sustainable. (Scaled Score of 8)
9. All elements of the standard are fully and substantially implemented and have been sustained for a full school year. (Scaled Score of 9)
10. All elements of the standard are fully implemented, are being sustained with high quality, are being refined, and have a process for ongoing evaluation. (Scaled Score of 10)

Study Team

The FCMAT team and partners for this third progress review included the following agencies and individuals.

Administration and Report Writing – Fiscal Crisis and Management Assistance Team

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

Financial Management – Fiscal Crisis and Management Assistance Team

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

Academic Achievement – California Collegiate Brain Trust

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

Personnel Management – Ewing Consulting Services

- William Ewing, President
- Victor Collins, Community College Human Resources Consultant

Facilities Management – Fiscal Crisis and Management Assistance Team

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

Community Relations and Governance – California School Boards Association

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

Executive Summary

Summary of Progress

At this third progress review, much improvement has been noted in all operational areas of the Compton Community College District (Compton CCD) and the El Camino Community College Compton Educational Center (Compton Center). Ratings for all of the five component areas have increased over the last rating period. The average ratings of the standards within each ACCJC standard show substantial increases, and fewer standards have individual scores less than four.

The transition under the partnership between the Compton CCD and the El Camino CCD continues to progress under the leadership of Compton's new Provost. Specific organizational roles and responsibilities of the governing entities and administrators have been clarified as they apply to the Compton CCD and the Compton Center. Reporting relationships are now clearly communicated for all faculty, staff and students to navigate properly.

From a governance perspective, the Special Trustee provides decision making authority in lieu of the governing board and personnel commission. The Provost/CEO of the Compton CCD and the Compton Center reports to the Superintendent/President of the El Camino CCD. The Compton CCD requires active leadership from both the Special Trustee and the Provost/CEO to assist Compton in developing the internal capacity to eventually return the college to local governance.

Positive progress has been made in advancing long-range planning for the Compton Center. The recently hired permanent Provost has initiated planning strategies, implemented needed improvements, and brought organizational balance to the unique situation of reporting to both the President of El Camino College and to the Special Trustee of Compton. The new Provost has ensured that the El Camino College Board of Trustees is engaged in issues of policy affecting students at the Compton Center.

The Provost continues to embrace the positive changes since the last progress report in the area of Governance and Community Relations. The three elected members of the board continue to sit at the dais and participate in the business of the meeting. The board members, along with the Special Trustee and Provost, have also begun to engage in a series of trainings with the Community College League of California to address expectations, responsibilities, and board roles and policies.

Communications at the Compton Center have improved significantly. Interviewees continue to describe the organization and flow of critical information as effective and transparent. All plans for internal and external communication have been developed or proposed. The Compton Center has created a comprehensive communications plan to combat factual inaccuracies, streamline the dissemination of information and improve opportunities for positive two-way feedback for all faculty and students.

At this third reporting period there continues to be a lack of confidence regarding the college's financial condition and fiscal practices due to the constant turnover with the position of chief business official (CBO). The college is perceived as being fiscally solvent because of the state loan under AB 318. For the past six months, a retired chief business official has filled the CBO position. The interim CBO has provided solid leadership and financial strategies to address serious questions about the capability of the college's business office staff to manage its resources, conduct its fiduciary responsibilities and sustain its financial condition.

The Compton CCD has utilized both DataTel and PeopleSoft, a financial software system also used by the Los Angeles County Office of Education (LACOE). Although the conversion has been successfully made, the district's financial status remains unclear. A combination of both financial sys-

tems is utilized for Form 311 reporting since the payroll transactions post immediately into PeopleSoft and are timelier for financial reporting.

El Camino CCD moved Compton CCD staff from the business and personnel departments to the El Camino campus for training on operational systems and processes in use at the El Camino campus. The staff that were relocated are transitioning back to Compton CCD.

The Compton Center's Associate Vice President of Business position has been vacant for most of the last year. This leadership position is critical to training, oversight and continued development of the Compton business staff. The lack of full-time on-site supervision has added to the organizational inefficiencies that exist in the business office. This position has very recently been filled by the Compton CCD.

The Compton CCD continues to face major challenges with its campus and facilities as the buildings are old and in critical need of repair. Significant safety concerns have been identified with inadequate drainage and insufficient electricity. Compton CCD staff, in an effort to address these concerns, cited a need to move faculty and students from their current classrooms to other classrooms on campus to adequately assess the work that should be done in the buildings throughout the college.

Compton CCD has made substantial progress by gathering input and creating a draft facilities master plan. The draft master plan was presented to the Board/Special Trustee in May 2008. However, the Compton CCD is unable to accept and occupy a newly constructed learning resource center, which is central to the facilities master plan, because of problems with the building's construction.

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

Although improvement was noted by the review team, the Compton Center continues to have problems related to long-range institutional planning, scope and quality of the written curriculum, quality of classroom instruction, mechanisms for program assessment and accountability, and faculty professional development.

The recovery process for the Compton CCD and Compton Center requires much time, and improvement will be incremental. The partnership between the Compton CCD and the El Camino CCD remains strong, and the entities are more confidently navigating through this unique and complex circumstance. Some of the changes implemented at the Compton Center have been appropriate and appear to be progressing successfully. The partners have revisited the MOU and continue to consider revisions to the original proposal.

FCMAT continues to expect that the Compton Community College District, with the assistance of its partner, the El Camino Community College District, will make the progress necessary to return to local governance and to re-establish its accreditation.

Return to Local Governance

Assembly Bill (AB) 318 amended Education Code Section 71093 to allow the Board of Governors to authorize the chancellor to suspend the authority of the Compton Community College District Board of Trustees to exercise any powers or responsibilities or take any official actions with respect to the district's management. Suspension may be authorized for a period up to five years from the effective date of AB 318 of the 2005-06 regular session, plus a period lasting until the chancellor, the Fiscal Crisis and Management Assistance Team, the Director of Finance, and the Secretary for Education concur with the Special Trustee that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment and recovery plan.

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

To focus the district's efforts on recovery, FCMAT selected a subset of these 335 standards in consultation with the appointed Special Trustee. The standards were selected as having the most probability, if addressed successfully, to assist the district with recovery. The 183 standards selected are identified in bold print in the Tables of Standards in later sections of this report. They were the focus of the recent visit and assessment, and will continue to be the focus of each progress review. An average of the scores for the subset of standards in each of the ACCJC standards was determined and became the baseline of data against which the district's progress can be measured over time, during each review and assessment.

The district is not required to reach a scaled score of 10 in each of the selected standards, but is expected to make steady progress that can be sustained. It is reasonable to expect that the district can reach an average rating of at least a six, with no individual standard scored less than a four, in the subset of standards identified under ACCJC standards I, II and IV, and ACCJC standards III-A, III-B, and III-C and D. ACCJC Standard III, which deals with how the district manages its resources, has been subdivided into three sections, to provide an average for the operational areas of human resource management, physical resource (facilities) management and financial resource management.

When the average score of the subset of standards within an ACCJC standard or standard subdivision reaches a level of six, and progress is considered to be substantial and sustainable, and no individual standard in the subset is below a four, FCMAT will recommend to the Chancellor of the Community College system that the criteria have been met and that this particular operational area could be considered for return to the local district governing board. It is conceivable that the governing board will regain local authority incrementally as the criteria are met in each of the ACCJC standard areas.

The full return of legal powers and responsibilities to the district board is based on the concurrence of the Chancellor, the Director of Finance and the Secretary for Education with the assessment of the Special Trustee and FCMAT that the district has, for two consecutive academic years, met the

requirements of the comprehensive assessment and the recovery plan, and that future compliance is probable and sustainable.

The Accrediting Commission of Community and Junior Colleges will conduct its own assessment of the district to determine the re-establishment of the district's accreditation.

Recovery Plan

The *Compton Community College District Comprehensive Review, April 2007* assessed the district using 335 professional and legal standards and provided an in-depth review and a baseline score for each standard. A subset of standards in each of the ACCJC standards areas was identified to assist the district in focusing its efforts to more successfully achieve recovery and a return to local governance. This subset of standards is the focus of this third progress report and the ongoing progress reviews to be conducted in the future. Although all professional and legal standards utilized in the comprehensive assessment process are important to any district's success, this identified subset of standards will enable the district to focus its efforts to more quickly return to local governance and re-establish its accreditation.

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

27 (now 26) of 37 standards in ACCJC Standard I-A and I-B, Mission and Effectiveness
16 (now 15) of 28 standards in ACCJC Standard II-A, II-B and II-C, Student Learning
40 of 82 standards in ACCJC Standard III-A, Human Resources
41 (now 40) of 71 standards in ACCJC Standard III-B, Physical Resources
41 of 88 standards in ACCJC Standard III-C Technology, and III-D Financial Resources
21 of 29 standards in ACCJC Standard IV-A and IV-B, Leadership and Governance

The subset of standards is identified in bold print in the Table of Standards displayed in each ACCJC standard section. Each progress review assesses only the identified subset of standards.

Later sections of this report provide greater detail on each of the standards in the identified subset of standards. For each standard, a description is provided of the district's progress in implementing the standard and a rating, on a scale of 1-10, is provided of the district's progress at this point in time.

Summary Table of Progress

An average of the identified subset of FCMAT standards within each ACCJC standard area was calculated to provide a summary of the district's progress in that area. The average ratings from the *Comprehensive Report, April 2007* of the identified subset of standards provided a baseline of data against which the district's progress can be measured during each review.

| Standard | No. of Standards in Subset | Number of Standards less than 4 | | | | Average Rating | | | |
|--|----------------------------|---------------------------------|-----------|-----------|-----------|----------------|-----------|-----------|-----------|
| | | April 2007 | Jan. 2008 | July 2008 | June 2009 | April 2007 | Jan. 2008 | July 2008 | June 2009 |
| ACCJC Standard I-A, Mission, and I-B, Institutional Effectiveness | 26* | 26 | 26 | 25 | 3 | 1.52 | 1.96 | 2.19 | 4.81 |
| ACCJC Standard II-A, Instructional Programs; II-B, Student Support Services, and II-C, Library and Learning Support Services | 15* | 14 | 12 | 11 | 0 | 1.75 | 2.44 | 2.88 | 5.40 |
| ACCJC Standard III-A, Human Resources | 40 | 36 | 28 | 20 | 6 | 1.35 | 2.83 | 3.95 | 5.53 |
| ACCJC Standard III-B, Physical Resources | 40* | 28 | 28 | 25 | 2 | 2.32 | 2.34 | 2.76 | 6.13 |
| ACCJC Standard III-C, Technology Resources, and III-D, Financial Resources | 41 | 35 | 32 | 26 | 8 | 1.78 | 2.39 | 2.83 | 4.63 |
| ACCJC Standard IV-A, Decision-Making Roles and Processes, and IV-B, Board and Administrative Organizations | 21 | 17 | 17 | 17 | 1 | 2.10 | 2.14 | 2.71 | 5.33 |

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

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

Overview of Five Operational Areas of Management

Assembly Bill 318 required FCMAT to conduct a comprehensive assessment of the Compton Community College District and prepare a recovery plan addressing the five operational areas of financial management, academic achievement, personnel management, facilities management, and governance/community relations. FCMAT aligned the legal and professional standards used to assess these five operational areas with the four standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). Each of the identified subset of standards is presented in greater detail in later sections of this report. This section, however, provides a summary of the Compton CCD's management of these five operational areas.

Financial Management

Based on interviews with administrative management and observations by FCMAT, the college has begun to make significant progress regarding draft board policies that will address the internal control environment. Strong internal controls comprise the principal mechanism for the deterrence of fraud or illegal practices. All management level personnel interviewed expressed the desire to improve written administrative procedures that would demonstrate the district's commitment to enhancing the college's ethical and behavioral standards.

The Compton CCD and El Camino CCD currently share a full time internal auditor who is responsible for implementing and evaluating action plans, establishing and monitoring internal controls, providing risk analysis, implementing a fraud detection program and evaluating policies and procedures. Management is actively addressing significant findings of the financial audit for fiscal year 2007-08. The district recognizes that there are unresolved issues in the business division.

Documentation for fiscal years 2008-09 and 2009-10 indicates improved communication between the Special Trustee and business office staff. Compton CCD and El Camino Community College management communicated with the Special Trustee regarding the budget and included documents such as the tentative and final budgets, Enrollment Management Plan and form 311Q financial status reports. Budget presentations to the Special Trustee and Budget Planning Committee have improved with regard to the budget development process for fiscal year 2009-10. The business office staff have prepared and presented the CCFS 311A and CCFS 311Q reports in accordance with the statutory time lines. Budget assumptions and site-level detail information have been prepared and disseminated to departments at Compton CCD in preparation for the 2009-10 budget adoption.

The business office staff at El Camino CCD have finished training the Compton Center accounting personnel site and department staff on online purchase requisition processing and running budget reports. Performing these functions has reinforced site and department responsibility for program budgets. All managers receive monthly budget reports that depict the budget, expenditures and encumbrances year to date. The DataTel system does not allow users to override the financial system and input a requisition if funds are not available in an individual account line.

The district has implemented various computer-based training-on-demand options for employees to access as needed. Although these resources are helpful, a detailed assessment of the training needs of all Compton CCD and Compton Center information system users should be conducted regarding the Colleague, general office applications, and LACOE-based systems. This should be followed by the development of a training program that addresses those needs. Training opportunities

should include the basic graphical user interface, office applications, and use of the Colleague and LACOE-hosted systems. Training sessions should include refresher as well as new user sessions.

Academic Achievement

Overview

The Academic Achievement review team examined Compton Center documents and interviewed members of the administration, the faculty, students, and other key personnel directly involved with the design and delivery of curriculum in the Center. The team also visited a sample of classes to provide a contextual background for the data collected from the document reviews and personal interviews.

Status of Academic Achievement at El Camino College Compton Center

The Compton Center has made substantial progress toward meeting the FCMAT Academic Achievement standards since the last progress report. Previously, a number of areas of deficiency were noted in planning, curriculum management and assessment, professional development and progress toward meeting ACCJC standards.

Many of these deficiencies stemmed from a lack of continuity in administrative leadership. The Compton Center has had three interim college administrators and four Special Trustees in the past four years. The academic administrative team has only been complete since the summer of 2008, with the hiring of a Dean of Academic Programs and Deans of Career and Technical Education. These two individuals join a Dean of Student Services who has been in place about two years. In addition, the Interim Administrative Dean has been at Compton approximately one year. The Provost is also relatively new but understands the mission of community colleges and how to bring the Compton Center and the community together in a collaborative manner.

Without continuity in leadership and a sense of permanency in the leadership of the college, it is very difficult if not impossible for faculty and staff to develop long-range plans, because turnover in administrative leadership often means a change and directional challenge for the planning processes.

The collaborative working relationship between the administrative leadership and the faculty has allowed planning efforts to move forward. The team found a spirit of dedication among the employees in the academic and student service areas. Employees are proud of the progress they are making in student recruitment, fuller classes, stronger retention, collaborative work with the staff at El Camino College, and that the Compton Center is again taking its place in the community as the “place to be.”

An excellent Enrollment Management Plan has been developed and implemented. The plan calls for extensive work with local high schools and communities. As a result of this outreach and improvements in the scheduling process, the Center has had a large increase in enrollment. Administrators, faculty, and staff are confident that enrollment will grow to pre-partnership levels within a few semesters.

Planning Processes

Since the last progress review, progress has been made in developing and implementing both long- and short-term plans. The team noted the following:

- A very comprehensive Technology Plan has been adopted
- A strong Enrollment Management Plan is in place and some of the activities have been completed. The plan has time lines and identifies lead staff members to complete the plan and

budget associated, if any

- Plans for programs to increase student recruitment and retention (e.g., two learning communities slated to begin in fall 2009, areas involving basic skills are being targeted, some discussion of a future honors program)
- Outreach programs to the community and local high schools are meeting success
- The previous Education/Academic Plan is being examined to see if any areas can be salvaged for future development
- Student Success Team is in place with widespread representation from throughout the Center
- A Technology Committee has been re-established and is meeting to work on the Technology Plan
- Seven academic programs are undergoing program review this spring

The Compton Center has developed a flow chart of its planning process that identifies the role of committees in that process. The review team was provided a list of the joint committees, which range from the Academic Senate and Curriculum to Student and Community Advancement. Meetings with Center staff, administrators and faculty reveal a growing collaborative relationship between the Center and the El Camino campus. The Educational Master Plan is being updated, and Compton faculty and staff are part of that effort. The Student Equity Plan, submitted to the Chancellor's Office in July 2008, has been redone since the partnership with input from both Compton and El Camino staff.

Curriculum

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

The Curriculum Committee at El Camino does not include student learning outcomes (SLOs) on the course outline of record. Although the plan is for this to change, it had not as of this visit. Faculty at the Compton Center have developed and are continuing to develop student learning outcomes on the syllabi that students receive for individual courses. The decision to have the curriculum managed by El Camino College was made by the Western Association of Schools and Colleges.

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

To fully comply with FCMAT standards and to meet ACCJC Standard II-A 1c, which establishes the expectation that "the institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements," the administration and faculty of Compton Center need to continue to collaborate with El Camino College personnel to complete the design of SLOs for courses and programs and assessment tools to measure program and course effectiveness for student learning.

The new Learning Resource Center has flaws in the construction, which the previous team noted, and thus the move to the new facility has been delayed. A committee of Compton Center faculty and administrators is meeting with architects and facilities staff to address the problems, with the hope that the move to the new building will occur in November 2009. The new materials budgeted in

2007-08 have been received, cataloged and are available for student use. The 2008-09 budget for new library materials is \$30,000, and the materials will be purchased this academic year. The Compton Center faculty is actively invited to participate in updating the collection. This past fall a call went out to teaching faculty to recommend new titles to be added to the collection. The academic deans and the faculty are actively involved in the Student Success Committee planning, and materials for the new Learning Resource Center will depend upon some of the recommendations coming from this committee.

Previously, the Compton Center bookstore had very limited hours of operation. In July 2008 the Compton Community College District entered into a revised agreement with the El Camino College District to improve access to the bookstore. Under this agreement (effective July 1, 2008 through June 30, 2010) the bookstore is now open four days a week and El Camino has established a process for students to purchase books online.

The Technology Committee was suspended in 2006-07. It was reactivated in spring 2008 and set an update of the Center Technology Plan as its primary goal for this academic year. As with other areas, the Compton Center plan must align with the El Camino plan since the IT systems are integrated. The Center has developed an excellent Technology Plan that addresses specific tasks, time lines and people involved in its implementation.

Instructional Strategies

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

As part of the faculty evaluation process, each Compton Center faculty member will create an individual development plan based on what was learned in the review process.

Compton Center faculty are developing course syllabi based on the El Camino College course outlines. The faculty have adopted a template for the syllabi that includes several required components including SLOs and the techniques of assessing them. A spread-sheet shows progress on use of the template. Future visits will need to assess the progress in the development of up-to-date syllabi containing all of the required elements.

No system is in place to provide data necessary to monitor the effectiveness of curriculum and instruction in preparing English language learners for transition to basic skills, credit, and transfer courses. A system is in place to monitor data on course enrollment for English language learners, but the data produced do not provide statistics on student progression through a sequence of courses. The program for English learners has been revised to include noncredit and credit ESL courses designed to support student attainment of progressive skills in acquiring a second language. The noncredit ESL courses are designed to prepare students to transition to credit ESL courses, and a credit ESL course sequence has been designed to prepare students to transition to transfer English courses.

Assessment and Accountability

The ACCJC standards require the Center to demonstrate its effectiveness and support student learning by developing student learning objectives at the course, program, and degree level. The standards further specify: “This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made.” As noted above, Compton Center faculty are developing syllabi that include SLOs and their assessment. Until El Camino College updates the course outlines of record and includes SLOs as part of the outline, the best measure of Compton Center’s compliance with the standard will be the course syllabi.

Not all syllabi include SLOs and most are missing the methods for assessing them. The final step is the use of assessment data to improve instruction. This is not yet occurring.

Professional Development

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

The Compton Educational Center:

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

Learning and Support Services

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

The inability to move into the new library building has disturbed the allocation of new equipment and has stymied effective learning support services.

Personnel Management

The Compton Center continues to operate under the Personnel Commission rules and regulations for the classified service even though the Commission was terminated under the provisions of legislative bill AB 318. This is based on a legal opinion provided to El Camino College and the Compton Center that clarified the Commission's rules and regulations are to remain in effect while the Special Trustee serves as the Personnel Commission in addition to his role as the Board of Trustees for the Compton CCD. FCMAT confirmed the continuation of this administrative process and its effectiveness in administering the policies and procedures affecting classified personnel. Confirmation was obtained through a comprehensive review of recent classified recruitment/selection procedures and the process by which classified eligibility lists are created and approved.

The human resources (HR) department has developed an extensive set of desk manuals that serve as a guide for personnel practices. A process is now in place to maintain the manuals to reflect changes in organization, forms and policies. In addition, Compton Center HR staff have developed and implemented internal staff development activities to conduct staff training on each person's assigned duties and responsibilities. Informative CDs have also been developed containing PowerPoint presentations that outline assigned duties and responsibilities. These CDs are available to HR staff and Center constituent groups to facilitate awareness of department operations and responsibilities. Procedures are now updated and progress is being made to complete the manuals for the entire division.

The Compton Center Dean of Human Resources has initiated a monthly report to the Compton Center Provost addressing issues such as vacancies, number of applicants, positions filled, terminations, data on workers' compensation claims, legal updates, collective bargaining matters, grievances and other information requested by the Special Trustee or Provost.

Compton Center HR staff members have worked with the El Camino CCD HR staff in developing an operational form and procedures for current faculty to use when applying to add an instruction discipline to their qualifications. The form and process document the applicant's qualifications to teach in a discipline different from their current assignment, and the appropriate administrative review and final determination of those qualifications through evaluation of the following:

1. achievement of an additional degree in the subject area addressed by the application,
2. additional coursework in the subject area, or
3. the equivalency process.

In addition to assisting the applicant in this process, the Compton Center HR staff ensure that necessary and appropriate information is provided, the application form and appropriate documentation are properly evaluated and, if approved, the necessary documentation is placed in the applicant's permanent personnel file.

The Compton CCD has entered into an agreement to conduct a compensation and classification study. The agreement, approved by the Special Trustee in March 2009, is to develop updated and objective classification descriptions for all positions to be legally compliant, internally aligned, contain contemporary standards, and accurately reflect current roles, responsibilities, duties and qualifications. An internal job analysis will be conducted and specific recommendations will be made for internal compensation equity for all positions studied. The district's goal is for the study to be completed by August 2009.

Facilities Management

The Compton Community College District has made substantial progress during this last review in the facilities component and continues to improve in the maintenance area.

Compton Community College was originally constructed in the early 1950s and opened for classes in the fall of 1953. Since that time more facilities have been added to the campus, but the utility infrastructure has not been upgraded. Major changes have been made over the last 56 years to the Uniform Building Code, regulations for the Department of State Architect's Office, mechanical and electrical requirements, technology and fire and safety issues, leading to the need to address the campus infrastructure and utility requirements.

The total outside gross square footage of the Compton campus is 459,873. In an effort to address potential health and life safety issues for students and faculty, the college in July 2007 included final project proposals to the California Community College's System Office in its 2009-13 Five Year Construction Plan (2009-10 First Year Funding) to fund the necessary improvements. Due to the imminent start of a state-funded utility infrastructure project, revisions to the facilities master plan were completed.

From January through June 2008, tBP Architects worked with the Facilities Department to review all campus buildings and create a Facilities Master Plan bridge document. In September 2008, this document and the adoption of a revised project list for 20 projects totaling \$77,992,425 was approved by the state Special Trustee. The plan combines proposed state funding of \$58,780,000 with Measure CC dollars of \$18,652,425, with the balance funded from an insurance claim of \$560,000.

The Compton CCD is also completing a financial and performance audit of all funds expended by Measure CC. Measure CC authorized the district to issue up to \$100 million of general obligation bonds including but not limited to the stadium retrofit, Learning Resource Center and Child Development Center. The outcome of the audit will be to reconcile all bond funds expended year to date and measure the performance of each project, including change orders, against the approved budget.

In the maintenance component, building assessments to be included in infrastructure component and utility master plan are in various stages but include sewer, storm drainage, domestic and fire water, natural gas, chiller water system, heating, electrical, site lighting, security, fire alarm and data/voice technology requirements.

Additional maintenance efforts have included a review of the mechanical requirements of the campus for heating, ventilation and air conditioning (HVAC). All enhancements and fixes to the current campus HVAC retro-commissioning project qualify for California Community Colleges/Investor Owned Utilities rebates. To qualify for energy rebates, the Compton CCD also completed an analysis of the campus energy usage.

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

The department has begun using an online work order system but to date is unable to track and monitor labor and materials to establish historical costs due to additional training required for the department. The utility maintenance workers have established zones on the campus to clean and sanitize all restroom facilities. The department has also completed a Custodial and Maintenance Procedures Manual that fully outlines the duties and responsibilities of the utility maintenance workers.

The campus police department that is contracted from El Camino Community College reports minimal vandalism or theft problems. The police department has also prepared an initial Emergency Preparedness Plan and provided training for Compton staff.

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

Governance and Community Relations

Overview

The Compton Center has demonstrated sustained progress toward improvement in the governance and community relations standards since the last progress report. A systematic plan for addressing each standard has been created and actions have begun to be implemented in many areas. Because thoughtful and effective strategic planning is a long-term process, the Compton Center must accelerate the development of plans to begin implementation and demonstrate progress. The CEO/Provost and Special Trustee work closely together, and members of the elected board support their efforts.

Since the last progress report, a new individual has been serving in the permanent position of CEO/Provost. This change in leadership has provided the Compton Center with an opportunity to implement new plans and strategies for governance and community relations. The permanent CEO/Provost has to balance the unprecedented role of reporting to both the President of El Camino College and the Special Trustee of Compton. Balancing this reporting relationship while also undertaking projects to plan and implement improvements is challenging, but progress appears to be well under way. While some ambiguity still exists about where decision-making authority lies, it is becoming increasingly clear that the CEO/Provost can and will take responsibility for decisions on the Compton Center campus, and this allows for students and staff to better understand and trust that decisions will be made with their interests in mind. Developing additional capacity in key administrative positions will remain essential in continuing to meet the needs of students and the community.

Communications have seen a marked improvement since the last progress report. The CEO/Provost, working with community relations staff, has initiated a comprehensive outreach strategy and is working toward more routine opportunities for two-way communications with students, faculty and staff, and the community.

Board members continue to actively participate in public meetings, sitting at the dais and making their opinions known on action items on the agenda. The members of the board completed a series of training workshop sessions provided by the Community College League of California that covered board roles and responsibilities.

The Compton Center has begun to execute plans for adopting policy in specific areas. A comprehensive review of policies and process for public feedback, revision, adoption, and implementation needs to be enacted.

Communications

Communications at the Compton Center are much improved since the last progress report. A specific plan for internal and external communication has been developed and implementation is under way. The marketing and communications plan developed by staff at El Camino College for the Compton Center serves as a solid framework from which actions have been developed. The CEO/Provost provides multiple opportunities for the flow of communications among the administration and staff, faculty, and students. Since the last progress report, Compton has improved its Web presence, has been even more proactive about reaching out to local media and issuing press releases, and has asserted its authority to respond to requests for information.

Communications continue to expand and become a routine activity across the campus. The Provost's newsletter, e-mail lists, the Web site, town hall meetings, and other forms of communicating messages by different means, in different settings should continue, as they ensure multiple opportunities for information to be heard and understood. With more stability in leadership and administration, there is an improved perception of two-way internal communications for the Compton Center.

Community Relations

The CEO/Provost has initiated outreach to civic organizations, other locally elected officials, and other groups in the community to attempt to solidify relationships between them and the Compton Center. These efforts are part of the coordinated communications and outreach strategy, and have been successful in engaging additional stakeholders in the activities of the Compton Center. Continued participation in town hall meetings about the center is an example of a strategic effort to engage the community while also allowing potential students to become aware of campus activities. This coordinated community outreach should be sustained, and additional events targeted, since it will require a variety of venues and approaches to effectively engage as many segments of the community as possible. Additionally, a renewed strategy for outreach to local middle and high school students has been viewed positively.

Community Collaboratives and Advisory Councils

The Compton Center has begun to develop and implement a comprehensive strategy for identifying and building community collaborations and partnerships. Leadership and administrators should periodically ensure that the development of partnerships aligns with the district's key goals and that the roles and responsibilities of staff members involved in supporting these partnerships is clearly defined.

Groups such as the Associated Student Body, Academic Senate/Faculty Council, Shared Governance Committee, Budget Planning Committee, and others continue to meet on campus. The district's committee structure could be improved. Training and mentoring of committee members should be a long-term strategy, as it will not only allow all participants to better understand their roles and the charge of the committee, but could also create more effective groups that are better positioned to support the district's goals.

Policy

The Compton district has begun to make incremental progress with policy, while acknowledging that a more robust and accelerated program for policy review and adoption must be undertaken. The district has adopted policies for finance and the business office, and prioritized these policies as the first to be adopted. However, most policies remain outdated and require revision to reflect current law and meet the district's needs. The Compton district must bring its policies in line with the current Community College League of California (CCLC) model policies while ensuring that they align to the policies of El Camino College that affect students attending classes at the Compton Center. The district will need to maintain a process for systematic review, discussion, and adoption, with input from staff, the community, and the board, before the Special Trustee approves a policy. Additionally, the indexing system still needs to be reorganized for greater ease of use, including online access to all policies for all staff, students, and the community at large.

Board Roles/Boardsmanship

The members of the elected board have demonstrated a willingness to participate productively in public meetings of the district. The Special Trustee continues to serve as the district's governing authority, and runs these meetings. The CEO/Provost and Special Trustee routinely meet with the members of the board before public meetings in an effort to provide information and meaningfully engage them in the decisions being made. While the members of the board cannot vote, by allowing them to sit at the dais, the Special Trustee has provided an opportunity for the board to make its opinions heard, and has afforded its members with a chance to begin to demonstrate their capacity to perform the duties for which they were elected. To demonstrate further progress in this area, the board needs to continue to implement additional strategies for proactively engaging the community and representing the voice of constituents during meetings.

For the time being, the governing authority for the district is likely to be held by Chancellor's Office and the Special Trustee, and therefore the members of the board will be challenged to demonstrate, outside of the board meetings, that they are engaged with their community and the district's students. The board members, as part of their training and professional development, will need to identify strategies to engage the community and to participate in local events to engage their constituency. The board and district administration must also work continually to welcome community involvement on the campus and public input into decisions at board meetings. The board has demonstrated its willingness to actively engage in professional development and has participated in lobbying meetings with lawmakers in Sacramento.

Board Meetings

Board meetings have shown a sustained change in tone since the last progress report. The three elected members of the board continue to sit at the dais with the Special Trustee and CEO/Provost during meetings. While acting in a non-governing capacity, the board continues to play an advisory role in the meeting and has engaged in substantive discussion of agenda items in addition to providing constituent feedback. The Special Trustee, board members, and CEO/Provost have completed a series of training workshops with a consultant from the CCLC, developing skills and reaching common understanding of the expectations, roles, and responsibilities for the board. The board members have continued to demonstrate their commitment to these principles through their continued focus on the agenda items coming before them.

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

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

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

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

Use of FCMAT Professional and Legal Standards

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

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

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

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|--|-------------------|------------------|------------------|------------------|
| A. Mission | | | | | |
| Standard to be Addressed | | | | | |
| Policy - Community Relations and Governance Standards | | | | | |
| 4.1 | Policies are well written, organized and readily available to all members of the staff and to the public. | 2 | | | |
| 4.6 | Board bylaws, policies and administrative regulations are supported and followed by the board and district staff. | 2 | 2 | 2 | 3 |
| Planning Process - Academic Achievement Standards | | | | | |
| 1.1 | A common vision of what all students should know and be able to do exists and is put into practice. | 2 | 3 | 3 | 5 |
| 1.2 | The administrative structure of the college promotes student achievement. | 1 | | | |
| 1.3 | The college has long-term goals and performance standards to support the improvement of student achievement. | 0 | 1 | 2 | 4 |
| Curriculum - Academic Achievement Standards | | | | | |
| 2.3 | The college has clear and valid objectives to promote student learning and a process for curriculum development. | 4 | 4 | 4 | 6 |
| Instructional Strategies - Academic Achievement Standards | | | | | |
| 3.1 | The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007] | 1 | | | |
| 3.2 | Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident. | 2 | 2 | 2 | 5 |
| 3.5 | The college faculty and staff promote and communicate high expectations for the learning and behavior of all students. | 1 | 1 | 1 | 6 |

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

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

Professional Standard:

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

Sources and Documentation:

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

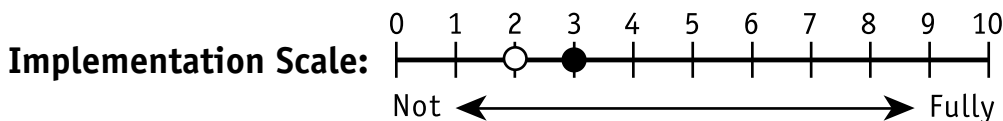
Progress on Implementing the Recommendations of the Recovery Plan:

1. Policies for finances and the business office have been adopted by the district since the last progress report. The Special Trustee and members of the board engaged in a substantive discussion of the issues, and the beginning of a process for the overall adoption of policy appears to be under way. To demonstrate sustained progress in this area, the district must adopt a system to identify, review, develop, revise, and adopt policy. Additionally, further progress could be demonstrated by routinely reviewing policy at board meetings, with policy discussions coming in advance of issues and anticipating concerns rather than decisions being made to address deadline requirements.

Once the district initiates accelerated policy review, it must also ensure that policies are reviewed and amended as frequently as needed. If a policy ceases to meet the district’s needs or is perceived to be enforced unevenly, the district should initiate a review and revision. A consistent system for the dissemination of policies also will need to be established to ensure that all district staff know what policies exist. This system must be in place so staff can be held accountable for adhering to district policies.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 3 |



ACCJC Standard I-A: Mission

FCMAT Academic Achievement Standard 1.1 - Planning Process – Vision

Professional Standard:

A common vision of what all students should know and be able to do exists and is put into practice.

Sources and Documentation:

1. El Camino College Strategic Plan 2007-2010
2. El Camino College Catalog 2008-2009, Compton Center Edition
3. El Camino College Student Handbook 2008-2009, Compton Center Edition
4. Review of fall 2008 and spring 2009 Compton Center course syllabi, selected at random (56 syllabi reviewed)
5. Observations of 11 classes
6. Review of Compton Center syllabi template matched against course syllabi reviewed
7. Interviews with four faculty, four division chairs, academic administrators

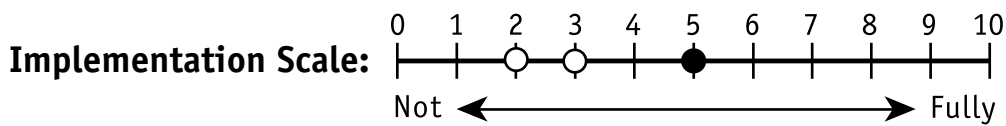
Progress on Implementing the Recommendations of the Recovery Plan:

1. The El Camino College Mission and Vision statements were developed with collaboration from the Compton Center faculty and staff.
2. A template for syllabi at the Compton Center was developed by faculty and presented to the center faculty at the fall 2008 Flex Day. This was a mandatory professional development day for all Center faculty. As a result of this activity, the Compton Center faculty agreed to include the Vision and Mission statements in their syllabi. This will help to ensure a common vision for student knowledge. A review of 56 course syllabi for classes taught at the Compton Center for fall 2008 and spring 2009 demonstrated that most of those syllabi contained the El Camino College Mission and Vision statements. Since the course outlines of record are managed and approved by the Curriculum Committee at El Camino College (with participation by two faculty members at Compton Center as voting members and the Academic Affairs Dean as an ex-officio member), the determination as to whether all course outlines of record will contain the El Camino College Mission and Vision statements will be made by that body.
3. The Mission and Vision statements are placed in classrooms throughout the Center. Copies were in each of the classrooms visited, and confirmation of this was obtained in discussions with the Interim Academic Affairs Dean. The Compton Center should work with the El Camino campus to validate that the Mission and Vision statements are integrated into all aspects of the campuses, as appropriate.
4. Working collaboratively with the Associate Dean of Academic Affairs at El Camino College, Compton Center faculty in seven departments (Earth Science, Psychology, Fashion, Theater, CIS, Chemistry, and Economics) are conducting program review in the spring 2009 semester. They are including program learning outcomes in their review. Some El Camino faculty have invited Compton Center faculty to be part of the program review on the El Camino campus. The intent is to align the program review outcomes to the El Camino College Mission and Vision.

The Compton and El Camino faculty should continue to work together to develop the student learning outcomes (SLOs) that will appear on the course outline of record and be incorporated into each class section. The Compton faculty and academic administration should continue to follow the cycle of program review for all academic and student service programs at the Compton Center.

Standard Implemented: Partially

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



ACCJC Standard I-A: Mission

FCMAT Academic Achievement Standard 1.3 - Planning Process - Goals and Performance Standards

Professional Standard:

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

Sources and Documentation:

1. Memorandum of Understanding (MOU) between the El Camino Community College District and the Compton Community College District, August 21, 2006
2. Minutes and/or reports of planning groups at the Compton Center (technology committee, program review committee, library)
3. Documents since May 2008 that support long-range planning to improve student achievement at the Compton Center
4. El Camino Community College Strategic Plan, 2007 through 2010
5. El Camino Community College Compton Center 2008-09 Enrollment Management Plan
6. Compton Community College District, Plan to Plan Meeting, November 10, 2007 agenda
7. El Camino College Compton Center Matriculation Program Plan, January 4, 2008
8. El Camino College Compton Center Student Equity Plan 2007-08 (draft)
9. Interviews with the Provost and administrators of the Compton Community College District, and with the Vice Presidents of Academic Affairs and of Student Services at El Camino College

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center is working with El Camino College on a variety of planning efforts. The work to bring improvement to student achievement is occurring on the faculty-to-faculty level at both campuses. This includes program review, which is being developed in a two-tiered format. The Compton Center is also working on program review as it relates to areas that are specific to Compton. This is, in part, an attempt to prepare the Compton Center to provide the needed elements for a future accreditation application. The faculty on both campuses continues to work on SLO development at the course and program levels. Compton Center had an Educational Master Plan prior to losing accreditation and is working with faculty from El Camino to refine this document and incorporate elements in the El Camino plan. The Center should continue work with the El Camino campus to develop and implement an educational/academic master plan in the near future.

The enrollment management document for the Compton Center contains action plans for academic programs, student recruitment, marketing, registration and student retention. The document is very specific and includes timelines for each activity, the lead people to implement the elements of the plan and, where possible, costs associated with the individual elements of the plan. Several individual elements of the plans in each of the areas have been implemented. Graphs, delineated by month, show the status of each element. The Center should adhere to the goals outlined in the excellent Enrollment Management Plan and evaluate the effectiveness of its elements as they are achieved.

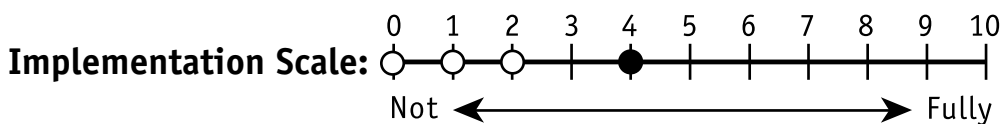
2. Since the last visit in July 2008, faculty at the Compton Center, working with their colleagues at El Camino, have been updating the Academic/Educational Master Plan. The collaborative efforts between academic and student service administrators and the faculty have resulted in progress on this plan.
3. Compton Center faculty, staff and administrators met to work on the current vision and mission. Aligning with the El Camino vision and mission, they identified goals for 2008-09, which were used in planning the 2008-09 budget. Each request was tied to identified goals for the year. This spring, each department at the Compton Center is creating a unit plan. The plans include enrollment trends that will be part of the El Camino College Education Master Plan. The intent is for these annual plans to drive the budget in each subsequent year.

Part of the problem with long-range planning in the past few years has been the extensive turnover of administration at the Compton Center. A number of faculty and administrators credit the ability to move forward in planning (and hence in tying budget to planning) with the recent stability in the administration and leadership of the Compton Center. A new Provost who is committed to helping grow enrollment and re-involving the external community has made it possible for the Center to find stability and to see long-range opportunities. The Center has hired an Interim Executive Dean of Academic Affairs, a Dean of Academic Programs, a Dean of Health and Human Services, and a Dean of Career Technical Education. All four of these individuals work extremely well with the faculty. A variety of faculty leaders credit this change with moving the planning and the Center in general in a very positive direction. The Center is well on its way to developing and implementing planning efforts that will improve student achievement and provide quality education and innovative programs for the Compton community.

4. The need still exists for both parties to the MOU to cooperatively refine long-term goals and performance standards for the Compton Center. Additionally, joint committees composed of Compton Center and El Camino College faculty and staff should scrutinize the long-term plans already prepared by the Compton District to determine if some or all of the elements can be salvaged. A cordial and collegial relationship exists between most of the faculty and mid level administrators at both the Compton Center and El Camino College, which bodes well for continued refinement of planning for the Compton Center. This relationship should continue and be enhanced to support mutual planning efforts and to assist Compton Center in the planning necessary for it to apply for accreditation in the future.

Standard Implemented: Partially

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



ACCJC Standard I-A: Mission

FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

Professional Standard:

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

Sources and Documentation:

1. ACCJC Standard II-A
2. El Camino College – Institutional Self Study in Support of Reaffirmation of Accreditation
3. El Camino College Compton Center fall 2008 and spring 2009 schedule of classes
4. (July 2008) Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District
5. Minutes of Compton Community College meetings
6. El Camino College Compton Center Bargaining Contract, Article X, Evaluation
7. Curriculum Handbook for El Camino College
8. Course outlines of record (approximately 50 courses)
9. Faculty and administrator interviews

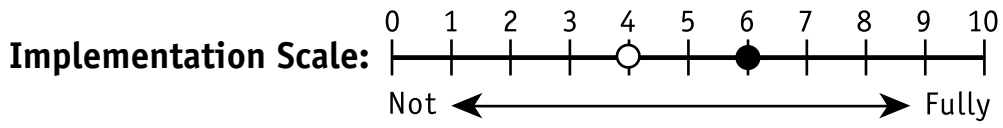
Progress on Implementing the Recommendations of the Recovery Plan:

1. The curriculum process for the Compton Center is managed and developed by the faculty at El Camino College, with two voting faculty representatives from the Compton Center and one academic administrator who serves in an ex-officio capacity on the Curriculum Committee. The Compton Center Curriculum Advisory Committee met on March 14 to undergo training by the El Camino College Curriculum Chair, with the intent that this will create a curriculum management process that will be connected to the Curriculum Committee but will be able, in the future, to function alone when the Compton Center applies for accreditation.
2. The Compton Center and El Camino College are beginning to develop SLOs for courses, and the Compton Center faculty have developed SLOs for noncredit ESL classes that are contained in the course syllabi. This is possible because El Camino does not offer noncredit ESL and these classes are only available at the Compton Center, so it was appropriate to include SLOs in the course syllabi. The work to develop SLOs and assessment activities for each course offered by the Center should continue. With the approval of the Curriculum Committee, these items should be included in the course outline of record.
3. The Curriculum Committee is in the process of addressing a Western Association of Schools and Colleges (WASC) recommendation to include assessment and SLOs in their course of record outlines. The Compton Center faculty is working with El Camino faculty in this endeavor.

The staff development activities of the faculty should be reviewed and assessed as they implement their individual and department plans for the aspects of these activities that link to curriculum design and delivery.

Standard Implemented: Partially

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



ACCJC Standard I-A: Mission

FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:

Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident.

Sources and Documentation:

1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. Listing of El Camino College courses and status of SLOs for those courses
3. Course outlines and syllabi approved by El Camino College
4. Interviews with Compton Center administrators and students, and El Camino College administrators
5. Student Learning Outcomes status
6. Student Learning Outcomes Assessment Report (Student Services and Community Advancement)
7. How to Create an Online Student Educational Plan
8. El Camino College/Compton Community Educational Center Online Educational Plan Procedure
9. El Camino College/Compton Center Student Education Plan Report, December 2008
10. Fall 2008 Professional Development Schedule
11. Spring 2009 Professional Development Schedule

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College have formed a joint committee to develop SLOs. The flex days for fall 2008 and spring 2009 were devoted to this work. Originally the process was slowed by the decision to develop SLOs and the assessment component simultaneously. The committee has now adopted a schedule calling for sequential development of these components. They are making substantial progress and have a timeline that calls for completion of all aspects of development, assessment and improvement by fall 2012. The Compton Center has demonstrated the ability to generate SLOs as evidenced by the ones developed for the noncredit ESL courses offered only by the Center. Standard elements (SLOs and some assessment measures) are being developed and implementation is starting.

Compton Center and El Camino faculty and staff members should continue and accelerate their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. Whenever practical, these efforts should draw on the work already completed by the Compton Center faculty.

2. To ensure that all students complete a Student Education Plan (SEP), the Compton Center Counseling Department sends a letter inviting them to see a counselor to develop their plan. Currently 2,500 (36%) out of 7,000 students have a completed SEP on file.

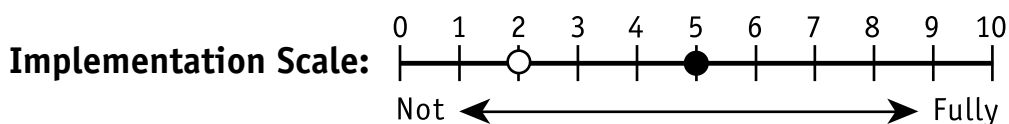
All counselors have been trained on SEP procedures. In fall 2008, 18 different professional development workshops took place and 11 additional workshops are planned for spring 2009. All of these workshops focus on some aspect of counseling students, and most involve the development of SEPs. Upcoming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

Compton Center does not randomly inspect SEPs. However, future plans include the creation of a counseling committee to check the quality of SEPs. While Compton Center appears to be on track to meet the ACCJC's 2012 deadline of having all SLOs completed and assessed to fully meet the standard, the following actions are recommended:

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

Standard Implemented: Partially

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



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

Professional Standard:

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

Sources and Documentation:

1. El Camino College Catalog 2008-09, Compton Center Edition
2. El Camino College Student Handbook 2008-09, Compton Center Edition
3. Review of fall 2008 El Camino College, Compton Center syllabi
4. ARCC College Level Indicators, 2008 Report
5. Community College Survey of Student Engagement – Overview of 2008 Survey Results, El Camino Compton Center
6. Observations of classes
7. Interviews with administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. The expectations for student learning and behavior are communicated to students in official publications of the Compton Center, such as the El Camino Catalog, Compton Center edition, and the Compton Center Student Handbook.
2. The behavioral expectations for students are now communicated through course syllabi. The template for syllabi includes a section on behavior. A spreadsheet has been developed showing the presence or absence of required elements in each course syllabus. Future analyses of the syllabi should show an increase in the presence of the required elements.

Observations of classes during this visit did not find students wandering in and out of classes or using cell phones during class. Student behavior in classroom seems representative of typical community college classrooms.

3. The El Camino Catalog and Student Handbook, Compton Center, reflect high academic expectations and academic standards.
4. Counselors are becoming more accustomed to using the online educational plan system introduced by the El Camino staff. However, glitches in the system can cause the program to freeze when there are too many actions at once. For example, the user cannot delete a course from the plan and change the semesters for other courses at the same time. So counselors must change one item at a time.

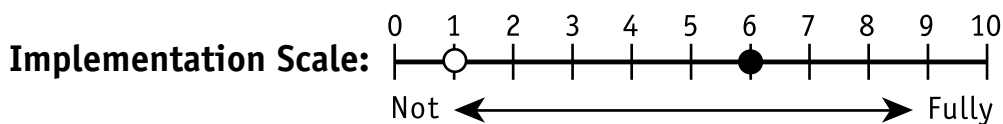
In December 2008, the El Camino IT staff created the Student Education Plan Report, which is a report of currently registered students who have no educational plan or have not updated one since a certain date. While this program takes three hours to run, it has provided the Student

Services administrators at the Compton Center with useful data on the total number of students lacking an updated educational plan so that counselors can provide follow-up services.

5. The fall 2007 Student Profile report for Compton Center shows that 30% of students did not stay in their courses until the end of the semester, and only about 57% of students successfully passed their courses. These statistics indicate that there has been little headway in improving basic skills instruction, increasing degree and certificate completion rates and raising transfer rates. The fall 2007 Demographic and Enrollment Characteristics Summary revealed that about 40% of Compton Center students indicate “transfer” as their educational goal on admittance to the Center. California Postsecondary Educational Commission (CPEC) Transfer Pathways data show that transfers to the UC and CSU systems have declined during the most recent years when data are available. While these data are questionable in some regards because of the methodology CPEC uses to assign the “transferring institution,” the Compton Center numbers are so low, historically, that the margin of error would not substantially increase the transfer numbers comparable to other colleges of similar size. In 2005-06, the latest data available for the UC system, the Compton Center transferred one student to a UC campus compared to six in the prior year. For the CSU system, 117 students transferred from Compton Center in 2006-07 compared to 168 in 2005-06. Student goals are a lagging indicator of achievement, and over 88% of Compton Center students attend part-time, so transfer numbers do not always reflect the achievement of current student goals. Nevertheless, the numbers are shockingly low. Additionally, transfer from Compton Center to universities will become even more difficult to track, because the students are now El Camino College students.
6. No poll of students concerning expectations has been conducted, and students typically are not regularly involved in faculty evaluations. The new evaluation policy negotiated in the latest collective bargaining agreement provides for mandatory student evaluations as part of the comprehensive evaluation process. One-third of the tenured faculty were evaluated, and student evaluations were part of each process. This also was done for adjunct faculty teaching for the first time at Compton and for probationary faculty. There is no consistent way to solicit student feedback if a poll is not taken.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 1 |
| July 2008 Rating: | 1 |
| June 2009 Rating: | 6 |



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

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

B. Improving Institutional Effectiveness – The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.
3. The institution assesses progress toward achieving its state goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|--|-------------------|------------------|------------------|------------------|
| B. Improving Institutional Effectiveness | | | | | |
| Standard to be Addressed | | | | | |
| Community Relations/Governance Standards – Communications | | | | | |
| 1.1 | The college has developed a comprehensive plan for internal and external communications, including media relations. | 1 | 1 | 1 | 5 |
| 1.2 | Information is communicated to the staff at all levels in an effective and timely manner. | 2 | 2 | 2 | 5 |
| 1.3 | Staff input into college operations is encouraged. | 1 | 2 | 2 | 4 |
| 1.4 | Media contacts and spokespersons who have the authority to speak on behalf of the college have been identified. | 2 | | | |
| 1.5 | Individuals not authorized to speak on behalf of the college refrain from making public comments on board decisions and college programs. | 2 | 2 | 2 | 6 |
| Parent and Community Relations - Community Relations/Governance Standards | | | | | |
| 2.3 | The college has developed and annually disseminates procedures on the handling of complaints of unlawful discrimination. | 2 | | | |
| 2.4 | Students' and community members' complaints are addressed in a fair and timely manner. | 2 | 2 | 2 | 5 |
| 2.7 | Volunteers receive appropriate training and play a meaningful role that contributes to the educational program. | 1 | | | |
| Community Collaboratives - Community Relations/Governance Standards | | | | | |
| 3.1 | The board and president support partnerships and collaborations with community groups, local agencies, and businesses. | 2 | 2 | 3 | 5 |

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

| ACCJC Standard I-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| 3.2 | The board and the President/Provost establish broad-based committees or councils to advise the district on critical district issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations - Shared Governance, Academic Senate, etc. | 3 | 3 | 3 | 4 |
| Policy - Community Relations/Governance Standards | | | | | |
| 4.1 | Policies are well written, organized and readily available to all members of the staff and to the public. | 2 | | | |
| 4.2 | Policies and administrative regulations are up to date and reflect current law and local needs. | 2 | 2 | 2 | 3 |
| 4.3 | The board has adopted all policies mandated by state and federal law. | 1 | 1 | 1 | 2 |
| 4.6 | Board bylaws, policies and administrative regulations are supported and followed by the board and district staff. | 2 | 2 | 2 | 3 |
| Planning Processes - Academic Achievement Standards | | | | | |
| 1.2 | The administrative structure of the college promotes student achievement. | 1 | | | |
| 1.3 | The college has long-term goals and performance standards to support the improvement of student achievement. | 0 | 1 | 2 | 4 |
| 1.4 | The college directs its resources fairly and consistently to accomplish its objectives. | 0 | 1 | 1 | not reviewed |
| Curriculum - Academic Achievement Standards | | | | | |
| 2.2 | Policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Governing Board. | 8 | | | |
| 2.3 | The college has clear and valid objectives to promote student learning and a process for curriculum development. | 4 | 4 | 4 | 6 |

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

| ACCJC Standard I-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|--|-------------------------|------------------------|------------------------|------------------------|
| 2.4 | A process is in place to maintain alignment among standards, practices and assessments. | 1 | 1 | 3 | 5 |
| 2.10 | The college has adopted a plan for integrating technology into curriculum and instruction. | 2 | 3 | 3 | 6 |
| 2.11 | The college optimizes all funding to install technology in classrooms and offices. | 4 | | | |
| Instructional Strategies - Academic Achievement Standards | | | | | |
| 3.1 | The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007] | 1 | | | |
| 3.2 | Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident. | 1 | 2 | 2 | 5 |
| 3.5 | The college faculty and staff promote and communicate high expectations for the learning and behavior of all students. | 1 | 1 | 1 | 6 |
| 3.11 | Class size and faculty assignments support effective student learning to achieve student learning outcomes. | 2 | 5 | 6 | 8 |
| 3.12 | Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately. | 1 | 1 | 2 | 5 |
| Assessment and Accountability - Academic Achievement Standards | | | | | |
| 4.1 | The college has developed content and learning standards for all subject areas that are understood and followed by college faculty. | 3 | 3 | 3 | 5 |
| 4.2 | Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports). | 1 | 1 | 1 | 4 |

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

| ACCJC Standard I-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| 4.3 | The assessment tools are clear measures of what is being taught and provide information for the administration and faculty to improve learning opportunities for all students. | 1 | 1 | 1 | 4 |
| 4.4 | Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze, evaluate and solve issues of student learning outcomes. | 1 | 1 | 1 | 5 |
| 4.10 | The board and college understand the elements of state and federal accountability programs and communicate the availability of options and special services to students. | 1 | | | |
| Professional Development - Academic Achievement Standards | | | | | |
| 5.1 | Professional development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations. | 1 | 2 | 2 | 5 |
| 5.2 | Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum. | 1 | 2 | 2 | 6 |
| 5.6 | Administrative support and training are provided to all faculty members, and new faculty members and administrators are provided with training and support opportunities. | 1 | | | |
| 5.7 | Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations. | 1 | 2 | 2 | 4 |

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

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

Professional Standard:

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

Sources and Documentation:

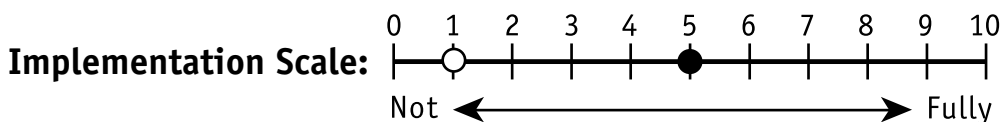
1. Faculty, staff, and administration interviews
2. Community member interviews
3. District policies
4. District Web site
5. Newsletters

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has a comprehensive written plan for internal and external communications. Since the last progress report, interviewees indicate a perception that communications have improved and are more consistent and systematic. Thus, stakeholders have access to information and there is less need to combat rumors after they start to spread. Dissemination of information is streamlined through e-mail newsletters, the Provost’s Newsletter, and press releases, in addition to further opportunities for two-way interaction with the CEO/Provost, both one-on-one and in town hall meetings. Outreach to the media has been occurring since the last progress report and communications to the community has been made a priority through interactions with civic organizations, community groups, and locally elected officials. Much of the success of the communications efforts can be attributed to the CEO/Provost. He must remain vigilant that strategies to share information and gather input from the community, from staff, faculty, and students continue to be a priority.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 1 |
| July 2008 Rating: | 1 |
| June 2009 Rating: | 5 |



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

Professional Standard:

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

Sources and Documentation:

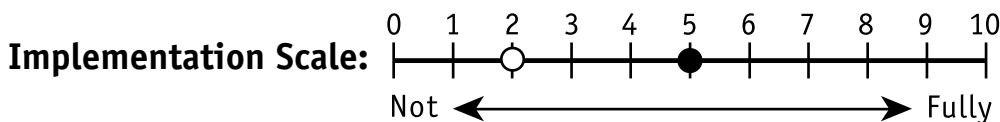
1. Faculty, staff, and administration interviews
2. Board member interviews
3. Student interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Increased stability in key administrative positions has helped reinforce the perception of improved communications at the Compton Center. Communication tools such as the Provost's Newsletter are viewed as reliable sources of information. There is now a written plan for communication, and the elements of that plan have begun to be implemented.
2. Policy discussions are becoming a part of board meetings, allowing the public and staff to provide input into issues such as policy for the business office. Public forums during open board meetings should continue to be pursued as opportunities for community input into district decisions. Additionally, Shared Governance committee meetings should be utilized more frequently for communications between staff and administrators.
3. Improved communications with the community was noted as an accomplishment by multiple interviewees. The CEO/Provost routinely engages in meetings and forums to communicate with local stakeholders, as part of the comprehensive plan for communications and community outreach. The Compton Center should continue to participate and initiate town hall meetings and other proactive means of communicating with the public, including media outreach and interaction with civic organizations.

Standard Implemented: Partially

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



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

Professional Standard:

Staff input into college operations is encouraged.

Sources and Documentation:

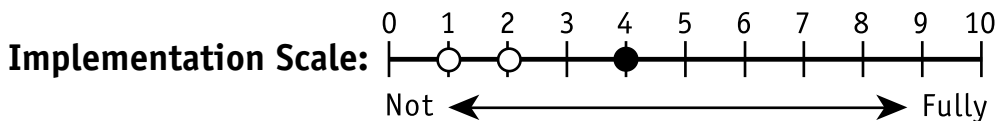
1. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviewees generally noted that communications had improved since the last progress report, and mentioned that there are frequent opportunities to provide input and feedback. The center could better utilize its committee structure, providing training to participants so that communications between faculty, administration, and staff are open and allow for the two-way flow of information.
2. Even as communication improves, it is still important for the district to continue to identify ways to expand opportunities for all staff to provide input regarding district operations. Providing multiple means of formal and informal feedback allows for the greatest opportunity for communication, and reassures individuals that they are welcome to offer input and suggestions. Another suggestion is to provide surveys that allow anonymous staff feedback and can offer a baseline gauge in determining the effectiveness of internal communication methods. As the comprehensive communications plan continues to be implemented, the Center should provide a variety of ways for both the gathering of input and the dissemination of information – in print, in electronic forms, and through in-person meetings, including town halls, newsletters, one-on-one meetings, and Web and e-mail communication.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 4 |



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

Professional Standard:

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

Sources and Documentation:

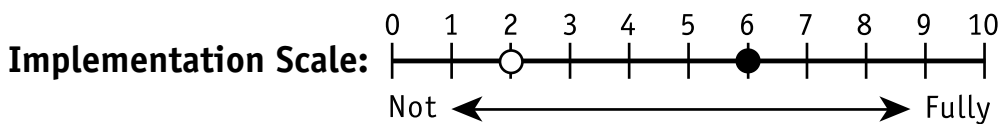
1. Faculty, staff, and administration interviews
2. Board member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Written policy clearly delineates the responsibilities for speaking on behalf of the college. Additionally, the communications and outreach plan also specifies the role for the spokesperson. Based on interviews, it is clear to staff which individuals serve as spokespersons and that media inquiries should be directed to those designated individuals. The CEO/Provost is the individual who most frequently assumes this role, in conjunction with communications staff from El Camino College.

Standard Implemented: Partially

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



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

Professional Standard:

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

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

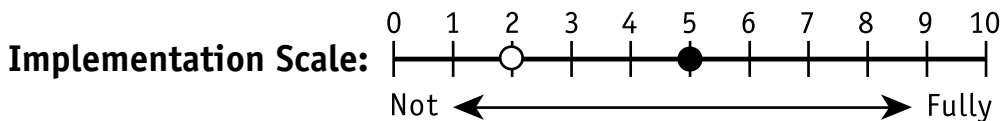
1. Complaint procedures and information about student rights appear in the catalog provided to all students. This document provides clear information about how students are to proceed with grievances. An update of the policies regarding complaints should be part of the comprehensive review of policy for the Compton district.

Administrators at the Compton Center indicated a desire to be more proactive, trying to ensure that policies and procedures are in place to prevent complaints before they occur, in addition to having a process for effectively resolving issues after a complaint has been made.

As part of this effort, it may be worthwhile for the district to provide specific training for staff on complaint resolution.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 5 |



ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 3.1 – Community Collaboratives and District Committees

Professional Standard:

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

Sources and Documentation:

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

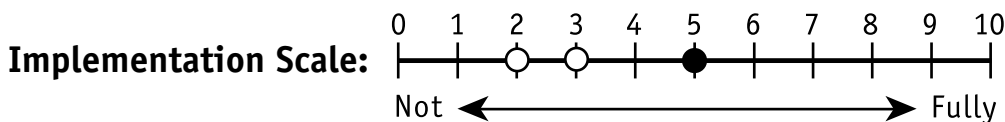
Progress on Implementing the Recommendations of the Recovery Plan:

1. A plan for communications and outreach has been formalized for the Compton Center. As part of this strategy, it has become a priority to develop partnerships with community organizations and civic groups. The CEO/Provost has made it a routine part of outreach to engage the local community, including pastors and business leaders. The marketing and recruitment strategy has included specific outreach to local middle and high school students, which has provided the community with additional information about the activities occurring on campus and engaged the population of potential students.

The district should continue its outreach to community groups and partnerships that serve students, because this strategy can help make additional resources available to students. The members of the elected board should also play a role in this outreach because they are well-equipped to engage their constituencies and can help make the formal connections between the district and community groups, agencies, and businesses. To sustain these partnerships, the district should consider designating a staff coordinator to support effective implementation of the outreach strategy.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

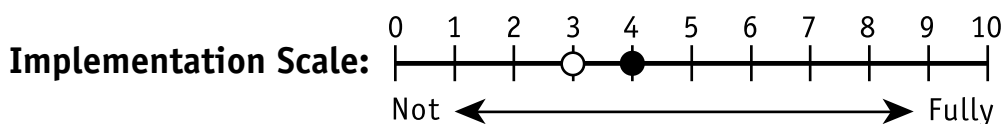
1. Interviewees indicated there is more clarity than in the past about how to influence decisions that are made affecting both El Camino College and the Compton CCD. The CEO/Provost is viewed as the authority at the Center to clarify and address concerns where there may be ambiguity about decision-making. This improvement in communication demonstrates progress in this area.

It continues to be recommended for the district to examine the effectiveness of its existing committees and analyze how to make improvements, including the clarification of protocols and the provision of training to help participants better understand their charge.

2. The district should continue its outreach to community groups and partnerships that serve students, because this strategy can help make additional resources available to students. Both the CEO/Provost and the board members should play a role in outreach, because they are well-equipped to engage their constituencies and help formally connect the district with community groups, agencies, and businesses. To ensure that these partnerships are sustained, the district should consider designating a staff coordinator to help implement the outreach strategy.

Standard Implemented: Partially

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|----------------------|---|
| April 2007 Rating: | 3 |
| January 2008 Rating: | 3 |
| July 2008 Rating: | 3 |
| June 2009 Rating: | 4 |



ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 4.2 – Policy

Professional Standard:

Policies and administrative regulations are up to date and reflect current law and local needs.

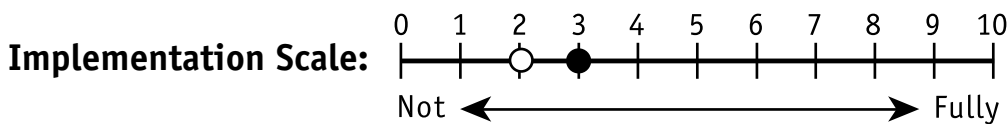
Progress on Implementing the Recommendations of the Recovery Plan:

1. Policies for finances and the business office have been adopted by the district since the last progress report. The Special Trustee and members of the board engaged in a substantive discussion of the issues, and the beginning of a process for the overall adoption of policy appears to be under way. To demonstrate sustained progress in this area, the district must adopt a systematic process to identify, review, develop, revise, and adopt policy. Further progress could be demonstrated by consistently making policy review a routine part of board meetings, with policy discussions coming in advance of issues, anticipating concerns rather than making decisions to address deadline requirements.

Once the district initiates an accelerated review of policies, it must also ensure that these policies are reviewed and amended as frequently as needed. If a policy ceases to meet the district’s needs or is perceived to be enforced unevenly, the district should initiate a review and revision of the policy. A consistent system for disseminating policies will also need to be implemented to ensure that all district staff are aware of existing policies. This system must be in place so staff can be held accountable for adhering to district policies. Updated posting of the district’s policies on the Web site would also demonstrate progress in this area.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 3 |



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Community Relations/Governance Standard 4.3 - Policy

Professional Standard:

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

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has made only incremental progress with regard to policy. While policies for finances and the business office have been adopted since the last progress report, there is no comprehensive policy manual. While the process of policy review and adoption has begun, a timetable should be created for policy revision, discussion, customization, and adoption.

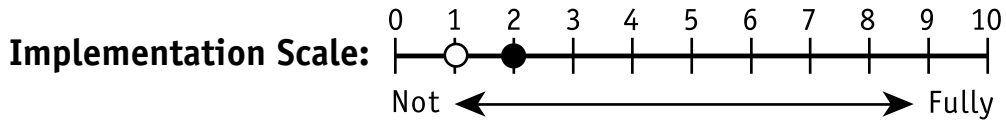
The Special Trustee and members of the board have engaged with staff in a substantive discussion of policy issues at recent board meetings. Further progress could be demonstrated by consistently making policy review a routine part of board meetings, with policy discussions coming in advance of issues, anticipating concerns rather than making decisions to address deadline requirements.

Once the district initiates an accelerated review of policies, it must ensure that the policies are reviewed and amended as frequently as needed. If a policy ceases to meet the district's needs or is perceived to be enforced unevenly, the district should initiate a review and revision. A consistent system for the dissemination of policies will need to be implemented to ensure that all district staff are aware of existing policies. This system must be in place so staff can be held accountable for adhering to district policies. Updated posting of the district's policies on the Web site would also demonstrate progress in this area.

The plan to amend policies should also ensure that the Compton CCD policies do not conflict with the El Camino College policies that affect students attending the Compton Center. The plan to address policy-making should also outline a process to ensure there are opportunities to introduce and discuss new policies to reflect both practice and changes in the law. One component of this plan should be a process for the effective dissemination, distribution, and consistent implementation of policy. Administrators, staff, students, and the community should have ready access to the district policies, and technology to provide this access should be investigated.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Community Relations/Governance Standard 4.6 - Policy

Professional Standard:

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

Sources and Documentation:

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

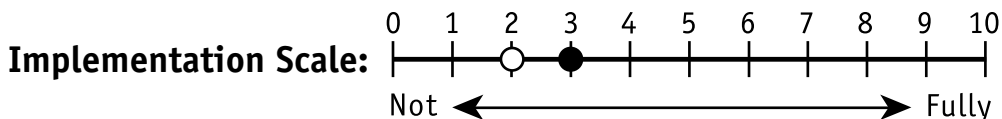
Progress on Implementing the Recommendations of the Recovery Plan:

1. Policy review has only recently become a part of board meeting agendas. The district should continue to move forward in this area and can demonstrate progress by completing a comprehensive review of all policies. Once these policies are reviewed and amended, all district and site staff should be held accountable for adhering to district policies. If a policy ceases to meet the district's needs or is perceived to be enforced unevenly, the district should initiate a review and revision of the policy.

The Special Trustee should reinforce his expectations regarding the consistent implementation of policies, and maintain accountability through periodic reviews of critical policies and through the staff evaluation process. This can be achieved through the effective dissemination and distribution of information about policy. Administrators, staff, students, and the community should have ready access to the district policies, and technology to provide this access should be investigated.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 3 |



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 1.3 - Planning Process -

Goals and Performance Standards

Professional Standard:

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

Sources and Documentation:

1. Memorandum of Understanding (MOU) between the El Camino Community College District and the Compton Community College District, August 21, 2006
2. Minutes and/or reports of planning groups at the Compton Center (technology committee, program review committee, library)
3. Documents that support long-range planning to improve student achievement at the Compton Center, since May 2008
4. El Camino Community College Strategic Plan, 2007 through 2010
5. El Camino Community College Compton Center 2008-09 Enrollment Management Plan
6. Compton Community College District, Plan to Plan Meeting, Friday, November 10, 2007 Agenda
7. El Camino College Compton Center Matriculation Program Plan, January 4, 2008
8. El Camino College Compton Center Student Equity Plan 2007-08 (draft)
9. Interviews with the Provost and administrators of the Compton Community College District, and with the Vice Presidents of Academic Affairs and of Student Services at El Camino College

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center is working with El Camino College on a variety of planning efforts. The work to bring improvement to student achievement is occurring on the faculty-to-faculty level at both campuses. This includes program review, which is being developed in a two-tiered format. The Compton Center is also working on program review as it relates to areas that are specific to Compton. This is, in part, an attempt to prepare the Compton Center to provide the needed elements for a future accreditation application. The faculty on both campuses continues to work on SLO development at the course and program levels. Compton Center had an Educational Master Plan prior to losing accreditation and is working with faculty from El Camino to create a new document. The Center is working with the El Camino campus to develop and implement an educational/academic master plan.

The enrollment management document for the Compton Center contains action plans for academic programs, student recruitment, marketing, registration and student retention. The document is very specific and includes timelines for each activity, the lead people to implement the elements of the plan and, where possible, costs associated with the individual elements of the plan. Several individual elements of the plans in each of the areas have been implemented. Graphs, delineated by month, show the status of each element. The Center should adhere to the goals outlined in the excellent Enrollment Management Plan and evaluate the effectiveness of its elements as they are achieved.

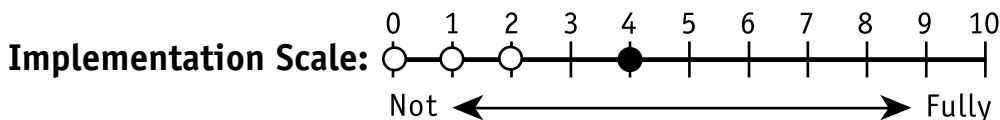
2. Since the last visit in July 2008, faculty at the Compton Center, working with their colleagues at El Camino, have been updating the Academic/Educational Master Plan. The collaborative efforts between academic and student service administrators and the faculty have resulted in progress on this plan.
3. Compton Center academic faculty, staff and administrators met to work on the current vision and mission. Aligning with the El Camino vision and mission, they identified goals for 2008-09, which were used in planning the 2008-09 budget. Each request was tied to identified goals for the year. This spring, each department at the Compton Center is creating a unit plan. The plans include enrollment trends that will be part of the El Camino College Educational Master Plan. The intent is for these annual plans to drive the budget in each subsequent year.

Part of the problem with long-range planning in the past few years has been the extensive turnover of administration at the Compton Center. A number of faculty and administrators credit the ability to move forward in planning (and hence in tying budget to planning) with the recent stability in the administration and leadership of the Compton Center. A new Provost who is committed to helping grow enrollment and re-involving the external community has made it possible for the Center to find stability and to see long-range opportunities. The Center has hired an Interim Executive Dean of Academic Affairs, a Dean of Academic Programs, a Dean of Health and Human Services, and a Dean of Career Technical Education. All four of these individuals work extremely well with the faculty. A variety of faculty leaders credit this change with moving the planning and the Center in general in a very positive direction. The Center is well on its way to developing and implementing planning efforts that will improve student achievement and provide quality education and innovative programs for the Compton community.

4. The need still exists for both parties to the MOU to cooperatively refine long-term goals and performance standards for the Compton Center. Additionally, joint committees composed of Compton Center and El Camino College faculty and staff should scrutinize the long-term plans already prepared by the Compton District to determine if some or all of the elements can be salvaged. A cordial and collegial relationship exists between most of the faculty and mid level administrators at both the Compton Center and El Camino College, which bodes well for continued refinement of planning for the Compton Center. This relationship should continue and be enhanced to support mutual planning efforts and to assist Compton Center in the planning necessary for it to apply for accreditation in the future.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 2.3 - Curriculum - Management and Quality

Professional Standard:

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

Sources and Documentation:

1. ACCJC Standard II-A
2. El Camino College – Institutional Self Study in Support of Reaffirmation of Accreditation
3. El Camino College Compton Center fall 2008 and spring 2009 schedule of classes
4. (July 2008) Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District
5. Minutes of CCC meetings
6. El Camino College Compton Center Bargaining Contract, Article X, Evaluation
7. Curriculum Handbook for El Camino College
8. Course Outlines of Record (approximately 50 courses)
9. Faculty and administrator interviews

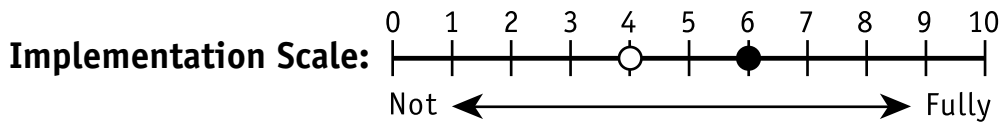
Progress on Implementing the Recommendations of the Recovery Plan:

1. The curriculum process for the Compton Center is managed and developed by the faculty at El Camino College, with two voting faculty representatives from the Compton Center and one academic administrator who serves in an ex-officio capacity on the Curriculum Committee. The Compton Center Curriculum Advisory Committee met on March 14 to undergo training by the El Camino College Curriculum Chair, with the intent that this will create a curriculum management process that will be connected to the El Camino College Curriculum Committee but will be able, in the future, to function alone when the Compton Center applies for accreditation.
2. The Compton Center and El Camino College are beginning to develop SLOs for courses, and the Compton Center faculty have developed SLOs for noncredit ESL classes that are contained in the course syllabi. This is possible because El Camino does not offer noncredit ESL and these classes are only available at the Compton Center, so it was appropriate to include SLOs in the course syllabi. The work to develop SLOs and assessment activities for each course offered by the Center should continue. With the approval of the El Camino College Curriculum Committee, these items should be included in the course outline of record.
3. The El Camino College Curriculum Committee is in the process of addressing a WASC recommendation to include assessment and SLOs in their course of record outlines. The Compton Center faculty is working with El Camino faculty in this endeavor.

The staff development activities of the faculty should be reviewed and assessed as they implement their individual and department plans for the aspects of these activities that link to curriculum design and delivery.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 2.4 - Curriculum Alignment

Professional Standard:

A process is in place to maintain alignment among standards, practices and assessments.

Sources and Documentation:

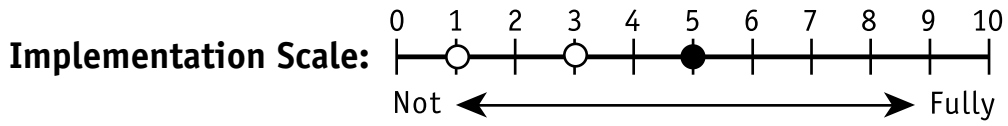
1. El Camino College Compton Center Bargaining Unit Contract, Evaluation
2. Curriculum Handbook for El Camino College
3. Faculty and administrator interviews
4. Compton Center faculty-created course syllabi templates
5. Compton Center course syllabi (random samples)

Progress on Implementing the Recommendations of the Recovery Plan:

1. A review of Compton Center course syllabi revealed an alignment with the El Camino course outlines.
2. All curriculum for the Compton Center is approved through the El Camino College Curriculum Committee. Two members of the Compton Center faculty are voting members of that committee. One of the charges, by board policy and statewide Academic Senate mandate, is for the course outline of record to be approved by the College Curriculum Committee (in this case, the El Camino College Curriculum Committee). Unless this body approves student learning outcomes and assessment criteria in their course outline of record, the Compton Center is unable to comply with this recommendation. Nevertheless, the Center should continue to work with the El Camino Curriculum Committee to develop SLOs for all course outlines of record.
3. In discussions with El Camino administrators and Compton Center administrators and faculty and in reviewing the proposal for reaffirmation of accreditation prepared by El Camino College for a review in October 2008, the El Camino Curriculum Committee is in the process of addressing this WASC recommendation. Once this criteria has been met, the Compton Center will be in compliance with this standard.
4. The Compton faculty has reviewed several proposed templates for syllabi that include student learning outcomes. These were shared with the El Camino College faculty at a Fall Flex Day (2008). The Compton faculty has selected a template, which has been incorporated into course syllabi for spring 2009. A review of random samples of course syllabi for courses offered at the Center this spring shows that many do include the template approved by the Compton Center.
5. Professional development activities have been held to allow faculty to work on SLOs, assessment, and other curriculum-related matters. Support for professional development opportunities at the Center should continue, focusing on student learning and student success, and the effectiveness of the activities related to these goals should be assessed.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 2.10 - Curriculum - Integrating Technology

Professional Standard:

The college has adopted a plan for integrating technology into curriculum and instruction.

Sources and Documentation:

1. New Compton Center Technology Vision Statement
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Notes from the Compton Center Technology Committee
4. Classroom observations
5. Interviews with librarians, El Camino and Compton Center technology personnel, administrators, and faculty
6. Survey results of Compton Center employees by El Camino Staff Development Committee, fall 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has adopted the El Camino College Technology Vision Statement, which addresses the integration of technology into instruction. The statement, “El Camino College will stand at the forefront of community colleges in utilizing technology to provide students with the greatest opportunity for achieving their educational goals; faculty with resources and support necessary for continued excellence in instruction; administrators and staff with the most efficient and effective work environment for overseeing daily institutional operations; and the community with effective, efficient, and timely responses to their needs for information, training, and instruction” touches all areas of the campus and community at large with respect to technology.
2. The Technology Committee was suspended in 2006-07. It was reactivated in spring 2008 and set an update of the Center Technology Plan as its primary goal for the current academic year. The Compton Center plan must align with the El Camino plan since the IT systems are integrated. The plan addresses procedures related to all aspects of hardware, software, maintenance, upgrades and use. Other plan components include instructional technology/multimedia, distance education, assistive technologies, Library, LRC and labs, training and staff development for technology, Center Web site and emergency phones, and budget for all areas of technology included in the plan. The Technology Committee at the Compton Center consists of representatives from all constituent groups and the Director of Information Technology Services at El Camino. The Center should continue to use the talents of the committee to assess the current plan and update or change it.
3. The Compton Center has developed an excellent Technology Plan that addresses specific tasks, timelines and people involved in its implementation. The marriage of technology with the instructional programs at the Center occurs through the division chairs who work with faculty to identify needs. These are then reported to the appropriate dean. An example of this plan at work is the Smart Carts that have been assembled and made available for use in

classrooms that do not have the equipment or infrastructure needed for faculty to integrate technology into their classes. Two Smart Carts are available, and additional carts have been ordered and will be available later in spring/summer 2009.

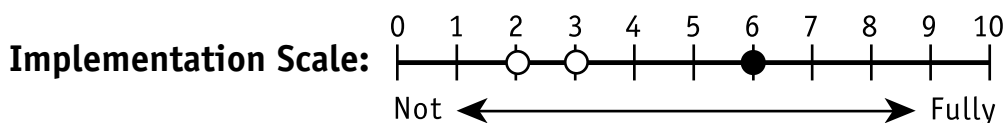
4. The El Camino Staff Development Committee surveyed Compton employees in fall 2008 to determine training needs for 2008-09. One outcome of the survey was the suggestion that training sessions occur at the Compton Center. Three cohorts of faculty, staff and administrators underwent OmniUpdate training in January and February 2009 so they can update assigned areas of the Center's Web site. In addition, two cohorts of faculty have been trained at the Center to teach online. All online instructors are required to attend 30 hours of workshops on how to teach online and how to use the Etudes-NG course management system. Surveys of the Compton Center staff and faculty about their technology needs should continue as a planning tool for each academic year. The Center should continue to provide training for faculty on integrating technology in their classes and assess the effectiveness of the technology for student learning.

5. As part of program review and faculty evaluation, faculty members assess the integration of technology in their classes and instructional programs. As faculty members develop their individual faculty development plans, they are encouraged to include instructional technology skills improvement. The new faculty evaluation process includes a component that assesses the faculty member's ability to incorporate technology in instruction.

6. A visit to one of the student labs in the Career and Technical area (a business lab) showed it to be in use on a drop-in basis. Students are encouraged to use computer centers across the campus to develop computer skills, including library searches that will aid them in their learning process.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:

Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident.

Sources and Documentation:

1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. Listing of El Camino College courses and status of SLOs for those courses
3. Course outlines and syllabi approved by El Camino College
4. Interviews with Compton Center administrators and students, and El Camino College administrators
5. Student learning outcomes status
6. Student Learning Outcomes Assessment Report (Student Services and Community Advancement)
7. How to Create an Online Student Educational Plan
8. El Camino College/Compton Community Educational Center Online Educational Plan Procedure
9. El Camino College/Compton Center Student Education Plan Report, December 2008
10. Fall 2008 Professional Development Schedule
11. Spring 2009 Professional Development Schedule

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College have formed a joint committee to develop SLOs. The flex days for fall 2008 and spring 2009 were devoted to this work. Originally the process was slowed by the decision to develop SLOs and the assessment component simultaneously. The committee has now adopted a schedule calling for sequential development of these components. They are making substantial progress and have a timeline that calls for completion of all aspects of development, assessment and improvement by fall 2012. The Compton Center has demonstrated the ability to generate SLOs as evidenced by the ones developed for the noncredit ESL courses offered only by the Center. Standard elements (SLOs and some assessment measures) are being developed and implementation is starting.

Compton Center and El Camino faculty and staff members should continue and accelerate their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. Whenever practical, these efforts should draw on the work already completed by the Compton Center faculty.

2. To ensure that all students complete a Student Education Plan (SEP), the Compton Center Counseling Department sends a letter inviting them to see a counselor to develop their plan. Currently 2,500 (36%) out of 7,000 students have a completed a SEP on file.

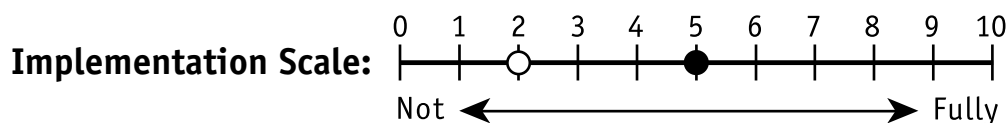
All counselors have been trained on SEP procedures. In fall 2008, 18 different professional development workshops took place and 11 additional workshops are planned for spring 2009. All of these workshops focus on some aspect of counseling students, and most involve the development of SEPs. Upcoming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

Compton Center does not randomly inspect SEPs. However, future plans include the creation of a counseling committee to check the quality of SEPs. While Compton Center appears to be on track to meet the ACCJC’s 2012 deadline of having all SLOs completed and assessed to fully meet the standard, the following actions are recommended:

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

Standard Implemented: Partially

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|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 5 |



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 3.5 – Instructional Strategies – Expectations for Students

Professional Standard:

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

Sources and Documentation:

1. El Camino College Catalog 2008-2009, Compton Center Edition
2. El Camino College Student Handbook 2008-2009, Compton Center Edition
3. Review of fall 2008 El Camino College, Compton Center syllabi
4. ARCC College Level Indicators, 2008 Report
5. Community College Survey of Student Engagement – Overview of 2008 Survey Results, El Camino Compton Center
6. Observations of classes
7. Interviews with administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. The expectations for student learning and behavior are communicated to students in official publications of the Compton Center, such as the El Camino Catalog, Compton Center edition, and the Compton Center Student Handbook.
2. The behavioral expectations for students are now communicated through course syllabi. The template for syllabi includes a section on behavior. A spreadsheet has been developed showing the presence or absence of required elements in each course syllabus. Future analyses of the syllabi should show an increase in the presence of the required elements.

Observations of classes during this visit did not find students wandering in and out of classes or using cell phones during class. Student behavior in classroom seems representative of typical community college classrooms.

3. The El Camino Catalog and Student Handbook, Compton Center, reflect high academic expectations and academic standards.
4. Counselors are becoming more accustomed to using the online educational plan system introduced by the El Camino staff. However, glitches in the system can cause the program to freeze when there are too many actions at once. For example, the user cannot delete a course from the plan and change the semesters for other courses at the same time. So counselors must change one item at a time.

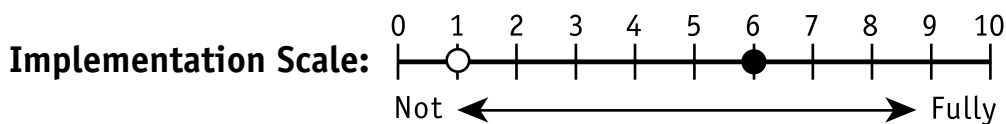
In December 2008, the El Camino IT staff created the Student Education Plan Report, which is a report of currently registered students who have no educational plan or have not updated one since a certain date. While this program takes three hours to run, it has provided the Student

Services administrators at the Compton Center with useful data on the total number of students lacking an updated educational plan so that counselors can provide follow-up services.

5. The fall 2007 Student Profile report for Compton Center shows that 30% of students did not stay in their courses until the end of the semester, and only about 57% of students successfully passed their courses. These statistics indicate that there has been little headway in improving basic skills instruction, increasing degree and certificate completion rates and raising transfer rates. The fall 2007 Demographic and Enrollment Characteristics Summary revealed that about 40% of Compton Center students indicate “transfer” as their educational goal on admittance to the Center. California Postsecondary Educational Commission (CPEC) Transfer Pathways data show that transfers to the UC and CSU systems have declined during the most recent years when data are available. While these data are questionable in some regards because of the methodology CPEC uses to assign the “transferring institution,” the Compton Center numbers are so low, historically, that the margin of error would not substantially increase the transfer numbers comparable to other colleges of similar size. In 2005-06, the latest data available for the UC system, the Compton Center transferred one student to a UC campus compared to six in the prior year. For the CSU system, 117 students transferred from Compton Center in 2006-07 compared to 168 in 2005-06. Student goals are a lagging indicator of achievement, and over 88% of Compton Center students attend part-time, so transfer numbers do not always reflect the achievement of current student goals. Nevertheless, the numbers are shockingly low. Additionally, transfer from Compton Center to universities will become even more difficult to track, because the students are now El Camino College students.
6. No poll of students concerning expectations has been conducted, and students typically are not regularly involved in faculty evaluations. The new evaluation policy negotiated in the latest collective bargaining agreement provides for student evaluations as part of the comprehensive evaluation process, though it is not mandatory. There is no consistent way to solicit student feedback if a poll is not taken.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Community Education Center 2008-2009 Enrollment Management Plan
2. El Camino College Compton Center academic programs semester plans
3. El Camino College Compton Center bargaining unit contract
4. Spring 2009 Schedule of Classes
5. Visits to classrooms, the library, and the learning resource center (LRC)
6. Interviews with El Camino College and Compton Center administrators and faculty

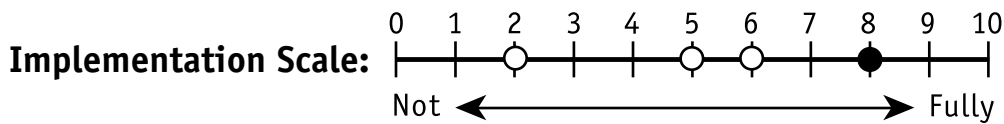
Progress on Implementing the Recommendations of the Recovery Plan:

1. The management of the class schedule continues to be fine-tuned. A four-semester plan for course offerings was developed by instructional deans and division chairs. This plan includes the courses to be offered, the semester in which they will be offered (over a four-semester period), and whether they will be offered during the day or the evening. The plan could be made more useful if the number of sections for each course were specified. If the plan is followed, students will be able to meet their goals of transfer or graduation on a timely basis. The offering of developmental courses is being closely monitored, and offerings are increased to meet student demand. The Center operates under a compressed schedule, with more classes offered on Fridays and Saturdays. The Center should continue to manage the schedule of course offerings efficiently to control the numbers of students enrolling in sections to ensure a critical mass of students and to maintain courses at acceptable levels of enrollments throughout the semester. A standardized schedule should be utilized for class start and end times.
2. Compton Center has substantially increased its presence in the local high schools and the community. As called for in the Educational Master Plan, the Compton Center has implemented a comprehensive outreach and student recruitment plan that included registration at the local high schools. Administrators from Compton have met with colleagues from Compton Unified School District and are discussing possible partnerships. Human Development courses focusing on how to be a successful college student are offered at various high schools throughout the area. The center should expand its efforts to recruit students, including implementation and expansion of the comprehensive student recruitment plan currently under way, involvement of the faculty, and early registration of high school students at their high schools.
3. As a result of the various activities engaged in by the Compton Center personnel, enrollment at the Center increased 40% from fall 2007 to fall 2008. In addition, the winter session had a class fill rate of 82.4%.

- The Center is building pools of adjunct faculty that meet the minimum qualifications required for teaching in specific fields. Compton Center is particularly looking for faculty who will support student success and persistence. Orientations for adjunct faculty were held in each of the semesters in the current academic year. The Center should continue to scrutinize the faculty service area (FSA) qualifications of all new faculty hires, both contract and adjunct, prior to employment.

Standard Implemented: Fully - Substantially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 3.12 – Instructional Strategies

Professional Standard:

Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.

Sources and Documentation:

1. El Camino College February 2008 Flex Day Compton Center faculty attendance data
2. El Camino College, Compton Center Edition, 2008-09 Catalog
3. El Camino College Compton Center Spring 2009 Course Schedule
4. Compton Center Faculty Program Attendance 7/1/08 – 1/22/09
5. Faculty Development Project Summary and individual faculty plans
6. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

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

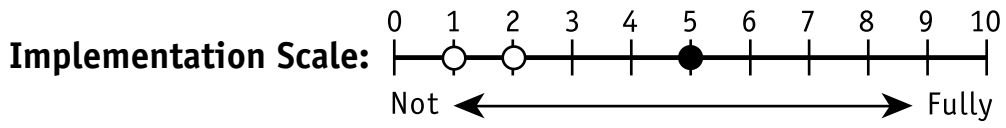
Each Compton Center faculty member will create an individual development plan based on what was learned in the review process. The plans are to be developed as part of the faculty evaluation process. The evaluation schedule calls for one-third of the faculty to be evaluated in fall 2008, 2009, and 2010. Because of the current availability of funds for faculty activities, some faculty have voluntarily developed a plan before they are scheduled to do so. Priority is given to activities that assist faculty in developing currency in their discipline, acquiring the ability to use technology in the classroom, and using pedagogy that fosters student learning and success.

To satisfy this standard, the Center should continue developing the individual plans and prepare evidence showing that the plans are being implemented. These plans should include training in the use of various instructional strategies.

2. The review team was able to review some course outlines of record for English courses prepared by the Compton College faculty (before the partnership with El Camino College). While these course outlines included methods of instruction, methods of evaluation, and sample assignments, they did not specifically address strategies for meeting diverse students needs (e.g., different learning styles). At present, the Center is using El Camino course outlines of record which, for the most part, are dated prior to the requirement for the inclusion of SLOs and do not include instructional strategies for meeting student needs. The Center has developed course syllabi that begin to address this requirement. Until the course outlines at El Camino are updated, the best indication of Compton Center progress on this requirement is the faculty-developed syllabi.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center courses outlines of record
3. Course schedule spring 2009
4. Interviews with administrators and faculty
5. Classroom observations
6. Standards set by the Accrediting Commission for Community and Junior Colleges, 2002
7. El Camino Compton Center analysis of fall 2008 course syllabi

Progress on Implementing the Recommendations of the Recovery Plan:

1. The review team was able to review some course outlines of record for English courses prepared by the Compton College faculty (before the partnership with El Camino College). While these course outlines included methods of instruction, methods of evaluation, and sample assignments, they did not specifically address strategies for meeting diverse student needs (e.g., different learning styles).

The Center is using El Camino course outlines of record which, for the most part, are dated prior to the requirement for the inclusion of SLOs and do not include instructional strategies for meeting student needs.

The Center has developed course syllabi that begin to address this requirement. A template outlining the components required for a course syllabus has been developed and is being followed by the faculty. An analysis of the fall 2008 syllabi revealed that, although many of the components have been included, future syllabi should be examined for completeness. Until the course outlines at El Camino are updated, the best indication of Compton Center progress on this requirement is the faculty-developed syllabi.

The development of student learning outcomes (SLOs) to direct delivery of course objectives is in the design phase. The design of SLOs is a collaborative effort between the faculties of Compton Center and El Camino College. This effort began in 2006 and is ongoing. So far, several divisions have courses with at least one SLO. The El Camino College Instructional Self Study in Support of Reaffirmation of Accreditation (May 19, 2008) projects completion of SLOs and accompanying assessments for regularly offered courses by 2012. At present, the El Camino faculty do not support including SLOs or their assessment in course outlines.

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

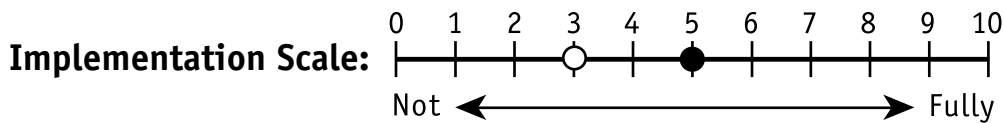
achievement of the course’s stated learning outcomes” and the “program’s stated learning outcomes” (ACCJC Standard II, 2h and 2i). This alignment implies that SLOs are course-bound, meaning that they are designed per course and are used by all who instruct that course to ensure that student achievement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

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

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

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center courses outlines of record
3. Standards set by the Accrediting Commission for Community and Junior Colleges, 2002

Progress on Implementing the Recommendations of the Recovery Plan:

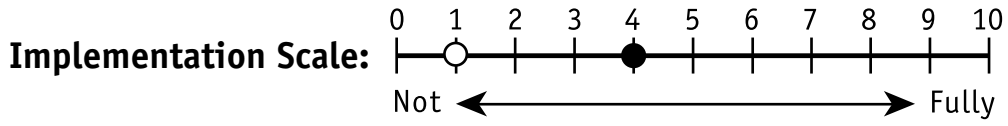
1. El Camino College and Compton Center faculty have been collaborating on the development of SLOs and their assessment. The Compton Center SLO Coordinator and the Academic Affairs Dean participate on the Assessment of Learning Outcomes Committee, which has been charged with ensuring that El Camino College has SLOs and assessment for all curricula by fall 2012. Many Compton Center faculty are providing leadership in this effort. ACCJC standards require that outcomes are developed and assessed and that the assessments are used to improve instruction. Compton Center faculty are including program level SLOs for each program and department undergoing evaluation.
2. To meet this standard, the faculty at the Compton Center, in collaboration with El Camino College personnel, needs to continue to address the intention of the ACCJC accreditation standards regarding measuring student learning: "... demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made." The measurement of how well learning is occurring will involve assessment tools that are aligned to course objectives and designed to include a range of cognitive processes and means of demonstrating learning that include authentic problem solving and application. Faculty need to use the data from such assessments to improve learning and teaching and to engage in discussions of ways to deliver instruction to maximize student learning. The next team visit should include a review of progress on SLO development at the course and program levels. In addition, at the time of the next visit some SLOs should be undergoing assessment and the results used for improvement of instruction.

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

- Develop assessment tools and approaches to measure student progress in achieving the SLOs during the semester and the attainment of learning outcomes by the end of each course.
- Use data from assessments to improve instruction.
- Use data from the assessments to "engage in discussions of ways to deliver instruction to maximize student learning" for all students (see ACCJC Standards, 2002).

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

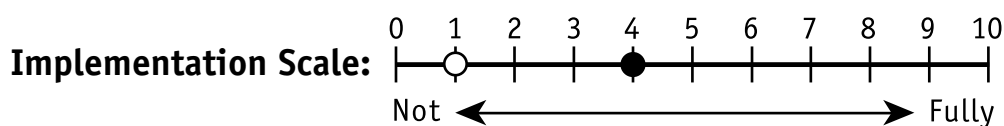
1. Since assessment tools to accompany course level SLOs are in the design phase (see Standard 4.2), the review team could not fully evaluate whether such tools are clear measures of course objectives. The major focus of current work on designing SLOs and assessments is at the course level, with a projected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

To fully comply with this standard and to meet ACCJC Standard II-A 1c, which establishes the expectation that “the institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements,” the administration and faculty of Compton Center need to collaborate with El Camino College personnel to complete the design of assessment tools to measure program and course effectiveness for student learning.

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

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 1 |
| July 2008 Rating: | 1 |
| June 2009 Rating: | 4 |



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 4.4 – Assessment and Accountability – Availability of Data

Professional Standard:

Faculty and administrators are provided with data in a timely and accessible format, and with training in order for them to analyze and solve issues of student learning outcomes.

Sources and Documentation:

1. Interviews with administrators and faculty
2. Standards established by the ACCJC, 2002

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Office of Institutional Research and the Office of Academic Affairs at El Camino College provide technical support and data for Compton Center faculty and staff to enable them to make data-driven decisions. Data for the preparation of program reviews and the Educational Master Plan are available. Additionally, California community colleges receive data from the Chancellor's Office. This data enables an institution to compare its performance in key areas (e.g., graduation rates, transfer rates, completion rates) to other colleges.

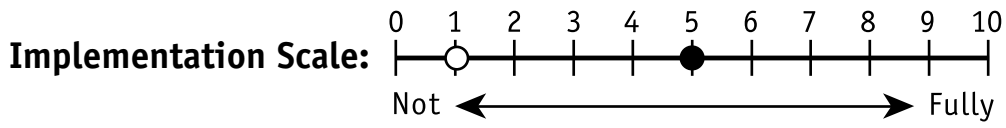
The Center should design a plan for data management to provide the faculty and administration with adequate data to systematically review all courses and programs to determine “their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.” (ACCJC Standards, 2002.) The system should collect valid and reliable data at the course, program, certificate and degree levels. Protocol should be established for data analysis so it is presented in user-friendly formats.

2. As SLOs are assessed the faculty will need the results to enable them to improve instruction. Since these measurements are in the planning phase, it is unknown how the data will be analyzed and shared. Further, faculty may need training in interpreting the data. To fully meet this standard, the institution will need to show evidence of the collection, interpretation and use of the assessment data.
3. A board policy has not been developed to direct the management of data on program effectiveness and to evaluate relevancy and quality of courses and course sequences for degree and certificate attainment. Although such a policy could be developed, it is not necessary to meet this requirement.

The Center should establish protocols for data use by administration, faculty, and staff at all levels of the institution to continuously examine and improve services for student success. There should be a systematic cycle for examining data to ensure that the educational program at the Compton Center remains relevant and current to the changing needs of the client. Personnel should be assigned and trained to administer the design and delivery of data collection, analysis, and use. Training in data use should be provided for administrators and faculty to address issues of student learning.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 5.1 – Professional Development Planning

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center bargaining unit contract
2. El Camino College Compton Center Flex Day agenda
3. Faculty Development Project Summary and individual faculty plans
4. El Camino College, Compton Center Edition, 2008-09 Catalog
5. Various professional development workshop documents
6. Interviews with division chairs, faculty and administrators
7. Workshop documents from Creating a Classroom Climate to Support Student Learning, fall 2008

Progress on Implementing the Recommendations of the Recovery Plan:

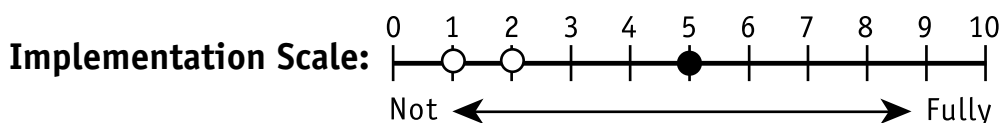
1. The Compton Center has made progress toward using professional development activities to improve programs and instruction. Faculty at the Center are completing individual faculty development plans, which are tied to six Institutional Priorities that were developed through a collaborative effort of El Camino administrators, Compton Center administrators, and the Compton faculty. These six priorities provide evidence that the Compton Center community understands the purpose of planned staff development and the need for evaluation of the plans as they are implemented. The six priorities include the following statements. The Compton Educational Center:
 - a. Supports faculty who keep current in their discipline or profession
 - b. Supports the use of technology to enhance classroom instruction
 - c. Supports efforts of faculty to make educational opportunities more accessible for students through the use of hybrid and online classes
 - d. Supports its faculty in their efforts to foster student learning and improve retention and persistence of students
 - e. Supports faculty efforts to improve their department, discipline and center
 - f. Supports faculty efforts that contribute to the current partnership between El Camino and Compton
2. The individual faculty development plans will be scored (evaluated using a rubric developed by the same group that developed the institutional priorities.) The Center has a budget of \$100,000 to assist faculty in their staff development plans. Each faculty member will meet with his/her Academic Dean to develop the plan and garner support from the Center for the plan. The relationship of the Institutional Priorities and the Faculty Professional Development Project should be monitored to ensure that the project mirrors the priorities.
3. Part of the staff development activities involves addressing the California Community College basic skills initiative. The plan is to bring to the Center a resource team of community

college professionals who possess expertise in basic skills to evaluate the existing Center efforts in this area. Using documents and interviews with faculty, staff and students, the team will prepare a report that will seek to identify best practices and areas where the college might improve its staff development efforts to further the basic skills initiative. Once the review is completed, the Student Success Committee will use it to assist with adapting the Student Success Plan for the Center. The findings of the external resource team should be assessed and appropriate recommendations used to adapt the Student Success Plan. The plan should include measurable goals and outcomes.

4. There is more specific planning for professional development than was previously demonstrated, and the Center is using evaluation and written documentation in its professional development efforts.
5. The faculty and staff at both the Compton Center and El Camino College are working collaboratively on staff development plans and activities, to the benefit of both entities. All faculty professional development projects and activities should be evaluated as they relate to instruction and student learning.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 5.2 – Professional Development to Improve Instruction

Professional Standard:

Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.

Sources and Documentation:

1. El Camino College Compton Center Flex Day agenda
2. CCBT peer review staff development project documents
3. El Camino College Compton Center bargaining unit contract
4. Interviews with faculty and administrators at the Compton Center
5. Faculty Development Project summary and individual faculty plans
6. Various professional development workshop documentations

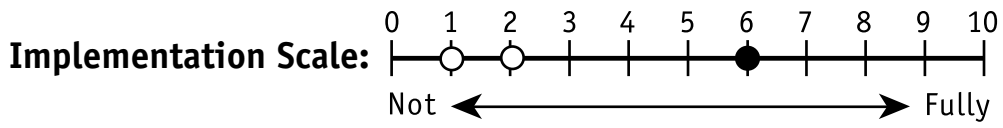
Progress on Implementing the Recommendations of the Recovery Plan:

1. As discussed in Standard 5.1, Compton Center faculty are completing individual faculty development plans, which are tied to six Institutional Priorities that were developed by El Camino and the Compton Center. Each of the six priorities involve attention to improving instruction and curriculum and, ultimately, successful student learning.
2. A very successful professional development activity was hosted by the Compton Center, which brought 24 faculty members from five Southern California community colleges to the Center to work, individually, with each Compton faculty member on teaching. Visiting faculty attended classes, reviewed teaching materials and met with their “mentees” to discuss educational strategies. The overwhelming reaction of these 24 seasoned peer reviewers was that the quality of education occurring in Compton Center classrooms is excellent. The outcome of this project is that each faculty member at Compton will develop an individual professional development plan as part of her/his evaluation process. The Center should assess the individual plans as they relate to student outcomes in classes to see how the professional development activities support better student learning.
3. The bargaining unit contract now ties professional development to faculty evaluation and a schedule of timelines has been developed.
4. It is clear from the faculty’s professional development activities that there is a strong correlation between development activities and student learning.

The Center should adhere to the new faculty evaluation process that relates to professional development and continue to assess the effectiveness of the plans as they support the six Institutional Priorities. Collaboration with the faculty and staff at the El Camino campus should continue to improve a variety of professional development opportunities.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

1. Collective bargaining contract, Evaluation, spring 2008
2. Interviews with Compton Center and El Camino College administrators and faculty

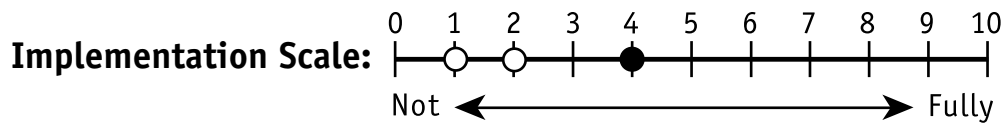
Progress on Implementing the Recommendations of the Recovery Plan:

1. The faculty evaluation process, ratified in 2007, was suspended for tenured faculty for the 2007-08 academic year and replaced by a mandatory faculty professional development planning process conducted by the California Collegiate Brain Trust. As mentioned in Standard 5.2, the report from this activity suggested that it was an excellent professional development opportunity for all faculty and that it provided direct and candid feedback on classroom activities and educational strategies. The Center should consider a review of the mandatory nature of professional development as an element in faculty evaluations. The conditional nature of the current system allows individuals to opt out of using professional development activities and assessment of them as part of a holistic evaluation process.
2. In spring 2008, the Compton Community College District and the Federation of Certificated Employees, which includes professional development activities as one of the areas to be evaluated, ratified a new evaluation process. Although the new evaluation article includes “faculty involvement in the college community,” it is only a part of a comprehensive evaluation. In the event that a faculty member does not request a comprehensive evaluation, it is unclear how a faculty member’s professional development work would be discovered and evaluated. It may be worth revisiting the non-mandatory nature of professional development as it relates to instruction.
3. The evaluation process at the Compton Center also involves appropriate faculty from the El Camino campus. The process provides a forum for discussion among faculty and between faculty and academic deans about instruction and strategies to improve student learning.
4. As mentioned in other standards, Compton Center is engaged in a student success initiative, which will include a variety of areas including the relationship between professional development and direct student success. Work on this initiative should continue and be implemented with a process for assessment.
5. It appears that professional development plans at the Compton Center are individualized and thus tailored to specific needs of individual instructors. The tie to the overall mission of improving student success occurs through the six Institutional Priorities.

6. It is not clear how or if additional professional development is provided to support employees with less than satisfactory evaluations. The Center should identify or develop such a process and evaluate whether it is successful in meeting its objective.

Standard Implemented: Partially

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



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

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

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

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

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

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

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

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

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

Use of FCMAT Professional and Legal Standards

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

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

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

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|--|-------------------|------------------|------------------|------------------|
| A. Instructional Programs | | | | | |
| Standard to be Addressed | | | | | |
| Planning Process - Academic Achievement | | | | | |
| 1.2 | The administrative structure of the college promotes student learning outcomes. | 1 | | | |
| 1.6 | The college's planning process focuses on supporting increased student learning outcomes. | 0 | 1 | 1 | 5 |
| Curriculum - Academic Achievement | | | | | |
| 2.1 | The college, through its adopted policies, provides a clear operational framework for the management of the curriculum. | 4 | 4 | 4 | 7 |
| 2.2 | Policies regarding curriculum and instruction are reviewed and approved by the Governing Board. | 8 | | | |
| 2.3 | The college has clear and valid objectives to promote student learning and a process for curriculum development. | 4 | 4 | 4 | 6 |
| 2.4 | A process is in place to maintain alignment among standards, practices, and assessments. | 1 | 1 | 3 | 5 |
| 2.6 | Sufficient instructional materials are available for students to learn. | 1 | 2 | 3 | 5 |
| 2.10 | The college has adopted a plan for integrating technology into curriculum. | 2 | 3 | 3 | 6 |
| Instructional Strategies - Academic Achievement | | | | | |
| 3.1 | The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007] | 1 | | | |
| 3.2 | Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident. | 1 | 2 | 2 | 5 |

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

| ACCJC Standard II-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| 3.4 | Students are engaged in learning, and they are able to demonstrate and apply their knowledge. | 2 | 2 | 3 | 5 |
| 3.24 | The college provides access and encourages student enrollment in transfer programs to four-year institution of higher learning. | 1 | | | |

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

ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 1.6 – Planning Process – Student Support

Professional Standard:

The college's planning process focuses on supporting increased student performance.

Sources and Documentation:

1. Flow chart of planning process
2. El Camino College strategic planning and action planning processes
3. Meeting with the Provost
4. Long range planning documents prepared since May 2008
5. MOU between El Camino and Compton Center
6. Documents addressing plans for improving student performance
7. Program review documents 2008-09
8. Learning Community Plan/documents
9. Interviews with the Special Trustee, faculty and administrators of the Compton Center and administrators for the El Camino Community College District

Progress on Implementing the Recommendations of the Recovery Plan:

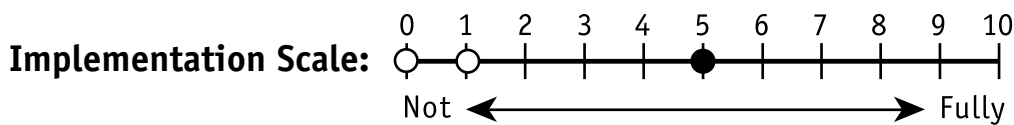
1. The Compton Center has developed a flow chart of the planning process at the Center. It identifies how committees fit into the planning process. The review team was given a list of the joint committees, which range from the Academic Senate and Curriculum to VTEA and Student and Community Advancement. In meetings with Center staff, administrators and faculty it appears there is a growing collaborative relationship between the Center and El Camino College. The Educational Master Plan is being updated and Compton faculty and staff are part of that effort. The Student Equity Plan, submitted to the Chancellor's Office in July 2008, has been redone with input from both Compton and El Camino staff.
2. The Center has been actively involved in several new student success initiatives. These include a new Learning Communities project, which will include 9 units of credit for two English classes and one Human Development course. These will be offered in fall 2009 and are being publicized on campus this spring. The statewide Basic Skills initiative, which is aimed at student success and retention, will target about 90% of the current student population at the Center. The funding from this initiative is underwriting the Center's comprehensive Student Success Plan. The plan is developed by a Student Success Committee that has membership from faculty and staff from instruction and student services. It also has representation from all academic divisions and is responsible for both oversight and implementation. These efforts to support the basic skills initiative at the Center should continue. The latest student demographic data available was 2007. The Center should revise that data, especially since enrollments this year have significantly increased and the demographics may have changed. The Learning Communities should be evaluated at the end of the fall semester to see if they assist student retention.
3. The Center's ambitious enrollment management plan includes elements of both recruitment and retention. The document includes specific activities month by month, the responsible parties, associated costs of implementation (if applicable) and status of the projects. The reten-

tion sections of the plan provide specific tasks for Center staff to increase persistence and develop intervention methods. In one action plan, the Center's goal is to increase campuswide retention by 75% for 2008-09. Specific action steps include increasing adjunct counselors and contact by letters and e-mails to students encouraging them to meet with a counselor and develop an education plan. Clearly outlined plans, specific action steps and appropriate plan leaders will allow the Center to increase enrollment and retention. The team noted, both in documentation and in visiting classes, more students attending classes early in the morning and later in the afternoon. The Center should continue to implement the enrollment management plan and assess specific activities to verify the effectiveness of the strategies.

4. One of the difficult areas for the Compton Center is that many of the structures are originally designed and developed by El Camino College for its particular demographics and student population. As Compton is a Center of El Camino College it must, of necessity, adopt many of the structures and committees designed by El Camino. At the same time, the Center seeks to develop its own planning and structure to apply for accreditation in the future. Even with these strictures, collaborative relationships exist between faculty and mid level administration and the two campuses work together to support student learning.

Standard Implemented: Partially

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



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.1 – Instructional Strategies – Curriculum Management

Professional Standard:

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

Sources and Documentation:

1. Compton District and El Camino College policy manuals
2. El Camino College Compton Educational Center curriculum development/approval process
3. Curriculum Handbook for El Camino College
4. El Camino College Compton Center syllabi template sample
5. Faculty and administrator interviews, including Compton Center Curriculum Committee members

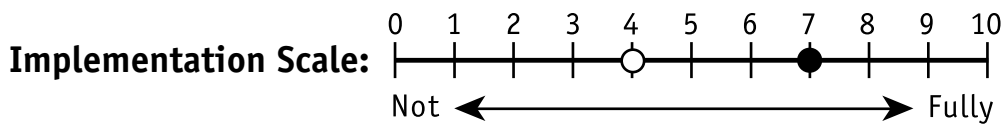
Progress on Implementing the Recommendations of the Recovery Plan:

1. The responsibility for curriculum development rests with El Camino College. Since Compton is an educational center of El Camino College, with respect to academic matters, the Compton Center is not allowed to develop curriculum outside of the established and board-approved process of El Camino College. This relationship is mandated by WASC and the MOU between El Camino College and the Compton Center. California Community Colleges use the Curriculum Handbook developed by the statewide Academic Senate. This document is being revised at the state level and will be available to colleges in July 2009. El Camino College and thus the Compton Center follow the curriculum policies developed by the statewide Senate and the Board of Trustees of El Camino College.
2. The collaborative relationship between the faculty at both campuses, particularly in curriculum matters, is evidenced by the direct involvement of representatives on all levels of curriculum approval. Two faculty members from the Compton Center serve as voting members on the El Camino College Curriculum Committee. In addition, the Dean of Academic Affairs sits on the committee as an ex-officio member. Compton Center faculty also serve as members of the El Camino College division curriculum committees, which are the groups that approve curriculum before it goes to the College Curriculum Committee.
3. In cases where particular curriculum is not offered by El Camino College, faculty at the Compton Center develop it through the Center process and forward it to the El Camino Curriculum Committee. The review team looked at noncredit ESL courses as an example of this process.
4. The review team sought ways to demonstrate that the Compton Center is capable of complying with the accreditation standards from ACCJC and the FCMAT standards in the curriculum area. This is difficult because, as stated above, the curriculum responsibilities and approval rests with El Camino College. However, a number of course syllabi used at the Compton Center included student learning outcomes, and there were assessment activities on

most of them. This suggests that the Compton Center is making progress in meeting the spirit of the standards while working collaboratively with El Camino College as it moves toward incorporating student learning outcomes on the course outline of record. The Center should continue its collaboration with El Camino College to develop these SLOs. The SLOs and related assessment activities should continue to be provided on course syllabi so that adequate communication exists to facilitate student success in courses.

Standard Implemented: Partially

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



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

Professional Standard:

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

Sources and Documentation:

1. El Camino College – Institutional Self Study in Support of Reaffirmation of Accreditation
2. El Camino College Compton Center fall 2008 and spring 2009 class schedules
3. (July 2008) Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District
4. Minutes of CCC meetings
5. El Camino College Compton Center Bargaining Contract, Article X Evaluation
6. Curriculum Handbook for El Camino College
7. Course outlines of record (approximately 50 courses)
8. Faculty and administrator interviews

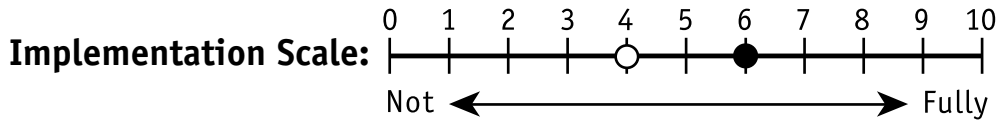
Progress on Implementing the Recommendations of the Recovery Plan:

1. The curriculum process for the Compton Center is managed and developed by the faculty at El Camino College, with two voting faculty representatives from the Compton Center and one academic administrator who serves in an ex-officio capacity on the Curriculum Committee. The Compton Center Curriculum Advisory Committee met on March 14 to undergo training by the El Camino College Curriculum Chair, with the intent that this will create a curriculum management process that will be connected to the Curriculum Committee but will be able, in the future, to function alone when the Compton Center applies for accreditation.
2. The Compton Center and El Camino College are beginning to develop SLOs for courses, and the Compton Center faculty have developed SLOs for noncredit ESL classes that are contained in the course syllabi. This is possible because El Camino does not offer noncredit ESL and these classes are only available at the Compton Center, so it was appropriate to include SLOs in the course syllabi. The work to develop SLOs and assessment activities for each course offered by the Center should continue. With the approval of the Curriculum Committee, these items should be included in the course outline of record.
3. The Curriculum Committee is in the process of addressing a WASC recommendation to include assessment and SLOs in their course of record outlines. The Compton Center faculty is working with El Camino faculty in this endeavor.

The staff development activities of the faculty should be reviewed and assessed as they implement their individual and department plans for the aspects of these activities that link to curriculum design and delivery.

Standard Implemented: Partially

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



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.4 - Curriculum Alignment

Professional Standard:

A process is in place to maintain alignment among standards, practices and assessments.

Sources and Documentation:

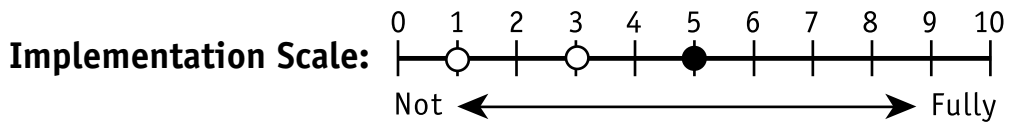
1. El Camino College Compton Center Bargaining Unit Contract, Evaluation
2. Curriculum Handbook for El Camino College
3. Faculty and administrator interviews
4. Compton Center faculty-created course syllabi templates
5. Compton Center course syllabi (random samples)

Progress on Implementing the Recommendations of the Recovery Plan:

1. A review of Compton Center course syllabi revealed an alignment with the El Camino course outlines.
2. All curriculum for the Compton Center is approved through the El Camino College Curriculum Committee. Two members of the Compton Center faculty are voting members of that committee. One of the charges, by board policy and statewide Academic Senate mandate, is for the course outline of record to be approved by the College Curriculum Committee (in this case, the El Camino College Curriculum Committee). Unless this body approves student learning outcomes and assessment criteria in their course outline of record, the Compton Center is unable to comply with this recommendation. Nevertheless, the Center should continue to work with the El Camino Curriculum Committee to develop SLOs for all course outlines of record.
3. In discussions with El Camino administrators and Compton Center administrators and faculty and in reviewing the proposal for reaffirmation of accreditation prepared by El Camino College for a review in October 2008, the El Camino Curriculum Committee is in the process of addressing this WASC recommendation. Once this criteria has been met, the Compton Center will be in compliance with this standard.
4. The Compton faculty has reviewed several proposed templates for syllabi that include student learning outcomes. These were shared with the El Camino College faculty at a Fall Flex Day (2008). The Compton faculty has selected a template, which has been incorporated into course syllabi for spring 2009. A review of random samples of course syllabi for courses offered at the Center this spring shows that many do include the template approved by the Compton Center.
5. Professional development activities have been held to allow faculty to work on SLOs, assessment and other curriculum related matters. Support for professional development opportunities at the Center should continue, focusing on student learning and student success, and the effectiveness of the activities related to these goals should be assessed.

Standard Implemented: Partially

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



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.6 – Curriculum – Sufficient Materials

Professional Standard:

Sufficient instructional materials are available for students to learn.

Sources and Documentation:

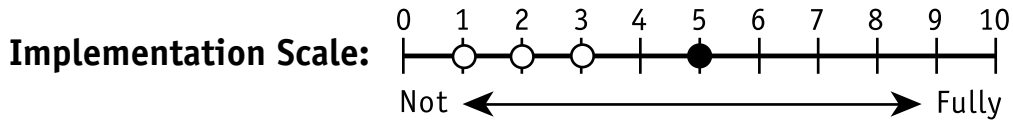
1. Visits to student labs
2. Interview with Compton Center library staff
3. Interviews with El Camino Administrators, including the Chief Librarian
4. Interviews with Compton Center faculty and administrators
5. Review of the major goals for the Compton Center Library/LRC

Progress on Implementing the Recommendations of the Recovery Plan:

1. The new Learning Resource Center has flaws in the construction, which the previous team noted, and thus the move to the new facility has been delayed. A committee of Compton Center faculty and administrators are meeting with architects and facilities staff to address the problems, with the hope that the move to the new building will occur in November 2009.
2. The new materials budgeted in 2007-08 have been received, cataloged and are available for student use. The 2008-09 budget for new library materials is \$30,000, and these materials will be purchased this academic year.
3. The Compton Center faculty is actively invited to participate in updating the collection. This past fall a call went out to teaching faculty to recommend new titles to be added to the collection. The Academic Deans and the faculty are actively involved in the Student Success Committee planning, and materials for the new Learning Resource Center will depend upon some of the recommendations coming from this committee. Faculty should continue to be actively involved in the process for upgrading library materials and reviewing current materials. A process should be developed for these activities. Work on the Student Success Committee should continue, with use of the adopted recommendations to support additional materials for the LRC.
4. The limited hours of operation of the Center bookstore had made access difficult. In July 2008 the Compton Community College District entered into a revised agreement with the El Camino College District to improve the access to the bookstore. Under this agreement (effective July 1, 2008 through June 30, 2010) the bookstore is now open four days a week and El Camino has established a process for students to purchase books online.

Standard Implemented: Partially

January 31, 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 3
March 2009 Rating: 5



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.10 - Curriculum - Integrating Technology

Professional Standard:

The college has adopted a plan for integrating technology into curriculum and instruction.

Sources and Documentation:

1. New Compton Center Technology Vision Statement
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Notes from the Compton Center Technology Committee
4. Classroom observations
5. Interviews with librarians, El Camino and Compton Center technology personnel, administrators, and faculty
6. Survey results of Compton Center employees by El Camino Staff Development Committee, fall 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has adopted the El Camino College Technology Vision Statement, which addresses the integration of technology into instruction. The statement “El Camino College will stand at the forefront of community colleges in utilizing technology to provide students with the greatest opportunity for achieving their educational goals; faculty with resources and support necessary for continued excellence in instruction; administrators and staff with the most efficient and effective work environment for overseeing daily institutional operations; and the community with effective, efficient, and timely responses to their needs for information, training, and instruction” touches all areas of the campus and community at large with respect to technology.
2. The Technology Committee was suspended in 2006-07. It was reactivated in spring 2008 and set an update of the Center Technology Plan as its primary goal for the current academic year. The Compton Center plan must align with the El Camino Plan since the IT systems are integrated. The plan addresses procedures related to all aspects of hardware, software, maintenance, upgrades and use. Other plan components include instructional technology/multimedia, distance education, assistive technologies, Library, LRC and labs, training and staff development for technology, Center Web site and emergency phones, and budget for all areas of technology included in the plan. The Technology Committee at the Compton Center consists of representatives from all constituent groups and the Director of Information Technology Services at El Camino. The Center should continue to use the talents of the committee to assess the current plan and update or change it.
3. The Compton Center has developed an excellent Technology Plan that addresses specific tasks, timelines and people involved its implementation. The marriage of technology with the instructional programs at the Center occurs through the division chairs who work with faculty to identify needs. These are then reported to the appropriate dean. An example of this plan at work is the Smart Carts that have been assembled and made available for use in classrooms that do not have the equipment or infrastructure needed for faculty to integrate technology into their classes. Two Smart Carts are available, and additional carts have been ordered and will be available later in the spring/summer of 2009.

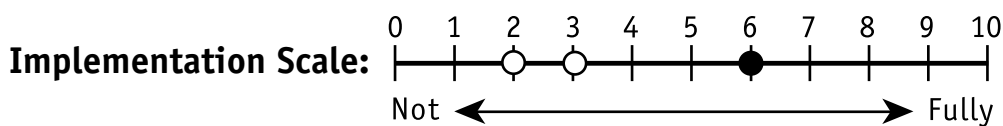
4. The El Camino Staff Development Committee surveyed Compton employees in fall 2008 for the purpose of determining training needs for 2008-09. One outcome of the survey was the suggestion that training sessions occur at the Compton Center. Three cohorts of faculty, staff and administrators underwent OmniUpdate training in January and February 2009 so they can update assigned areas of the Center's Web site. In addition, two cohorts of faculty have been trained at the Center to teach online. All online instructors are required to attend 30 hours of workshops on how to teach online and how to use the Etudes-NG course management system. Surveys of the Compton Center staff and faculty about their technology needs should continue as a planning tool for each academic year. The Center should continue to provide training for faculty on integrating technology in their classes and assess the effectiveness of the technology for student learning.

5. As part of program review and faculty evaluation, faculty members assess the integration of technology in their classes and instructional programs. As faculty members develop their individual faculty development plans, they are encouraged to include instructional technology skills improvement. The new faculty evaluation process includes a component that assesses the faculty member's ability to incorporate technology in instruction.

6. A visit to one of the student labs in the Career and Technical area (a business lab) showed it to be in use on a drop-in basis. Students are encouraged to use computer centers across the campus to develop computer skills, including library searches that will aid them in their learning process.

Standard Implemented: Partially

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



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:

Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident.

Sources and Documentation:

1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. Listing of El Camino College courses and status of SLOs for those courses
3. Course outlines and syllabi approved by El Camino College
4. Interviews with Compton Center administrators and students, and El Camino College administrators
5. Student learning outcomes status
6. Student Learning Outcomes Assessment Report (Student Services and Community Advancement)
7. How to Create an Online Student Educational Plan
8. El Camino College/Compton Community Educational Center Online Educational Plan Procedure
9. El Camino College/Compton Center Student Education Plan Report, December 2008
10. Fall 2008 Professional Development Schedule
11. Spring 2009 Professional Development Schedule

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College have formed a joint committee to develop SLOs. The flex days for fall 2008 and spring 2009 were devoted to this work. Originally the process was slowed by the decision to develop SLOs and the assessment component simultaneously. The committee has now adopted a schedule calling for sequential development of these components. They are making substantial progress and have a timeline that calls for completion of all aspects of development, assessment and improvement by fall 2012. The Compton Center has demonstrated the ability to generate SLOs as evidenced by the ones developed for the noncredit ESL courses offered only by the Center. Standard elements (SLOs and some assessment measures) are being developed and implementation is starting.

Compton Center and El Camino faculty and staff members should continue and accelerate their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. Whenever practical, these efforts should draw on the work already completed by the Compton Center faculty.

2. To ensure that all students complete a Student Education Plan (SEP), the Compton Center Counseling Department sends a letter inviting them to see a counselor to develop their plan. Currently 2,500 (36%) out of 7,000 students have a completed SEP on file.

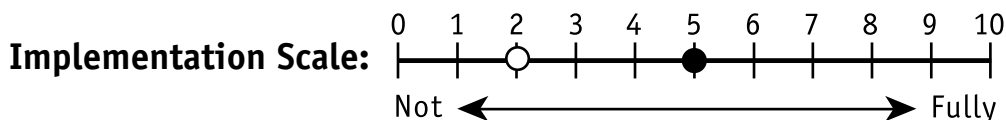
All counselors have been trained on SEP procedures. In fall 2008, 18 different professional development workshops took place and 11 additional workshops are planned for spring 2009. All of these workshops focus on some aspect of counseling students and most involve the development of SEPs. Upcoming trainings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

Compton Center does not randomly inspect SEPs. However, future plans include the creation of a counseling committee to check the quality of SEPs. While Compton Center appears to be on track to meet the ACCJC's 2012 deadline of having all SLOs completed and assessed to fully meet the standard, the following actions are recommended:

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

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 5 |



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 3.4 – Instructional Strategies

Professional Standard:

Students are engaged in learning, and they are able to demonstrate and apply their knowledge.

Sources and Documentation:

1. Workshop description – Creating a Classroom Climate to Support Student Learning – fall 2008
2. Compton Center manager program attendance 7/1/08 – 1/22/09
3. Compton Center classified staff program attendance 7/1/08 – 1/22/09
4. Staff Development Committee Report – Draft 2/4/09
5. Promotion material for fall 2009 learning communities
6. Review of fall 2008 El Camino College Compton Center syllabi
7. Observations of classes
8. Interviews with division chairs, faculty, and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. The report of the Staff Development Committee states the membership of the committee, a working definition of professional development, institutional priorities for professional development, project plans including activities to be considered and workshops to be conducted. Funds for implementation have been budgeted.

Workshops were held in fall 2008 at Compton Center for faculty from the Center as well as the main campus. The topics were (1) fostering student learning and success and (2) active student learning.

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

Each Compton Center faculty member will create an individual development plan based on what was learned in the review process. The plans are to be developed as part of the faculty evaluation process. The evaluation schedule calls for one-third of the faculty to be evaluated in fall 2008, 2009, and 2010. Because of the current availability of funds for faculty activities, some faculty have voluntarily developed a plan before they are scheduled to do so. Priority is given to activities that assist faculty in developing currency in their discipline, acquiring the ability to use technology in the classroom, and using pedagogy that fosters student learning and success.

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

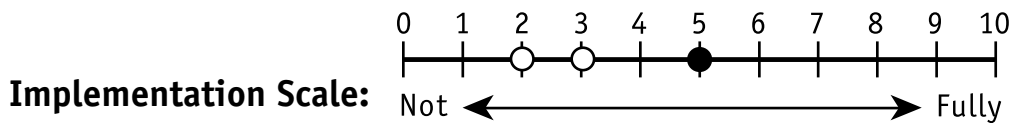
2. The Center is involved in a comprehensive student success initiative. The purpose of the initiative is to develop an integrated approach to the delivery of classes and services for underprepared students. A team of community college professionals who possess expertise in the basic skills areas were scheduled to visit the college in May 2009 to evaluate the existing efforts in this area. The result will be the development of a plan to serve underprepared students.

3. The Center plans to offer a 9-unit learning community to two cohorts of students in fall 2009. The classes involved are two in English and one in Human Development. The Center is conducting recruitment for this learning community.

Analysis of the results of the activities described in 2 and 3 above should provide additional data for the future rating of this standard.

Standard Implemented: Partially

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



Standard II: Student Learning Programs and Services

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

B. Student Support Services -- The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- *Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

b. Requirements

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

c. Major Policies Affecting Students

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

d. Locations or publications where other policies may be found

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.
 - a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*
 - b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*
 - c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*
 - d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*
 - e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*
 - f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------|------------------|------------------|---------------------|
| B. Student Support Services | | | | | |
| Standard to be Addressed | | | | | |
| Planning Process - Academic Achievement | | | | | |
| 1.5 | Categorical and compensatory program funds supplement students in their pursuit of postsecondary education. | 0 | 1 | 1 | not reviewed |
| Instructional Strategies - Academic Achievement | | | | | |
| 3.10 | Clearly defined student conduct practices have been established and communicated among the students, staff, board, and community. | 4 | | | |
| 3.11 | Class size and faculty assignments support student learning outcomes. | 2 | 5 | 6 | 8 |
| 3.12 | Faculty uses a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately. | 1 | 1 | 2 | 5 |
| 3.13 | Faculty is provided with professional development on special needs, language acquisition, timely interventions, and culturally responsive teaching. | 1 | 1 | 1 | 5 |
| 3.14 | The identification and placement of English language learners into appropriate courses is conducted in a timely and effective manner. | 3 | | | |
| 3.15 | Curriculum and instruction for English language learners prepares these students to transition to regular class settings and achieve at a high level in all subjects. | 2 | 2 | 2 | 4 |
| 3.16 | Programs for English language learners comply with state and federal regulations. | 3 | | | |
| 3.18 | Individual education plans are reviewed and updated on time. | 3 | | | |
| 3.26 | College counselors are knowledgeable about individual student academic needs and work to support postsecondary education goals. | 3 | | | |
| 3.27 | College students have access to career and post-secondary education guidance and counseling. | 3 | 3 | 4 | 5 |

ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Community Education Center 2008-2009 Enrollment Management Plan
2. El Camino College Compton Center academic programs semester plans
3. El Camino College Compton Center bargaining unit contract
4. Spring 2009 Schedule of Classes
5. Visits to classrooms, the library, and the learning resource center (LRC)
6. Interviews with El Camino College and Compton Center administrators and faculty

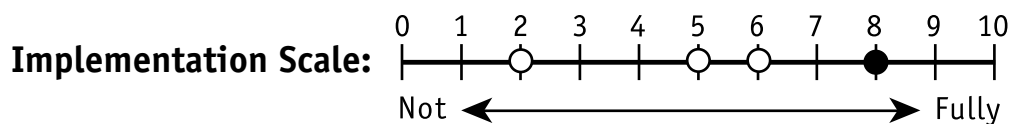
Progress on Implementing the Recommendations of the Recovery Plan:

1. The management of the class schedule continues to be fine-tuned. A four-semester plan for course offerings was developed by instructional deans and division chairs. This plan includes the courses to be offered, the semester in which they will be offered (over a four semester period), and whether they will be offered during the day or the evening. The plan could be made more useful if the number of sections for each course were specified. If the plan is followed, students will be able to meet their goals of transfer or graduation on a timely basis. The offering of developmental courses is being closely monitored, and offerings are increased to meet student demand. The Center operates under a compressed schedule with more classes offered on Fridays and Saturdays. The Center should continue to manage the schedule of course offerings efficiently to control the numbers of students enrolling in sections to ensure a critical mass of students and to maintain courses at acceptable levels of enrollments throughout the semester. A standardized schedule should be utilized for class start and end times.
2. Compton Center has substantially increased its presence in the local high schools and the community. As called for in the Educational Master Plan, the Compton Center has implemented a comprehensive outreach and student recruitment plan that included registration at the local high schools. Administrators from Compton have met with colleagues from Compton Unified School District and are discussing possible partnerships. Human Development courses focusing on how to be a successful college student are being offered at various high schools throughout the area. The center should expand its efforts to recruit students, including implementation and expansion of the comprehensive student recruitment plan currently under way, involvement of the faculty, and early registration of high school students at their high schools.
3. As a result of the various activities engaged in by the Compton Center personnel, enrollment at the Center increased 40% from fall 2007 to fall 2008. In addition, the winter session had a class fill rate of 82.4%.

- The Center is building pools of adjunct faculty that meet the minimum qualifications required for teaching in specific fields. Compton Center is particularly looking for faculty who will support student success and persistence. Orientations for adjunct faculty were held in each of the semesters in the current academic year. The Center should continue to scrutinize the faculty service area (FSA) qualifications of all new faculty hires, both contract and adjunct, prior to employment.

Standard Implemented: Fully - Substantially

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



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.12 – Instructional Strategies

Professional Standard:

Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.

Sources and Documentation:

1. El Camino College February 2008 Flex Day Compton Center faculty attendance data
2. El Camino College, Compton Center Edition, 2008-09 Catalog
3. El Camino College Compton Center Spring 2009 Course Schedule
4. Compton Center faculty program attendance 7/1/08 – 1/22/09
5. Faculty Development Project Summary and individual faculty plans
6. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

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

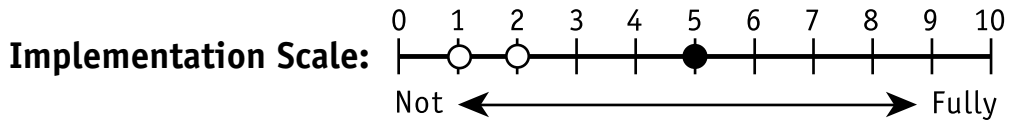
Each Compton Center faculty member will create an individual development plan based on what was learned in the review process. The plans are to be developed as part of the faculty evaluation process. The evaluation schedule calls for one-third of the faculty to be evaluated in fall 2008, 2009, and 2010. Because of the current availability of funds for faculty activities, some faculty have voluntarily developed a plan before they are scheduled to do so. Priority is given to activities that assist faculty in developing currency in their discipline, acquiring the ability to use technology in the classroom, and using pedagogy that fosters student learning and success.

To satisfy this standard, the Center should continue with the development of the individual plans and prepare evidence showing that the plans are being implemented. These plans should include training in the use of various instructional strategies.

2. The review team reviewed some course outlines of record for English courses prepared by the Compton College faculty (before the partnership with El Camino College). While these course outlines included methods of instruction, methods of evaluation, and sample assignments, they did not specifically address strategies for meeting diverse students needs (e.g., different learning styles). At present, the Center is using El Camino course outlines of record which, for the most part, are dated prior to the requirement for the inclusion of SLOs and do not include instructional strategies for meeting student needs. The Center has developed course syllabi that begin to address this requirement. Until the course outlines at El Camino are updated, the best indication of the Compton Center progress on this requirement is the faculty-developed syllabi.

Standard Implemented: Partially

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



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.13 – Professional Development for Special Needs

Professional Standard:

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

Sources and Documentation:

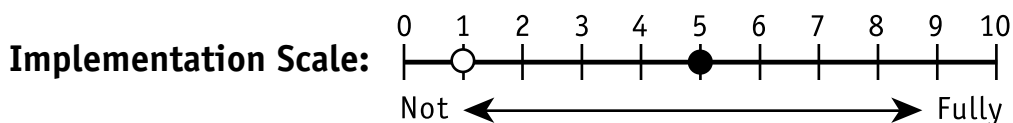
1. Compton Center Faculty Program Attendance 7/1/08 – 1/22/09
2. El Camino College Compton Center Bargaining Unit Contract, Article X, Evaluation
3. Template for Individual Faculty Development Plans
4. Faculty Development Project summary and individual faculty plans
5. Staff Development Plan 2008-2009
6. Teaching and Learning Roundtables spring 2009
7. Various professional development workshop documents
8. Interviews with Center administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. See the description of staff development activities in Standard 3.4.
2. The Basic Skills/ESL Initiative of the California Community Colleges has provided numerous professional development opportunities relating to various student populations found in community colleges including underprepared students, first generation college students, and the diverse populations regarding age, ethnicity, language preparedness, etc. The Student Success Initiative provides faculty funds for these staff development opportunities.
3. The Center is instituting teaching/learning roundtables in spring 2009. The purpose of the roundtables is to provide a forum in which faculty can share best practices. So far the faculty involved in distance education have met. Future roundtables will involve faculty from various disciplines, a basic skills group, and a supplementary instruction group. To fully satisfy the standard, Compton Center should show development plans that include addressing special needs, provide data on faculty attendance or participation in activities addressing this standard, and show evidence of transfer of knowledge gained to actual classroom settings.

Standard Implemented: Partially

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



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.15 – Instructional Strategies – Curriculum and Instruction of English Learners

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center course outlines of record
3. El Camino College Compton Center course schedule for spring 2009
4. Compton Center noncredit ESL course outlines of record

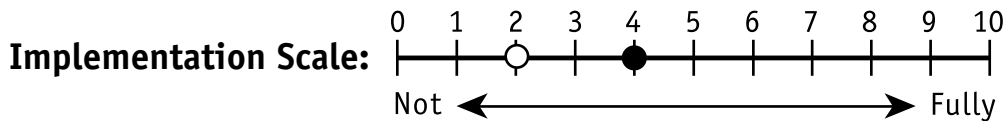
Progress on Implementing the Recommendations of the Recovery Plan:

1. A system is not yet in place to provide data necessary to monitor the effectiveness of curriculum and instruction in preparing English learners for transition to basic skills, credit, and transfer courses.
2. Current data do not provide statistics on student progression through a sequence of courses to determine if coursework prepares students to transition to higher level ESL courses and/or credit courses. Transfer from noncredit ESL to credit ESL has not occurred because most enrollees have not completed the full sequence of preparatory noncredit classes. Tracking of students will begin in fall 2009, at which time the program will have been in place for four semesters.
3. Compton Center has implemented nine noncredit ESL courses designed to prepare students to make the transition to El Camino College credit ESL courses. The course outlines of record include student learning outcomes and assessment measures. A future review should examine the actual implementation of assessment and the changes in the courses that result from the outcomes assessment.
4. A five-year ESL/Basic Skills plan was developed (May 2008), with one of its goals to increase the performance of ESL students as reported in the Accountability Report for Community Colleges (ARCC) published March 2008. The ARCC report shows that ESL improvement rates in the Compton Center range from 5.6% from 2003-04 to 2005-06 and 9.4% from 2004-05 to 2006-07. These rates are the lowest in the state compared to other colleges. These data should be updated to determine progress in this area.
5. Placement in ESL courses is based on assessment. A diagnostic assessment, CELSA, is used for initial placement and LEOP is used to place students in credit courses. Assessment of language acquisition in each course to transition to the next level is based on teacher-made tests. Assessment of SLOs will assist in determining whether the content and pedagogy is adequate to prepare students for advancement.

6. Intervention services are available through tutorials and the language laboratory. Instructors refer students to these services.
7. New staff development opportunities are being provided to Compton Center faculty. In addition, roundtable discussions in which best practices are shared are planned for the spring 2009 semester. A future review should examine the individual plans for development of ESL faculty and the results of any roundtable discussion involving them.

Standard Implemented: Partially

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



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.27 – Instructional Strategies – Career Guidance

Professional Standard:

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

Sources and Documentation:

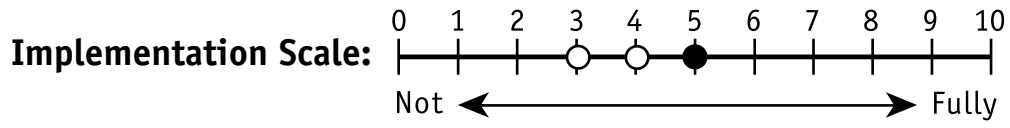
1. Interview with Dean of Students
2. Interviews with six counselors
3. Interview with Career Center administrator
4. Visit to Career Center and review of Career Center materials
5. Interview with Transfer Center Coordinator
6. Review of Transfer Center materials

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Center does not yet have a comprehensive career guidance and information system because it functions more as a job placement center, not a career center. However, two adjunct vocational counselors recently have been hired, providing about 40 hours per week of coverage for counseling career/technical students. This is a significant improvement since the October 2007 visit when there were no vocational counselors. The Compton Center should train all full-time permanent counselors to become career counselors rather than relying on adjuncts who may or may not be hired the following year. At least one full-time permanent member of the counseling staff should be assigned to be in charge of the Career Center.
2. Outdated materials have been culled from the Career Center collection and some new materials have been ordered, but after almost three months they have not been received. The Center administrator has written an internal grant to begin a Soft-Skills Academy.
3. Activities being conducted by the Transfer Center to help increase the transfer rate from Compton Center include university tours locally and in Northern California, transfer center visits, and field trips involving universities. A Transfer Counselor was added three hours a day, two days per week. One issue is that Compton will no longer get credit for transfer students because they all are now El Camino College students. The universities to which these students transfer will not know the students attended Compton Center. Reports to the California Postsecondary Education Commission (CPEC) from universities concerning transferring institutions will eventually stop reporting the Compton District.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 4
March 2009 Rating: 5



Standard II: Student Learning Programs and Services

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

C. Library and Learning Support Services -- Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.
 - a. *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*
 - b. *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*
 - c. *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*
 - d. *The institution provides effective maintenance and security for its library and other learning support services.*
 - e. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------|------------------|------------------|------------------|
| C. Library and Learning Support Services | | | | | |
| Standard to be Addressed | | | | | |
| Learning Support Services - Academic Achievement | | | | | |
| 6.1 | The college selects and maintains appropriate, current, and sufficient educational equipment and materials to support student learning. | 3 | 4 | 4 | 5 |
| 6.2 | Students have access to college library services and collections, learning centers, and computer laboratories, and receive training to competently utilize the college's informational systems. | 1 | | | |
| 6.3 | Students may access the college's informational systems from off-site locations. | 2 | | | |
| 6.4 | The college provides effective maintenance and security for its library, laboratories and informational systems. | 5 | | | |
| 6.5 | The college periodically evaluates the library and learning support services provided to students and makes necessary improvement to ensure their adequacy in meeting student needs. | 1 | 3 | 3 | 5 |

ACCJC Standard II-C: Library and Learning Support Services

FCMAT Academic Achievement Standard 6.1 – Learning Support Services – Equipment and Materials

Professional Standard:

The college selects and maintains appropriate, current, and sufficient educational equipment and materials to support student learning.

Sources and Documentation:

1. Interview with El Camino College Chief Librarian
2. Interview with Compton Center Librarian
3. Interview with Compton faculty and administrators
4. Review of major goals for the Library/LRC (2008-09)
5. Interview with MIS Director, Compton Center
6. Interview with IT lead employee from El Camino College
7. Visits to computer labs

Progress on Implementing the Recommendations of the Recovery Plan:

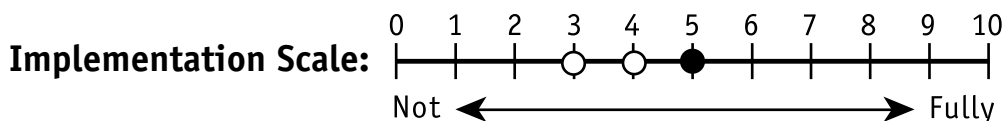
1. The review team met with the IT lead employee at El Camino College and the Director of MIS at the Compton Center. The Center's Instructional Technology Services department maintains an inventory of all student computer labs. The inventory contains information on type of equipment, number of stations in each lab and warranty expiration dates.
2. Since the last progress report, computer labs in the Library, LRC and Math/Science building have undergone hardware upgrades (July 2008). The writing center/language lab will be updated in winter 2009. Major network-based interactive learning systems for individualized basic skills instruction in the LRC have been installed and upgraded. These include New Century (upgraded in fall 2008), KeyTrain (installed in fall 2008) and PLATO (license slated to be upgraded in spring 2009). Compton Center will benefit from the site license acquired by El Camino College for TurnItIn.com to assist faculty in identifying plagiarism.
3. Technology workrooms were set up for faculty use in fall 2008. One is located in the LRC and the other in the Math/Science building. These rooms have computers, a printer and a scanner and will be most beneficial to adjunct faculty since they don't have offices.
4. The newly completed technology plan includes a recommended cycle for upgrades for all equipment at the Center. The El Camino Dean of Natural Sciences and staff members have conducted a survey of science lab equipment at the Center and made recommendations for updating and replacement. Center faculty in the sciences have been involved in the recommendation process. As of January, about \$20,000 has been allocated and spent to upgrade labs. The Career Technical area has received \$70,000 from state instructional equipment funds to upgrade and replace equipment in their area. In addition, the re-establishment of the Technology Committee, since it is inclusive in membership, could take a leadership role in identifying areas of need and monitoring the plan.

Planning efforts should continue in the Career/Technical and Math/Science areas for equipment and materials to enhance student success and tie the plans to budgeting. A process should be developed for the other instructional areas that will allow for evaluation and planning for materials and equipment to enhance student success and tie these plans to budgeting. Implementation of the technology plan should continue, adhering to timelines and goals. The success of the plan should be assessed annually until it is more established. The Technology Committee should be continued to provide broad based planning for technology at the Center and to monitor the Technology Plan.

5. One of the recent changes that should help sustain the efforts for current and sufficient educational equipment and materials to support student learning is the addition of three permanent Academic Deans to the administrative team at the Center. The Dean of Health and Human Services, the Dean of Academic Programs and the Dean of Career Technical have been in place since the summer of 2008 and can assist division chairs and the Administrative Dean in planning and budgeting for support equipment and materials. The faculty and division chairs seem pleased with the addition of these positions, and it appears that more detailed and goal oriented planning is taking place at the Center.

Standard Implemented: Partially

April 2007 Rating: 3
 January 2008 Rating: 4
 July 2008 Rating: 4
 March 2009 Rating 5



ACCJC Standard II-C: Library and Learning Support Services

FCMAT Standard 6.5 Learning Support Services – Library Evaluation

Professional Standard:

The college periodically evaluates the library and learning support services provided to students and makes necessary improvements to ensure their adequacy in meeting student needs.

Sources and Documentation:

1. Document: Major Goals for Library/LRC 2008-09
2. El Camino Community College District Institutional Self-Study Report in Support of Reaffirmation of Accreditation, October 2008 (Library Section)
3. Interviews with librarians, faculty, El Camino College and Compton Center administrators including the Chief Librarian at El Camino

Progress on Implementing the Recommendations of the Recovery Plan:

1. The new LRC has not been able to open on schedule due to construction and structural safety issues. However, the Center is moving forward with both evaluation and planning to ensure that student needs are met.
2. Money was allocated for the purchase of books, and this academic year the Center is spending an additional \$30,000 for library materials. Faculty have been invited to participate in recommending library materials and in suggesting culling of existing materials. Faculty in the Nursing Department regularly request titles to be added or deleted from the collection so that the medical books are always current. With the high cost of textbooks, some faculty have requested copies be made available to students in the library. The Center should provide a more formalized process for faculty to have input into acquisition and deletion of library materials in their discipline, such as a Library Advisory Committee composed of representative discipline faculty.
3. Standard 2.6 lists the new interactive learning systems in place, including KeyTrain. The KeyTrain software prepares students for the WorkKeys (ACT) exam and will be incorporated for use by students in the CAHSEE grant project.
4. The ITS staff has been working with the Library staff to evaluate the current catalog system, Voyager. The Center is reviewing whether to upgrade Voyager or convert to another system, and plans to hire a consultant familiar with the library systems to assist with assessing the library needs. This review is scheduled for spring 2009. The Library staff should continue to work with the IT department to evaluate technology for the LRC and develop a way to assess the process.
5. The Academic Deans hold regular staff meetings with library staff and faculty to develop and plan Library/LRC program review.
6. Two librarians have attended the February 2009 Academic Senate Librarian/Counselor Institute and participated in a session dealing with SLOs in this area. The Library and LRC should develop measurable SLOs.

7. A Library/LRC Faculty Coordinator was approved by the board in December 2008 and will serve until July 2009 on an interim basis. At that time, the plan calls for the hiring of a Library/LRC Director. Currently, the interim Coordinator is responsible for assisting with the new LRC building move and planning the replacement or upgrade of the Voyager catalog system.
8. The review team discussed the major goals for the Library/LRC with appropriate administrators and faculty, including the Chief Librarian at El Camino. The goals are:
 - Hire a Director of Library Services to provide effective leadership in all areas of the Library, LRC and related academic support services and technologies
 - Update the Voyager catalog system
 - Build the collection to better meet the Center's needs
 - Prepare for the move to the new LRC
 - Develop/reinstate policies and procedures, e.g., collection development, public service, outreach to faculty and students
 - Coordinate with other Compton Center computer labs, learning centers, tutoring services, basic skills offerings to provide seamless and expanded offerings to meet student demand and need
 - Stabilize the budget

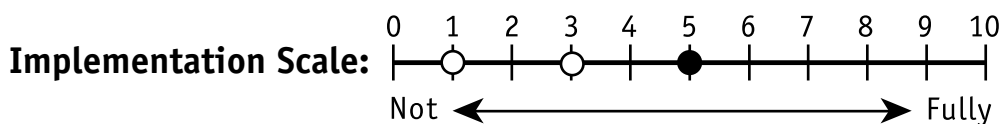
In addition, some members of the library group believe the Center needs a head librarian (faculty position) in addition to the approved Director position.

9. In discussions with the Chief Librarian from the El Camino campus and the administrative and faculty staff at the Compton Center, the review team noted the excellent cooperation between the two campuses to upgrade services to students.

The Center should continue to plan for the library support materials and equipment necessary to enhance and support student learning and tie the plan to budget.

Standard Implemented: Partially

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



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

- A. Human Resources – The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.
 - a. *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*
 - b. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*
 - c. *Faculty and others directly responsible for students progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*
 - d. *The institution upholds a written code of professional ethics for all its personnel.*
 2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.
 3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

- a. *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*
 - b. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*
4. The institution demonstrates thorough policies and practices an appropriate understanding of and concern for issues of equity and diversity.
 - a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*
 - b. *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*
 - c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.
 - a. *The institution plans professional development activities to meet the needs of its personnel.*
 - b. *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Use of FCMAT Professional and Legal Standards

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

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

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

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|--|-------------------|------------------|------------------|------------------|
| A. Human Resources | | | | | |
| Standard to be Addressed | | | | | |
| Organization and Planning - Personnel Management Standards | | | | | |
| 1.1 | An updated and detailed policy and procedures manual exists that delineates the responsibilities and operational aspects of the Human Resources Division. | 1 | 3 | 3 | 5 |
| 1.2 | The college has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees. | 1 | 3 | 3 | 6 |
| 1.3 | The Human Resources Division has developed a mission statement that sets clear direction for Division staff. The Human Resources Division has established goals and objectives directly related to the college's goals that are reviewed and updated annually. | 1 | | | |
| 1.4 | The Human Resources Division has an organizational chart and a functions chart that include the names and positions and job functions of all staff in the Human Resources Division. | 8 | | | |
| 1.5 | The Human Resources Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings. | 1 | 5 | 6 | 7 |
| Communications - Personnel Management Standards | | | | | |
| 2.1 | The Human Resources Division utilizes the latest technological equipment for incoming and outgoing communications. | 2 | 2 | 3 | 6 |
| 2.2 | The Human Resources and Business Divisions have developed and distributed a menu of services that includes the activities performed, the individual responsible, and the telephone numbers where they may be contacted. | 8 | | | |
| 2.3 | The Human Resources Division provides an annual report of activities and services provided during the year. | 0 | 0 | 1 | 3 |

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

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| 2.4 | The Human Resources Division staff is cross-trained to respond to client need without delay. | 0 | 2 | 3 | 4 |
| 2.5 | The Human Resources Division holds regularly scheduled staff meetings. | 1 | 5 | 6 | 7 |
| 2.6 | Various publications are provided on a number of subjects to orient and inform various clients. | 0 | | | |
| Employee Recruitment/Selection - Personnel Management Standards | | | | | |
| 3.1 | The Governing Board provides equal employment opportunities for all people without regard to race, color, creed, sex, religion, ancestry, national origin, age, or disability. | 1 | 3 | 3 | 5 |
| 3.2 | Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided. | 1 | 3 | 3 | 4 |
| 3.3 | The job application form requests information that is legal, useful, pertinent, and easily understood. | 1 | | | |
| 3.4 | The Human Resources Division has a recruitment plan that contains recruitment goals, including the targeting of adjunct faculty positions. The college has established an adequate recruitment budget that includes funds for travel, advertising, staff training, promotional materials and the printing of a year-end report, and that effectively implements the provisions of the college recruitment plan. | 0 | 1 | 2 | 3 |
| 3.5 | The college has developed materials that promote the college and community, are attractive, informative and easily available to all applicants and other interested parties. | 0 | | | |
| 3.6 | The college has identified people to participate in recruitment efforts, and has provided them with adequate training to carry out the college's recruitment goals. | 0 | | | |

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

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| 3.7 | The college has effectively identified a variety of successful recruitment sources, including Web sites, job fairs, and other colleges and universities publications. | 3 | | | |
| 3.11 | The college systematically initiates and follows up on reference checking on all applicants being considered for employment. | 1 | 3 | 5 | 6 |
| 3.12 | Selection procedures are uniformly applied. | 1 | 3 | 5 | 6 |
| 3.13 | The college appropriately monitors faculty assignments and reports as required. | 1 | 3 | 4 | 5 |
| 3.14 | Appropriateness of required tests for specific classified positions is evident. | 4 | | | |
| 3.15 | The college has implemented procedures to comply with state legislation governing short-term employees. | 1 | | | |
| 3.16 | In the merit system, recruitment and selection for classified service are delegated to the Personnel Commission. | Not applicable | | | |
| 3.17 | The Personnel Commission prepares an eligibility list of qualified candidates for each classified position that is open, indicating the top three candidates. | Not applicable | | | |
| 3.18 | Classified recruitment results are provided in an annual report to the Personnel Commission Board. | Not applicable | | | |
| Employee Induction and Orientation - Personnel Management Standards | | | | | |
| 4.1 | Initial orientation is provided for all new staff, and orientation handbooks are provided for new employees in all classifications: certificated and classified employees including full-time, part-time, hourly, limited-term. | 1 | 4 | 4 | 5 |
| 4.2 | The Human Resources Division has developed materials of the college's activities and expectations for new employee orientation. | 4 | | | |

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

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|---|-------------------------|------------------------|------------------------|------------------------|
| 4.3 | The Human Resources Division has developed an employment checklist to be used for all new employees that includes college forms and state and federal mandated information. The checklist is signed by the employee and kept on file. | 1 | 3 | 5 | 6 |
| Operational Procedures - Personnel Management Standards | | | | | |
| 5.1 | Personnel files are complete, well-organized and up to date. | 1 | 3 | 5 | 7 |
| 5.2 | The Human Resources Division non-management staff members have individual desk manuals for all of the personnel functions for which they are held responsible. | 1 | | | |
| 5.3 | The Human Resources Division has an operation procedures manual for internal department use in order to establish consistent application of personnel actions. | 1 | 2 | 5 | 7 |
| 5.4 | The Human Resources Division has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans with Disabilities Act (ADA) requirements. | 1 | 1 | 2 | 3 |
| 5.5 | The Human Resources Division has procedures in place that allow for both personnel and payroll staff to meet regularly to solve problems which develop in the process of new employees, classification changes, and employee promotions. | 1 | 4 | 5 | 6 |
| 5.6 | Wage and salary determination and ongoing implementation are handled without delays and conflicts (temporary employees, stipends, shift differential, etc.). | 4 | 4 | 5 | 6 |
| 5.7 | Regulations or agreements covering various types of leaves are fairly administered. | 4 | 4 | 4 | 5 |
| 5.8 | Human Resources Division staff members attend training sessions/workshops to keep abreast of the most current acceptable practices and requirements facing Human Resources administrators. | 5 | | | |

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

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| 5.9 | The Human Resources Division provides employees with appropriate forms for documenting requested actions (e.g. leaves, transfers, resignations, and retirements). | 3 | | | |
| 5.10 | Established staffing formulas dictate the assignment of personnel to the various programs. | 0 | | | |
| State and Federal Compliance - Personnel Management Standards | | | | | |
| 6.1 | Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees. | 1 | 5 | 6 | 7 |
| 6.2 | The Governing Board requires every employee to present evidence of freedom from tuberculosis as required by state law. | 4 | | | |
| 6.4 | A clear implemented policy exists on the prohibition of discrimination. | 1 | | | |
| 6.5 | All certificated employees hold one or more valid certificates, credentials or diplomas or equivalencies that allow the holder to engage in services designated in the document. | 4 | 6 | 8 | 8 |
| 6.8 | The college has established a process by which all required notices and training sessions have been performed and documented such as those for sexual harassment and nondiscrimination. | 1 | 3 | 4 | 5 |
| 6.9 | The college is in compliance with Title IX Policies on discrimination and Government Code 12950(a) posting requirements concerning harassment or discrimination. | 3 | 5 | 6 | 7 |
| 6.10 | The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA). | 5 | 6 | 8 | 8 |
| 6.11 | The college is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications. | 2 | 5 | 6 | 7 |

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

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| 6.12 | The college is in compliance with the Americans with Disabilities Act (ADA) in application procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges of employment. | 1 | 2 | 3 | 3 |
| 6.13 | The college has identified exempt and nonexempt employees and has promulgated rules and regulations for overtime that are in compliance with the Fair Labor Standards Act and California statutes. | 1 | 3 | 3 | 3 |
| 6.14 | Current position descriptions are established for each type of work performed by certificated and classified employees. | 1 | 1 | 3 | 6 |
| 6.15 | The college obtains a criminal record summary from the Department of Justice before employing an individual, and does not employ anyone who has been convicted of a violent or serious felony. | 1 | 5 | 6 | 7 |
| Use of Technology - Personnel Management Standards | | | | | |
| 7.1 | An online position control system is utilized and is integrated with payroll/financial systems. | 8 | | | |
| 7.3 | The certificated and classified departments of the Human Resources Division have an applicant tracking system. | 0 | 1 | 2 | 7 |
| 7.4 | The Human Resources Division has a program providing funds and time for staff training and skills development in the use of computers. | 1 | | | |
| 7.5 | The Human Resources Division has computerized its employee database system including, but not limited to: credentials/qualifications, seniority lists, evaluations, personnel by funding source/program/location, and Workers' Compensation benefits. | 8 | | | |
| Staff Training - Personnel Management Standards | | | | | |
| 8.1 | The college has developed a systematic program for identifying areas of need for training for all employees. | 0 | 3 | 4 | 6 |

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

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| 8.2 | The college makes provisions for division-directed professional development activities. | 1 | | | |
| 8.3 | Faculty, staff and other members of the college are provided with diversity training. | 1 | | | |
| 8.4 | The college has adopted policies and procedures regarding the recognition and reporting of sexual harassment. | 1 | | | |
| 8.5 | The college provides training for all management and supervisory staff responsible for employee evaluations. | 1 | 1 | 3 | 5 |
| 8.6 | The college provides training opportunities to managers and supervisors in leadership development and supervision. Training topics might include interpersonal relationships, effective supervision, conflict resolution, cultural diversity, gender sensitivity and equity, and team building. | 1 | | | |
| 8.7 | The college develops handbooks and materials for all training components. | 0 | | | |
| Evaluation/Due Process Assistance - Personnel Management Standards | | | | | |
| 9.1 | The evaluation process is a regular function related to each employee and involves criteria related to the position. | 2 | 1 | 3 | 6 |
| 9.2 | Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers. | 2 | 1 | 3 | 6 |
| 9.3 | The Human Resources Division provides a process for the monitoring of employee evaluations and the accountability reporting of their completion. | 1 | | | |
| 9.4 | The Human Resources Division has developed an evaluation handbook and provided due process training for managers and supervisors. | 1 | 1 | 3 | 6 |
| 9.5 | The Human Resources Division has developed a process for providing assistance to certificated and classified employees performing at less-than-satisfactory levels. | 2 | | | |

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

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|--|-------------------------|------------------------|------------------------|------------------------|
| 9.6 | The board evaluates the president based upon pre-approved goals and objectives. | 1 | | | |
| 10.2 | The Human Resources Division has developed recognition programs for all employee groups. | 0 | | | |
| Employee Services - Personnel Management Standards | | | | | |
| 10.3 | The Human Resources Division has available to its employees various referral agencies to assist employees in need. | 10 | | | |
| 10.4 | Employee benefits are well understood by employees through periodic printed communications provided by the Human Resources Division. Timely notification of annual open enrollment periods is sent to all employees. | 8 | | | |
| 10.5 | The Human Resources Division provides new hires and current employees with a detailed explanation of benefits, the effective date of coverage, along with written information outlining their benefits and when enrollment forms must be returned to implement coverage. | 8 | | | |
| 10.6 | Employees are provided the state's injury report form (DWC Form 1) within one working day of having knowledge of any injury or illness. | 8 | | | |
| 10.7 | The college notifies the third party administrator of an employee's claim of injury within five working days of learning of the injury and forwards a completed Form 5020 to the insurance authority. | 8 | | | |
| 10.8 | The college's workers' compensation experiences and activities are reported periodically to the President's cabinet. | 0 | | | |
| 10.9 | The workers' compensation unit is actively involved in providing injured workers with an opportunity to participate in a modified duty program. | 1 | | | |

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

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| 10.10 | The workers' compensation unit maintains the California OSHA log for all work sites and a copy is posted at each work site during the month of February as required. | 1 | | | |
| Employer/Employee Relations - Personnel Management Standards | | | | | |
| 11.1 | The college has collected data that compare the salaries and benefits of its employees with colleges of similar size, geographic location and other comparable measures. | 1 | | | |
| 11.2 | The Human Resources Division involves administrators in the bargaining and labor relations decision making process. | 1 | | | |
| 11.3 | The Human Resources Division provides all managers and supervisors (certificated and classified) training in contract management with emphasis on the grievance process and administration. The Human Resources Division provides clearly defined forms and procedures in the handling of grievances for its managers and supervisors. | 1 | 1 | 1 | 5 |
| 11.4 | The Human Resources Division provides a clearly defined process for bargaining with its employee groups (i.e., traditional, interest-based). | 1 | 1 | 3 | 4 |
| 11.5 | The Human Resources Division has a process that provides management and the board with information on the impact of bargaining proposals, e.g., fiscal, staffing, management flexibility, student outcomes. | 1 | 1 | 1 | 3 |
| 11.6 | Bargaining proposals and negotiated settlements are "sunshined" in accordance with the law to allow public input and understanding of employee cost implications and, most importantly, the effects on the students of the college. | 5 | | | |

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

| ACCJC Standard III-A Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| Employee Benefits/Workers' Compensation - Personnel Management Standards | | | | | |
| 12.1 | The college has its self-insured workers' compensation programs reviewed by an actuary in accordance with Education Code Section 17566 and filed with the appropriate agencies. | 8 | | | |
| 12.2 | Timely notice of annual open enrollment period is sent to all eligible employees. | 10 | | | |

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

ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 1.1 – Organization and Planning

Professional Standard:

An updated and detailed policies and procedures manual exists that delineates the responsibilities and operational aspects of the Human Resources Division.

Sources and Documentation:

1. Interviews with the Dean of Human Resources and other Human Resources Division staff
2. Review of former policies and procedures affecting academic and classified personnel
3. Review of current plans and priorities enumerated by the Associate Vice President of Human Resources for El Camino College
4. Collective bargaining agreements impacting policies and procedures
5. Human Resources Procedure Manual
6. Letter from attorney regarding merit system
7. Administrative Policy 7120 (draft)
8. Employees' Personnel Policy and Procedures Handbook
9. Operations Manual for HR Staff Members Assigned Duties

Progress on Implementing the Recommendations of the Recovery Plan:

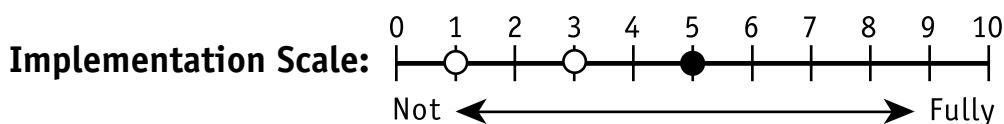
1. The Compton Center continues to operate under the Personnel Commission Rules and Regulations for the classified service even though the Commission was terminated under the provisions of AB 318. A legal opinion provided to El Camino College and the Compton Center previously clarified that the Commission's Rules and Regulations are to remain in effect while the Special Trustee serves as the Personnel Commission in addition to his role as the Board of Trustees for the Compton CCD. The most recent site visit by FCMAT confirmed the continuation of this administrative process and its effectiveness in administering the policies and procedures affecting classified personnel. Confirmation was attained through a comprehensive review of recent classified recruitment/selection procedures and the process by which classified eligibility lists are created and approved.
2. Interactions between the Compton Center and El Camino College instructional programs and human resources administration affect the manner in which the Center addresses related policies and operational procedures regarding academic personnel. During FCMAT's last visit, negotiations between Compton CCD and the American Federation of Teachers (AFT) resulted in a collective bargaining agreement that directly affected personnel practices pertaining to such issues as faculty evaluation procedures. The agreement specified a new methodology for the scheduling and conduct of tenured academic members' evaluation procedures. The Compton Center instructional administration and human resources have utilized the past academic year to implement the terms of that evaluation provision, and HR has worked diligently to ensure that the mandated process and procedures are adhered to for all faculty. Evaluation forms and guidelines have been finalized and are included in the faculty agreement.
3. It is the ongoing intent of the El Camino College administration to implement its Human Resources policies and procedures at the Compton Center over a period of time to ensure an

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

4. The Compton Center Human Resources department operational manual contains current policies and procedures related to employment and employee benefits. Although most policies are now in place, the procedures need to be effectively communicated to management staff or other key personnel. In addition, there is a clear need to train management and other key personnel regarding changes in policies, procedures and practices.
5. The Compton Center Human Resources Department has done a commendable job in the continued improvement and expansion of the Employees' Personnel Policy and Procedures Handbook. Staff have incorporated additional modifications as a result of provisions added and modified in the latest collective bargaining agreements. The Employee Handbook was reviewed by the Center's Shared Governance Committee in December 2008 and distributed campuswide in January 2009.
6. The Compton Center HR staff have done a commendable job in developing operational procedures and a DVD detailing how to perform the duties and responsibilities of their assigned position. The Dean of HR directed and assisted department staff in developing and presenting a DVD PowerPoint presentation to other staff during a regular department meeting. The DVD is available for internal use and as a communication tool for various constituent groups and administrators about department operations and procedures.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 1.2 – Organization and Planning

Professional Standard:

The college has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees.

(For this review, the “board” is interpreted to mean Special Trustee since the board has been set aside by AB 318. “Administration” is interpreted to relate to the group of regular and temporary management personnel working under the direction of the Provost and assigned to the Compton Center.)

Sources and Documentation:

1. Board policies in effect subject to official action of the Special Trustee
2. Interviews of the Special Trustee and the Dean of Human Resources
3. AB 318 regarding authority of former board policies and roles
4. Faculty, management and classified hiring procedures
5. AP 7120, Recruitment and Hiring procedures (draft)
6. Board agendas through April 2008 indicating personnel actions, job description and other submittals to the board/Special Trustee affecting human resources operations
7. Handbook for Classified Employees (8/08)
8. List of administrators

Progress on Implementing the Recommendations of the Recovery Plan:

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

utilizes appropriate recruitment, testing, development and approval of appropriate eligibility lists. Although the Board of Trustees' responsibilities remain separate and unchanged with respect to personnel actions, the Special Trustee carries out these responsibilities serving as the board. These responsibilities include hiring, separation from employment (resignation, retirement and disciplinary termination), promotion (excluding testing and selection for promotional positions), and implementing disciplinary actions that have been completed operationally by the Personnel Commission, to include the conduct and procedures of disciplinary hearings.

Because these responsibilities pertain to the Compton District and not the Compton Center, the El Camino CCD Board of Trustees is not directly involved in them. The Compton CCD Special Trustee and the President of El Camino College communicate openly and continually on potential areas of conflict. A similar open and continuous communication now exists between the Human Resources departments for the Compton Center and for El Camino College. That communication and the work of the Compton Center HR Department facilitates effective administrative procedures and ensures that faculty and administrators assigned to the Compton Center meet the qualifications for similar positions at El Camino College.

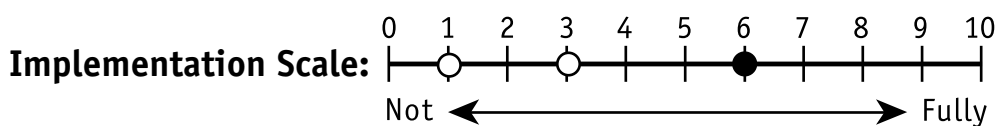
- a. Although the Compton District Personnel Commission has been set aside, the merit system Rules and Regulations remain in place and are fully operational as confirmed by review of documents and personal interviews.
 - b. The Special Trustee regularly and consistently approves new hires for classified, academic personnel and administrative positions according to applicable procedures while acting as the Compton District Board of Trustees. These actions have resulted from the use of classified employee re-employment lists, established and administered in accordance with California Education Code, and/or open and promotional recruitment procedures applicable to respective employee categories.
3. As the Compton Center, El Camino College and Compton CCD administrations have made considerable efforts to align the number of full-time faculty with actual student enrollment, recruitment and selection of full-time faculty positions has been limited. Unfortunately, the Compton Center has been operating and managing its instructional program with a series of interim chief instructional officers; this has hampered efforts to establish more effective accountability for teaching loads and efficient use of faculty. As a result, a closer correlation between staffing levels and instructional program offerings has been detrimentally affected. At the same time, the Compton Center instructional and Human Resources administrative staff continue to develop an effective working relationship with the instructional leadership at El Camino College. Part of that relationship involves the determining appropriate staffing levels for the Compton Center instructional programs and verifying that faculty members are qualified (through recruitment, additional training or equivalency processes) to teach courses/instructional disciplines to which assigned. There is still an expectation among faculty, based on statements allegedly made by the State Chancellor, that for an unspecified period of time, no faculty will be laid off as a means to enact the requisite balance between the number of full-time faculty and instructional programs.
 4. Despite the reported significant increase in FTES for the 2007-08 academic year, it does not seem fiscally prudent to maintain a level of faculty staffing that is based on the much higher

student enrollment that existed at the Compton CCD prior to the assignment of a Special Trustee to manage the district. Especially in view of the significant budgetary reductions projected for the California Community College system, further study is required to determine reasonable levels of faculty staffing based on annual projected enrollments and course offerings. Such a study is reportedly under way, but a clear decision must be reached to initiate an intensive, effective communication process that includes Center, district and community constituent groups.

5. The Special Trustee, acting as the Board of Trustees and as the Personnel Commission, is operating consistently under his understanding of this complex staffing matter.
6. The Compton Center HR Department has completed and published final version of an operations manual that incorporates El Camino College’s policies and procedures as well as the terms of the revised collective bargaining agreements reached with Compton’s classified and faculty employee organizations. Although commendable progress has been made, several months may be required before all the elements are in place. Additional concerns are as follows:
 - a. The Compton Center continues to employ many new and temporary/interim administrators. As a result of the consistent turnover of administrators and continued employment of temporary/interim personnel – some of which are legally employed as consultants rather than employees – there are legal limitations on who is authorized to evaluate Compton Center personnel (classified, faculty lower level management personnel). Employees hired as consultants lack the legal authority to conduct evaluations, thus creating issues about who actually serves as evaluator for affected employees. The issue of which administrators are legally empowered to evaluate subordinates is recognized and addressed in an effort to implement an effective evaluation system. However, that situation combined with the transitory nature of regular administrators as well as temporary/interim personnel continues to detract from an efficient and effective employee evaluation program.
 - b. The human resources staff has developed a plan to train administration regarding new policies and procedures affecting personnel actions. There is a draft of new policies and procedures (AP 7120) which has now been adopted and is in place. The El Camino CCD mission statement has been adopted and incorporated as the mission statement for the Compton Center.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 1.5 – Organization and Planning

Professional Standard:

The Human Resources Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings.

Sources and Documentation:

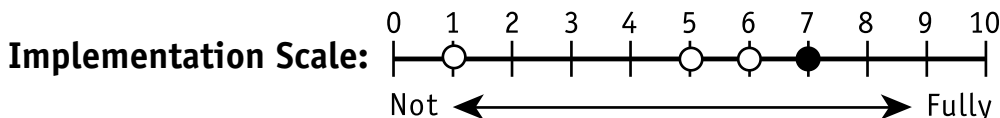
1. Interviews with all Human Resources staff
2. Calendars (beginning 6/07 to 10/07) and memoranda regarding key dates
3. Calendars from 11/07 to 5/08
4. List of administrators, Compton Center (1/5/09)
5. October 2008 Human Resources activities calendar

Progress on Implementing the Recommendations of the Recovery Plan:

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

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 2.1 – Communications

Professional Standard:

The Human Resources Division utilizes the latest technological equipment for incoming and outgoing communications.

Sources and Documentation:

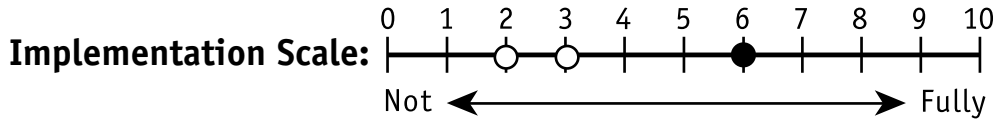
1. Interviews of Human Resources staff and examination of technology equipment utilized
2. Interview with the Director of Information Technology Services
3. Review of operating manual for new RICOH copier
4. Manuals for operating and training on Greentree

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR staff has acquired new computer equipment and associated software that is adequate for its needs. The equipment also expedites connectivity to the Los Angeles County Office of Education for communicating human resources and payroll-related information. Although there is some duplication of effort to maintain one internal HR system for the Compton Center and a separate system with the county office of education, it is more effective and efficient than previous operations.
2. The Compton Center HR Department has access to the Internet using equipment that is up-to-date and effective in facilitating work requirements of the department.
3. The Compton Center HR Department has acquired user rights and appropriate training to implement Greentree, a software system that facilitates employee selection processes, statistical analysis of applicant pools to assist in diversity efforts, and effective and efficient communication with applicants for each recruitment. Selection and successful implementation of the Greentree software was a result of considerable research and collaboration between the El Camino and Compton Center HR departments.
4. The Compton Center HR Department has acquired copy machine equipment that facilitates effective and efficient duplication, collating and fax capabilities that can be linked to the staff's computer equipment at their respective workstations.
5. The Compton Center HR staff have established a designated room and a laptop terminal for use by applicants as a means to facilitate an effective recruitment/selection process as well as providing information on the Center and vacancy announcements from surrounding public sector and educational organizations. Applicants can use the computer terminal available to prepare and submit online application materials to be used by the Greentree system, and HR staff are available to assist with the process.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 2.3 – Communications

Professional Standard:

The Human Resources Division provides an annual report of activities and services provided during the year.

Sources and Documentation:

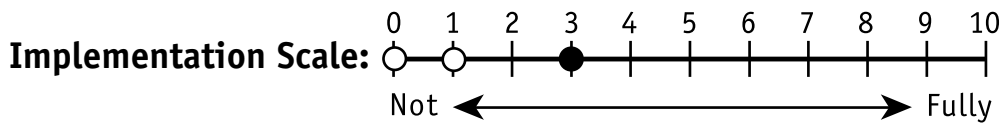
1. Interviews of division staff and the Compton Center Dean of Human Resources
2. Materials provided by the staff regarding past practices
3. Human Resources monthly reports covering March-May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department has initiated regular reporting to the Compton Center Provost, the Compton College District Special Trustee, the Compton College District Board of Trustees and Personnel Commission. Although the information is currently provided to the Special Trustee acting in the capacity of the Board of Trustees and Personnel Commission, the report format and information will easily transition to the regular board when Compton CCD reattains accreditation.
2. The Compton Center HR Department maintains electronic records pertaining to numbers and ethnic origins of applicants for each stage of the recruitment/selection process (application, initial interview, final interview and successful applicant) to monitor the diversity efforts and accomplishments of the Center. Although there is a need to do an observation assessment of those candidates that do not elect to self-identify, the recently acquired Greentree applicant tracking software facilitates the general HR processes as well as monitoring the diversity in each recruitment/selection process. Implementation of Greentree will also help refine reporting contents in the future. Reporting information addressing the recruitment source (publication, Web site or source that encouraged candidates to submit their application materials) will be informative and could assist in evaluating and maximizing the recruitment budget.
3. The Compton Center Dean of Human Resources has initiated a monthly report to the Compton Center Provost addressing such matters as vacancies, number of applicants, positions filled, terminations, data on workers' compensation claims, legal updates, collective bargaining matters, grievances and other requested information (from the Special Trustee or Provost). Monthly reports should include a list of special projects and progress reports, projections and objectives identified for the next reporting period and other pertinent data required by management. FCMAT was unable to verify how these reports are used in the Compton Center strategic planning process.
4. The Compton Center HR Department developed and completed an annual report for the 2007-08 fiscal year detailing HR operations for the Center. It is anticipated that this report will continue to be expanded and improved.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 2.4 – Communications

Professional Standard:

The Human Resources Division staff is cross trained to respond to client needs without delay.

Sources and Documentation:

1. Interviews of Compton Center HR Department staff members
2. Interview of Dean and other leadership
3. Staff-prepared list of cross trained activities
4. PowerPoint materials recorded on CD and in printed format

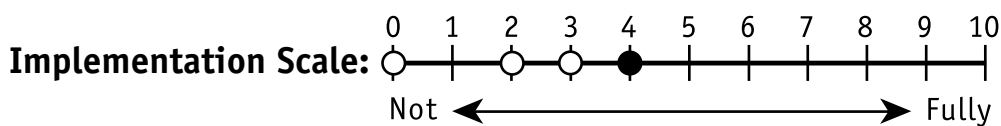
Progress on Implementing the Recommendations of the Recovery Plan:

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

2. Interviews with the Compton Center Dean of HR and department employees confirm progress in cross training in the following areas: health and welfare benefits administration; generation of faculty assignments; receipt and processing of candidate applications and related materials; entering employee data into the information technology system; and personnel file maintenance. In addition, the classified and certificated recruitment areas are being cross trained, and the benefits and workers' compensation functions have made progress in cross training. Additional cross training will be conducted in the next phase of staff development activities for department staff.
3. Compton Center HR employees continue to learn the El Camino CCD HR operational process, procedures and methodology, as well as maintaining control over the layoff lists, re-employment lists and other matters affecting the Center. Other, more informal training is conducted by the Chief Human Resources Officer of El Camino to address topics such as equivalency determination (those lacking in degree requirements of the Chancellor's Office minimum qualification list, but may have a related degree and/or experience that would be "equivalent" to such minimum requirements) for applicants, determination of accredited institutions for higher education and similar topics associated with efficient HR operations.
4. There are approximately 135 employees in nearly 45 job classifications employed at the Compton Center, which represents a significant reduction from the last year that Compton functioned independently as a community college district. Not only does that staff reduction magnify the need for cross training as a component of the institutional (and HR Department) culture, it also provides the opportunity to facilitate the implementation of cross training while the organization is smaller.
5. Cross training should continue. The Compton Center HR Department staffing level is sufficient to allow cross training opportunities for all department staff.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 2.5 – Communications

Professional Standard:

The Human Resources Division holds regularly scheduled staff meetings.

Sources and Documentation:

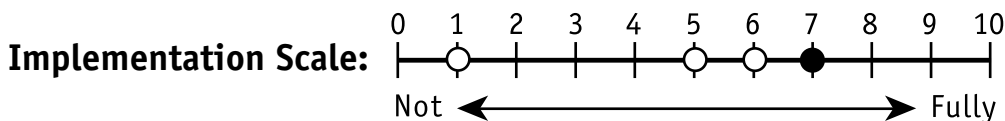
1. Interviews with the Compton Center HR Dean and department staff
2. Review of minutes of staff meetings from June 2007 to October 2007
3. Review of minutes of staff meetings for February and March 2008
4. Minutes of staff meetings in 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department has been conducting regular monthly staff meetings since June 2007. Although the meetings and agenda topics are commendable, there appears to be a periodic need for additional sessions on a temporary basis to effectively implement such projects as training, cross training, communication and strategic planning. The Compton Center HR Department has made significant progress in scheduling and conducting regular meetings, and with the associated operational and communication improvements that can be attributed to such meetings.
2. A review of the meeting summaries confirms that these comprehensive summaries are prepared for each meeting and that clear action items and accountabilities are identified. In addition, the ongoing agenda item of addressing corrective action of the FCMAT reporting and continuing assessment is a contributing factor to the improvements obtained. These meetings have produced good results for over a year at this point.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.1 – Employee Recruitment/Selection

Professional Standard:

The Governing Board provides equal employment opportunities for all people without regard of race, color, creed, sex, religion, ancestry, national origin, age or disability.

Sources and Documentation:

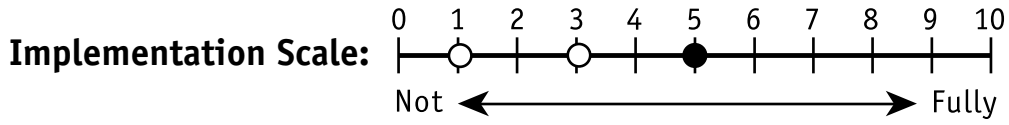
1. Board Policy 7100, Commitment to Diversity (undated)
2. Interviews with Compton Center HR Dean, Interim Vice President of HR for El Camino CCD, Compton Center HR staff, other Center administrative and academic staff
3. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and part-time (adjunct) faculty selection
4. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
5. Personnel Commission Rules and Regulations for Classified Employees, 9/05
6. Application forms and information materials, including vacancy notices and distribution list of vacancy notices
7. Demographics for five recent recruitment/selection procedures for different employee groups
8. MIS data reports
9. Adverse impact reports recently available

Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures are now in effect that detail the process to advertise, recruit, screen and select qualified administrators, faculty and classified staff within the parameters of equal opportunity as well as faculty and staff diversity guidelines.
2. Statistical information, including diversity monitoring at each level of the selection process, is maintained by Compton Center HR staff on applicant pools for each category of employee recruitment/selection including adverse impact reports. These activities are enhanced and improved by the acquisition and use of the Greentree software system. The staff utilizes the Greentree system and Excel databases to enter and interpret data on applicant demographics.
3. FCMAT was provided with details on the gender and ethnicity of applicants. The percentage of applicants whose ethnic origin is unlisted or unknown has decreased to less than 2%.
4. Selection committee members are now provided a utilization analysis (diversity analysis) for the department to which the vacant position is assigned. The purpose of such action is to assist in the selection committee members' awareness and sensitivity to the diversity composition of the affected department and to encourage diversity efforts of the Compton Center and El Camino CCD before the screening selection process begins.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.2 – Employee Recruitment/Selection

Professional Standard:

Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.

Sources and Documentation:

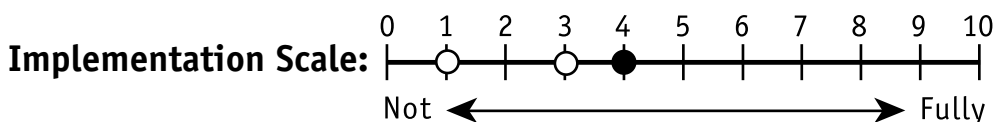
1. Interviews with Compton Center Dean of HR, HR Department staff, other Center administrative and faculty members
2. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full- and part-time (adjunct) faculty selection
3. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
4. Personnel Commission Rules and Regulations for Classified Employees, 9/05
5. Application forms and information materials, including vacancy notices and distribution list of vacancy notices

Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures have been implemented by Compton Center HR staff that detail the process to advertise, recruit, screen and select qualified administrators, faculty and classified staff within the parameters of equal opportunity, affirmative action and staff diversity.
2. Statistical information of the ethnic composition of the applicant pool at each level of the selection process is maintained through the implementation of the Greentree software system. Staff have undergone sufficient training to effectively utilize the system and resultant information to improve the effectiveness for each category of employee recruitment/selection processes.
3. FCMAT was provided with details on the gender and ethnicity of applicants. The percentage of applicants whose ethnic origin is unlisted or unknown has decreased to less than 2%.
4. Application forms and materials clearly emphasize the commitment of the Compton Center to equal employment opportunity. The provision does not identify the EEO compliance officer to whom information and/or complaints can be directed.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 3 |
| July 2008 Rating: | 3 |
| June 2009 Rating: | 4 |



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.4 – Employee Recruitment/Selection

Professional Standard:

The Human Resources Department has a recruitment plan that contains recruitment goals, including the targeting of adjunct faculty positions. The college has established a recruitment budget that includes funds for travel, advertising, staff training, promotional materials and printing a year-end report, and that effectively implements the provisions of the college recruitment plan.

Sources and Documentation:

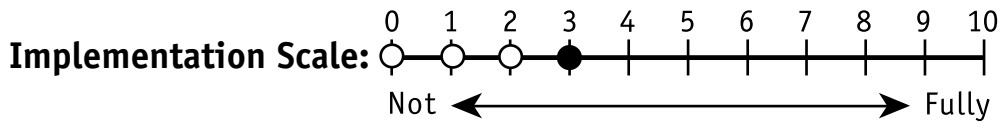
1. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full- and part-time (adjunct) faculty selection
3. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
4. Personnel Commission Rules and Regulations for Classified Employees, 9/05
5. Application forms and information materials, including vacancy notices and distribution list
6. Recruitment Status Report indicating division and department of assignment, status (open, closed, pulled, not posted) and status comments
7. Registration invoice for (January) 2007 California Community Colleges Annual Job Fair in Los Angeles
8. Employment Interest Form available for potential applicants
9. April 2008 budget for the Compton Center
10. Announcement of a Town Hall meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR department is provided a budget allocation that includes appropriations for advertising, staff training, conferences and equipment. However, a significant need continues for positive public relations/promotional materials to enhance and create positive visibility of the employment opportunities in all employee categories at the Compton Center.
2. The Compton Center has participated in the public relations program developed by El Camino to enhance the community and state image of the Center as a means to facilitate a more effective instructional outreach and employee recruitment programs. Public relations programs are viewed as the responsibility of El Camino College although the Compton Center HR Department actively engages in promotional activities to facilitate recruitment/selection for regular and adjunct faculty, classified and administrative positions.
3. A memo was distributed to Compton Center faculty and staff in January 2009 announcing the implementation of the Faculty/Staff Ambassadors Program and listing six activities in which faculty/staff could participate. These included college fairs, outreach booths, door-to-door contact in the neighborhoods surrounding the campus, distribution of outreach folders, assembling of folders and packets, and a phone campaign.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.11 – Employee Recruitment/Selection

Professional Standard:

The college systematically initiates and follows up on reference checking on all applicants being considered for employment.

Sources and Documentation:

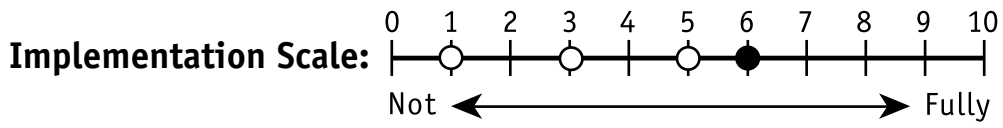
1. Board Policy 7100, Commitment to Diversity (undated)
2. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
3. Faculty and Staff Diversity EEO Plan (9/05)
4. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and part-time (adjunct) faculty selection
5. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
6. Personnel Commission Rules and Regulations for Classified Employees, 9/05
7. Reference Check Form for Management and Faculty Candidates (1/07)
8. Reference Check Form for Classified Employees (5/07)
9. Revised Application Form for Classified and Academic Candidates

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Faculty and Staff Diversity/Equal Employment Opportunity Plan clearly identifies the process and procedures to be used by administration in performing reference checks on candidates for employment.
2. The Reference Check Form for Classified and Certificated Personnel contains nine questions to be posed to those contacted. The questions are specific and pertinent to the screening process.
3. The Reference Check Form for Classified Personnel addresses topics such as length of time the reference has known the candidate, cooperation with co-workers, acceptance of criticism, would the reference rehire the candidate and “additional comments.”
4. Employee selection procedures identify the Compton Center HR staff, Selection Committee Chair and selection committee members as those who perform background reviews and complete the Center forms with the candidate’s specified references and “others who are likely to have relevant information about the candidate’s suitability for employment.” These procedures are routinely completed by selection committees. They are monitored by the Compton Center Dean of Human Resources as part of personnel selection and equal employment opportunity procedures.
5. The reference/background checking forms are utilized in accordance with the directions and criteria established by the Compton Center HR Department. Further, they are properly completed during each recruitment process by the appropriate personnel.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.12 – Employee Recruitment/Selection

Professional Standard:

Selection procedures are uniformly applied.

Sources and Documentation:

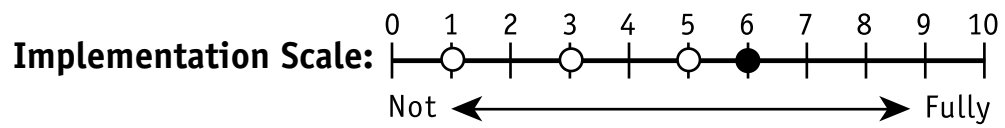
1. Board Policy 7100 – Commitment to Diversity (undated)
2. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
3. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and part-time (adjunct) faculty selection
4. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
5. Personnel Commission Rules and Regulations for Classified Employees, 9/05
6. Application forms and information materials, including vacancy notices and distribution list for vacancy notices
7. Interview with Dean of Human Resources – 3/09

Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures have been modified and put into operation by the Compton Center HR Department to advertise, recruit, screen and select qualified administrators, faculty and classified staff within affirmative action and equal opportunity parameters.
2. Statistical information is maintained on applicant pools for each category of employee recruitment/selection processes through the ongoing utilization of the Greentree software system.
3. FCMAT was provided with details on the gender and ethnicity of applicants. The percentage of applicants whose ethnic origin is unlisted or unknown has decreased to less than 2%.
4. Compton Center HR staff are now providing selection committee members with a department utilization analysis to report the ethnic composition to assist in identifying diversity goals before the screening/selection process begins.
5. Compton Center HR management and staff consistently reflect a commitment to the uniform application of the selection procedures for employees at all levels of the organization.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 3 |
| July 2008 Rating: | 5 |
| June 2009 Rating: | 6 |



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.13 – Employee Recruitment/Selection

Professional Standard:

The college appropriately monitors faculty assignments and reports as required.

Sources and Documentation:

1. Interview with Dean of HR and Compton Center HR Department Staff and Vice President of Human Resources for El Camino CCD
2. Interview with Compton Center Interim Vice President of Academic Affairs
3. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full- and part-time (adjunct) faculty selection
4. Compton CCD Administrator Selection Procedures (May 10, 2007), including educational administrator retreat rights
5. Application forms and information materials, including vacancy notices and distribution list for vacancy notices
5. FSA Audit Report (Adjunct Faculty), July 2007
6. FSA Audit Report (Full-Time Faculty), August 2007
8. Compton Educational Center Faculty Teaching Load Report
9. Interview with Dean of Human Resources – 3/09

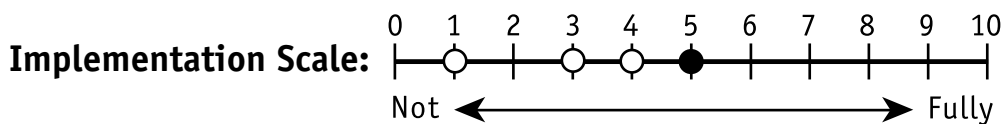
Progress on Implementing the Recommendations of the Recovery Plan:

1. Candidates for employment as faculty members are carefully evaluated to ensure they meet the qualifications specified in the California Community Colleges Chancellor's Office published booklet of minimum qualifications to teach in instructional disciplines through applicable degrees or the equivalency process in place for El Camino CCD and administered by its HR Department.
2. Upon selection, official transcripts are re-evaluated by Compton Center HR staff to ensure that minimum qualifications are met for the discipline in which the candidate will be employed, either through educational accomplishments or the El Camino equivalency process. The El Camino Vice President-Human Resources and the Vice President-Instruction sign off on equivalencies as the approving authority. Division chairs may make recommendations only regarding an applicant's ability to be certified as meeting the requisite minimum qualifications through the equivalency process.
3. The Compton Center HR Department staff fully cooperated and coordinated with the El Camino College HR Department in a comprehensive analysis of Compton's full-time faculty members and adjunct faculty. The audit report information for both full-time and adjunct faculty was completed in August 2007. Since that time Compton Center HR staff have exhibited a regular and consistent practice to effectively coordinate with the Vice President of Human Resources and HR Department administrators to ensure that minimum qualifications are met. The process is especially adhered to in the evaluation of equivalency standards. The Vice President of HR for El Camino uses the process as an important professional development activity with Compton Center HR staff to expedite the equivalency determination by El Camino administration.

4. The Compton Center HR and Academic Affairs Departments are diligent and closely coordinate the regular monitoring of faculty assignments to ensure that both full-time and adjunct instructors meet the minimum qualifications for assigned classes.
5. With the acquisition of new computer information hardware and systems by the Compton Center HR staff, there are adequate technology systems available to facilitate and expedite administrative review of the qualifications of full-time and adjunct faculty to teach in an assigned discipline as well as to determine and publish faculty loads to ensure compliance with state and district mandates.
6. Compton Center HR staff members have cooperated with El Camino CCD HR in developing and utilizing an operational form and procedures for use by current faculty employees applying to add an instructional discipline to their qualifications. The form and process document the applicant's qualifications to be able to teach in a discipline different from their current assignment, and the appropriate administrative review and final determination of those qualifications by (1) achievement of an additional degree in the subject area addressed by the application, (2) additional coursework within the subject area, or (3) the equivalency process. In addition to assisting the applicant in this process, the Compton Center HR staff ensure that necessary and appropriate information is provided, the application form and appropriate documentation is properly evaluated and, if approved, the necessary documentation is placed in the permanent personnel file of the applicant faculty member. Compton Center HR staff are managing the process and administrative determinations appropriately.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 4.1 – Employee Induction and Orientation

Professional Standard:

Initial orientation is provided for all new staff, and orientation handbooks are provided for new employees in all classifications: certificated and classified employees including full-time, part-time, hourly and limited-term.

Sources and Documentation:

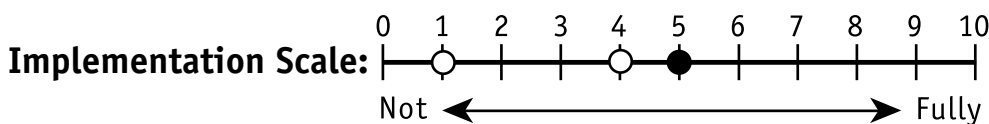
1. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Employees’ Policies and Procedures Handbook, 2/05
3. Handbook for Classified Employees (draft), 10/07
4. Employees’ Personnel Policy and Procedures Handbook (4/08)
5. Handbook for Classified Employees – 2008 (final version)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center HR staff designed, planned and implemented a process for a new employee orientation program conducted by department staff. In addition to an orientation to important aspects of the Center, its activities and operational relationship with El Camino CCD, all new employees are provided with a copy of the new handbook.
2. The Employees’ Policies and Procedures Handbook is an extensive manual covering employment, benefits, performance reviews, conflict resolution and an array of other policies dealing with safety, lost and found items, and other operational matters of the Center. The manual is comprehensive and informative for new employees. Performance appraisal, employment procedures and other policies and procedures in this manual have recently been updated to reflect changes in the collective bargaining agreement between Compton CCD and the AFT bargaining unit representing classified personnel. Although the manual establishes a good framework for new employees and is a good reference tool, it remains important to have the contents and information reviewed and approved by Compton Center management and El Camino CCD Human Resources administrative staff.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 4.3 – Employee Induction and Orientation

Professional Standard:

The Human Resources Division has developed an employment checklist to be used for all new employees that includes college forms and state and federal mandated information. The checklist is signed by the employee and kept on file.

Sources and Documentation:

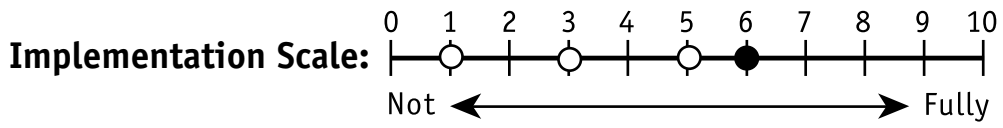
1. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. New Employee Orientation Checklist for division staff and the employee's supervisor
3. Personnel file checklist
4. Personnel file update schedule
5. Handbook for Classified Employees, 2008

Progress on Implementing the Recommendations of the Recovery Plan:

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

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.1 – Operational Procedures

Professional Standard:

Personnel files are complete, well organized and up-to-date.

Sources and Documentation:

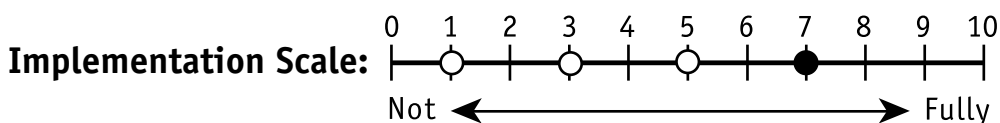
1. Interviews of primary staff responsible for the personnel files
2. Personnel files
3. Personnel File Checklist
4. Observation of personnel file storage area
5. Personnel file update memo to all employees

Progress on Implementing the Recommendations of the Recovery Plan:

1. The permanent personnel files reviewed were complete and well organized. However, the district's HR Department staff report that some material was determined to be not in the files when the overall audit was conducted. Staff members are communicating directly with employees regarding forms, information and materials to complete the requisite documentation of the permanent personnel file. Personnel are strongly encouraged to come to the HR Department to review their own permanent personnel file and provide both necessary information and other information that reflects their skills, knowledge, abilities and professional accomplishments. Compton Center HR staff are completing the audit and information-gathering process to obtain complete permanent personnel files for all Center employees. The review included both content and organization using the El Camino HR Department practices and guidelines.
2. The permanent personnel files have been relocated to an area of the Compton Center HR Department that has much less traffic from personnel not assigned to the department as well as being more secured from damage, theft and/or vandalism. The file room is now kept locked, with surveillance over the area and alarms on the outside of the building to alert security of possible break-ins. Thus, the security and confidentiality of employee data and files has significantly improved.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.3 – Operational Procedures

Professional Standard:

The Human Resources Division has an operation procedures manual for internal department use in order to establish consistent application of personnel actions.

Sources and Documentation:

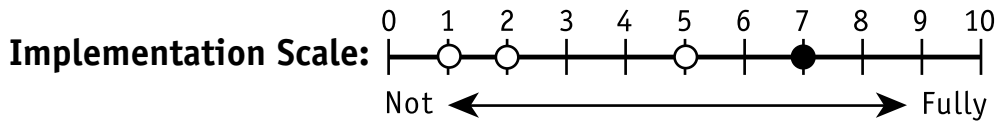
1. Human Resources Procedures Manual
2. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
3. Rules and Regulations of the Personnel Commission
4. Pre-Employment Process (Certificated)
5. Pre-Employment Process (Classified) – draft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

Progress on Implementing the Recommendations of the Recovery Plan:

1. There is now an extensive set of desk manuals that serve as a guideline for personnel practices. A process is now in place to maintain the manuals to reflect changes in organization, forms and policies. In addition, Compton Center HR staff have developed and implemented internal staff development activities to conduct staff training on each person's assigned duties and responsibilities. Informative CDs have also been developed using PowerPoint to outline assigned duties and responsibilities. These CDs are available to HR staff and Center constituent groups to facilitate awareness of department operations and responsibilities. Procedures are now updated and progress is being made to complete the manuals for the entire division. Most processes are covered by the manual following this well-organized effort to document internal operations.
2. Since the manuals reflect internal operations, there is no expectation that management needs to approve the content. However, the Compton Center Dean of HR regularly reviews the work product to ensure that manuals and operational procedures are current, thorough and effective. FCMAT did not conduct a detailed review of recently negotiated collective bargaining agreements to ensure that changes affecting HR operations have been incorporated into staff desk manuals.
3. The progress in implementing this category of previous recommendations has been significant. During the first FCMAT review, the Compton Center HR staff provided a narrow three-ring binder as its department manual. During the second visit the manual had grown to two narrow binders. On the most recent visit, FCMAT was presented with two large and comprehensive binders and a separate sizable volume of materials to supplement the binders. That effort clearly indicates that the Compton Center HR Department staff recognizes need for corrective actions and is dedicating considerable time, effort and activities to accomplish the necessary changes to improve and document recovery actions. A portion of that improvement is evidenced in the increased documentation provided to FCMAT and the improved efficiency and effectiveness of HR operations, including the comprehensive operational manual.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.4 – Operational Procedures

Professional Standard:

The Human Resources Division has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans with Disabilities Act (ADA) requirements.

Sources and Documentation:

1. Job descriptions for classified and faculty classifications, full-time, hourly, management and confidential
2. Interviews with Compton Center Dean of HR, HR Department staff, and other administrators and faculty assigned to the Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. Job descriptions exist for classified positions at the Compton Center. However, the descriptions are very outdated and position allocations to classifications appear inaccurate in some instances. One rationale for the outdated job descriptions is the ongoing and persistent modifications made to classified positions as the Center has reduced staff and absorbed duties of vacated/eliminated positions into other job assignments. Although this process will facilitate budget controls and personnel expenditures, it will continue to erode the classification and compensation plan.
2. The last classification and compensation study for classified positions at the Compton Center was performed in 2000. The study was implemented in 2001. This process occurred before the FCMAT audit and appointment of a Special Trustee for Compton CCD. The study addressed a larger number of positions and classifications; the employee and position reductions have necessitated reassignment of essential duties and responsibilities, thereby having a detrimental effect on the study outcomes.
3. Job descriptions covering academic positions for the Compton Center are accurate insofar as they reflect the duties and responsibilities of the respective faculty position(s). However, typical of faculty positions throughout the California Community College system, faculty can opt to teach different classes as each semester class schedule is developed. FCMAT has determined that current job descriptions do not exist for several job classifications throughout the organizational structure. Compton Center HR Department staff have initiated a process to rectify that deficiency.
4. The Compton Center HR Department staff, in cooperation with the El Camino HR Department, have established standard operating procedures for the development of job descriptions for new positions/ classifications. Implementation of that process has improved the consistency of job development and salary placement within the classification structure of the classified and administrative salary schedules.

5. With the exception of job descriptions that have recently been prepared for new and vacated positions within the classified service and administrative structure of the Compton Center, existing descriptions do not comply with the requirements of the Americans with Disabilities Act in terms of identifying essential duties as prescribed by law. The El Camino CCD and Compton Center HR departments should evaluate implementation of a joint project to conduct an ADA compliance review of all available job descriptions. Not only is such a project a legal obligation, but also it will assist the district and Center in evaluating work modification and accommodations for applicants with disabilities and current employees that require accommodation for disabilities. Job descriptions recently developed by Compton Center HR Department staff and coordinated with El Camino HR administrators have included a comprehensive evaluation of duties and responsibilities within ADA criteria.

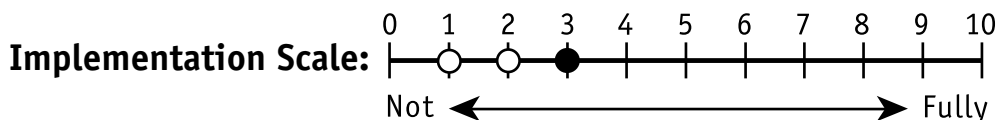
6. The Compton CCD has entered into an agreement with Koff & Associates to conduct a classification study. The agreement was approved by the Special Trustee in March 2009, and FCMAT was provided with a copy. The purpose of the study is to develop updated and objective classification descriptions for all studied positions that are legally compliant, internally aligned, contain contemporary standards and accurately reflect current roles, responsibilities, duties and qualifications. An internal job analysis will be conducted and specific recommendations will be made for internal compensation equity for all the positions studied. The district's goal is for the study to be completed by August 2009.

7. Some classified positions allocated to supervisory classifications no longer directly supervise other employees. This needs to be carefully evaluated by the two HR Department staffs to determine the impact on Compton Center strategic planning, the effects on the classified organizational structure and potential effect on the classified bargaining unit represented by AFT.

8. Although the Compton Center HR Department has consistently evaluated the effects of state and federal laws and regulations on personnel administration, deficiencies continue to exist. One example of the subjects requiring consideration is the definition of overtime exempt and nonexempt positions at the Compton Center. The Department of Labor Fair Labor Standards Act (FLSA) has published guidelines for determining overtime exempt assignments. The El Camino and Compton Center HR department staffs need to conduct a review of classifications to clearly identify those positions that are overtime exempt. The determination should be clearly communicated to employees, affected departments and employee organizations as appropriate.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.5 – Operational Procedures

Professional Standard:

The Human Resources Division has procedures in place that allow for both personnel and payroll staff to meet regularly to solve problems that develop in the processing of new employees, classification changes and employee promotions.

Sources and Documentation:

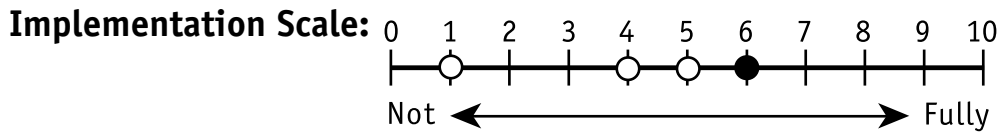
1. Interview with the Dean of Human Resources and department staff that regularly interact with Payroll Department staff
2. Interview with the Director of Fiscal Services
3. Minutes of Human Resources Division meetings, June-September 2007
4. Minutes of Human Resources meeting with payroll personnel in March 2008

Progress on Implementing the Recommendations of the Recovery Plan:

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

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.6 – Operational Procedures

Professional Standard:

Wage and salary determination and ongoing implementation are handled without delays and conflicts (temporary employees, stipends, shift differentials, etc.).

Sources and Documentation:

1. Human Resources Procedure Manual
2. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
3. Certificated and classified salary schedules
4. Collective bargaining agreements with classified and faculty groups

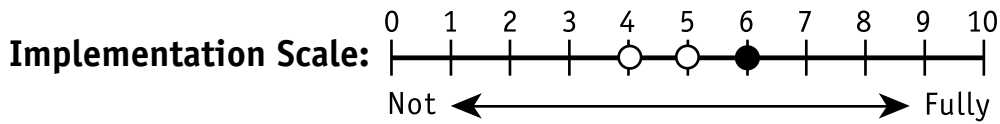
Progress on Implementing the Recommendations of the Recovery Plan:

1. The information flow to the L.A. County Office of Education (LACOE) from the Compton Center HRS system is intact and facilitates timely wage and salary implementation for new employees and changes to compensation for continuing employees. The Center/LACOE HRS system runs parallel to the internal computer information system for the Compton Center, but HR Department staff work effectively to transition information between the two systems to efficiently process wage and salary determinations and changes without delays. This interface between the Center and LACOE does not alter or infringe on the process and procedures between the Compton Center and El Camino HR operations. Compton Center continues to coordinate effectively with El Camino HR Department staff to obtain appropriate approvals before making changes to an employee's compensation record.
2. The organizational structure affecting interdepartmental communication and working relations between the Compton Center HR and Payroll departments as well as with LACOE has only recently been revised. Therefore, it will take some time to complete the planning, development and implementation of the entire process of payroll interface and associated new policies and procedures regarding approval authority for compensation changes or other matters affecting wage and salary determination. Meanwhile, the interfaces between the affected departments are in place and operational.
3. Salary schedules covering certificated, classified and management personnel are in accordance with labor contracts as well as Compton Center and El Camino HR Department policies and procedures.
4. The benefits employee for the Compton Center HR Department effectively works with and coordinates benefits administration with personnel operations (including collective bargaining). The personnel specialist administers the Compton CCD comprehensive risk management program, including workers' compensation and the property and liability insurance program. FCMAT recommends moving the property and liability insurance program administration into the Business Office.

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

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 5.7 – Operational Procedures

Professional Standard:

Regulations or agreements covering various types of leaves are fairly administered.

Sources and Documentation:

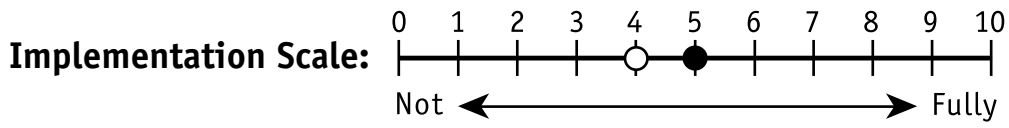
1. Leave policy as indicated in the Procedure Manual for employees and management
2. Applicable sections of the collective bargaining agreements with respect to leaves
3. Interviews of union leadership for academic and classified employees
4. Interviews with the Compton Center Dean of HR and responsible department staff member assigned to administer the leave program

Progress on Implementing the Recommendations of the Recovery Plan:

1. Neither union leadership nor staff of the Compton Center or El Camino CCD indicated that any types of employee leaves of absence are improperly or unfairly administered. All leave programs in effect for the Compton Center appear to be administered consistently and without preferential treatment to any employee or employee group.
2. Most leaves of absence in effect for the Compton Center are subject to the negotiations process and incorporated into the collective bargaining agreements with faculty and classified bargaining units. It is unlikely that significant problems will be encountered outside the grievance procedure of the collective bargaining agreements. FCMAT found no evidence of grievances or written communications of complaints pertaining to collective bargaining agreement provisions or administrative regulations for non-bargaining groups.
3. Appropriate forms and records for monitoring and controlling leaves are maintained by the Compton Center HR staff. The designated Personnel Specialist is knowledgeable on the provisions of the collective bargaining agreements, Personnel Commission Rules and Regulations and board policies governing leaves as are applicable to classified personnel and administrators. Such leave programs are administered in full compliance with those guidelines.
4. During a previous evaluation visit, FCMAT received information that several employees had raised concerns that their leave balances (as reported to them) were inaccurate, most indicating that the balance was higher than their own calculations. FCMAT reported that an audit of leave balances might be warranted. No follow-up information as to the status of those concerns or whether an audit was warranted and/or conducted was offered during this visit. However, FCMAT did not address this matter to the Compton Center HR Department personnel during this assessment.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.1 – State and Federal Compliance

Professional Standard:

Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees.

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

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

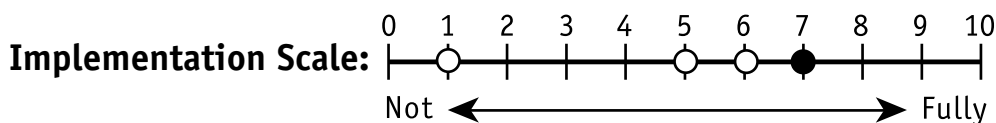
4. The Compton Center HR Department has developed an operational form that facilitates the receipt and evaluation of fingerprinting information, whether the LiveScan fingerprinting is at a certified governmental (El Camino CCD or other agency) or private vendor site. The form ensures that the Compton Center HR Department will directly receive the information from the Department of Justice.

5. The Compton Center HR Department has established has a procedure and secure repository for receipt, evaluation and secure storage of printed LiveScan reports. The information reports are not retained in the employee’s permanent personnel file to ensure the confidentiality of any information provided by the Department of Justice.

6. The Compton Center HR Department has a procedure in place that allows applicants to provide confidential information regarding arrests and convictions before employment. This process allows Center HR administration to evaluate official court records and related information that could have a direct impact on the Center’s employment decision (whether affecting initial employment or continued employment). FCMAT determined that the procedure is effective and administered in a manner that provides the necessary protections for the Center and El Camino CCD while also providing assurances of confidentiality to the affected applicant/employee. The procedures are being appropriately administered.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.5 – State and Federal Compliance

Professional Standard:

All certificated employees hold one or more valid certificates, credentials or diplomas or equivalencies that allow the holder to engage in the services designated in the document.

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

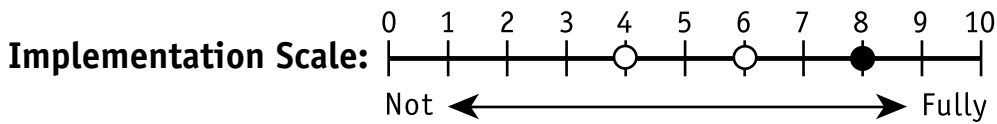
1. The Compton Center HR Department includes the minimum qualifications for employment in the vacancy announcements for academic employees and educational administrators. These are specified in the Minimum Qualifications document published by the California Community Colleges' Chancellor's Office in consultation with the State Academic Senate. Qualifications beyond the minimum requirements are not included in the recruitment materials or the application evaluation criteria.
2. The Compton Center HR Department's published vacancy announcements for academic employees now contain a statement that minimum qualifications can be attained through an equivalency process, which is one of the methods to meet minimum qualifications for employment as a faculty member.
3. Full-time faculty vacancy announcements for the Compton Center will continue to be required to contain the minimum qualifications for employment and equivalency statements in effect for El Camino CCD.
4. Compton Center HR Department staff and the academic/educational administrator selection committee members review application materials to certify that minimum qualifications have been met through the comparison of educational achievement to the minimum qualifications list or the equivalency process utilized by El Camino CCD. The Vice President must sign off on equivalencies.

5. El Camino CCD Human Resources Department personnel conducted an evaluation of all Compton academic employees to verify that state-mandated minimum qualifications or equivalency processes were met. The purpose was to ensure authorization for Compton CCD academic employees to teach in the appropriate discipline granted to them. As a result of that internal audit/assessment, one faculty member was allowed to return to a higher education program to complete the degree requirements during the 2006-07 academic year. Although the Compton Center has a computer information system that is capable of providing faculty assignment data for full- and part-time (adjunct) faculty, the information is not always provided to the Center HR Department. This needs to be corrected to ensure that faculty assignments are made to academic employees that meet the minimum qualifications for the class/courses to which they are assigned.

6. El Camino and Compton Center HR Department staff completed the review of Compton Center faculty. Those that were not qualified were provided the opportunity to complete approved training/educational programs to meet the state-required minimum qualifications. The two HR departments monitored the successful completion of such retraining programs. In addition, the two HR departments administered a comprehensive and successful faculty service area (FSA) audit of full-time faculty in July and August 2007 and of adjunct faculty in January 2008.

Standard Implemented: Fully – Substantially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.8 – State and Federal Compliance

Professional Standard:

The college has established a process by which all required notices and training sessions have been performed and documented, such as those for sexual harassment and nondiscrimination.

Sources and Documentation:

1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. Recruitment brochures and advertisements
5. Department procedures for interviewing management, academic and classified personnel (09/92)
6. Training/staff development announcements and brochures
7. Hiring process for management and full-time faculty responsibility charts (undated)
8. Course outline for “Harassment in the Workplace” presented in August 2007
9. AB 1825 Sexual Harassment: Awareness Training (Atkinson, Andelson, Loya, Ruud & Romo)

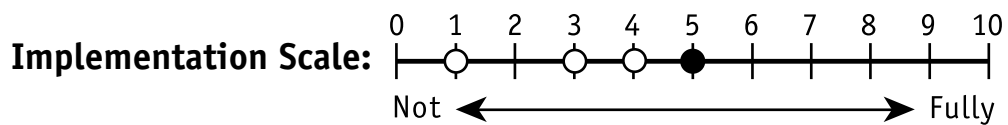
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department has established and implemented a comprehensive process for planning and documenting training/staff development programs. Steps have been taken to involve El Camino CCD trainers in these matters. Although FCMAT was not provided evidence of a training needs assessment performed for the Compton Center personnel, a search is being conducted of an online tracking system to be able to host and provide electronic training sessions as well as tracking the training/staff development activities attended by Center personnel. These efforts are commendable, and research and implementation of such a system that will be applicable to administrators, academic personnel and classified staff should continue.
2. Training/staff development programs conducted by the Compton Center HR Department have primarily focused on activities associated with selection committees, and legally mandated training for administrators and supervisors to prevent workplace sexual harassment and discrimination. Although documentation is now kept of such training and the personnel attending, there is no evidence of accurate record-keeping for training sessions and attendees for past programs. In addition to comprehensive documentation for current training and staff development activities, the Compton Center HR Department staff is closely monitoring and administering the legally mandated training to ensure compliance with regulatory directives.
3. Instructional materials used and handouts provided to attendees in the most recent training program regarding sexual harassment are complete and appropriate. The materials are comprehensive and informative; handouts will serve as reference information in the future.

4. Training materials also confirmed additional training sessions for administrators on a variety of topics involving legal compliance that took place in August 2008.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.9 – State and Federal Compliance

Professional Standard:

The college is in compliance with Title IX Policies on discrimination and Government Code 12950(a) posting requirements concerning harassment or discrimination.

Sources and Documentation:

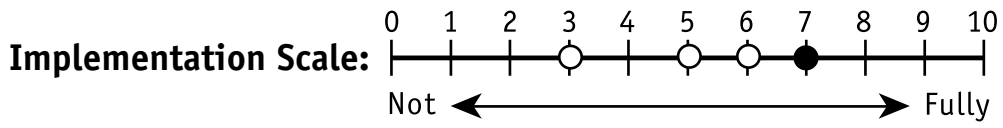
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements
5. Department procedures for interviewing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

Progress on Implementing the Recommendations of the Recovery Plan:

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

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.10 – State and Federal Compliance

Professional Standard:

The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).

Sources and Documentation:

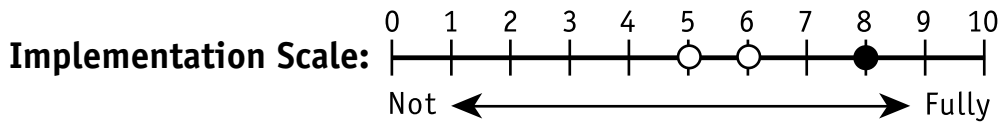
1. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. General Notice of COBRA Continuation Coverage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

Progress on Implementing the Recommendations of the Recovery Plan:

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

Standard Implemented: Fully - Substantially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.11 – State and Federal Compliance

Professional Standard:

The college is in compliance with the Family Medical Leave Act (FMLA), including posting the proper notifications.

Sources and Documentation:

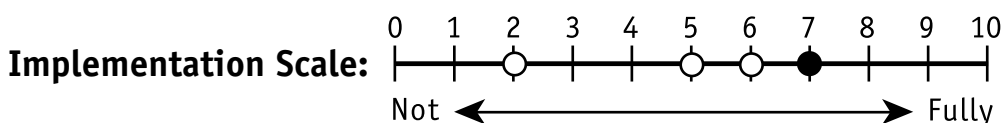
1. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Family and Medical Leave Act (FMLA) of 1993 information materials prepared by Compton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

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department has developed extensive and complete informational materials and sample communications that notify affected personnel of their rights to continue employment status and health and welfare benefits under federal FMLA.
2. The Compton Center HR Department has established procedures to notify affected personnel of their rights under federal FMLA in a timely manner. Included in the notification letter is the acknowledgement of the basis for taking leave as well as the rights and benefits.
3. Notices of rights and benefits under the FMLA are timely, informative and understandable.
4. The Compton Center HR Department personnel received recent training on FMLA administration as a part of ongoing training for topic currency and as part of their professional development activities.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.12– State and Federal Compliance

Professional Standard:

The college is in compliance with the Americans with Disabilities Act (ADA) in application procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges of employment.

Sources and Documentation:

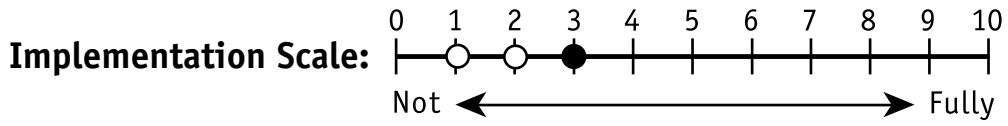
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Department procedures for interviewing management, academic and classified personnel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

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department does not have current class specifications/job descriptions for management, faculty and classified employees that meet ADA legal mandates for identification of essential duties of each position.
2. Although the Compton Center HR Department has established procedures to provide accommodations for the classified employee selection procedures within the Rules and Regulations for Classified Service, FCMAT found no comparable rules or procedures providing applicant accommodations for management and faculty selection processes.
3. Recent vacancy announcements published by the Compton Center HR Department contain provisions for reasonable accommodations and working conditions but no designation of essential duties in the list of duties in the vacancy announcement.
4. The Compton CCD has entered into an agreement with Koff & Associates to conduct a classification study. The agreement was approved by the Special Trustee in March 2009, and FCMAT was provided with a copy. The purpose of the study is to develop updated and objective classification descriptions for all studied positions that are legally compliant, internally aligned, contain contemporary standards and accurately reflect current roles, responsibilities, duties and qualifications. An internal job analysis will be conducted and specific recommendations will be made for internal compensation equity for all the positions studied. The district's goal is for the study to be completed by August 2009.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.13 – State and Federal Compliance

Professional Standard:

The college has identified exempt and nonexempt employees and has promulgated rules and regulations for overtime that are in compliance with the Fair Labor Standards Act and California statutes.

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

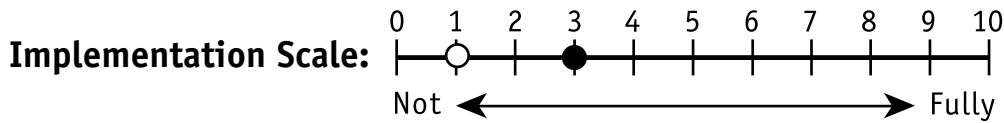
1. FCMAT was provided an extract from the Compton CCD Personnel Commission Rules and Regulations for the Classified Service dated 9/05 that defined 14 classified management positions that were exempt from overtime legal and regulatory provisions. The stated criteria for such exemption was that “the classifications of established positions ... are clearly and reasonably management positions ... (and) the duties, flexibility of hours, salary, benefit structure, and authority of these classes are of such a nature that they should be set apart from positions subject to overtime ...”
2. The Personnel Commission Rules and Regulations extract also identifies seven classifications that are exempted from the overtime compensation for hours worked in excess of eight per day, but not for hours worked in excess of 40 hours per week. The Compton Center HR Department must continue to ensure that a monitoring/accounting system is in place to ensure legal compliance with the rights and benefits prescribed by overtime compensation. In addition to Department of Labor regulations and criteria for assessment of overtime exempt positions, the Center HR Department must ensure that the contents of the respective job description/class specification remains current so that designated positions may remain overtime exempt.
3. FCMAT was provided a full copy of the Personnel Commission Rules and Regulations that contained an abbreviated provision for overtime exempt versus nonexempt classified position(s) that apparently predates the referenced excerpt. We did not find evidence to confirm an ongoing evaluation/monitoring process to ensure continued compliance to DOL published criteria for overtime exempt position determination.
4. The Rules and Regulations for the Classified Service developed by the Compton CCD Personnel Commission includes a section (70.300) that defines overtime on the basis of hours worked per day, days per week and compensation versus compensatory time off work.

5. The Compton Center and El Camino HR departments have placed the project to identify overtime exempt positions on hold pending implementation of the new classified bargaining unit contract. No evidence was provided to FCMAT demonstrating that a systematic review or determination of exempt/nonexempt positions has taken place. However, it has been recommended for the classification study to include administrative positions and determination of overtime exempt/nonexempt status.

6. The Compton Center HR Department should ensure that training/staff development activities provided through the HR Department include the legal requirements of overtime and compensatory time to ensure that district administrators provide consistent and uniform application of those legal mandates.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.14 – State and Federal Compliance

Professional Standard:

Current position descriptions are established for each type of work performed by certificated and classified employees.

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

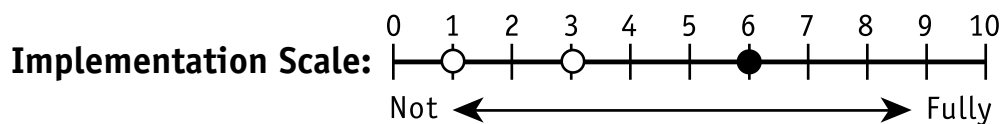
1. The Compton CCD has entered into an agreement with Koff & Associates to conduct a classification study. The agreement was approved by the Special Trustee in March 2009, and FCMAT was provided with a copy. The purpose of the study is to develop updated and objective classification descriptions for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

assigned duties and responsibilities, the minimum qualifications and any specialized training/work experience and/or certificates associated with the specific position.

4. The Compton Center HR Department has established procedures to create and/or modify the job description of educational administrators and academic employees when recruitment procedures are initiated for vacant or soon-to-be vacant positions. FCMAT recommends addition of administrators to the scope of the classification study proposed for implementation during the 2009 calendar year. Also added should be the determination of exempt/nonexempt status under FLSA and a clear identification of the essential duties of each position.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 6.15 – State and Federal Compliance

Professional Standard:

The college obtains a criminal record summary from the Department of Justice before employing an individual and does not employ anyone who has been convicted of a violent or serious felony.

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

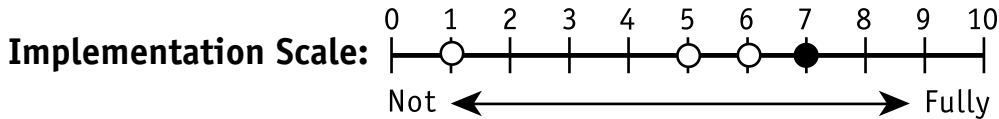
1. The Compton Center HR Department has developed a comprehensive policy, procedures and administrative regulations that effectively and appropriately address the fingerprinting of all newly hired employees through the use of a LiveScan system that expedites the receipt of criminal reporting information.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

5. The Compton Center HR Department has a secure and efficient internal procedure in place for the receipt, evaluation and retention of the printed LiveScan reports received at the Center. Proper precautions are in place to ensure that the reports are not placed in the permanent personnel file of employees. In addition, the reports are retained in a secure file in an area that is free from deliberate or random access by unauthorized persons. This also ensures the confidentiality of the reports obtained from the California Department of Justice.

6. The Compton Center HR Department has drafted a procedure that would allow applicants to provide confidential information regarding arrest and conviction information during the application process, but before employment. This process provides applicant an option to provide additional information regarding information contained in a criminal record summary report. Such information is helpful to Compton Center HR staff, as well as the applicant, when critical employment decisions need to be made after extensive recruitment/selection procedures have been followed.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 7.3 – Use of Technology

Professional Standard:

The academic and classified departments of the Human Resources Division have an applicant tracking system.

Sources and Documentation:

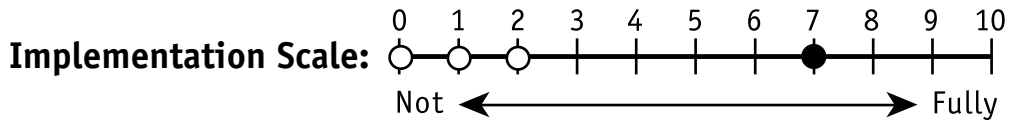
1. Interviews with the Dean of Human Resources and the Director of Information Technology Services for the Compton Center
2. Summary of Technology Used prepared by the Human Resources Division staff
3. Description of Greentree applicant tracking system

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department, in cooperation and coordination with the El Camino CCD HR Department conducted an intensive assessment of a series of vendors that provide, train and service computer information systems that can provide applicant tracking.
2. The El Camino and Center HR staff developed a rigorous testing and criteria evaluation process, which included presentation and demonstration of potential software programs that would allow for analysis of ethnic and sex of each applicant pool; the diversity of each recruitment/selection process at each level of the selection process; cumulative statistical information on the total applicants considered for a given period of time; and mail merge of letters of notification regarding the applicant's status at each phase of the selection process. Of equal importance is the ability to directly enter or scan applicant information into the system to allow selection committee members to view and evaluate candidates for employment via an electronic file from any location.
3. After a comprehensive and effective evaluation process, the Greentree software system was selected to be the El Camino and Compton Center applicant tracking system. Vendor staff conducted intensive training on theory and hands-on use to prepare the HR staffs for implementation of the system. Greentree staff also provided training and guidance on data entry of previous selection processes to facilitate the longer-term statistical analysis of the diversity of applicant pools.
4. FCMAT reviewed several recruitment/selection processes that utilized the Greentree system and found staff to be very knowledgeable on the system and its operational capabilities. The Greentree applicant tracking system has been fully implemented with very successful results.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 8.1 – Staff Training

Professional Standard:

The college has developed a systematic program for identifying areas of need for training for all employees.

Sources and Documentation:

1. Southern 30 Training Consortium 2007-2008 Training Calendar
2. Atkinson, Andelson, Loya, Ruud & Romo, “Practical Guidelines for Evaluators in Documenting Unsatisfactory Employee Performance” (2001)
3. Compton Community College District, “Guide to the Evaluation of Employee Performance in the Classified Services” (undated)
4. Brochure on Classified Professional Development Day (4/8/08) and list of attendees
5. Technology Training Schedule for El Camino College - Staff Development Office (spring 2008)
6. List of staff development opportunities offered for El Camino and Center staff for 2008
7. Conferences and seminars attended by Human Resources personnel
8. Current Developments in Workers’ Compensation (Liebert, Cassidy, Whitmore 2006)
9. Understanding Potential Risks Involving Property and Liability, Employment Practices and ADA (Keenan & Associates – 2/08 and 3/08)
10. Faculty Professional Development Program (2008)
11. 2008-09 list of staff training programs

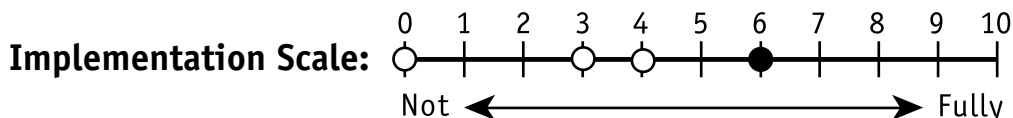
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department has become an active member and financial contributor to the Southern 30 Training Consortium. That consortium is an important component of the Southern 30 Chief Human Resources and Staff Diversity Officers (CHRO) representing the 30 community college districts of southern California. The mission of the consortium is to provide professional training to chief HR officers, member district management, supervisor and confidential employees on important, timely and valuable subjects for the professional development of participant districts. Compton Center management, supervisory, confidential and HR staff personnel were participating in the current fiscal year training opportunities. FCMAT confirmed participation by Center personnel in the 2007-08 training workshops that included: Hiring the EEO Way, Performance Management, Preventing Harassment, Short-Term Employees and Professional Experts, Adjunct Faculty, Absenteeism and Abuse of Leave, Workers’ Compensation, and Disability Discrimination.
2. Compton Center HR Department personnel advertise and encourage management team personnel to attend the Southern 30 Training Consortium training workshops at no cost to the employee. Each participating community college district contributes an annual amount that is based on the organization’s size, thereby facilitating participation in the professional development activities that is more comparable to the ability to pay for participation. The consortium members annually discuss and determine the workshop topics for the following fiscal year to ensure training on current and relevant topics for participant district management, supervisory, confidential and HR personnel.

3. Workshops are prepared and presented by Liebert, Cassidy and Whitmore legal staff and are pertinent to management, screening committee members, staff involved in collective bargaining, instructional administrators and faculty department chairs.
4. Arrangements were also made by the Compton Center HR Department staff to participate in additional training conducted by the law firm of Atkinson, Andelson, Loya, Ruud & Romo. Workshop topics are designed and intended for any employee (classified, faculty and management) that supervises and evaluates classified employees, especially as it pertains to unsatisfactory (classified) employee performance. Approximately 40 employees representing a number of operational departments of the Compton Center attended one such workshop. The Compton Center booklet, "A Guide to the Evaluation of Employee Performance in the Classified Service" is the study guide for a workshop that addresses the evaluation process and forms used for evaluating the center's classified personnel.
5. El Camino CCD and the Compton Center senior administrative personnel have supported the involvement of the Center's Dean of Human Resources in: (a) the CHRO organization; (b) meetings and activities of the Southern 30 (CHRO) organization; and (c) semi-annual CHRO conferences. FCMAT believes that this involvement, as well as ongoing participation, has been an important component of the Dean's professional development and instrumental in the successful recovery efforts of the Compton Center's HR Department. Others in the Human Resources Division have attended in-depth training programs. The paraprofessional portion of the CHRO conference should be made available to appropriate Compton Center and El Camino HR personnel.
6. The professional development programs offered to El Camino HR Department personnel appear to be well planned, organized and presented, and are open to Compton Center employees.
7. The recently developed Faculty Professional Development program was a collaborative effort between outside consultants and the entire full-time faculty employed at the Compton Center during 2007-08. The resultant summary report includes: faculty development plans and ideas for faculty connection to the classroom; training to incorporate technology into the classroom; training to develop online classes; development of instructional materials; projects related to specific academic disciplines; and learning strategies. The report has been completed and presented to Compton Center administration, but the programs have not been fully implemented as of this time.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 8.5 – Staff Training

Professional Standard:

The college provides training for all management and supervisory staff responsible for employee evaluations.

Sources and Documentation:

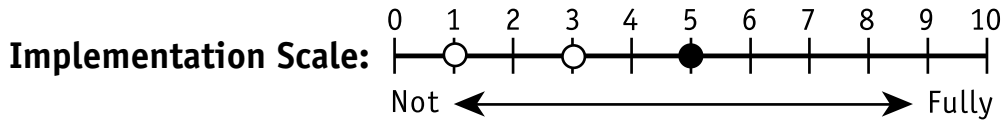
1. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and the Compton CCD Special Trustee
3. Collective bargaining agreements for faculty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

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center faculty were evaluated during spring 2009 using the newly established process developed as a part of the collective bargaining agreement between the district and AFT as referenced in Personnel Management Standard 8.1.7. A faculty development plan has been established for each faculty member as part of the Faculty Development Project. Training has been recommended and is in the planning stages for a comprehensive program covering the faculty. Management and colleagues received training on the methodologies to be employed.
2. Academic administrators conducted the current faculty evaluations with limited training on the newly negotiated evaluation process. Additional training is appropriate and advised. Participation by management personnel in professional development workshops pertaining to employee evaluation processes will assist and facilitate the faculty evaluation process.
3. Collective bargaining between the Compton Center and the classified employee organization has been completed. One of the topics of the bargaining process is classified evaluation procedures. Training on classified evaluation procedures and forms has now been implemented and all classified staff were evaluated in spring 2008 after comprehensive management training was conducted.
4. As referenced in Personnel Management Standard 8.1, managers, supervisors, confidential and HR staff members of El Camino CCD and the Compton Center are regularly provided the encouragement and opportunity to participate in professional development workshops, one of which addresses employee evaluation methodology. Continued participation in the Southern 30 Training Consortium will provide ongoing training opportunities on the topic of employee evaluation, as a refresher for previous attendees and as valuable training for new managers and supervisors.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standards 9.1, 9.2, 9.4 – Evaluation/Due Process Assistance

Professional Standard:

Standard 9.1 The evaluation process is a regular function related to each employee and involves criteria related to the position.

Standard 9.2 Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers.

Standard 9.4 HR has developed an evaluation handbook and provided due process training for managers and supervisors.

Sources and Documentation:

1. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and the Compton CCD Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units
4. Article X of the collective bargaining agreement adopted 5/22/07 dealing with El Camino faculty evaluations
5. Revised Performance Evaluation Policy for Faculty
6. Faculty Evaluation Schedule (10/08)

Progress on Implementing the Recommendations of the Recovery Plan:

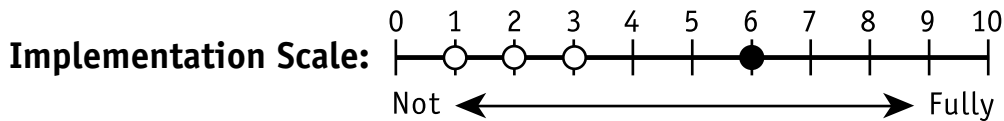
1. Evaluation policies and procedures for administrators and previous faculty are included in the publication, “Assembly Bill 1725, Employment Standards and Procedures” published in 1992. Evaluation policies and procedures for classified, faculty and administration have been revised as a component of the collective bargaining agreement provisions for the respective bargaining units and implemented by both employee groups during the spring 2008 semester.
2. Negotiations with the employee organization representing full-time faculty resulted in a new evaluation process (Article X of the collective bargaining agreement). Tenured faculty will be evaluated every six years. All full-time faculty were evaluated in spring 2008 under the new plan to establish a baseline and a professional development plan for each full-time academic employee. Concerns have been voiced by some Compton Center administrators that six years is too long a period between evaluations to ensure quality instruction for students. However, recognizing that the collective bargaining agreement governed the full-time faculty evaluation process, an effective system had to be developed as a coordinated project between the Dean of Instruction for the Compton Center and Center HR staff. As a result of this cooperative coordination, a new faculty evaluation sequencing schedule was developed in October 2008 that divides full-time faculty evaluations into a manageable annual number.
3. All classified employees were evaluated in April 2008 as a component of a campuswide professional development plan.

4. FCMAT previously noted the discrepancy between the collective bargaining agreement for classified personnel and the Personnel Commission Rules and Regulations for Classified Personnel in referencing the number and timing of evaluations for probationary classified employees. The discrepancy has been corrected. Both the collective bargaining agreement and the Rules and Regulations specify two probationary evaluations, during the third and fifth month of employment.

5. FCMAT was provided no information to show that corrective action had been taken on the deficiencies previously cited in scheduling and conducting adjunct faculty evaluations. The last report provided to the team indicated that only nine of 57 adjunct faculty had been evaluated between the 2003 spring semester and the 2006 spring semester. This deficiency is problematic and warrants priority for corrective action. The effective evaluation of adjunct faculty is one of the primary methods of ensuring the delivery of a quality and comprehensive instructional program.

Standard Implemented: Partially

April 2007 Rating: 2 (9.1, 9.2); 1 (9.4)
 January 2008 Rating: 1
 July 2008 Rating: 3
 June 2009 Rating: 6



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 11.3 – Employer/Employee Relations

Professional Standard:

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

Sources and Documentation:

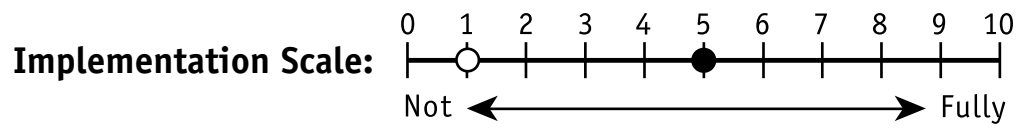
1. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Interviews with Interim Vice President of Academic Affairs, Compton Center Provost and Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units
4. Collective bargaining agreement (certificated) 2/1/2007 through 6/30/2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department Dean and staff have participated in professional development training on collective bargaining in the California Community College system in various sessions and as part of the ACHRO Fall Institute (2008). Participation in various training activities available through the Southern 30 Training Consortium and other legal and professional organizations has facilitated an understanding of the collective bargaining process and enhanced the more advanced development of negotiation and contract administration processes.
2. The Compton Center and El Camino HR departments have initiated and conducted internal professional development activities regarding collective bargaining, contract administration and grievance processing. In addition, training opportunities through participation in the Southern 30 Training Consortium and attendance at professional development workshops have enhanced the skills, knowledge and abilities for managers and supervisors regarding contract administration, grievance processing and other important employer-employee topics.
3. The Compton Center Dean of Human Resources has been included in the faculty and classified collective bargaining sessions as a management representative. That inclusion will benefit the Dean's performance of duties and responsibilities relevant to contract administration, grievance processing and other employer-employee relations, and also enhance the knowledge of specific topics to be included in the development and presentation of internal professional development for managers and supervisors on those topics.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 1 |
| July 2008 Rating: | 1 |
| June 2009 Rating: | 5 |



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 11.4 – Employer/Employee Relations

Professional Standard:

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

Sources and Documentation:

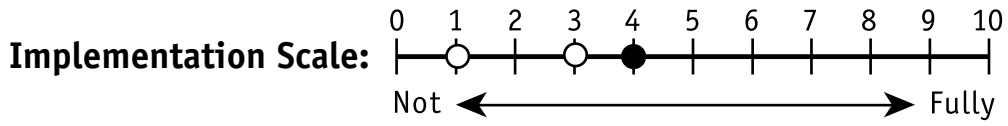
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and Compton CCD Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units
4. Collective bargaining agreement (certificated) 2/1/2007 through 6/30/2010
5. Interview with the Dean of HR (3/09)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has successfully negotiated new collective bargaining agreements for both the classified and faculty bargaining units. Re-opener negotiations on a limited number of contract provisions are expected to begin again during fall 2009. FCMAT was told that the Center Dean of HR will serve as a member of the management negotiations committee. That action will ensure a well-defined process for collective bargaining that fully complies with the legal mandates for presentation of initial proposals, access of initial proposals for public viewing/information and hearings on initial proposals. Collective bargaining cannot commence unless and until the legal requirements for “sunshining” of proposals is completed.
2. The Compton Center chief spokesperson for classified and faculty collective bargaining is very experienced and fully knowledgeable of the legal processes and procedures required to conduct negotiations. Legal counsel is also available to the Center and its negotiation representatives to ensure that a clearly defined and legal process for bargaining with the employee groups continues to be conducted.
3. Senior administrators of El Camino CCD are aware of the legal authority and responsibility of the Compton Center administration to engage in collective bargaining with classified and faculty employee organizations. Interviews confirmed close coordination between the Compton CCD Special Trustee and the Superintendent/President of El Camino CCD to maintain an effective working relationship between the two organizations and reach an agreement that would be in keeping with the terms of the MOU between El Camino and Compton CCD.
4. Compton CCD’s designated representative in the collective bargaining process must continue to ensure that collective bargaining processes and the resultant agreements with the classified employee organization will not infringe on the legal rights and responsibilities of the Compton Personnel Commission.

Standard Implemented: Partially

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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 11.5 – Employer/Employee Relations

Professional Standard:

The HR Department Division has a process that provides management and the Board of Trustees with information on the impact of bargaining proposals, e.g. fiscal, staffing, management flexibility, student outcomes.

Sources and Documentation:

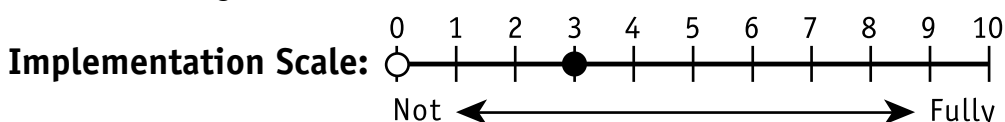
1. Interviews with Compton Center Dean of HR, HR Department staff, other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and Compton CCD Special Trustee
3. Collective bargaining agreements for faculty and classified bargaining units

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD Special Trustee serves as the Board of Trustees under the provisions of AB 318. While members of the board continue to attend each board meeting, the board is advisory only and no action is permitted. An attorney with the law firm of Atkinson, Andelson, Loya, Ruud and Romo is the chief negotiator for the district. He negotiated the faculty contract that was ratified in May 2007 and the classified contract that was ratified in January 2008.
2. Communications between the Compton Center management team and the Center faculty regarding bargaining discussions/proposals continue to improve. However, the manner and methods previously employed by Center management representatives limited the awareness of proposals and minimized the opportunity for beneficial comment and information for use by the chief negotiator. The Dean of Human Resources, as contract administrator and member of the campus management negotiations group, will need to ensure that communications with Center management are effective and comprehensive.
3. The Compton Center Dean of Human Resources, as a member of the faculty and classified collective bargaining process, must work diligently to conduct and facilitate communication with management during collective bargaining by obtaining comments, observations and opinions on bargaining proposals and by communicating the process. Once collective bargaining has concluded, the Dean will need to plan, organize and present training on collective bargaining agreement provisions to the Center's management, supervisory and confidential employees.
4. Compton Center management team and supervisors still have a significant need for an effective training program for contract administration to include grievance procedures, evaluation and leave provisions, as well as layoff and re-employment provisions for classified personnel.

Standard Implemented: Partially

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



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

B. Physical Resources – Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
 - a. *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services*
 - b. *The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
 - a. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*
 - b. *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| B. Physical Resources | | | | | |
| Standard to be Addressed | | | | | |
| Facilities Management – School Safety | | | | | |
| 1.3 | The college has developed a plan of security that includes adequate measures of safety and protection of people and property. [EC 32020] | 6 | | | |
| 1.4 | The college ensures that the custodial and maintenance staffs are regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194] | 3 | 3 | 3 | 4 |
| 1.5 | The college has a documented process for issuing master and sub-master keys. A college-wide standardized process for the issuance of keys to employees is followed by all college administrators. | 3 | 3 | 4 | 7 |
| 1.7 | Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting and to ensure safety while activities are in progress in the evening hours. Outside lighting provides sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting also provides security personnel with sufficient illumination to observe any illegal activities on campus. | 2 | 2 | 3 | 5 |
| 1.9 | Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32001, GC 3100, 8607, CCR Title 8 §3220] | 6 | | | |
| 1.11 | Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194] | 4 | 4 | 4 | 4 |

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

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|---|-------------------------|------------------------|------------------------|------------------------|
| 1.12 | Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162] | 5 | 5 | 6 | 6 |
| 1.14 | Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633] | 2 | 2 | 3 | 6 |
| 1.15 | The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203] | 2 | 2 | 2 | 5 |
| 1.16 | Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §6151] | 6 | | | |
| 1.17 | All exits are free of obstructions. [CCR Title 8 §3215] | 7 | | | |
| 1.18 | A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 66300] | 5 | 5 | 5 | 6 |
| 1.19 | Requirements are followed pertaining to underground storage tanks. [H&SC 25292, Title 23 Chapter 16] | 7 | | | |
| 1.20 | All asbestos inspection and asbestos work completed is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals. [EC 49410.5, 15 USC 2641 et seq., 40 CFR part 763] | 6 | | | |
| 1.21 | All playground equipment (at the Child Development Center) meets safety code regulations and is inspected in a timely fashion as to ensure the safety of the students. [H&SC 115725-115750, PRC 5411] | 8 | | | |
| 1.22 | Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8, §782] | 4 | 4 | 4 | 7 |
| 1.23 | The college maintains Materials Safety Data Sheets. [LC 6360 et seq., CCR Title 8 §5194] | 6 | | | |

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

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| 1.24 | The college maintains a comprehensive employee safety program. Employees are made aware of the college safety program and the college provides in-service training to employees on the requirement of the safety program. | 0 | 0 | 0 | 5 |
| 1.25 | The college conducts periodic first aid training for employees. | 0 | 0 | 0 | 4 |
| Facilities Management – Facility Planning | | | | | |
| 2.1 | The college has a long-range facilities master plan. | 5 | | | |
| 2.2 | The college possesses a Facilities Planning and Construction Manual for the California Community Colleges (1997). | 0 | 0 | 0 | 8 |
| 2.3 | The college seeks state and local funds. | 6 | 6 | 7 | 10 |
| 2.4 | The college has a district-wide Facility Planning Committee in place. | 5 | | | |
| 2.5 | The college has a properly staffed and funded facility planning department. | 0 | 0 | 1 | 8 |
| 2.6 | The college has developed and implemented an annual capital planning budget. | 5 | 5 | 6 | 7 |
| 2.7 | The college has standards for real property acquisition and disposal. [EC 39006, 17230-17233] | 8 | | | |
| 2.9 | The college has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 4526] | 5 | | | |
| 2.10 | The college assesses its local bonding capacity. [EC 15100] | 4 | 4 | 4 | 8 |
| 2.11 | The college has developed a process to determine debt capacity. | 4 | 4 | 4 | 8 |
| 2.12 | The college is aware of and monitors the assessed valuation of taxable property within its boundaries. | 4 | 4 | 4 | 8 |
| 2.14 | The college has developed an asset management plan. | 5 | | | |

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

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| 2.16 | The college has established and utilizes an organized methodology of prioritizing and scheduling projects. | 2 | 2 | 3 | 7 |
| 2.19 | A college that has passed a general obligation bond has created a Citizens Oversight Committee to ensure the appropriateness of expenditures related to the passage of the college's local school bond measure. | 6 | | | |
| Facilities Management – Facilities Improvement and Modernization | | | | | |
| 3.1 | The college has a restricted capital outlay fund and a portion of those funds is expended for maintenance and special repairs only. [EC84660] | 1 | 1 | 2 | 8 |
| 3.4 | The college maintains a plan for the maintenance and modernization of its facilities. [EC 17366] | 1 | 1 | 2 | 8 |
| 3.6 | The college has established and maintains a system for tracking the progress of individual projects. | 2 | 2 | 3 | 6 |
| 3.7 | Furniture and equipment items are routinely included within the scope of modernization projects. | 2 | 2 | 2 | 6 |
| 3.8 | Refurbishing, modernization, and new construction projects take into account technology infrastructure needs. | 1 | 1 | 2 | 7 |
| 3.9 | The college obtains approval of plans and specifications from the Division of the State Architect prior to the award of a contract to the lowest responsible bidder. [EC 81052, 81130 et seq.] | 8 | | | |
| 3.10 | All relocatables in use throughout the college meet statutory requirements. [EC 81130, 81160] | 8 | | | |
| 3.13 | College staff are knowledgeable of procedures in the Division of the State Architect (DSA). | 1 | 2 | 2 | 8 |
| Facilities Management – Construction of Projects | | | | | |
| 4.1 | The college maintains an appropriate structure for the effective management of its construction projects. | 1 | 1 | 1 | 6 |

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

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|--|-------------------------|------------------------|------------------------|------------------------|
| 4.2 | Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects. | 6 | | | |
| 4.3 | The college maintains appropriate project records and drawings. | 1 | 1 | 1 | 8 |
| 4.4 | Each Inspector of Record (IOR) assignment is properly approved. | 10 | | | |
| Facilities Management – Compliance with Public Contracting Laws and Procedures | | | | | |
| 5.1 | The college complies with formal bidding procedures. [GC 54202, 54204, PCC 20111] | 8 | | | |
| 5.2 | The college has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111] | 7 | | | |
| 5.3 | The college maintains files of conflict-of-interest statements and complies with legal requirements. Conflict of interest statements are collected annually by the President/Superintendent and kept on file. | 4 | 4 | 4 | 4 |
| 5.4 | The college ensures that the biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects. | 6 | | | |
| 5.5 | The college ensures that requests for progress payments are carefully evaluated. | 10 | | | |
| 5.6 | The college maintains contract award/appeal processes. [GC 54202, 54204, PCC 20111] | 7 | | | |
| 5.7 | The college maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111] | 7 | | | |
| Facilities Management – Facilities Maintenance and Custodial | | | | | |
| 8.1 | An energy conservation policy has been approved by the board and implemented throughout the college. | 0 | 0 | 0 | 3 |

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

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| 8.3 | Cost-effective, energy-efficient design has been made a top priority for all college construction projects. | 1 | 1 | 1 | 5 |
| 8.5 | Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on the college sites are provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner. | 1 | 1 | 2 | 5 |
| 8.6 | Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated. | 0 | 0 | 1 | 3 |
| 8.7 | Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and on which they will be evaluated. | 2 | 2 | 3 | 5 |
| 8.8 | Necessary staff, supplies, tools and equipment for the proper care and cleaning of the college are available. In order to meet expectations, the college is adequately staffed and staff is provided with the necessary supplies, tools and equipment as well as the training associated with the proper use of such. | 4 | 4 | 4 | 5 |
| 8.9 | The college has an effective preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of completion of work by the supervisor of the maintenance staff. | 0 | 0 | 0 | 5 |

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

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| 8.10 | The Governing Board of the college provides clean and operable flush toilets for the use of students. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title §631, CCR Title 5 14030, EC 17576 | 3 | 3 | 3 | 6 |
| 8.11 | The college has implemented a planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. Data includes purchase prices, anticipated life expectancies, anticipated replacement time lines, and budgetary resources necessary to maintain the facilities. | 0 | 0 | 0 | 6 |
| 8.12 | The college has a documented process for assigning routine repair work orders on a priority basis. | 3 | 3 | 4 | 6 |
| Facilities Management – Instructional Program Issues | | | | | |
| 9.1 | The college has developed a plan for attractively landscaped facilities. | 4 | 4 | 4 | 4 |
| 9.3 | The Governing Board of any college maintains all of the campuses established by it with equal rights and privileges as far as possible. [EC 35293] The college has developed and maintains a plan to ensure equality and equity of its facilities throughout the college. | 3 | 3 | 4 | code section N/A |
| 9.4 | The college has adequate lighting, electrical service, heating and ventilation. | 7 | | | |
| 9.5 | Classrooms are free of noise and other barriers to instruction. [EC 32212] | 7 | | | |
| 9.6 | The learning environments provided within the college are conducive to high quality teaching and learning. | 8 | | | |
| Facilities Management – Community Use of Facilities | | | | | |
| 10.2 | Education Code Section 38130 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both “direct cost” and “fair market” rental rates, specifying what groups have which priorities and fee schedules. | 5 | 5 | 5 | 8 |

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

| ACCJC Standard III-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| 10.3 | The college maintains comprehensive records and controls on civic center implementation and cash management. | 6 | | | |
| Facilities Management – Communication | | | | | |
| 11.1 | The college’s public information office coordinates a full appraisal to students, staff and community of the condition of the college’s facilities and of efforts to rectify any substandard conditions. | | | | |
| 11.2 | The college provides clear and comprehensive communication to staff of its facilities plans. | | | | |

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

ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.4 - School Safety - Restrictions on Flammable and Toxic Materials

Legal Standard:

Ensure that the custodial and maintenance staff is regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]

Sources and Documentation:

1. Board policy
2. Hazard communication program
3. Availability of Materials Safety Data Sheets (MSDS) copies
4. List of hazardous substances on site
5. Evidence of training programs or sessions
6. Evidence of flammable storage cabinets
7. Evidence that chemicals are stored appropriately
8. Appropriate labeling on pipes and storage areas
9. Compton Center 2008 Campus Plan
10. Keenan and Associates proposal for hazardous substances

Progress on Implementing the Recommendations of the Recovery Plan:

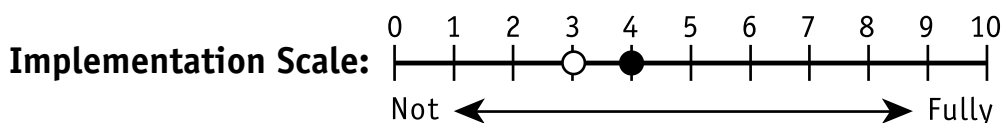
1. The Director of Maintenance and Operations position has been vacant for the past six months and contributes to the lack of implementation of this standard. No board policy specific to a hazard communication program had been developed as of the February 2009 site visit. The college has identified the need to update and create board policies, but no formal action has been taken regarding the storage and disposal of flammable or toxic materials. The storage and disposal plan required by this standard should be included in the next revision of the Compton Center 2008 Campus Plan under existing conditions, Fire and Life Safety.
2. Sample policies were provided that outlined the district's commitment to safety and health, including its Injury and Illness Prevention Plan designed to prevent workplace accidents and injuries. Policies should reference OSHA and applicable state laws. The Cal/OSHA Program is responsible for enforcing California laws and regulations pertaining to workplace safety and health and for providing assistance to employers and workers about workplace safety and health issues. The department intends to create a position to specifically track and monitor the input of MSDS sheets into a software program. The position will have other duties, but the main intent will focus on meeting the requirements of this standard.
3. Emergency action plans are posted throughout the campus and a comprehensive multihazard emergency preparedness plan is being developed to conform to the state's Standardized Emergency Management System (SEMS) guidelines. The training, storage and disposal of toxic materials should be included in the administrative regulations for this policy update.
4. Annual training procedures for employees must be developed, and documentation of the training must be maintained. The college has identified the need for these procedures at each

review, but to date no formal action has been taken. The proposed policy for consideration includes safety planning, site inspections and communication protocols.

5. Hazardous materials training for all building and grounds staff, plant managers, and employees has not taken place. Due to the vacancy of the Director of Maintenance and Operations, the Director of Facilities Planning and Management now holds weekly meetings during which safety briefings are presented. The director plans to address seismic tipping hazards training in one of the upcoming training sessions. At the time of the site visit, the college reported that a separate training had not been scheduled for all maintenance and operations personnel, but the need to do so was identified. As of the February 2009 visit no formal staff training programs have been implemented.
6. The college has not developed a complete list of hazardous substances. Code of Regulations, Title 8, Section 5184(e)(1)(A), states that a complete list of hazardous substances must be provided via the written hazard communication program, preferably with an indication of the work area where the materials are contained. No campuswide inventory of hazardous substances has been completed, which includes the lack of a systematic collection and referencing process for MSDS. No integrated process involving purchasing, facilities and other end users has been developed to capture the data required to develop a comprehensive list of hazardous substances. The process would include the identification of incoming hazardous materials, their inventory and logging, and their campus location(s). The college is working with Keenan and Associates to develop a plan, which includes software, to monitor hazardous substances.
6. The college has not provided the local fire department with a list of hazardous substances that are stored on the site (including science labs). This task needs to be accomplished. Once the maintenance staff completes the inventory list of hazardous substances, it also should be provided to the local fire department. Multiple meetings with the fire department have occurred to discuss the college's plan to work with Keenan and Associates to meet this requirement.
7. The college has not provided written communication to outside contractors regarding hazardous substances that are present on the campus. The college must provide outside contractors with this information, preferably utilizing the list of hazardous substances once it is developed. It is the contractor's responsibility to disseminate this information to its employees and subcontractors.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 3 |
| January 2008 Rating: | 3 |
| July 2008 Rating: | 3 |
| June 2009 Rating: | 4 |



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.5 - School Safety - Documented Process for Key Control

Professional Standard:

The college has a documented process for issuing master and submaster keys. A college-wide standardized process for the issuance of keys to employees is followed by all college administrators.

Sources and Documentation:

1. Interviews with site administrators and support staff
2. Evidence of key issuance and control documentation and processes for existing (metal) key-locks
3. Copies of related documents for above
4. Evidence of new programmable key card control system installed in newer buildings
5. Copies of invoices paid for new access/key control system
6. Interview with campus police to assess student and faculty safety issues

Progress on Implementing the Recommendations of the Recovery Plan:

1. The documentation process provides guidelines and procedures for the issuance and control of keys and all forms of access to a door(s), buildings, cabinets, equipment, or vehicles to ensure security of all college facilities and property. As reported in the last review, the college is unable to identify all grand master key holders. This is not unusual with metal/mechanical key sets that are overdue for rekeying. Even if proper key procedures are followed, the condition may arise in time and the only solution is to rekey the entire campus. Some master keys are known to be in circulation but with unknown key holders, and it is necessary to assume that key return failures and significant unauthorized copying of master keys have occurred.

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

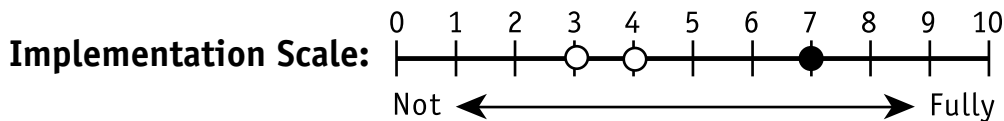
2. The college has started rekeying the campus with the new electronic programmable access card system. The access control system that was selected will allow the college staff to control access to buildings and remotely lock and unlock doors. Additionally, each staff member will have his or her own key card that will be assigned by employee number to allow college staff more oversight over which buildings staff members can access.
3. The college began installing the new key system in March 2008. The Math and Science building was upgraded first due to the existing infrastructure and compatibility with the new key system. The college staff plans to install the key system for all facilities with the exception of the row buildings. The new system is expensive and therefore will be done in stages, given the budget allocated for each fiscal year. College staff/faculty report that the new

system will be expandable and can tie into additional systems, which will allow for it to be flexible over the long term. Once the new key system is installed, college staff should review Board Policy 10.8 as recommended in the initial Comprehensive Review, and should revise the policy to address the new system.

4. Interviews with a representative from the college's Police Department indicated that the frequency of theft or loss for campus facilities was not unusually high, indicating that property safety issues did not necessitate faster rekeying. Personal security concerns are real, but are harder to assess and measure.
5. A sample Key Control Policy is attached that includes procedural assistance for the Director of Facilities Planning and Management as a tool.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.7 - School Safety - Installation and Operation of Outside Security Lighting

Professional Standard:

Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting and to ensure safety while activities are in progress in the evening hours. Outside lighting provides sufficient illumination to allow for safe passage of students and the public during after-hour activities. Lighting also provides security personnel with sufficient illumination to observe any illegal activities on campus.

Sources and Documentation:

1. Interview with Director of Facilities and Planning Management
2. Campus Exterior Lighting Proposal from S and K Engineers dated October 27, 2008
3. Campus site walk with Director of Facilities and Planning Management

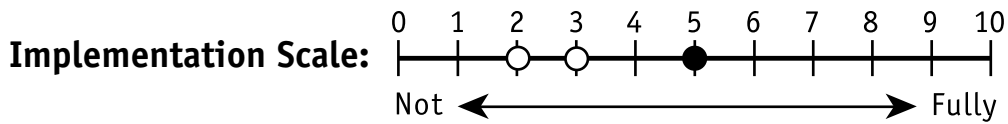
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has identified the need to establish a routine schedule for checking lighting in all areas of the campus, and action has been taken to date to establish such a schedule. Currently, the four-person evening shift custodial crew has a standing order to replace the burned-out lights accessible by standard ladders as needed and when time permits. A survey by Southland Industries, with an initial report dated October 27, 2008, stated that they could not perform an adequate survey because a large percent of the wiring and fixtures were non-functional. This is a safety concern and should be addressed as a priority. The Facilities Department has requested \$50,000 from the state Special Trustee to assist in addressing this matter. During this review period, the district has encumbered \$20,000 to address interim lighting and safety requirements identified by the survey.
2. The college reports that the burned-out exterior light bulbs are constantly being replaced by the four-person evening shift custodial crew. The crew replaces burned-out exterior light bulbs and cleans lenses. The college struggles to provide sufficient exterior lighting because the campus lacks both working and sufficient infrastructure. A complete upgrade of the campus-wide lighting infrastructure is scheduled to occur in two phases: phase one, scheduled to begin in September 2009, and phase two, scheduled to begin in October 2011. Both phases are estimated to cost approximately \$2.3 million. During the February 2009 visit, evidence from the Provost and board members indicates that light bulb replacement is occurring much more regularly than in prior years. However, it has not yet been put on a regular maintenance schedule.
3. In the Facilities Master Plan, some of the row building structures where most of the deficiencies occur are scheduled to be demolished over the next few years. Because of the extensive cost versus benefit, the college does not want to make extensive investments for buildings that are scheduled for replacement. Until that time, sufficient and temporary lighting will need to be maintained to ensure student and faculty safety. The college staff also should ensure that lighting turns on in the evenings at the correct time to allow for a well-lit campus.

4. The college has not installed lighting in back parking lots. The possibility of injury to students and staff, and the inability of security to conduct proper surveillance continue to exist, creating potential safety issues. College staff reports that the lighting has not been installed in the back parking lots because these areas will be addressed in the campus-wide infrastructure project scheduled that began in September 2009.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.11 - School Safety - Knowledge of Chemicals and Potential Hazards

Legal Standard:

Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]

Sources and Documentation:

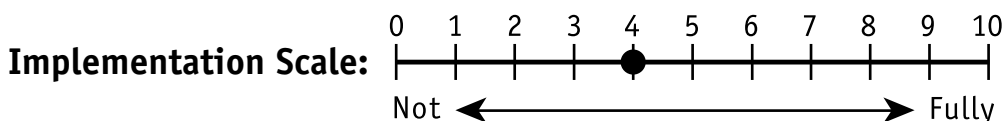
1. Board policies
2. Hazard communication program
3. Availability of Material Safety Data Sheet (MSDS) copies
4. List of chemical materials and shelf life
5. Interviews with maintenance/custodial staff
6. Sample Policy for Injury and Illness Prevention Program

Progress on Implementing the Recommendations of the Recovery Plan:

1. No board policies have been adopted regarding hazardous chemicals. The college has a draft policy for the Injury and Illness Prevention Program but has taken no formal action. The district has requested a proposal from Keenan and Associates that includes annual training for all staff. See additional comments referenced in Standard II.B.1.4, above.
2. The college still does not require science teachers to update the chemical inventory annually (or each semester). A chemical inventory and access to materials safety data sheets are critical to minimize potential exposure issues for students and faculty.
3. College staff report that seismic lips have been installed in some science classrooms, but no supporting documentation was provided. The college intended to identify all areas where seismic lips were necessary and to complete the inventory and installation of these guards by July 1, 2008. The college also planned to take inventory of all tipping hazards and correct the hazards with seismic strapping. The proposed completion date for this project was September 1, 2008. As of the February 2009 FCMAT visit, this inventory had not been completed.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.12 - School Safety - Inspection and Correction of Unsafe Conditions

Legal Standard:

Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162]

Sources and Documentation:

1. Interviews with Director of Facilities, Maintenance, and Operations, and staff
2. Employee evaluation samples to address inspection and correction of unsafe conditions
3. Custodial and Maintenance Procedures Manual dated January 21, 2009
4. Southland Design Build and Maintain Report dated January 15, 2009
5. S and K Engineers Existing Campus Lighting Project No. 08032.03 dated October 28, 2008
6. Compton Center 2008 Campus Plan by tBP Architecture and Planning

Progress on Implementing the Recommendations of the Recovery Plan:

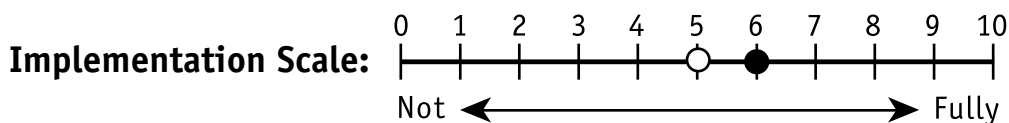
1. Complete building condition assessments have been performed as part of the preparation of the Facilities Master Plan by tBP Architecture and Planning. The document includes a series of meetings with the Facilities Planning Committee to review the analysis of existing facilities and prepare multiple development options for capital projects. The Facilities Master Plan is designed to meet the requirements of the State Chancellor's Office and guide the development of the Five-Year Capital Construction Plan. The plan addresses the existing building conditions for seismic, fire/life safety, mechanical, electrical, plumbing, and deferred maintenance requirements.
2. The college has not adopted board policies to date to address this standard. However, the team reviewed the college's draft of the Custodial and Maintenance Procedures Manual. The manual addresses the duties and responsibilities of the utility-maintenance workers in an effort to maintain safety and cleanliness of the facilities, including restrooms, hallways, administrative offices, gyms, and all other buildings on the campus.
3. Reports from Southland Industries address concerns regarding the HVAC equipment. Because of the age of many of the buildings, this is a good first step to determine problem areas that will translate into longer term solutions. Deferred maintenance repairs can be extremely costly, and implementing the report's recommendations will help the college to keep HVAC systems running with higher energy efficiency and fewer system failures or unscheduled shutdowns. This proactive approach should result in lower operating costs.
4. The Southland Industries report includes service training for Compton College staff on new and existing HVAC equipment, inventory of 103 rooms, heating and cooling capacities, and recommendations for repair and procurement of HVAC equipment.
5. To address the required action, the college created a scheduler position to help monitor the work order system and to assign and monitor projects. The position was filled from within the department. The scheduler receives work orders via e-mail or by paper copy and then assigns

the work order to a maintenance and operations staff member. The scheduler also assigns a tool kit to the assigned staff member for use in completing the work order. This position should continue to oversee the work order process so that the Director of Maintenance and Operations can attend to other issues. The college should also move to an electronic work order system. The maintenance and operations staff have researched electronic work order programs, and have identified a program they would like to use. The program had not been implemented at the time of the site visit. The district has begun to use the School Dude electronic work order system to track maintenance requirements.

6. Reports from S and K Engineers regarding the existing campus lighting include recommendations on improving the exterior campus lighting for security and aesthetics.
7. College staff reported that the building adoption program had begun to be implemented. The goal for the program is to have every college facility, grounds area, field, road, and parking lot adopted by a maintenance and operations employee for inspection. The team concept for scheduled maintenance has been adopted. The goal is to create a greater sense of responsibility and ownership because each facilities team is responsible for a particular set of facilities. It is reasonable to expect a higher level of care and maintenance utilizing the team concept.
8. The college has not repaired all substandard and potentially unsafe conditions. However, actively unsafe conditions are identified, faculty staff and students kept away, and the repair is conducted as quickly as possible. Not all conditions can be treated in this way, however, such as the hazardous materials issues, exterior lighting, and the inadequate fire alarm systems at the college, as referenced in standard III.B.1.14. Weekly inspections are now conducted for safety and lighting issues by the Director of Facilities Planning and Management.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.14 - School Safety - Sanitation is Maintained and Fire Hazards are Corrected

Legal Standard:

Sanitary, neat, and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]

Sources and Documentation:

1. Interview with site administrators
2. On-site observation
3. Employee evaluation samples to address sanitation maintenance and correction of fire hazards
4. Custodial and Maintenance Procedures Manual
5. Minutes from Safety Committee meetings
6. Draft Policy for Injury and Illness Prevention Program
7. Crystal Reports Viewer, School Dude work order system

Progress on Implementing the Recommendations of the Recovery Plan:

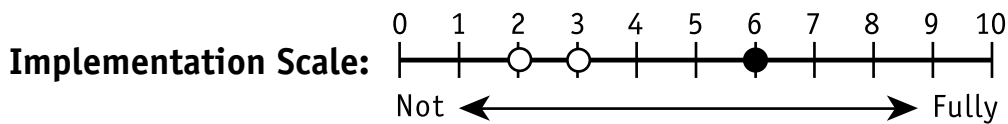
1. The Governing Board/Special Trustee has not adopted a board policy to delineate that all sanitation hazards are to be corrected immediately. The college reports that the maintenance and operations staff maintains 66 restroom facilities. The campus enrollment is approximately 4,850 students. In the fall of 2008, maintenance and operations closed three men's and two women's restrooms to focus on better cleaning and service of the open restrooms. The college renovated Buildings C and G over the summer. During FCMAT's visits in both November and February, the overall appearance of the campus was excellent and demonstrated that Compton CCD's team approach has been very effective. The utility maintenance staff has been assigned to teams and has created specific zones on the campus to address safety and sanitation issues.
2. The custodial work crews have been in place for a little more than a year, and college staff report improvements in the work completed by the crews. Previously, if a maintenance and operations staff member was absent, that staff member's assigned duties for the day would not be completed. Custodial work is always accomplished on each shift. Work is reassigned as needed to accommodate absences, ensuring that basic cleaning is accomplished on each shift. Custodial assignments are not yet programmed on the college work order system, School Dude, but knowledge of work order requirements and each task are delineated in the Custodial and Maintenance Procedure Manual. Each team is assigned a definite shift with starting and ending times. Teams or zones can be adjusted temporarily to accommodate the needs of the college for special programs or events.
3. The maintenance department submits annual work orders for all fire extinguishers to be serviced during summer school. The utility maintenance workers are responsible for checking all fire extinguishers monthly, which includes dating and initialing the tags on each fire extinguisher. Kitchen fire suppression systems are not part of the annual contract and are assigned separately to the Food Service staff. The college contracts with a vendor for regular inspection and recharging of fire extinguishers.

4. The college has provided in-service training on site safety and cleanliness for all site operational personnel. The maintenance and operations department staff receives weekly training and safety briefings from the director, but minimal formal in-service training for all staff has not been conducted.

5. At the time of the facilities review, employee evaluations were up to date. Evaluations are to be completed annually by the employee's supervisor and administrator. Classified employee performance evaluations completed for the period of 5/1/08 through 4/30/09 contain a section on safety, as was recommended in the previous review. The college should continue the annual employee evaluation process and ensure that the employee's supervisor and administrator both continue to contribute to the evaluation.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.15 - School Safety - Injury/Illness Prevention Program Inspections are Done

Legal Standard:

The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]

Sources and Documentation:

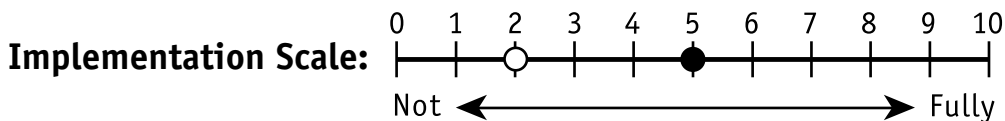
1. Interviews with staff
2. Draft policy for Injury and Illness Prevention Plan
3. Site walk-through with the Director of Facilities

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college is updating board policy for addressing the Injury and Illness Prevention Plan. FCMAT reviewed a draft of the policy that is scheduled to be reviewed by the state Special Trustee in April.
2. The college has not provided training to staff regarding the IIPP program. The Director of Facilities reported that once the new IIPP Handbook has been drafted and approved by the board, training on the handbook will be provided to staff.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.18 - School Safety - Plan for Prevention of Campus Crime and Violence

Legal Standard:

A comprehensive school safety plan exists for the prevention of campus crime and violence.

[EC 66300]

Sources and Documentation:

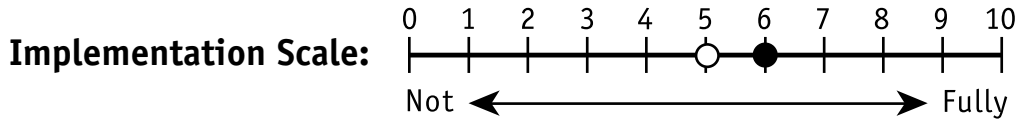
1. Interviews with college and site staff
2. Draft policy for Injury and Illness Prevention Plan
3. Minutes from safety meeting
4. Emergency Preparedness PowerPoint, Police Department
5. Flex Day PowerPoint, spring 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. No comprehensive college safety plan exists. Interviews with the college's Police Department revealed that work on a comprehensive safety plan has begun, and that it will mirror a similar plan that exists for El Camino Community College. The plan will address operational safety (facilities and materials hazards), personal safety and emergency response. Success in its development will require active participation of Academic Affairs, Student Services and Community Relations, as well as police and facilities departments.
2. In previous visits, FCMAT was told that vandalism and theft were problems on the campus. During FCMAT's February 2009 visit, both the Director of Facilities and the police lieutenant agreed that theft and vandalism had been considerably reduced, allowing resources to be directed to higher-priority areas.
3. The El Camino Community College Police Department gave an emergency preparedness PowerPoint presentation to Compton staff that included both the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). This provided a review for the record-keeping processes for federal and state reimbursement requirements.
4. The presentations also included major evacuation points: the Artesia grass field area for the Delta (Foster and Kinship Care Education), Math Science, MIS, Observatory, Learning Resource Center, Music, Theatre Arts and the Y buildings. The presentation included an actual campus-wide evacuation based on building damages and student injuries.
5. A strategic plan regarding emergency preparedness and evacuation was reviewed beginning with the responsibilities of the Commander for staging and planning with the Compton Fire Department, Paramedics, Nursing Center, the Los Angeles County Sheriff's Office, and the city of Compton Public Works Department. The PowerPoint presentation has all the elements needed to meet the requirements of this standard and should be converted to a policy document and presented to the state's Special Trustee for final approval.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.22 - School Safety - Safety Boilers and Fired-Pressure Vessels

Legal Standard:

Safe work practices exist with regard to boiler and fired-pressure vessels. [CCR Title 8 §782]

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

1. As of the date of the site visit, the Compton CCD has contracted with Southland Industries to perform boiler assessments, to decommission several unused boilers and to provide inspection and maintenance for the remaining operational boilers. This contract eliminates the need for the college to develop maintenance procedures of its own.
2. Given the small size of the college staff and consequent limitation in technical skills available in-house, contracting out is the most cost-effective solution. The college should integrate boilers into the scheduled maintenance system, which can be included in the contract with Southland Industries.
3. Southland Industries is maintaining the boilers and has implemented two training programs for employees: lockout/tag out and confined space training.

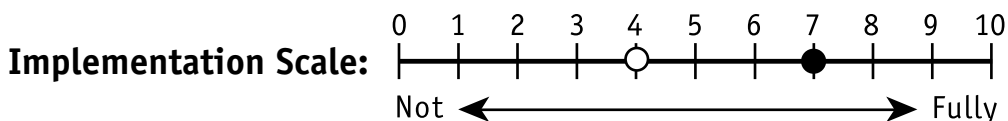
Standard Implemented: Partially

April 2007 Rating: 4

January 2008 Rating: 4

July 2008 Rating: 4

June 2009 Rating: 7



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.24 - School Safety - Maintenance of a Comprehensive Employee Safety Program

Professional Standard:

The college maintains a comprehensive employee safety program. Employees are made aware of the college safety program, and the college provides in-service training to employees on the requirements of the program.

Sources and Documentation:

1. Board Policy 9.1
2. Board Policy 9.2
3. Interview with site administrators
4. Draft policy of Injury and Illness Prevention Program
5. Minutes from December 2, 2008 safety meeting
6. Fastener safety certificates
7. S and K Engineers report for campus-wide security/fire alarm systems

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change to the board policies since the last review. College staff recognize the need to update the policies, but no changes have been made to date. Changes in staffing and titles are needed, such as the two positions of Director of Facilities Management and Planning and Director of Maintenance and Operations that were added last year. These positions are employed by El Camino Community College, but work at and are responsible for Compton Community College. The two directors currently report to both entities, El Camino and the Special Trustee and/or Provost at Compton.

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

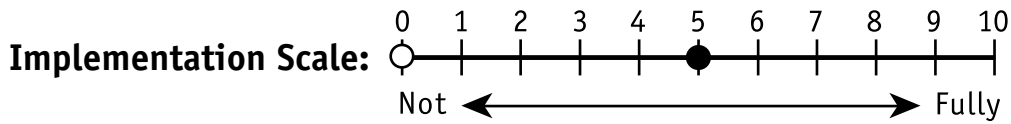
The presentation also included major evacuation points: the Artesia grass field area for the Delta (Foster and Kinship Care Education), Math Science, MIS, Observatory, Learning Resource Center, Music, Theatre Arts and the Y buildings. The presentation included an actual campuswide evacuation based on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

2. A strategic plan regarding emergency preparedness and evacuation was reviewed beginning with the responsibilities of the Commander for staging and planning with the Compton Fire Department, paramedics, Nursing Center, the Los Angeles County Sheriff's Office, and the city of Compton Public Works Department. The PowerPoint presentation has all the elements needed to meet the requirements of this standard and should be converted to a policy document and presented to the state's Special Trustee for final approval.

- At the last facilities review, the college had identified the need for a safety committee that is now active and has begun meeting regularly, chaired by the Director of Facilities Planning and Management. The safety committee should include staff from the Maintenance and Operations Department, campus police, faculty, student representative and administration.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 1.25 - School Safety - Conduct of First Aid Training for School Site Personnel

Professional Standard:

The college conducts periodic first aid training for employees.

Sources and Documentation:

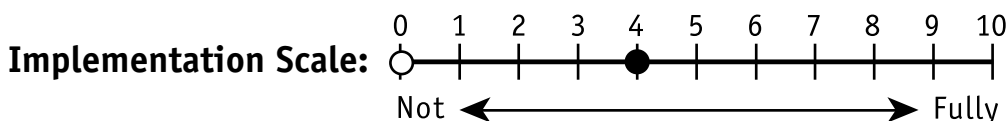
1. Board policy
2. Interview with site administrators
3. Copies of bargaining unit agreements
4. Observation of employees and safe practices
5. Draft policy of Injury and Illness Prevention Program
6. E-mail from Keenan & Associates

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change to the board policy for school safety since the last site review. The college has no board policy regarding minimum first aid training for all college employees.
2. The college had not, as of the site visit, reviewed the bargaining agreements to determine if existing language for safe working conditions should be clarified or enhanced to include first aid training.
3. It was still unclear if one specific administrator had been assigned to coordinate the first aid training for all employees. However, the Director of Facilities indicated that a plan to provide safety trainings, such as CPR, was being proposed by Keenan & Associates. The proposed plan includes contracting for first aid and hazard training for one-day staff development sessions.
4. The Director of Facilities Planning and Management reported that various safety and training briefings are presented during weekly staff meetings, but the briefings have not focused specifically on first aid training. The college should formally assign an administrator the role of first aid training for employees. First aid training was conducted by El Camino Community College staff for the Compton CCD staff in August 2008, but no documentation was provided regarding attendance.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 0 |
| January 2008 Rating: | 0 |
| July 2008 Rating: | 0 |
| June 2009 Rating: | 4 |



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.2 - Facility Planning -
Facilities Planning Manual

Professional Standard:

The college possesses a Facilities Planning Manual for the California Community Colleges dated 2008.

Sources and Documentation:

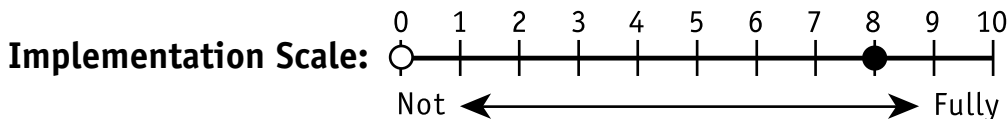
1. College reported information
2. Request for Qualifications/Capital Facilities Project Management Services
3. 2009-13 Five Year Construction Plan
4. Compton Community College District 2008 Campus Plan

Progress on Implementing the Recommendations of the Recovery Plan:

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

Standard Implemented: Fully - Substantially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 2.3 - Facility Planning - Efforts to Seek State and Local Matching Funds

Professional Standard:

The college seeks state and local funds.

Sources and Documentation:

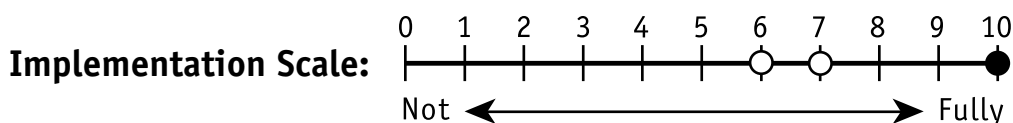
1. Interviews with Director of Facilities Management and Planning
2. Cost Estimate Summary and Anticipated Time Schedule paperwork
3. Facilities Master Plan dated May 20, 2008
4. Board agenda dated June 24, 2008
5. Resolution No. 08-09/062408 establishing general obligation bond tax rate

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has been proactive and successful in seeking state and local funds for capital improvements. In November 2002, Measure CC passed with 76% of voters authorizing the college to issue \$100 million in general obligation bonds. Measure CC authorized funds to repair and renovate academic classrooms and job training facilities and upgrade safety security systems, electrical capacity, computer technology, energy efficiency, and leaky roofs.
2. The college currently has approximately \$59 million in general obligation bonding capacity. The college is conducting an external financial and performance audit to reconcile the previously issued bonds. The audit is scheduled for completion in March of 2009.
3. The district's five-year capital outlay plans are developed in Fusion, a Web-based project planning and management software used by all of California's community college districts and the System Office to support their facilities. It is actively utilized by the Director of Facilities Planning and Management. Fusion provides for project scenario planning analysis as a decision-making tool to determine the priority for projects receiving state funding in a district's five-year capital outlay plan. Access to Fusion is protected and is password specific.

Standard Implemented: Fully - Sustained

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.5 - Facility Planning - Properly Staffed and Funded Facility Planning Function

Legal Standard:

The college should have a properly staffed and funded facility planning department.

Sources and Documentation:

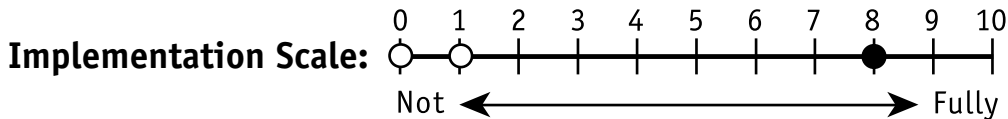
1. Interviews with site administrators
2. College documentation
3. Five-Year Capital Outlay Plans
4. Final Project Proposals (FPPs)
5. Initial Project Proposals (IPPs)
6. RFQ #01-09/01, Capital Facilities Project Management Services

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has a Director of Facilities who is extremely knowledgeable regarding local facilities planning and funding through the California State and Community College planning guidelines, processes and requirements.
2. The district augments planning of capital construction and modernization projects by consulting with tBP Architecture services to maximize state funding opportunities. Any further skills and capabilities are provided through the use of consultants for specialty design by mechanical, electrical or civil engineers.

Standard Implemented: Fully - Substantially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 2.6 - Facility Planning - Implementation of an Annual Capital Planning Budget

Professional Standard:

The college should develop and implement an annual capital planning budget.

Sources and Documentation:

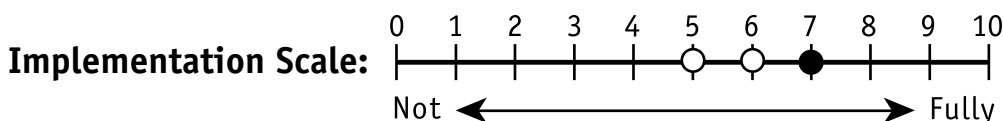
1. Interviews with site administrators
2. Facilities Master Plan dated May 20, 2008
3. Capital Facilities Projects and Spending Plan
4. Adoption of Revised Measure CC Project List
5. Facilities Master Plan bridge document, 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. As of the February 2009 visit, the Facilities Master Plan had been finalized and adopted by the state Special Trustee. In addition to this planning document, the college annually prepares the Five-Year Capital Plan and the Deferred Maintenance Plan for submission to the Chancellor's Office. The only capital planning weakness concerns are for short-term planning and prioritization of smaller-sized yet critical projects that affect health and safety. Examples of these types of projects include fire alarm systems, exterior lighting and expansion of the key-card program.
2. The district's five-year capital outlay plans are developed in Fusion, a Web-based project planning and management software used by all of California's community college districts and the System Office to support their facilities. It is actively utilized by the Director of Facilities Planning and Management. Fusion provides for project scenario planning analysis as a decision-making tool to determine the priority for projects receiving state funding in a district's five-year capital outlay plan. Access to Fusion is protected and is password specific.
3. At the board meeting on September 16, 2008, the revised project list for the college's general obligation bond program, Measure CC, was presented and includes the Facilities Master Plan bridge document. The total budget for capital projects on the revised list is \$77,992,425. Sources to fund these projects include \$58,780,000 from the state Capital Outlay Fund, \$560,000 from an insurance claim and \$18,652,425 from Measure CC bond funds.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.10 - Facility Planning - Assessment of Local Bonding Capacity and Monitor Legal Bonding Limits

Legal Standard:

The college assesses its local bonding capacity. [EC 15100]

Sources and Documentation:

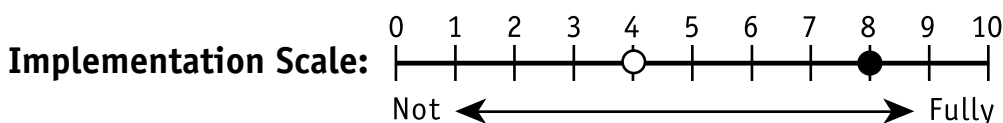
1. Interviews with site administrators
2. Compton Center 2008 Campus Facilities Master Plan
3. Citizens' Bond and Oversight Committee Agenda and Minutes
4. Board agenda dated June 24, 2008; Resolution

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college continues to be proactive and successful in seeking state and local funds for capital improvements. In November 2002, 76% of voters authorized the college to issue \$100 million in general obligation bonds (Measure CC). Measure CC authorized funds to repair and renovate academic class-rooms and job training facilities and upgrade safety security systems, electrical capacity, computer technology, energy efficiency, and leaky roofs.
2. The college has \$50 million in general obligation bonding capacity. The college is conducting an external financial and performance audit to reconcile the previously issued bonds. The audit is scheduled for completion in March 2009.
3. The college is working with its financial advisor, bond counsel and bond underwriter to assess its current bonding capacity and matching funds for state-funded projects.
4. In accordance with Education Code Sections 15278, 15280, 15282; California Constitution Article XIII A Section 1(b), Article XVI Section 18 (b), the college presented Resolution No. 08-09/062408 to establish the tax rate for general obligation bonds and issue \$15 million series of its bonds authorized from Measure CC approved in November 2002.

Standard Implemented: Fully - Substantially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.11 - Facility Planning -
Process to Determine Debt Capacity

Professional Standard:

The college has developed a process to determine debt capacity.

Sources and Documentation:

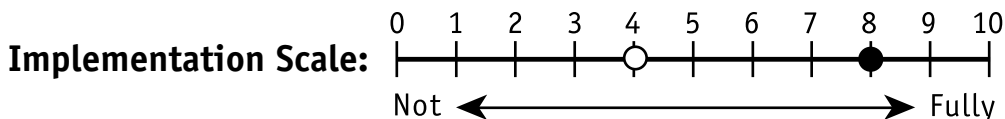
1. Interviews with site administrators
2. AB 318 Legislation
3. Memorandum between El Camino College and Compton Center
4. 2007-08 Audit Report

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Director of Facilities Planning and Management consults with the Interim Vice Chancellor of Business Services regarding budget and long-term debt financing for current and future capital projects.
2. Additional consultation is provided from the financial advisor, bond counsel and bond underwriter to assess its bonding capacity and long-term debt. Prior to issuing new bonds under Measure CC, the college is conducting a financial and performance audit to reconcile all funds expended to date.
3. The Learning Resource Center (LRC) building has not been certified for occupancy by the Division of the State Architect (DSA). The facility design and structural safety issues are being reviewed and may be the cause of litigation. The LRC building will serve as a priority for access to future funding that may include the issuance of additional general obligation bonds from Measure CC.

Standard Implemented: Fully - Substantially

| | |
|----------------------|---|
| April 2007 Rating: | 4 |
| January 2008 Rating: | 4 |
| July 2008 Rating: | 4 |
| June 2009 Rating: | 8 |



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.12 - Facility Planning - Awareness and Monitoring of Assessed Valuation

Professional Standard:

The college should be aware of and monitor the assessed valuation of taxable property within its boundaries.

Sources and Documentation:

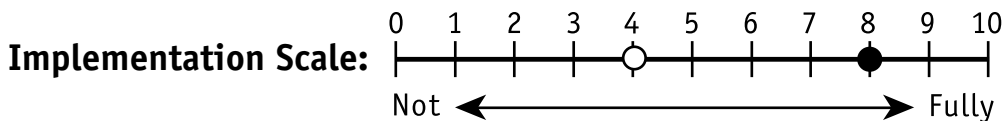
1. Interviews with site administrators
2. Resolution No. 062408 on June 24, 2008

Progress on Implementing the Recommendations of the Recovery Plan:

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

Standard Implemented: Fully - Substantially

| | |
|----------------------|---|
| April 2007 Rating: | 4 |
| January 2008 Rating: | 4 |
| July 2008 Rating: | 4 |
| June 2009 Rating: | 8 |



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 2.16 - Facility Planning - Priorities and Scheduling of Projects

Professional Standard:

The college has established and utilizes an organized methodology of prioritizing and scheduling projects.

Sources and Documentation:

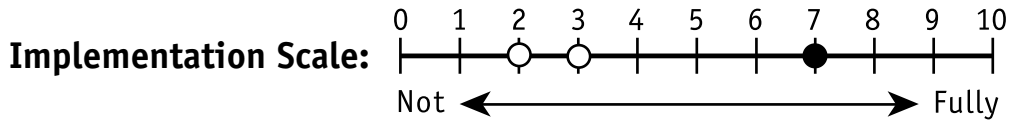
1. Review board policies
2. Interviews with staff
3. Review of college records and reports including the Facilities Master Plan dated May 20, 2008
4. Citizens Bond Oversight Committee Agenda and Minutes dated October 2008
5. Citizens Bond Oversight Committee Agenda and Minutes dated November 2008
6. Adoption of Revised Measure CC Project List, September 2008
7. Adoption of Facilities Master Plan bridge document
8. Certification of Inventory for Fiscal Year 2009-10

Progress on Implementing the Recommendations of the Recovery Plan:

1. The state Special Trustee has adopted a Facilities Master Plan which, combined with the Five-Year Plan and the Deferred Maintenance Plan, establishes the district's facilities priorities. Facilities planning requirements are more reflective of how to prioritize, fund and address current issues such as the fire alarm system, exterior lighting and the continued expansion of the programmable key card access program.
2. The Facilities Committee, which was established to review and comment on facilities needs and prioritize projects, was temporarily suspended while the Facilities Master Planning Steering Committee took precedence to develop the Facilities Master Plan. College staff report that the Facilities Master Planning Steering Committee met with the members of the Facilities Committee as the draft Facilities Master Plan was being developed to solicit members and input, and to keep them informed of the progress on the plan. The last Facilities Committee meeting was conducted in November 2008, which included the Capital Facilities Project master listing and a presentation by the director.
3. From January through June 2008, the tBP Architecture firm, together with college staff, performed a facilities condition assessment to develop a bridge document to the Facilities Master Plan. The document was presented to the shared governance committees, Compton Community College Board, El Camino College President's cabinet and the Measure CC Bond Oversight Committee.
4. While the Facilities Master Plan contains critical elements for funding and facilities planning, the document still lacks the implementation and integration with educational planning, including systematic links to the budgeting process. The final Facilities Master Plan will need to address this issue and the Compton CCD will need to demonstrate continued documented evidence of defined processes to sustain the facilities standards.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.1 - Facilities Improvement and Modernization - Appropriate Use of the Scheduled Maintenance and Special Repair Funding in the Capital Outlay Projects Funds

Legal Standard:

The college has a restricted capital outlay fund, and a portion of those funds are expended for maintenance and special repairs only. [EC 84660]

Sources and Documentation:

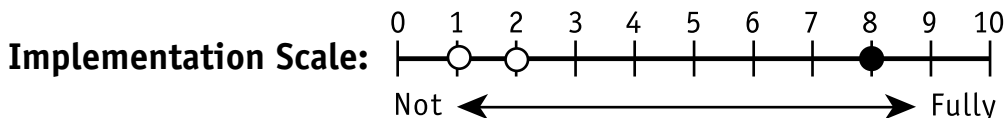
1. Board Policy 6740, Citizens Oversight Committee
2. Interview with Director of Facilities Management and Planning
3. College's general ledger for Fund 41, Capital Outlay Projects
4. Copy of Fund 41, Capital Outlay Projects budget
5. Copies of some claim reimbursement documents
6. Copy of Five-Year 2007-11 Construction Plan
7. Copy of Measure CC Bond Program and State Capital Outlay Program Progress and Budget Cost Report
8. Adoption of Facilities Master Plan Bridge Document, September 2008
9. Adoption of Revised Measure CC Project List

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has a restricted capital outlay fund, dedicated to capital projects and deferred maintenance, as required by the Community College System Budget and Accounting Manual. However, providing funds for this type of activity is very difficult. In recent years, Compton CCD has been extremely successful in accessing capital facilities funding from state and local sources.
2. The district's five-year capital outlay plans are developed in Fusion, a Web-based project planning and management software used by all of California's community college districts and the System Office to support their facilities. The software is actively utilized by the Director of Facilities Planning and Management. Fusion provides for project scenario planning analysis as a decision-making tool to determine the priority for projects receiving state funding in a district's five-year capital outlay plan. Access to Fusion is protected and is password specific.

Standard Implemented: Fully - Substantially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.4 - Facilities Improvement and Modernization - Plan for Maintenance and Modernization Exists

Legal Standard:

The college maintains a plan for the maintenance and modernization of its facilities. [EC 84660, 84670-84674]

Sources and Documentation:

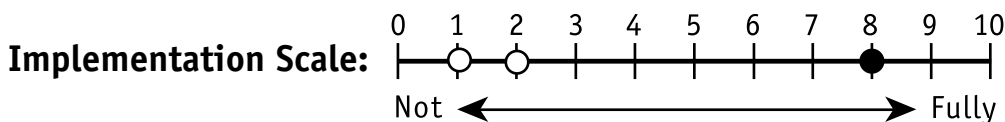
1. Interviews with staff and Director of Facilities Management and Planning
2. Reviewed minutes of the college's Bond Oversight Committee (October/November)
3. Reviewed college's five-year scheduled maintenance plan for 2009-2013
4. Reviewed college's Facilities Master Plan 2008 for Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college's campus is maintained and modernized to provide for the safe utilization of all facilities. Renovation and capital project plans for the college include the following:
 - a. The Facilities Master Plan was approved by the board.
 - b. A Five-Year Deferred Maintenance Plan and a Five-Year Capital Plan are prepared and submitted to the Chancellor's Office.
 - c. An energy conservation plan is required to address the utility infrastructure on the campus. A Final Project Proposal (FPP) has been submitted under the 2009-13 Five-Year Construction Plan (2009-10 first-year funding) to address many of the existing energy issues. The Compton campus was constructed in the early 1950s and many of the original structures are in need of electrical, fire alarm and safety upgrades to enhance energy conservation.
 - d. An energy service contract was approved for a review of the operating efficiency of all HVAC systems. A regular condition assessment program is ongoing with external contractors with regard to HVAC equipment, lighting and other utility infrastructure components.
2. Maintenance planning is less developed but in process, with assessment conducted by external contractors.
3. Compton CCD has submitted a maintenance project funding proposal for interim lighting and security through the Chancellor's Office.

Standard Implemented: Fully – Substantially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.6 - Facilities Improvement and Modernization - Maintenance of a System for Tracking Project Progress

Professional Standard:

The college has established and maintains a system for tracking the progress of individual projects.

Sources and Documentation:

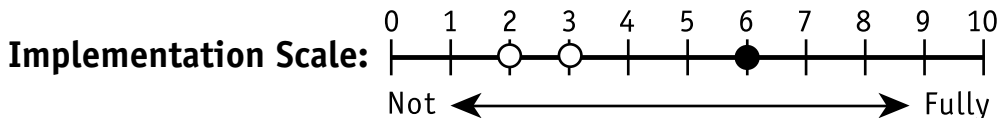
1. Interviews with Director of Facilities Management and Planning
2. Detail reports provided by program
3. Reports provided from the Fusion network
4. Adoption of Revised Measure CC Project List

Progress on Implementing the Recommendations of the Recovery Plan:

1. With the passage of a general obligation bond, Measure CC, the college hired a construction management firm to track and monitor the progress of these projects.
2. The college is conducting a financial and performance audit of all Measure CC projects previously conducted to date. The bond audit was to be completed by the end of March 2009.
3. Tracking and monitoring for smaller projects is conducted by the Facilities Department personnel and coordinated with the college's Finance Department to monitor detail financial reports on the DataTel system. Budget and general ledger reports are reviewed regularly and are designed to integrate with project cost control. However, additional cost data is needed to manage projects, and this must be kept either by the project/construction manager or by facilities personnel. Good working relationships and communications must be established among the project/construction manager and staff in the facilities, accounting and procurement departments.
4. The absence of an experienced Chief Business Officer for the college on a consistent basis has impeded the progress of the necessary coordination among facilities, accounting and procurement.
5. The Director of Facilities maintains a comprehensive spreadsheet for each project and vendor with which the department contracts. Review of the provided documentation indicates that the director approves and forwards the invoices to the college accounting department generally within one to two weeks of receiving an invoice or charge for projects or materials.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.7 - Facilities Improvement
and Modernization - Furniture and Equipment Included in Modernization Program

Professional Standard:

Furniture and equipment items are routinely included within the scope of modernization projects.

Sources and Documentation:

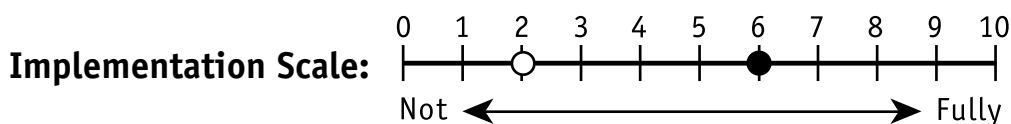
1. Interviews with Director of Facilities Management and Planning
2. Detail reports provided by program and project
3. Physical inspection of new construction and modernization projects on campus

Progress on Implementing the Recommendations of the Recovery Plan:

1. College staff reports that most capital projects are recorded on the Fusion network. The Director of Facilities maintains a spreadsheet that tracks the completed and ongoing projects. The college board agenda items in September 2008 included all projects included in the Facilities Master Plan. The project titles were broad in scope and did not include individual line items for furniture and equipment.
2. The college continues to identify planning to include furniture and equipment in future modernization and new construction projects. The college should include furniture and equipment items in the final Facilities Master Plan.
3. The college budget for the Learning Resource Center project had cost overruns and change orders that eventually led to the elimination of the furniture and equipment budget for this project. These are difficult decisions; however, efforts should be made to eliminate this type of practice and maintain the approved budget allocation for each project.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 6 |



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.8 - Facilities Improvement and Modernization - Technology Infrastructure Needs for Facilities Projects

Professional Standard:

Refurbishing, modernization, and new construction projects should take into account technology infrastructure needs.

Sources and Documentation:

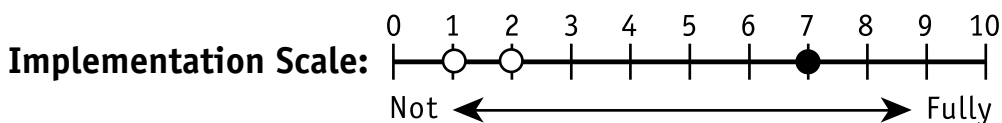
1. Interviews with staff
2. Interviews with Director of Facilities, Management and Planning
3. Detail reports provided by program and project
4. Physical inspection of college campus facilities and selected classrooms
5. Technology Plan
6. Facilities Master Plan
7. Board agenda and minutes from September 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. With the development of the Facilities Master Plan, the Technology Plan and the Educational Master Plan, future technology requirements should be addressed that link and integrate the specific technology needs of Compton CCD.
2. As recommended in the last review, specific information regarding the infrastructure needs prior to the architectural phase of construction and modernization should be expanded to integrate technology involvement in the very early stages of the new construction and/or modernization of an existing building. The college has submitted a Final Project Proposal in the state's capital outlay funding structure to repair and replace the existing utility infrastructure that will provide sufficient enhancements to the infrastructure of the campus and to future technology requirements.
3. The utility infrastructure design was scheduled to be completed by the end of 2008, and \$7,450,000 was included for the management information system remodel and new equipment on the Revised Capital Facilities Projects list submitted to the state's Special Trustee in September 2008.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 1 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 7 |



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.13 - Facilities Improvement and Modernization - Knowledge of Office of Public School Construction and the Division of the State Architect Procedures

Professional Standard:

Staff within the college are knowledgeable of procedures in the Division of the State Architect (DSA).

Sources and Documentation:

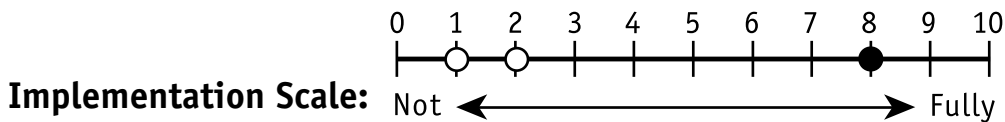
1. Interviews with college staff
2. Architectural drawings
3. CADD standards, Los Angeles CCD sample depicting plans, elevations, model files, layer guidelines

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Division of the State Architect (DSA) provides design and construction oversight for school districts and community colleges. DSA develops and maintains accessibility standards and codes utilized in public and private buildings throughout California. The regulations are complex and continually change. The Director of Facilities has extensive experience and demonstrated competency in DSA requirements.

Standard Implemented: Fully - Substantially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 4.1 - Construction of Projects - An Appropriate Project Management Structure Exists

Professional Standard:

The college maintains an appropriate structure for the effective management of its construction projects.

Sources and Documentation:

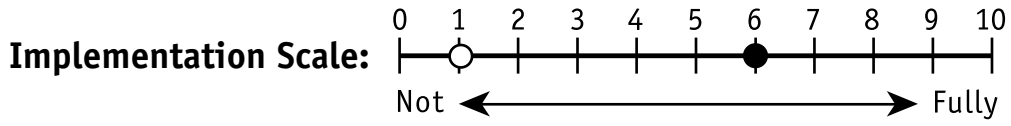
1. Interviews with Director of Facilities Planning and Management
2. Detail reports provided by program and project
3. Physical inspection of college campus facilities and randomly selected classrooms

Progress on Implementing the Recommendations of the Recovery Plan:

1. At a small community college such as Compton CCD, certain economic restrictions on staffing indicate that larger projects must be managed with contracted project/construction management consultants such as with the LRC project. However, due to the extensive experience of the current Compton Director of Facilities, many of the smaller deferred maintenance type projects can be managed by staff.
2. For larger projects, key considerations include: selecting a good project/construction manager and providing a detailed scope of work; ensuring that the project/construction manager works with all project consultants and contractors to coordinate and expedite all aspects of the work; providing appropriate interface between the college and the project/construction manager, which typically will be through the CBO and the Director of Facilities; providing coordinated project support from the facilities, accounting and procurement departments; and ensuring appropriate project control.
3. For smaller projects, key considerations include all of the above issues except that the project/construction management function is provided by Facilities Department personnel. The college should commit appropriate funding for smaller size projects.
4. Areas that require improvement for larger projects include: coordination among facilities, accounting and procurement departments to efficiently and effectively resolve problems as they occur; and timely and appropriate project reporting regarding both the project scheduling component and financial accounting. The LRC project, which is the most recent large project, exhibited a range of problems. The results of the financial and performance audit will identify areas for improvement and strengthen Compton CCD's internal controls.
5. With the Director of Maintenance position vacant, the full burden of project management falls on the Director of Facilities, creating an unreasonably large workload.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 4.3 - Construction of Projects -
Maintenance of Appropriate Project Records and Drawings

Professional Standard:

The college maintains appropriate project records and drawings.

Sources and Documentation:

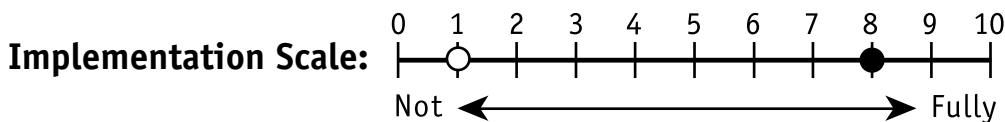
1. Interviews with Director of Facilities Management and Planning
2. Detail reports provided by program and project
3. Physical inspection of drawing room and records
4. AutoCAD drawings

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college maintains an appropriate and organized automated and paper archive of all project as-built architectural drawings and related contract documents. The more recent projects are in good order and automated through the use of AutoCAD software.
2. The college is planning to implement a fully electronic archive, and for the last several years has requested and received from its architects electronic files and records for all construction projects. Older documents can be converted to electronic format, but in each case an evaluation should be made, so that conversions are made only when cost effective.
3. The electronic filing reference system used should be consistent and cross-referenced with the electronic files, the paper blueprint files in the blueprint archive, and the files maintained by the procurement and accounting departments.
4. The college is in the process of adopting a set of CADD standards that include project folder structures, drafting symbols, plans and elevations, along with best practices for electronically stored architectural drawings.

Standard Implemented: Fully - Substantially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 5.3 - Compliance with Public Contracting Laws and Procedures - Conflict of Interest Statements and Compliance

Professional Standard:

The college maintains files of conflict of interest statements and complies with legal requirements. Conflict of interest statements are collected annually by the President/Superintendent and kept on file.

Sources and Documentation:

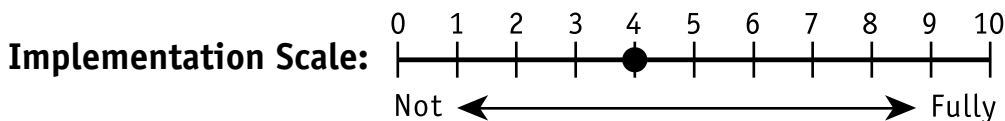
1. Board policy
2. Interviews with college staff
3. Form 700, Annual Filing of Statement of Economic Interests

Progress on Implementing the Recommendations of the Recovery Plan:

1. Documentation was provided to support an updated certification to the state Special Trustee regarding Form 700, Annual Filing of Statement of Economic Interests for the Director of Facilities Planning and Management. The documentation reviewed was dated September 16, 2007, and was an assuming office statement. Documentation demonstrating and meeting the annual filing requirement was not provided during this review period.
2. The college should update its board policies and identify designated positions that must file the annual Form 700. Due to the specific duties and responsibilities of the Director of Facilities and the number of contracts, this position should be included in any policy update.
3. Procedures to collect the conflict-of-interest statements should be established for staff members who are employed by El Camino Community College but work at the Compton College Center.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.1 - Facilities, Maintenance and Custodial - Implementation of an Energy Conservation Policy

Professional Standard:

An energy conservation policy should be approved by the Board of Education and implemented throughout the college.

Sources and Documentation:

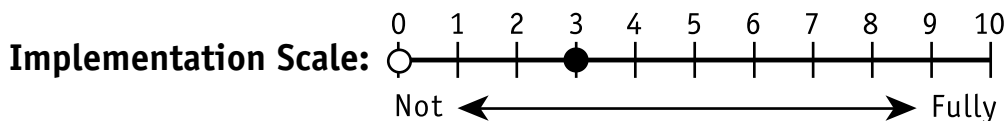
1. Energy policy for school design
2. Review of materials provided by program management
3. Interviews with site administrators
4. Utility Infrastructure Plan proposed by S and K Engineers, approved September 2008
5. Proposal for energy rebates from Creative Enterprise Opportunities, Inc., approved September 2008
6. Energy Service Contract from Southland Industries
7. Completed HVAC Summary spreadsheet, building conditions dated January 6, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last review, there has been no change to board policy. The college has not established an updated board policy to specifically address the nature of energy and energy conservation or to describe how it will be applied.
2. The college recently created a Facilities Master Plan. The college should ensure that a plan for energy conservation is addressed in the next version of the Facilities Master Plan, or is prepared as a separate policy document. This plan should include current recommendations presented in the “Going Green” summit recently hosted by the Chancellor’s Office.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 8.3 - Facilities, Maintenance and Custodial - Energy-Efficient Design Criteria for New Construction and Modernization

Professional Standard:

Cost-effective, energy-efficient design should be a top priority for all college construction projects.

Sources and Documentation:

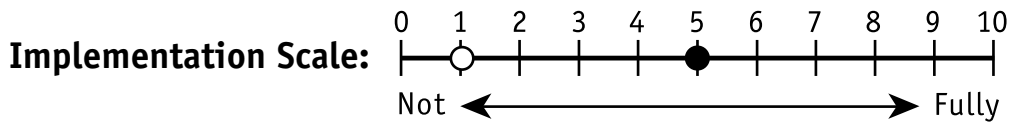
1. College design standards provided tBP Architecture
2. Interviews with Director of Facilities Management and Planning
3. Facilities Master Plan, Compton Center 2008
4. Utility Infrastructure Plan proposed by S and K Engineers, approved September 2008
5. Proposal for energy rebates from Creative Enterprise Opportunities, Inc., approved September 2008
6. Energy Service Contract from Southland Industries

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton College was originally constructed and occupied in the early 1950s, including the utility infrastructure for the campus. Following the construction of the original campus in 1953, four buildings have been added over the last 50-plus years. However, technology, power requirements, electrical upgrades, mechanical upgrades, emergency communications, fire/life safety and sewer requirements have all changed per the Uniform Building Code requirements and the DSA's office. While board policies have not been updated, a number of incremental steps have been completed to meet this standard.
2. In September 2008, the state Special Trustee approved an energy service contract to review the HVAC, lighting, and central control systems in the Math/Science and Vocational Technology buildings. Associated energy costs are deemed excessive, and a projected 17% reduction in energy costs may be obtained with corrective action. This project will be counted as a local match toward the Phase I funding of the Utility Infrastructure Replacement Project through the Chancellor's Office. The project also qualifies for Investor Owned Utilities/California Community College (IOU/CCC) rebates and credits.
3. To qualify for IOU/CCC rebates and credits, it was necessary to develop a user profile of the college's existing energy consumption. The college contracted with Creative Enterprise Opportunities to prepare the energy analysis and submit the results to both local utility providers and the Chancellor's Office. The proposal was presented and approved in September 2008.
4. A proposal from S and K Engineers was presented and approved in September 2008 to evaluate the existing utility infrastructure, including a new central plant, and to perform the preliminary engineering and planning services to obtain state funding.
5. The college recently created a Facilities Master Plan. The college should ensure that a plan for energy conservation is addressed in the next version of the Facilities Master Plan, or is prepared as a separate policy document. This plan should include current recommendations presented in the "Going Green" summit recently hosted by the Chancellor's Office.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 8.5 - Facilities Maintenance and Custodial - Adequate Maintenance Records and Inventories

Professional Standard:

Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools, and equipment. All employees required to perform maintenance on school sites are provided with adequate supplies, equipment, and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.

Sources and Documentation:

1. Interviews with the Director of Facilities Management and Planning
2. Site observation of actual inventory
3. Interviews with site staff
4. College-provided documentation of proposed organizational charts

Progress on Implementing the Recommendations of the Recovery Plan:

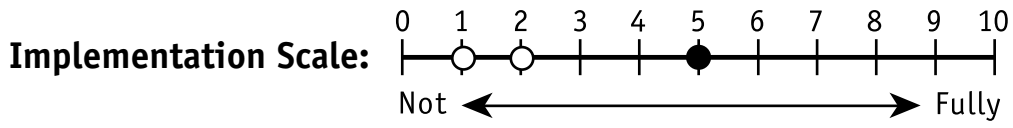
1. A space inventory system exists but does not have full database functionality and therefore does not link to the work order system. The work order system has the capability to link to building database systems or to incorporate a space database, but that has not been accomplished at this time.
2. The work order system utilized is School Dude, an online system used to track unscheduled maintenance issues. It possesses the basic functionality required, but the process of developing its capabilities is in the initial stages at Compton CCD. Labor hours, supplies and materials used are not consistently recorded in the system. However, the system creates a work order documenting the work to be done and the location and building system, and it is then assigned to a maintenance person manually, thus allowing follow-up and assessment.

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

3. Supplies and equipment inventories are recorded manually. The college maintains an inventory of supplies and materials. Major equipment, including tools, is tracked in the inventory system. Employees use a check-out procedure to track the location of this equipment.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.6 - Facilities Maintenance
and Custodial - Procedures for Evaluation of Maintenance and Operations Staff

Professional Standard:

Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.

Sources and Documentation:

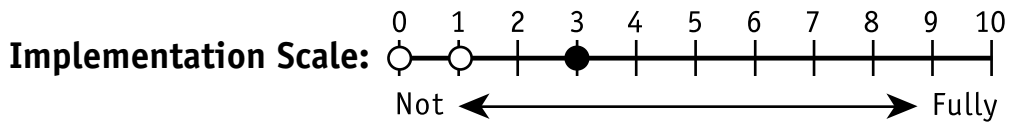
1. Board policy
2. Agreement between the college and the Federation of Classified Employees, Local 3486, CFT/AFT/AFL-CIO
3. Job descriptions
4. Sample employee evaluations

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a board policy to delineate requirements for the evaluation process since the last facilities review and should include a board-approved standard evaluation form per the current bargaining contract.
2. The college has not created a process to notify departments so that evaluations are performed and submitted to Human Resources in a timely manner. During the current facilities review, the college reported and documented that all annual performance evaluations were in process and due by April 30, 2009.
3. Effective November 1, 2007, the college shifted most maintenance and operations personnel from the evening shift to the day shift to improve the work quality. College staff reported there are three teams of custodial staff, with two supervisors for the two day teams and a lead for the four-person night crew. College staff reported an increase in morale and job performance with the creation of the new team concept.
4. Supervisors prepare the preliminary evaluation for the custodial staff. The Director of Maintenance and Operations position, which is currently vacant, evaluates each employee. The current evaluation period ends April 30, 2009. College staff reported that the director had not received all of the preliminary evaluations from the supervisors and therefore had not completed the process. The college reports that the evaluations are a top priority and will be completed.
5. The college had not provided in-service training for supervisory personnel in the proper documentation of performance standards. The college should provide this training as soon as possible, especially if the supervisory personnel are completing employee evaluations. Once the supervisory personnel have received the training, the college administrator should continue to review the annual evaluations. As of the February 2009 visit, special training on performing employee evaluations had not been provided by the Human Resources Department.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.7 - Facilities Maintenance
and Custodial - Identification of Maintenance and Custodial Responsibilities

Professional Standard:

Major areas of custodial and maintenance responsibilities, and specific jobs to be performed, have been identified. Custodial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities they will be expected to perform and on which they will be evaluated.

Sources and Documentation:

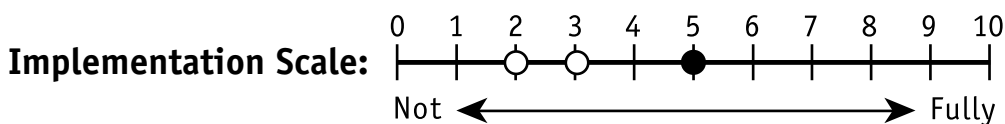
1. Board policy
2. Interview with Director of Facilities Management and Planning
3. Interview with site staff and custodial work leaders
4. Agreement between the college and Federation of Classified Employees, Local 3486
5. Job descriptions
6. Draft policies for Injury and Illness Prevention Program
7. Custodial and Maintenance Procedures Manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. Job descriptions and duties are documented in the descriptions of the maintenance and custodial tasks for assigned employees. Tasks and descriptions are identified by union job classification, e.g., carpenter or utility maintenance worker.
2. At the time of the team's visit, college administrators changed the custodial staff job positions to utility maintenance workers, which allows more flexibility in job duties.
3. Reviews of classified staff job descriptions and duties should be completed periodically to ensure that employees are working under the appropriate job titles and classifications.
4. As part of the regular evaluation cycle, employees should discuss with their supervisors whether their position descriptions are correct and appropriate for their particular work classification.
5. The Maintenance Department has created a Custodial and Maintenance Procedures Manual that addresses the duties, work schedule, equipment, operational procedures and inventory for the utility maintenance position.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 8.8 - Facilities Maintenance and Custodial - Availability of Custodial Supplies and Equipment

Professional Standard:

Necessary staff, supplies, tools, and equipment for the proper care and cleaning of the college are available. To meet expectations, the college is adequately staffed, and staff is provided with the necessary supplies, tools, and equipment as well as the training associated with the proper use of such.

Sources and Documentation:

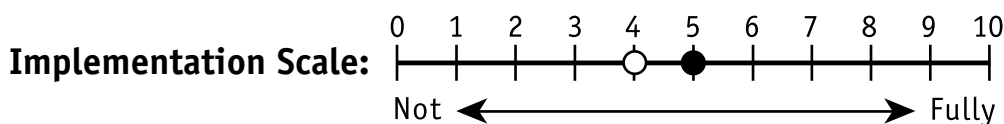
1. Interview with Director of Facilities Management and Planning
2. Interviews with site staff and custodial team leaders
3. Site observation of actual inventory
4. Custodial and Maintenance Procedure Manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college should continue to provide adequate amounts of cleaning supplies and proper equipment to allow custodial staff to perform at an acceptable level. Financial constraints require exercises in judgment when allocating the budget for equipment and supplies. The utility maintenance workers are now staffed by zones and supplies are stored in custodial closets for each zone on the campus.
2. As of the February 2009 FCMAT visit, the college had developed cleaning standards and processes that are clearly documented in the Custodial and Maintenance Procedure Manual. The manual addresses the duties, work schedule, equipment, operational procedures and inventory for the utility maintenance position.
3. The Compton CCD has not implemented training so that all site personnel responsible for cleaning of the campus have a complete understanding of what chemicals and equipment must be used to maintain a clean and safe campus. The hazardous materials training and related job training for all staff is being updated by Keenan and Associates.
4. The college has not specifically addressed evaluating the proper use of supplies and equipment to verify that operational personnel are following the training provided to date. The evaluation process is being completed, but this area is not addressed. The training detailed above should be provided as soon as possible so that employees can be evaluated on the practices.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 4 |
| January 2008 Rating: | 4 |
| July 2008 Rating: | 4 |
| June 2009 Rating: | 5 |



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 8.9 - Facilities Maintenance and Custodial - Implementation of a Preventive Maintenance Program

Professional Standard:

The college has an effective preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of the completion of work by the supervisor of the maintenance staff.

Sources and Documentation:

1. Board policy
2. Interview with Director of Facilities Management and Planning
3. Interview with site staff and custodial team leaders
4. Site observation
5. Custodial and Maintenance Procedural Manual
6. Sample work order requests from the School Dude software

Progress on Implementing the Recommendations of the Recovery Plan:

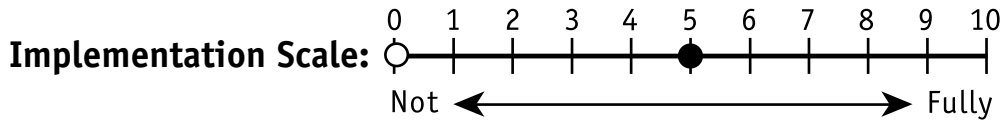
1. The college has a number of scheduled or preventive maintenance programs in place. These programs are all contracted maintenance services because of the college's current limited ability to schedule maintenance work. Compton CCD has a work order software system, School Dude, that is capable of scheduling, but the scheduling feature needs to be implemented.

Custodial cleaning is an obvious example of scheduled maintenance, and it is scheduled, but informally and without documentation. The duties have prescribed steps or procedures, performed on a regular schedule. HVAC system belt checks and filter changes is another example. Landscape maintenance tasks are also very amenable to scheduling, and where planning and scheduling increases efficiency. It should be a high priority for the Compton Facilities Department to implement the scheduled maintenance feature of School Dude and to begin to use it, even if only incrementally or by function.

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

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.10 - Facilities Maintenance and Custodial - Adequate Repair and Supervision of Buildings

Legal Standard:

The Governing Board of the college provides clean and operable flush toilets for use of pupils. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title §631, CCR Title 5 14030, EC 17576]

Sources and Documentation:

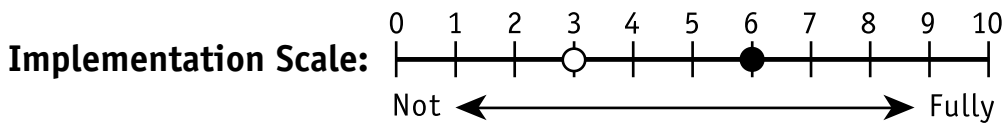
1. Board policy
2. Interview with Director of Facilities Management and Planning
3. Interview with site staff and custodial team leaders
4. Site observations verifying conditions of facilities
5. Custodial and Maintenance Procedures Manual
6. Draft policy of Injury and Illness Prevention Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college operates custodial and maintenance programs that, overall, are effective and provide a relatively clean and safe academic environment for both students and faculty. In particular, restroom facilities are adequate and clean. Detailed discussions of these matters and discussions of needed improvements are also contained in standards III.B 1.12, 1.18, 2.16, 3.4, 3.8, 8.5, 8.6, 8.7, and 8.11.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 8.11 - Facilities Maintenance and Custodial - Planned Program Maintenance System

Professional Standard:

The college has implemented a planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. Data should include purchase prices, anticipated life expectancies, anticipated replacement time lines, and budgetary resources necessary to maintain the facilities.

Sources and Documentation:

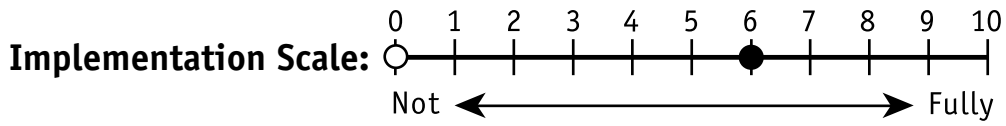
1. Board policy
2. Interview with Director of Facilities Management and Planning
3. Progress and budget cost reports from Measure CC Bond Program and State Capital Outlay Program
4. 2009-13 Five-Year Construction Plan
5. Report 17 Certification, Space Inventory Report
6. Facilities Master Plan, Compton Center 2008
7. Utility Infrastructure Plan proposed by S and K Engineers, approved September 2008
8. Proposal for energy rebates from Creative Enterprise Opportunities, Inc., approved September 2008
9. Energy Service Contract from Southland Industries

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college is working toward full implementation of this standard. It has a board-approved Facilities Master Plan, and prepares the required annual five-year deferred maintenance and space inventory plans. A complete facilities condition assessment is in progress by various external contractors depending on the building component, such as HVAC and lighting.
2. In September 2008, the Facilities and Business Departments presented a revised Capital Facilities Projects Plan that included the description of the project, funding source and time line for completion.
3. The college's next major planning step should be to bring the building systems database portion of the scheduled maintenance system online. Once the building systems database exists, a new condition assessment can be performed that can then be captured in the system, along with life cycle information and estimated cost to replace. From that data, additional capital renewal plans can be developed.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.12 - Facilities Maintenance and Custodial - Priorities for Assignment of Routine Repair Work Orders

Professional Standard:

The college has a documented process for assigning routine repair work orders on a priority basis.

Sources and Documentation:

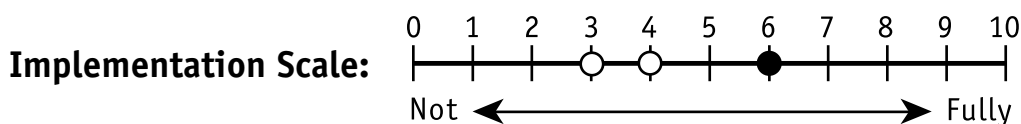
1. Interview with the Director of Maintenance and Operations, the Director of Facilities Management and Planning, and the scheduler
2. Interviews with site staff
3. Work orders submitted by e-mail

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has reorganized the maintenance and operations staff and filled the scheduler position. The scheduler implemented the college's computerized work order system, School Dude, to track all work orders submitted, outstanding, and completed. The college staff reports that all work orders are prioritized, with health and safety repairs as the top priority.
2. The college should continue the current work order prioritization process as long as health and safety repairs are the top priority for all employees. Beyond health and safety considerations, prioritization is necessarily a complex process involving relative cost effectiveness, and depends on the cost factors associated with the completion of the ongoing building assessment from various external contractors. HVAC and lighting are two areas that were referenced as priority issues during FCMAT's site visit. In the future, as the database of maintenance history begins to be accumulated regarding each building function, facilities personnel will be better able to make cost-effective decisions based on historical maintenance data.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 9.1 - Instructional Program Issues - Plan for Attractive Landscaped Facilities

Professional Standard:

The college has developed a plan for attractively landscaped facilities.

Sources and Documentation:

1. Interviews with staff
2. Campus inspection
3. Facilities Master Plan for Compton Center, 2008
4. Revised Capital Facilities Projects Plan, September 2008

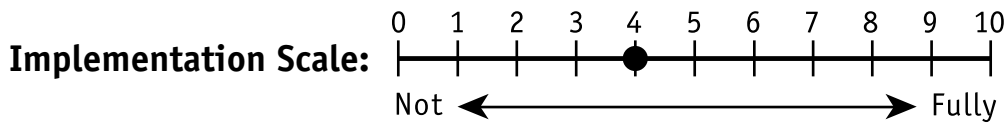
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed the recommended plan to continue to improve campus landscaping for many reasons. Smaller grounds staffing and a lack of budget have not allowed the campus to improve campus landscaping with new plants and trees. The campus has also been maintaining the existing landscaping with the consideration that the Facilities Master Plan calls for an overhaul of the campus infrastructure and the demolition and construction of several structures, which are to be completed in the next few years. The college reports that the plans to improve campus landscaping are on hold until after the major construction has been completed. At this time, no landscaping plan has been created.
2. The college has not completed the recommended inventory/assessment to determine the landscaping conditions on campus. As part of the new employee evaluation process, each maintenance and operations staff member is to adopt either a campus building or grounds area. The college reports that this adoption program will help to identify landscaping areas that need to be addressed. The college has a Facilities Master Plan that is augmented by funding from state and local (Measure CC) sources. Many of the requested projects will address some of the infrastructure problems, such as nonfunctioning sprinklers, but many replacements or upgrades to the infrastructure can not occur until a later phase of the Facilities Master Plan because of proposed construction and demolition. Based on site observation, the college is maintaining the existing landscaping on campus. Until the college is able to complete the upgrades to infrastructure detailed in the Facilities Master Plan, it should maintain the existing infrastructure and make any necessary minor repairs to keep it functional.
3. The college has not developed standards of desired landscaping with input from all stakeholders. The standards of desired landscaping should be addressed in the final Facilities Master Plan.
4. Once the college has conducted the inventory and assessment of the campus landscaping conditions, it should measure the findings against the standards of desired landscaping in the Facilities Master Plan to determine any landscape deficiencies.

5. The college has not addressed the drainage problems that affect area residents. Some repairs are scheduled to be completed and in the interim, a sump pump helps mitigate the standing water. Major repairs to the infrastructure are not scheduled to occur until later phases in the Facilities Master Plan. The college should make only the necessary repairs to address the drainage issues until the replacement of campus infrastructure is completed.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 10.2 - Community Use of Facilities -
Compliance with Civic Center Act for Community Use

Legal Standard:

Education Code Section 38130 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both “direct cost” and “fair market” rental rates, specifying what groups have which priorities and fee schedules.

Sources and Documentation:

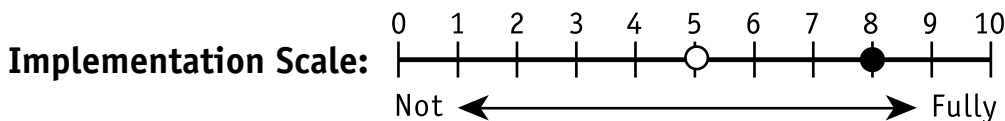
1. Board policy 6701 Civic Center Permit and Other Facilities Use, dated February 20, 2009
2. AR 6701 Civic Center and Other Facilities Use, dated February 2009
3. AP 6701 Civic Center Permit and Other Facilities Use, dated February 2009
2. Internal accounting records
3. Facility Fee Schedule dated February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

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college identified the need to complete a comprehensive study of allowable costs and charges for community use of facilities and completed the process by adopting Board Policy 6701, Civic Center Permits and Other Facilities Use. The policy and corresponding administrative regulations include a new fee schedule that identifies fees for all facilities on the campus. The policy also identifies Civic Center permit categories and cash collection procedures.
2. The adopted policies are in accordance with Education Code Section 82537-82548 and are based on the appropriate fee schedule for nonprofit, youth and school activities, and other for-profit organizations.

Standard Implemented: Fully - Substantially

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



Appendix A, Sample Policy for Reference

Compton Community College

Policies and Procedures Manual

KEY (ACCESS) POLICY Cabinet Approval: 02/20/2009

CHAPTER 2 Board of Trustees Approval: 04/09/2009

POLICY 15.01

I. PURPOSE

To provide guidelines and procedures for the issuance and control of keys and all forms of access to a door(s), buildings, cabinets, equipment, or vehicles for the purpose of ensuring security of all College facilities and property.

II. POLICY

The college will operate a key control system and a facilities access control system in compliance with state statute.

PROCEDURE FOR POLICY 15.01

I. REFERENCE

A. Criminal Law Regarding Keys

“No person shall knowingly make or cause to be made any key or duplicate key for any building, laboratory, facility, room, dormitory, hall or any other structure or part thereof owned by the state, by any political subdivision thereof or by the board or other governing body of the college which is supported wholly or in part by the state without prior written consent of the state, political subdivision, board or other governing body.”

B. Violation

Duplication, unauthorized distribution and keys not returned when no longer needed is in violation of this policy. “Any person who violates this act shall be guilty of a misdemeanor.

II. DEFINITION

A. Control of System

The Director of Facilities at CCCD is assigned the responsibility and administration of allowing access of non-key devices, issuing, duplicating, control of all keys and keeping records of all card access, keys and key holders. The Facilities Locksmith is the authorized agent for installation, maintenance and control of all hardware for SLCC property. This responsibility includes design of lock systems, maintenance and service of locks and key equipment.

B. Individual Responsibility

Each individual is responsible for the keys or card access issued them. All keys are the property of CCCD. Keys and/or identification card should never be loaned or given to anyone except the Key Office. Obsolete and unneeded keys must be returned to the Key Office for removal from key record and proper disposal. All lost keys will be reported to the Key Office as soon as the loss is discovered.

Each individual is also responsible for the security of his/her own department, building(s), office, class labs or shop areas. These areas are to be secured before leaving each area. The Custodial Department will secure all entrances and classrooms to ensure that everyone has vacated the building when closed.

Under no circumstances should any Facilities Department employee unlock any doors for anyone. If a person forgets his/her key(s) and/or needs access to an area, his/her department head should provide access. CCCD security should be in charge of handling all emergencies.

C. Issuance of Keys and Procedure To Obtain Keys

Individual employees shall be issued the least number of keys at the lowest level key in the hierarchy that is necessary to provide the access required by the employee's position and responsibility. Under no circumstances will a person be issued any master key that allows access to any building, storage area, or any other facility when such area is closed. Only those persons deemed necessary by the Director of Facilities will be issued master keys. Those Directors who do not agree with the decision of the Director of Facilities may petition the President for a master key through the Vice President of Business Services.

All persons requiring keys must fill out the "Key Request" form available from the Key Office or their immediate supervisor. Forms need to be completed entirely before keys will be issued. All key requests require employee signature and the signature of the Executive Dean, Division Chair, or Director. All requests must be signed by the employee requesting the keys. By signing this form, the employee agrees not to duplicate his/her keys, to report the loss of keys to the CCCD Key Office and provide adequate measures to properly secure and safeguard the keys and College property from theft. The person requesting the key(s) must pick up keys in person. Key holders are then instructed on the responsibility of having keys to CCCD property. The request for keys will be processed within 24 hours by the CCCD Key Office. For convenience, drop off and pickup points have been established at each campus.

The Key Request is a confidential document retained in the Key Office as a manual record and a check for accuracy of all key transactions. Personal information is required for the purpose of auditing and contacting employees when keys are not returned. The key record is also computerized. The Computer assigns a unique series number to every key and person checking out keys. This process identifies each key to an individual person.

Non-CCD personnel (e.g., contractors, elevator service, fire departments and certain vendors) have an ongoing need for access to CCD facilities. In such cases, the persons in charge of these services may obtain keys. Keys will be given which provide access to the specific areas involved.

D. Termination of Employees, Compton CCD Contractors, Etc.

Human Resources and the Departmental Office are required to notify the Key Office when employees leave, their teaching contract is not renewed or they are terminated to ensure timely return of CCCD keys. Any employee/contractor or person whose employment

terminates must return all keys issued to the Key Office. Failure to do so will result in the withholding of the individual's final paycheck until such time as all keys have been returned and a release of payment has been issued by the SLCC Key Office personnel or Assistant Director of Facilities. If keys are not returned, the Key Office will make arrangements with the Police Department to retrieve keys belonging to CCCD.

E. Lost, Replacement, Keys Not Returned

All persons who require replacement of keys that are either lost or stolen are required to pay the actual cost of replacement and/or rekeying of room(s), buildings or equipment. The cost is \$5.00 per key up to a maximum of \$25.00.

F. Periodic Audit of Keys

Key Office or a designated representative can, at any time, conduct an audit of all issued keys. The purpose is to maintain a secure system and an accurate database for the computerized inventory control system of keys issued and returned, and to control unauthorized entry.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

C. Technology Resources – Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
 - a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*
 - b. *The institution provides quality training in the effective application of its information technology to students and personnel.*
 - c. *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*
 - d. *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| C. Technology Resources | | | | | |
| Standard to be Addressed | | | | | |
| Financial Management Standards -- Management Information Systems | | | | | |
| 17.1 | Management information systems support users with information that is relevant, timely and accurate. Standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems. | 2 | 2 | 2 | 4 |
| 17.2 | Automated systems are used to improve accuracy, timeliness, and efficiency of financial and reporting systems. Employees receive appropriate training and supervision in the operation of the systems. | 2 | | | |
| 17.3 | Selection of information systems technology conforms to legal procedures specified in the Public Contract Code. Additionally, there is a process to ensure that needs analyses, cost/benefit analyses, and financing plans are in place prior to commitment of resources. The process facilitates involvement by users, as well as information services staff, to ensure that training and support needs and costs are considered in the acquisition process. | 5 | | | |
| 17.4 | Major technology systems are supported by implementation and training plans. The cost of implementation and training is included with other support costs in the cost/benefit analyses and financing plans supporting the acquisition of technology systems. | 2 | | | |
| 17.5 | Access to administrative systems is reliable and secure. Communications pathways that connect users with administrative systems are as free of single points-of-failure as possible, and are highly fault tolerant. | 8 | | | |

| | | | | | |
|-------------|---|----------|----------|----------|----------|
| 17.6 | Hardware and software purchases conform to existing technology standards. Standards for copiers, printers, fax machines, networking equipment, and all other technology assets are defined and enforced to increase standardization and decrease support costs. Requisitions that contain hardware or software items are forwarded to the technology department for approval prior to being converted to purchase orders. Requisitions for non-standard technology items are approved by the Management Information Systems Division unless the user is informed that district support for non-standard items will not be available. | 4 | | | |
| 17.7 | Computers are replaced on a schedule based on hardware specifications. | 1 | 1 | 1 | 6 |
| 17.8 | Network standards, such as the following, are being followed by the college: 1) A stable firewall is used with separate DMZ and “inside” network; 2) the college follows EIA/TIA 568-B for all network cabling; 3) A Web content filter is used for all outbound Internet access; 4) The college uses an e-mail spam filter for all inbound e-mail; 5) Administrative and academic network traffic is kept separate; 6) Switches and network hubs are installed, and the college ensures that switches support certain features; 7) Login banners are added to all network elements that will support them; 8) The college has transitioned from all non-TCP/IP protocols; and 9) The college uses a VPN for any access to the internal network from the outside. | 6 | | | |
| 17.9 | Administrative system users are adequately trained in the use of administrative systems and receive periodic training updates to ensure that they remain aware of system changes and capabilities. | 1 | 2 | 2 | 6 |
| 17.10 | Business office computers, computer screens, operating systems and software applications used for administrative system access are kept up to date. | 8 | | | |

ACCJC Standard III-C: Technology Resources

FCMAT Financial Management Standard 17.1 – Management Information Systems

Professional Standard:

Management information systems support users with information that is relevant, timely and accurate. Standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems.

Sources and Documentation:

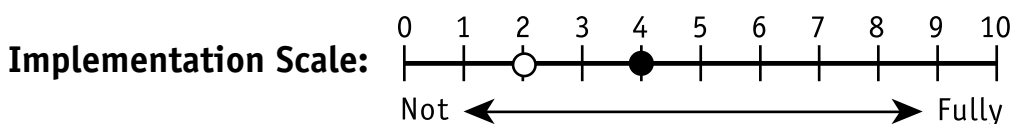
1. Interviews with staff members from the El Camino and Compton community colleges, and the Los Angeles County Office of Education

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD network manager is an employee of the El Camino CCD and reports to its director of information technology services. The Compton CCD reimburses El Camino CCD for the network manager's salary and benefits and in exchange, the network manager is assigned full-time to support the Compton CCD campus. Although the network manager provides daily supervision for other Compton CCD technology support staff, administrative oversight and guidance is provided by the El Camino CCD director of information technology services.
2. The Compton CCD should establish a technology manager position and encourage the network manager to apply for the position. Once the position has been filled, the Compton CCD should discontinue the practice of annually contracting with El Camino CCD for network manager services. The technology manager should be assigned sole responsibility for all aspects of administrative and instructional technology at the Compton CCD. Some of the technology manager's former network management responsibilities should be transferred to another Technology Department staff member. These changes should improve stability in the department.
3. The technology manager should be assigned responsibility for evaluating the functions and duties of all positions in the Compton CCD Technology Department to determine if further reorganization is necessary.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 4 |



ACCJC Standard III-C: Technology Resources

FCMAT Financial Management Standard 17.7 – Management Information Systems

Professional Standard:

Computers are replaced on a schedule based on hardware specifications.

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted a five-year computer replacement strategy and has implemented an electronic inventory tracking system. However, the district has yet to demonstrate commitment to the five-year replacement cycle by identifying a stable and reliable funding source.

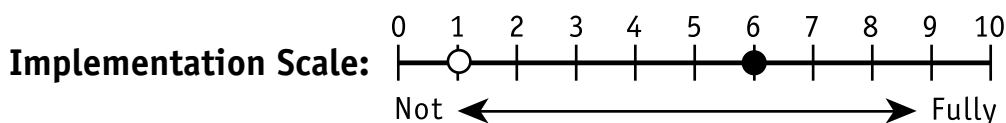
Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 1

July 2008 Rating: 1

June 2009 Rating: 6



ACCJC Standard III-C: Technology Resources

FCMAT Financial Management Standard 17.9 – Management Information Systems

Professional Standard:

Administrative system users are adequately trained in the use of administrative systems and receive periodic training updates to ensure that they remain aware of system changes and capabilities.

Sources and Documentation:

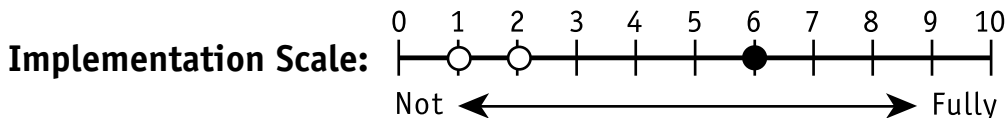
1. Interviews with staff members from the El Camino and Compton community colleges

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has implemented various computer-based training-on-demand options for employees to access as needed. Although the computer-based training-on-demand resources are helpful, a detailed training needs assessment of all Compton CCD and Compton Center information system users should be conducted regarding the Colleague, general office application, and LACOE-based systems. This should be followed by the development of a training program that addresses those needs. Training opportunities should include the basic graphical user interface, office applications, and use of the Colleague and LACOE-hosted systems. Training sessions should entail refresher as well as new user sessions.

Standard Implemented: Partially

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



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

D. Financial Resources – Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.
 - a. *Financial planning is integrated with and supports all institutional planning.*
 - b. *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*
 - c. *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*
 - d. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
 - a. *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*
 - b. *Appropriate financial information is provided throughout the institution.*
 - c. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*
 - d. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and asset.*
 - e. *All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*
 - f. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

- g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*
- 3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| D. Financial Resources | | | | | |
| Standard to be Addressed | | | | | |
| Financial Management Standards -- Internal Control Environment | | | | | |
| 1.1 | Integrity and ethical behavior are the product of the college's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others. | 1 | 2 | 4 | 5 |
| 1.4 | The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area. | 1 | 2 | 2 | 5 |
| 1.5 | Management has the ability to evaluate job requirements and match the requirements to the employee's skills. | 2 | | | |
| 1.6 | The college has procedures for recruiting capable financial management and staff and hiring competent people. | 2 | | | |
| 1.7 | All employees are evaluated on performance at least annually by a management-level employee knowledgeable about their work product. The evaluation criteria are clearly communicated and, to the extent possible, measurable. The evaluation includes a follow-up on prior performance issues and establishes goals to improve future performance. | 3 | 4 | 4 | 6 |
| 1.8 | Top management sets the tone and establishes the environment for reliable financial reporting. Therefore, appropriate measures are implemented to discourage and detect fraud. | 0 | 0 | 4 | 5 |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| Financial Management Standards -- Inter- and Intra-Departmental Communications | | | | | |
| 2.1 | The business and operations departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedural manuals are necessary for the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature). | 1 | 2 | 4 | 6 |
| 2.2 | The financial departments communicate regularly with the Governing Board and community on the status of college finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the college and board, or reflect a change in policy. | 1 | 2 | 2 | 5 |
| 2.3 | The Governing Board is engaged in understanding globally the fiscal status of the college, both current and as projected. The board prioritizes college fiscal issues among the top discussion items. | 1 | | | |
| 2.4 | The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process. | 1 | 1 | 3 | 5 |
| 2.5 | Documents developed by the financial departments for distribution to the board, staff and community are easily understood. | 3 | 3 | 3 | 4 |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|--|-------------------------|------------------------|------------------------|------------------------|
| Financial Management Standards -- Staff Professional Development | | | | | |
| 3.1 | The college has developed and uses a professional development plan for training business staff. The plan includes the input of business office supervisors and managers, and, at a minimum, identifies appropriate programs office-wide. At best, each individual staff and management employee has a plan designed to meet their individual professional development needs. | 2 | | | |
| 3.2 | The college develops and uses a professional development plan for the in-service training of department staff by business staff on relevant business procedures and internal controls. The plan includes the input of the business office and the departments/divisions and is updated annually. | 0 | | | |
| Financial Management Standards -- Internal Audit | | | | | |
| 4.1 | The Governing Board has adopted policies establishing an internal audit function that reports directly to the president or Governing Board. | 0 | 0 | 4 | 8 |
| 4.2 | Internal audit functions are designed into the organizational structure of the college. These functions include periodic internal audits of areas at high risk for non-compliance with laws and regulations and/or at high risk for monetary loss. | 0 | | | |
| 4.3 | Qualified staff members are assigned to conduct internal audits and are supervised by an independent body. | 0 | | | |
| 4.4 | Internal audit findings are reported on a timely basis to the Governing Board and administration, as appropriate. Management then takes timely action to follow up and resolve audit findings. | 0 | 0 | 1 | 3 |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| Financial Management Standards -- Budget Development Process (Policy) | | | | | |
| 5.1 | The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the college's goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the college's goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and college needs. | 1 | 1 | 2 | 4 |
| 5.2 | The budget development process includes input from staff, administrators, board and community. | 1 | | | |
| 5.3 | Policies and regulations exist regarding budget development and monitoring. | 1 | 1 | 0 | 6 |
| 5.4 | The college has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects college priorities. | 0 | 0 | 1 | 5 |
| 5.5 | The college has policies to facilitate development of a budget that is understandable, meaningful, reflective of college priorities, and balanced in terms of revenues and expenditures. | 0 | | | |
| 5.6 | Categorical funds are an integral part of the budget process and have been integrated into the entire budget development. The revenues and expenditures for categorical programs are reviewed and evaluated in the same manner as unrestricted General Fund revenues and expenditures. Categorical program development is integrated with the college's goals and used to respond to specific college student needs to support student learning outcomes. | 0 | 0 | 1 | 5 |
| 5.7 | The college has the ability to accurately reflect its net ending balance throughout the budget monitoring process. The 311A and 311Q reports provide valid updates of the college's net ending balance. The college has tools and processes that ensure that there is an early warning of any discrepancies between the budget projections and actual revenues or expenditures. | 0 | | | |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| 5.8 | The college utilizes formulas for allocating funds to departments/divisions. This can include staffing ratios, supply allocations, etc. These formulas are in line with the board's goals and directions, and are not overridden. | 0 | | | |
| Financial Management Standards -- Budget Development Process (Technical) | | | | | |
| 6.1 | The Budget Office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies the sources and uses of funds. Reasonable FTES and COLA estimates are used when planning and budgeting. The same process is applied to all funds. | 0 | 1 | 1 | 5 |
| 6.2 | An adopted budget calendar exists that meets legal and management requirements. At a minimum the calendar identifies statutory due dates and major budget development activities. | 0 | | | |
| 6.3 | Standardized budget worksheets are used to communicate budget requests, budget allocations, formulas applied and guidelines. | 0 | | | |
| Financial Management – Budget Adoption, Reporting, and Audits | | | | | |
| 7.1 | The college adopts its annual budget and files it with the Chancellor's Office within the statutory time lines. | 0 | | | |
| 7.3 | The college has procedures that provide for the development and submission of a college budget and interim reports that adhere to criteria and standards and are approved by the Chancellor's Office. | 5 | | | |
| 7.4 | The college completes and files its interim budget reports within the statutory deadlines. | 2 | | | |
| 7.5 | The quarterly fiscal status reports show an accurate projection of the ending fund balance. Material differences are presented to the Governing Board with detailed explanations. | 3 | 3 | 1 | 3 |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|---|-------------------------|------------------------|------------------------|------------------------|
| 7.6 | The college has complied with the Governmental Accounting Standard No. 34 (GASB 34) which requires the college to develop policies and procedures and report in the annual financial reports on the modified accrual basis of accounting and the accrual basis of accounting. | 8 | | | |
| 7.7 | The college has arranged for an annual audit (single audit) within the deadlines established. | 8 | | | |
| Financial Management Standards -- Budget Monitoring | | | | | |
| 8.1 | All purchase orders are properly encumbered against the budget until payment. | 1 | | | |
| 8.2 | There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for over-expenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly. | 0 | 3 | 3 | 4 |
| 8.4 | Budget revisions are made on a regular basis and occur per established procedures, and are approved by the Governing Board. | 0 | | | |
| 8.5 | The college uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations. | 1 | 1 | 1 | 3 |
| Financial Management Standards -- Budget Communications | | | | | |
| 9.1 | The college budget is a clear manifestation of college policies and is presented in a manner that facilitates communication of those policies. | 0 | | | |
| 9.2 | The college budget clearly identifies one-time sources and uses of funds. | 0 | 1 | 1 | 2 |
| Financial Management Standards -- Attendance Accounting | | | | | |
| 11.1 | An accurate record of enrollment and attendance is maintained. | 5 | 5 | 5 | 5 |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|--|-------------------------|------------------------|------------------------|------------------------|
| 11.3 | Students are enrolled and attendance reports are completed by staff and entered into the student information system in an efficient, accurate, and timely manner. | 3 | | | |
| 11.5 | Procedures are in place to ensure that enrollment and attendance accounting and reporting requirements are met for weekly student contact hours (WSCH), daily student contact hours (DSCH), credit, non-credit, high school concurrent enrollment, and positive attendance. | 3 | 5 | 5 | 5 |
| Financial Management Standards -- Accounting, Purchasing and Warehousing | | | | | |
| 12.1 | The college adheres to the Budget and Accounting Manual (BAM) and Generally Accepted Accounting Principles (GAAP) as required by Education Code Section 84030. | 1 | | | |
| 12.2 | The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that in order for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the college's financial management. | 2 | 3 | 3 | 3 |
| 12.3 | The college forecasts its revenues and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the college reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, in order to ensure that all cash receipts are deposited timely and recorded properly, cash is reconciled to bank statements monthly. | 2 | 2 | 2 | 2 |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|---|-------------------------|------------------------|------------------------|------------------------|
| 12.4 | The college's payroll procedures are in compliance with established requirements. (Education Code Section 85241) Standard accounting practice dictates that the college implements procedures to ensure the timely and accurate processing of payroll. | 1 | 5 | 5 | 5 |
| 12.5 | Standard accounting practice dictates that the accounting work is properly supervised and work reviewed in order to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements. | 1 | 2 | 2 | 4 |
| 12.6 | Categorical programs, either through specific program requirements or through general cost principals, require that entities receiving such funds must have an adequate system to account for those revenues and related expenditures. | 2 | | | |
| 12.7 | Generally accepted accounting practices dictate that, in order to ensure accurate recording of transactions, the college have standard procedures for closing its books at fiscal year-end. The college's year-end closing procedures should comply with the procedures and requirements established by the Chancellor's Office. | 1 | 1 | 0 | 2 |
| 12.8 | The college complies with the bidding requirements of Public Contract Code Section 20111. Standard accounting practice dictates that the college have adequate purchasing and warehousing procedures to ensure that only properly authorized purchases are made, that authorized purchases are made consistent with college policies and management direction, that inventories are safeguarded, and that purchases and inventories are timely and accurately recorded. | 4 | | | |
| 12.9 | The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures. | 2 | 2 | 2 | 4 |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| 12.10 | The accounting system has an appropriate level of controls to prevent and detect errors and irregularities. | 1 | | | |
| 12.11 | The college has implemented an account code structure that enables the standard financial reporting required by the state and ensures that the college is in compliance with guidelines. | 4 | | | |
| Financial Management Standards – Student Body Funds | | | | | |
| 13.1 | The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds. | 3 | 3 | 4 | 5 |
| 13.2 | Proper supervision of all student body funds is provided by the Board. This includes establishing responsibilities for managing and overseeing the activities and funds of student organizations, including providing procedures for the proper handling, recording and reporting of revenues and expenditures. | 2 | | | |
| 13.3 | The college provides training and guidance to college personnel and students on the policies and procedures governing student body accounts. | 1 | | | |
| 13.4 | Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting. | 1 | 1 | 2 | 6 |
| Financial Management Standards -- Multi Year Financial Projections | | | | | |
| 14.2 | The college annually provides a multiyear revenue and expenditure projection for all funds of the college. Projected fund balance reserves are disclosed. The assumptions for revenues and expenditures are reasonable and supportable. | 0 | 0 | 0 | 1 |
| 14.3 | Multiyear financial projections are prepared for use in the decision-making process, especially whenever a significant multiyear expenditure commitment is contemplated. | 0 | | | |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|--|-------------------------|------------------------|------------------------|------------------------|
| 14.4 | Assumptions used in developing multiyear projections are based on the most accurate information available. | 0 | | | |
| Financial Management Standards -- Long-Term Debt Obligations | | | | | |
| 15.1 | The college complies with public disclosure laws of fiscal obligations related to health and welfare benefits for retirees, self-insured workers' compensation, and collective bargaining agreements. | 0 | 5 | 5 | 5 |
| 15.2 | When authorized, the college uses only non-voter approved, long-term financing such as certificates of participation (COPS), revenue bonds, and lease-purchase agreements (capital leases) to address capital needs, and not operations. Further, the general fund is used to finance current school operations, and in general is not used to pay for these types of long-term commitments. | 8 | | | |
| 15.3 | For long-term liabilities/debt service, the college prepares debt service schedules and identifies the dedicated funding sources to make those debt service payments. The college projects cash receipts from the dedicated revenue sources to ensure that it will have sufficient funds to make periodic debt payments. Cash flow projections are continually monitored to ensure that any variances from the projections are identified as early as possible to allow the district sufficient time to take appropriate measures or identify alternative funding sources. | 8 | | | |
| 15.4 | The college has developed and uses a financial plan to ensure that ongoing unfunded liabilities from employee benefits are recognized as a liability of the college. A plan has been established for funding retiree health benefit costs as the obligations are incurred. | 0 | | | |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| Financial Management Standards -- Impact of Collective Bargaining | | | | | |
| 16.1 | The college has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of college operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of college operations. The college identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on college operations of current collective bargaining language, and proposes amendments to contract language as appropriate to ensure effective and efficient college delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session. | 8 | 8 | 8 | 8 |
| 16.2 | The Governing Board ensures that any guideline developed for collective bargaining is fiscally aligned with the instructional and fiscal goals on a multiyear basis. The President ensures that the college has a formal process in which collective bargaining multiyear costs are identified for the Governing Board, and those expenditure changes are identified and implemented as necessary prior to any imposition of new collective bargaining obligations. The Governing Board ensures that costs and projected college revenues and expenditures are validated on a multiyear basis so that the fiscal issues faced by the college are not worsened by bargaining settlements. The public is informed about budget reductions that will be required for a bargaining agreement prior to any contract acceptance by the Governing Board. The public is notified of the provisions of the final proposed bargaining settlement and is provided with an opportunity to comment. | 0 | | | |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|---|---|-------------------------|------------------------|------------------------|------------------------|
| Financial Management Standards -- Maintenance and Operations Fiscal Controls | | | | | |
| 18.1 | The college has a comprehensive risk-management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well being of the college. | 4 | 5 | 6 | 6 |
| 18.2 | The college has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials. | 2 | 2 | 3 | 5 |
| 18.3 | The college controls the use of facilities and charges fees for usage in accordance with college policy. | 5 | 5 | 4 | 5 |
| 18.4 | The Maintenance Department follows standard college purchasing protocols. Open purchase orders may be used if controlled by limiting the employees authorized to make the purchase and the amount. | 5 | 5 | 4 | 4 |
| 18.5 | Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls. | 5 | 5 | 6 | 6 |
| 18.6 | College-owned vehicles are used only for college purposes. Fuel is inventoried and controlled as to use. | 5 | | | |
| 18.8 | Capital equipment and furniture is tagged as college-owned property and inventoried at least annually. | 1 | | | |
| 18.9 | The college adheres to bid and force account requirements found in the Public Contract Code (Sections 20111 and 20114). These requirements include formal bids for materials, equipment and maintenance projects that exceed \$50,000; capital projects of \$15,000 or more; and labor when the job exceeds 750 hours or the materials exceed \$21,000. | 7 | | | |

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

| ACCJC Standard III-D Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|---|-------------------------|------------------------|------------------------|------------------------|
| 18.10 | Standard accounting practices dictate that the college has adequate purchasing and contract controls to ensure that only properly authorized purchases are made and independent contracts approved, and that authorized purchases and independent contracts are made consistent with college policies, procedures, and management direction. In addition, appropriate levels of signature authorization are maintained to prevent or discourage inappropriate purchases or contract awards. | 4 | | | |
| Financial Management Standards – Food Service Fiscal Controls | | | | | |
| 19.1 | The college operates the food service programs in accordance with applicable laws and regulations. | 3 | | | |
| Financial Management Standards – State-Mandated Cost | | | | | |
| 21.1 | The college has procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures cover: the identification of changes to existing mandates; training staff regarding the appropriate collection and submission of data to support the filing of the mandated costs claims; forms, formats, and time lines for reporting mandated cost information; and review of data and preparation of the actual claims. | 2 | 2 | 3 | 4 |

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

ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 1.1 – Internal Control Environment

Professional Standard:

Integrity and ethical behavior is the product of the college's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others.

Sources and Documentation:

1. Classified employee performance evaluation
2. Organizational Chart dated 3-12-09
3. Interviews with interim Chief Business Official
4. Interviews with El Camino College Vice President of Business Services
5. Interviews with Compton CCD Provost and state Special Trustee
6. Interview with Internal Auditor
7. Draft – Administrative Procedures – Internal Audit

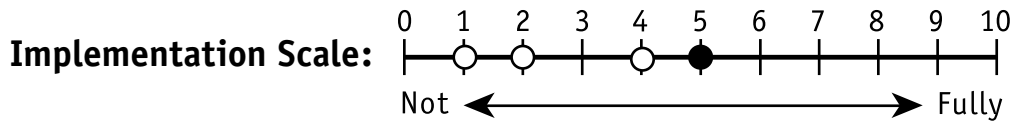
Progress on Implementing the Recommendations of the Recovery Plan:

1. Based on interviews with administrative management and observations by FCMAT, several draft board policies are in process that will address the internal control environment. All management level personnel interviewed expressed the desire to improve written administrative procedures that would demonstrate the district's commitment to enhance the college's ethical and behavioral standards.
2. The proposed board policies reviewed by the assessment team provide management guidance to address this standard. The Compton CCD has not fully implemented complete procedures to ensure that it complies with the Government Code requirements and board policy for filing of statements of financial interest (Form 700). Procedures should include written district policy and a code of ethics that is distributed to all employees and made available online. Documented reviews included no indication that district administrators received ethics training or written procedures regarding the completion and filing of the Form 700. There is no policy regarding the roles and responsibilities of public officials related to conflicts of interest per Government Code Section 1090.
3. The Compton CCD (Special Trustee), Compton Center (Provost) and El Camino CCD administrators communicate their expectations to employees as district business office staff transition back from El Camino College. Management continues to demonstrate integrity and ethical behavior in their daily activities.
4. Documentation regarding the establishment of a fraud hot line, flier posted at key employee locations and information on the college's Web site were provided during the review.
5. The Compton CCD and El Camino CCD share a full time Internal Auditor with duties and responsibilities to implement and evaluate action plans, establish and monitor internal controls, provide risk analysis, implement a fraud detection program and evaluate policies and procedures.

6. Management is actively addressing significant findings of the financial audit for the 2007-08 fiscal year. The district recognizes there are unresolved issues in the business division. Until all accounting processes are completed in a timely manner and in a regular cycle, the internal controls should be validated periodically.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 1.4 – Internal Control Environment

Professional Standard:

The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area.

Sources and Documentation:

1. Compton Community College Organizational Chart (2007-08)
2. Administrative Services Organizational Chart (updated)
3. Compton CCD Policy Manual of the Board of Trustees (draft, 2003)
4. Classified employee performance evaluation
5. Organizational Chart dated 3-12-09
6. Draft Memorandum of Understanding between El Camino College, Compton Center and Compton CCD

Progress on Implementing the Recommendations of the Recovery Plan:

1. El Camino Community College has prepared a revised working draft of the Memorandum of Understanding between the Compton Center and the El Camino Community College District. This document attempts to further clarify the reporting roles and responsibilities of the following key administrators:
 - Compton Community College District (Special Trustee)
 - Compton Center (Provost)
 - El Camino Community College District (President and Vice Presidents)

Because of the complex reporting structure, the Compton Center continues to evolve as an organization. The circumstances under which the Compton Center operates are unique, and lines of authority and responsibility have been clarified. During this review period the district has hired a new Provost and Vice President of Academic Affairs, and the remaining business office staff at El Camino College have been returned to Compton CCD.

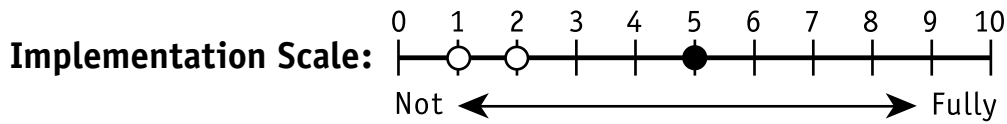
According to the original draft Memorandum of Understanding dated December 14, 2006, the Special Trustee exercises, through the Provost, direct managerial responsibility for Compton CCD functions that do not exist primarily to support the Compton Center and as defined in Assembly Bill 318. The legislative intent of AB 318 was for the partner district, El Camino Community College, to provide for oversight and management of the instructional programs and supporting services. All staff have received a copy of Compton CCD's Administrative/Business Services Organizational Chart. The organizational chart delineates lines of authority throughout the business division.

2. The Compton Center Associate Vice President of Business position has been filled for most of the 2008-09 fiscal year by an interim CBO. Compton CCD recently went through an extensive recruitment process and has filled the position. This leadership position is critical to the continuity of the previous training received through El Camino College management and business staff. A permanent CBO will assist Compton CCD in sustaining continued staff training and professional development.

3. Most of the Compton Community College business staff, including but not limited to accounts payable, purchasing, accounting and student body functions, had returned from the training at El Camino CCD. El Camino College will continue to provide assistance with the appropriate oversight that will ensure Compton CCD's fiscal recovery.
4. Based on observations made by the team during the March 2009 visit, it appears there is significant improvement in the roles and responsibilities of all entities that will to continue to strengthen.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 1.7 – Internal Control Environment

Professional Standard:

All employees are evaluated on performance at least annually by a management-level employee knowledgeable about their work product. The evaluation criteria are clearly communicated and, to the extent possible, measurable. The evaluation includes a follow-up on prior performance issues and establishes goals to improve future performance.

Sources and Documentation:

1. Contract Agreement between the Compton Community College District and the Compton Community College Federation of Certificated Employees (7-1-07 – 6-30-10)
2. Compton CCD Policy Manual of the Board of Trustees (draft, 2003)
3. Compton Community College Organizational Chart (2007-08)
4. Administrative Services Organizational Chart (updated 3-12-2009)
5. Classified employee performance evaluation

Progress on Implementing the Recommendations of the Recovery Plan:

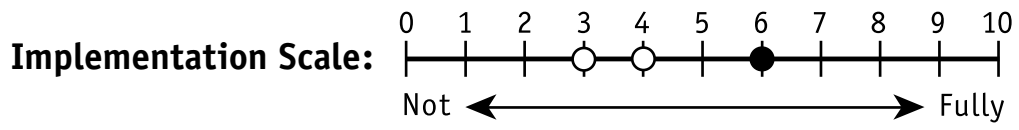
1. The collective bargaining agreement between Compton CCD and the certificated bargaining unit requires the performance evaluation instrument to be reviewed every six academic years for tenured employees. The team received written and verbal evidence that employees had received performance evaluations for the current period. The Provost evaluates administrative staff.

All classified employees in the Business Office have been evaluated for the 2007-08 fiscal year. According to management, evaluations for 2008-09 are due in May of this fiscal year. The evaluation document does not contain measurement outcomes or follow-up time lines for employees who receive a “Needs Improvement” evaluation.

2. Board Policy 2.1, Evaluation, requires the annual performance evaluation of all management employees. Further, personnel policy and rules require annual evaluations of all classified employees, including managers. The team reviewed documentation that management employees had been evaluated during the past fiscal year by the Provost.
3. Employees of the Compton District, and of the Compton Center that were interviewed, reported that they received timely performance evaluations. Significant effort is being invested, and positive results are visibly evident by the timely completion of evaluations.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 1.8 – Internal Control Environment

Professional Standard:

Top management sets the tone and establishes the environment. Therefore, appropriate measures are implemented to discourage and detect fraud.

Sources and Documentation:

1. Compton CCD Policy Manual of the Board of Trustees (draft, 2003)
2. Compton CCD Report on Audit of Financial Statements (June 30, 2007)
3. Interviews with College Provost, El Camino Vice President of Business Services, Special Trustee, El Camino College Internal Auditor, Compton CCD interim Business Official
4. Action Plan and Areas of Responsibility Status Report for Audit Findings
5. Internal Audit Matrix through 3-17-09
6. Draft – Board Policy – Internal Audit
7. Draft – Administrative Procedures – Internal Audit

Progress on Implementing the Recommendations of the Recovery Plan:

1. The principal mechanism for the deterrence of fraud or illegal practices is strong internal controls. Internal controls are the processes designed to provide reasonable assurance that the operations of the district are effective and efficient, the financial information produced is reliable and the district is operating in compliance with all applicable laws and regulations. The Internal Auditor is consistently monitoring accounting controls.
2. The Internal Auditor has developed a status report that encompasses Compton CCD's current and past audit findings. The report prioritizes the severity of each finding and other critical component areas to address the internal control standards. Once the rankings are identified, the report is continually updated with new information, including the progress on each item by assigned area of responsibility.
3. The Internal Auditor, whose position is shared between Compton and El Camino Community College, has been employed for the past 18 months and continues to identify processes and procedures to protect against irregularities and illegal acts characterized by intentional deception and misrepresentation of material facts. Draft board policies have been developed and will be presented before the end of this fiscal year to the state Special Trustee to address fraud prevention and conflict of interest issues.

While all employees have some degree of responsibility for the internal controls of the college, the Special Trustee and upper management of the Compton CCD, Compton Center and El Camino Community College are ultimately responsible. During this review period, Compton CCD management continues to demonstrate documented progress on their efforts to discourage and detect fraud through the implementation and development of applicable policies. Sample policies include Internal Audit and related administrative procedures.

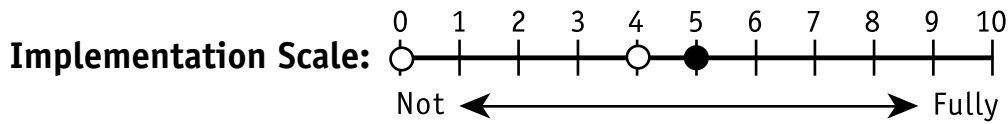
4. The Internal Auditor recognizes a professional responsibility to conduct interviews and apply appropriate standard auditing procedures that may reveal the risk and possibility of errors or

irregularities. During this review period much attention has been focused on the reconciliation of fixed assets dating back to the 2003-04 fiscal year.

- Weaknesses in internal controls still exist as evidenced by the findings in the audit concluded June 30, 2008. Until all audit findings are fully reconciled and corrected and accounting procedures related to audit findings performed routinely to provide reasonable assurance that the operations of the district are effective and efficient, the financial information produced may not be considered reliable.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 2.1 – Inter- and Intra-Departmental Communications

Professional Standard:

The business and operations departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedures manuals are necessary to the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).

Sources and Documentation:

1. Policies and Procedures Manual 2008-2009 (tabbed with several board policies)
 - BP 6100, Delegation of Authority, approved 2-17-09
 - BP 6200, Budget Preparation, draft 3-17-09
 - AR 6201, Budget Calendar, draft 2-17-09
 - BP 6250, Budget Management, approved 2-17-09
 - AR 6251, Budget Management, approved 2-17-09
 - BP 6300, Fiscal Management, approved 2-17-09
 - AR 6301, Cash Receipt and Handling, approved 2-17-09
 - AR 6302, Accounts Payable, approved 2-17-09
 - AP 6302A, Accounts Payable, approved 2-17-09
 - BP 6330, Procurement, approved 2-17-09
 - AR 6330, Procurement, approved 2-17-09
 - AP 6331A, Procurement, approved 2-17-09
 - AR 6332, Use of Credit Cards, approved 2-17-09
 - AP 6332A, Credit Card Invoice Processing, approved 2-17-09
 - BP 6700, Civil Center and Other Facilities Use, draft 3-17-09
 - AR 6701, Civic Center and Other Facilities Use, draft 3-17-09
 - AR 6333, Revolving Fund Purchases, approved 2-17-09
2. E-mail from interim CBO responding to auditors and introduction to staff
3. Letter dated 6-4-08 from Internal Auditor to Director of Fiscal Affairs regarding revolving cash fund
4. Letter dated 6-16-08 from Internal Auditor to Director of Fiscal Affairs regarding cash handling procedure
5. Budget and Planning Committee meeting, 2-10-09 minutes

Progress on Implementing the Recommendations of the Recovery Plan:

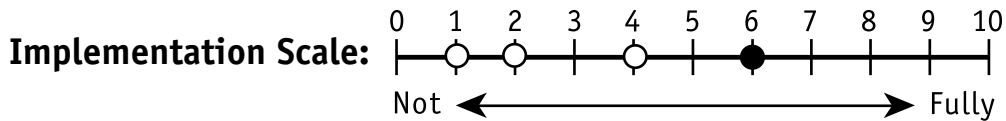
1. Leadership meetings are conducted weekly at El Camino Community College to review organizational, fiscal and employee reporting issues, training needs, the restructuring of management, staff responsibilities, and expertise to be able to function on new systems and within the established policies and procedures. The intent of these meetings meets the requirements of this standard and provides clarity regarding management's direction to staff.

2. Business Service Department meetings are conducted regularly at the Compton CCD/Center and typically include all senior department staff. The interim CBO is accessible to staff and provides expertise on all business related matters.

3. The team reviewed Compton CCD's budget and planning committee meeting minutes regarding budget development, calendar, budget assumptions, specific assignments and strategic planning in accordance with the financial recovery model per AB 318. The committee is comprised of several department managers to facilitate the budgeting process for the 2009-10 fiscal year.

Standard Implemented: Partially

April 2007 Rating: 1
 January 2008 Rating: 2
 July 2008 Rating: 4
 June 2009 Rating: 6



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 2.2 – Inter- and Intra-Departmental Communications

Professional Standard:

The financial departments communicate regularly with the Governing Board and community on the status of college finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the college and board, or reflect a change in policy.

Sources and Documentation:

1. 2008-09 budget and 2009-10 tentative budget
2. 2007-08 and 2008-09 CCFS 311Q
3. 2007-08 and 2008-09 CCFS 311A
4. 2007-08 financial statements and audit report
5. E-mail correspondence
6. Department memoranda
7. Board agendas
8. Budget Advisory Committee agendas

Progress on Implementing the Recommendations of the Recovery Plan:

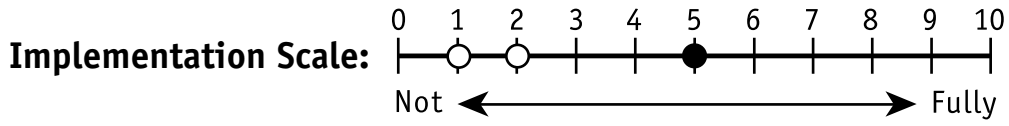
1. Documentation for the 2008-09 and 2009-10 fiscal years indicates improved communications between the Special Trustee and Business Office staff. The Compton CCD and El Camino Community College management communicated with the Special Trustee regarding the budget and included documents such as the tentative and final budgets, Enrollment Management Plan and Form 311Q financial status reports.

Budgetary and fiscal information has been disseminated between the two entities, and budget development communications have improved with regard to the 2009-10 fiscal year. Assignments for budget preparation, assumptions and site-level detail information have been prepared and disseminated to departments at Compton CCD. In a typical budgeting format, the development budget includes projected enrollment FTES, revenues and expenditures for unrestricted and restricted programs, and detailed information by site/location, department and educational program.

2. The budget development process should reflect the Compton CCD's academic goals and facility planning needs. This is an essential component in meeting the requirements of the anticipated accreditation process for the Compton Center. The integration of planning and budgeting in all aspects must become a priority.

Standard Implemented: Partially

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



FCMAT Financial Management Standard 2.4 – Inter- and Intra-Departmental Communications

Professional Standard:

The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.

Sources and Documentation:

1. Policies and Procedures Manual 2008-2009 (Tabbed with several board policies)
 - BP 6100, Delegation of Authority, approved 2-17-09
 - BP 6250, Budget Management, approved 2-17-09
 - AR 6251, Budget Management, approved 2-17-09
 - BP 6300, Fiscal Management, approved 2-17-09
 - AR 6301, Cash Receipt and Handling, approved 2-17-09
 - AR 6333, Revolving Fund Purchases, approved 2-17-09
2. Email from interim CBO responding to auditors with introduction to staff
3. Letter dated 6-4-08 from Internal Auditor to Director of Fiscal regarding revolving cash fund
4. Letter dated 6-16-08 from Internal Auditor to Director of Fiscal regarding cash handling procedure
5. Budget and Planning Committee Meeting, 2-10-09 minutes

Progress on Implementing the Recommendations of the Recovery Plan:

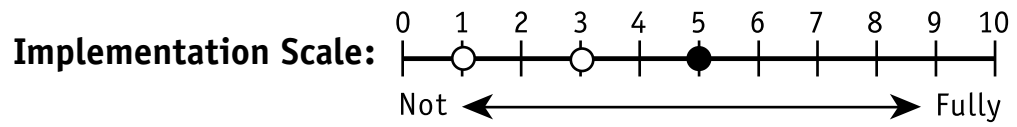
1. The internal control environment includes the integrity, ethical values and competence of personnel; the philosophy and operating style of management; the way management assigns authority and responsibility and organizes and develops its employees; and the attention and direction provided by the Governing Board and executive management.

Effective internal controls are designed to ensure the following:

- Effectiveness and efficiency of operations
 - Reliability of financial reporting
 - Compliance with applicable laws and regulations
2. The Internal Auditor is developing formal policies and procedures that will provide a mechanism for employees to report potential illegal acts of fraud or that clarify an investigative process is in place by management. These procedures include the addition to the college's Web site of contact information, fliers posted in critical employee locations and the establishment of an anonymous telephone hot line.

Standard Implemented: Partially

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



FCMAT Financial Management Standard 2.5 – Inter- and Intra-Departmental Communications

Professional Standard:

Documents developed by the financial department for distribution to the board, staff and community are easily understood.

Sources and Documentation:

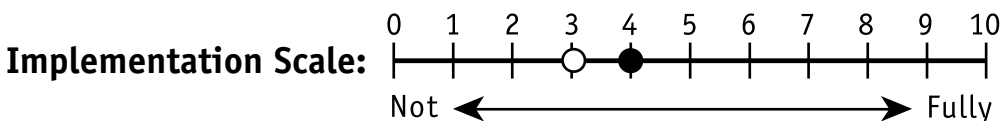
1. 2008-09 tentative budget
2. 2007-08 CCFS 311A
3. E-mail correspondence
4. Department memoranda
5. Board agendas
6. Budget Advisory Committee agendas
7. Proposal for Partnership with the Compton Community College District

Progress on Implementing the Recommendations of the Recovery Plan:

1. Budget presentations to the Special Trustee and Budget Planning Committee have improved with regard to the budget development process for the 2009-10 fiscal year. The Business Office staff has prepared and presented the CCFS 311A and CCFS 311Q in accordance with the statutory time lines. Budget assumptions and site-level detail information have been prepared and disseminated to departments at Compton CCD in preparation for the 2009-10 budget adoption.
2. Included in the preliminary budget documents are the following: projected enrollment FTES, revenues and expenditures for unrestricted and restricted programs, and detailed information by site/location, department, educational program and budget calendar.
3. Staff needs to initiate the budget development process no later than February each fiscal year.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 3 |
| January 2008 Rating: | 3 |
| July 2008 Rating: | 3 |
| June 2009 Rating: | 4 |



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 4.1 – Internal Audit

Professional Standard:

The Governing Board has adopted policies establishing an internal audit function that reports directly to the president or Governing Board.

Sources and Documentation:

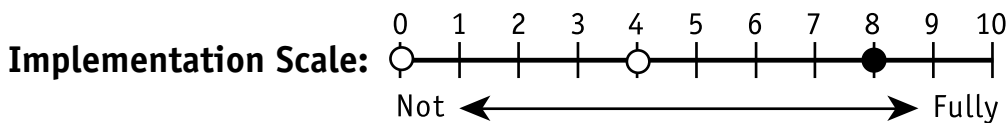
1. Interview with Internal Auditor
2. Departmental memoranda
3. Draft of board policy for the Internal Auditor

Progress on Implementing the Recommendations of the Recovery Plan:

1. Over the past 18 months, both El Camino College and Compton CCD have shared a full-time Internal Auditor. This position reports directly to the Vice President of Business Services at El Camino College as designated by the state Special Trustee. The position is funded by the special appropriation from the Chancellor’s Office. The 2007-08 Annual Financial Report was completed on January 30, 2009 and subsequently presented to the state Special Trustee.
2. All elements of the standard are fully implemented and proposed policies and procedures are in place to ensure the sustainability of this standard.

Standard Implemented: Fully - Substantially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 4
June 2009 Rating: 8



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 4.4 – Internal Audit

Professional Standard:

Internal audit findings are reported on a timely basis to the Governing Board and administration, as appropriate. Management then takes timely action to follow up and resolve audit findings.

Sources and Documentation:

1. 2006-07 Audit Report
2. 2007-08 Audit Report
3. Draft board policies for internal audit
4. Interview with the Internal Auditor
5. Action Plan and Areas of Responsibility Status Report
6. El Camino Community College/Compton Internal Audit Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Internal Auditor has developed a status report that encompasses Compton CCD’s current and past audit findings. The current Annual Financial Report dated June 30, 2008 was received on January 30, 2009. Subsequent to this report, the Internal Auditor prioritizes the severity of each finding and other critical component areas to correct audit findings. Once the rankings are identified, the report is continually updated with new information – including the progress on each item by assigned area of responsibility – in a summary report to the state Special Trustee.

The findings and recommendations are listed below. A number of these findings and recommendations are brought forward and still need to be addressed from the audit of 2006-07, including some from the audit of 2007-08.

2. The previous audit report contained 29 findings, of which 17 have not been implemented during the current audit period.

| Audit Finding Reference | Audit Category | Status |
|--------------------------------|---|---|
| 2007-1 | District Financial Condition | Not Implemented – See 2008-1 |
| 2007-2 | Internal Control Structure | Improved – See 2008-10 |
| 2007-3 | Financial Accounting Software | Not Implemented – See 2008-2 |
| 2007-4 | Capital Asset Accounting | Improved – See 2008-6 |
| 2007-5 | Workers’ Compensation Liability | Improved – See 2008-7 |
| 2007-6 | Cash Clearing Account | Not Implemented – See 2008-16 |
| 2007-7 | Segregation of Duties | Not Implemented – See 2008-10 |
| 2007-8 | Bank Account Custody and Control | Implemented |
| 2007-9 | Categorical Program Accounting | Not Implemented – See 2008-3 and 2008-4 |
| 2007-10 | Accounts Payable Accrual and Reconciliation | Not Implemented – See 2008-5 |
| 2007-11 | Revolving Cash | Partially Implemented – See 2008-15 |
| 2007-12 | Bank Reconciliations | Not Implemented – See 2008-15 |

| Audit Finding Reference | Audit Category | Status |
|--------------------------------|---|---|
| 2007-13 | Records Retention and File Maintenance | Implemented |
| 2007-14 | General Ledger Reconciliation | Not Implemented – See 2008-2, 2008-8 and 2008-9 |
| 2007-15 | Accounts Receivable Reconciliation | Not Implemented – See 2008-09 |
| 2007-16 | Payroll Clearing Account | Not Implemented – See 2008-13 |
| 2007-17 | Personnel File Maintenance | Not Implemented – See 2008-12 |
| 2007-18 | Payroll and Human Resource Account Reconciliation | Not Implemented – See 2008-11 and 2008-12 |
| 2007-19 | Vacation Liability Reconciliation | Not Implemented – See 2008-14 |
| 2007-20 | Anti- Fraud Program | Not Implemented – See 2008-10 |
| 2007-21 | Program Reporting-Schedule of Expenditures of Federal Awards | Not Implemented – See 2008-3 |
| 2007-22 | Allowable Costs/Cost Principals | Implemented |
| 2007-23 | Cash Management (Federal Programs) | Implemented |
| 2007-24 | Eligibility (Federal Programs) | Implemented |
| 2007-25 | Procurement, Suspension, and Debarment | Not Implemented – See 2008-17 |
| 2007-26 | Criteria or Specific Requirement – Students Actively Enrolled | Implemented |
| 2007-27 | Criteria or Specific Requirement - Cal-WORKs | Not Implemented – See 2008-19 |
| 2007-28 | Criteria or Specific Requirement – Enrollment Fees | Implemented |
| 2007-29 | Criteria or Specific Requirement - Matriculation | Implemented |

3. The audit for the fiscal year ended June 30, 2008 has 19 audit findings. Continued measurable efforts are evident in this area and could impact the anticipated milestone expectations for the accreditation process without intervention. Based on the funding available through AB 318, additional resources should be allocated to address the complete audit findings and resolution process.

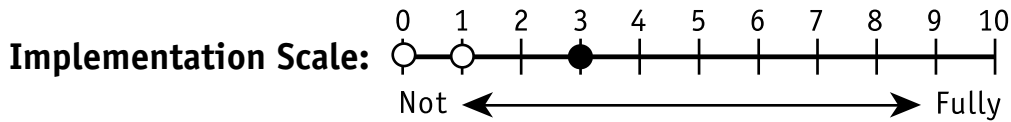
| Audit Finding Reference | Audit Category |
|--------------------------------|---|
| 2008-1 | Financial Condition |
| 2008-2 | Financial Statement Reporting |
| 2008-3 | Schedule of Expenditures of Federal Awards (SEFA) |
| 2008-4 | Compton CCD District Business Office Staffing and Oversight |
| 2008-5 | Accrual Accounts |
| 2008-6 | Capital Asset Accounting |
| 2008-7 | Workers' Compensation Self-Insurance/Risk Management |
| 2008-8 | Internal Balances-Receivables and Payables |
| 2008-9 | Student Enrollment Fees and Related Accruals |
| 2008-10 | Internal Control Structure |
| 2008-11 | Financial Statement Reporting/Payroll |
| 2008-12 | Payroll |
| 2008-13 | Payroll Clearance Fund and Liability Accounts |
| 2008-14 | Vacation Liability Maintenance |

| Audit Finding Reference | Audit Category |
|-------------------------|---------------------------------------|
| 2008-15 | Cash Bank Reconciliations |
| 2008-16 | Bursar's Office Procedures |
| 2008-17 | Procurement, Suspension and Debarment |
| 2008-18 | Enrollment Fees |
| 2008-19 | CalWORKs |

4. A plan has been developed to address the standard and is in the beginning phase of implementation.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 5.1 – Budget Development Process (Policy)

Professional Standard:

The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the college's goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the college's goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and college needs.

Sources and Documentation:

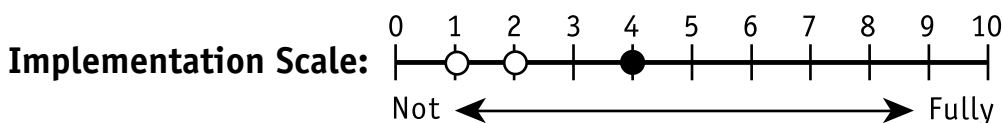
1. Board Policy 6200, Budget Preparation, approved February 12, 2009
2. Administrative Regulation 6201, Budget Calendar, approved February 12, 2009
3. Budget Development Calendar for 2009-10
4. Documentation related to the 2009-10 budget development process

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD has developed a comprehensive budget policy with administrative regulations consistent with the standards and the requirement of the El Camino/Compton partnership under AB 318, including the accreditation standards.
2. The budget process, including a planning and budget development calendar, was developed by the Business Office for the 2009-10 fiscal year. The document contained all the necessary key dates and budget allocation worksheets to develop the budget in a timely and accurate manner, although ideally the process should start sooner. Budget allocation worksheets were distributed to department managers that showed current year expenditure for comparison.
3. No comprehensive budget plan could be documented that links with the institutional goals and financial recovery plan. The process that was implemented for 2009-10 is significantly improved; however, the standards of good practice will require a consultative, integrated and interactive process. Further, the budget process should integrate educational and administrative goals to meet the requirements for future accreditation.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 1 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 4 |



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 5.3 – Budget Development Process (Policy)

Professional Standard:

Policies and regulations exist regarding budget development and monitoring.

Sources and Documentation:

1. Board Policy 6200, Budget Preparation, approved 2-12-2009
2. Administrative Regulation 6201, Budget Calendar, approved 2-12-2009
3. Budget Calendar for 2009-10
4. Compton Center Business Services Policies and Procedures Manual 2008-2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. During the last several months, staff have developed and implemented a comprehensive Policies and Procedures Manual with the assistance of El Camino business services. Included are several detailed administrative regulations and detailed processes related to budget development and preparation.
2. Staff should monitor the processes to ensure proper training and compliance throughout implementation. Several board policies and administrative regulations are in draft form and are expected to be approved by the end of the fiscal year.
3. Compton CCD has worked with an independent consultant to align the FCMAT standards and audit findings by dividing them into various projects. In the budget development area, one entire project is devoted to the budget development, monitoring and maintenance process.

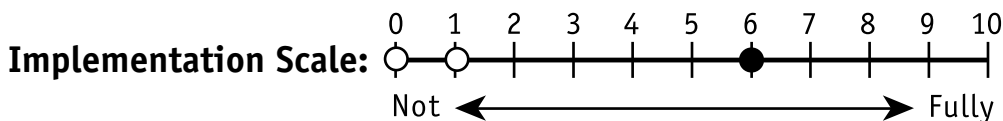
Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 1

July 2008 Rating: 0

June 2009 Rating: 6



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standards 5.4 and 5.6 – Budget Development Process (Policy)

Professional Standards:

Standard 5.4: The college has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects college priorities.

Standard 5.6: Categorical funds are an integral part of the budget process and have been integrated into the entire budget development. The revenues and expenditures for categorical programs are reviewed and evaluated in the same manner as unrestricted general fund revenues and expenditures. Categorical program development is integrated with the college's goals and is used to respond to specific college student needs to support student learning outcomes.

Sources and Documentation:

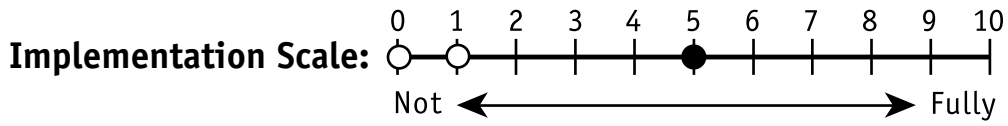
1. Board Policy 6200, Budget Preparation, approved 2-12-09
2. Administrative Regulation 6201, Budget Calendar, approved 2-12-09
3. Budget Calendar for 2009-10
4. Compton Center Business Services Policies and Procedures Manual 2008-2009
5. Staff interviews
6. Requisitions/Approver List
7. Dean of Student Services Spreadsheet Allocations by Resource

Progress on Implementing the Recommendations of the Recovery Plan:

1. A budget development process has been partially implemented and should include resource allocation that addresses the impact of negotiations, short- and long-term commitments for debt, employee compensation costs, position control and other key components that affect the budget. Restricted categorical programs should be aligned with the organizational goals and with the purpose of the apportioned funds.
2. The budget development process should also be linked to an ongoing academic and administrative program planning effort to regain accreditation. It should ensure the optimal use of institutional resources that are integrated through shared governance.
3. The Compton CCD has created board policies and administrative procedures that facilitate development of a budget that meets the standard reporting requirements.
4. The Business Office staff does not adequately understand the rules and limitations of the various categorical program funding sources. The district needs to provide training in this area. The Dean of Student Services has extensive experience with categorical programs and monitors each program separately. In addition, the Dean of Student Services has developed internal spreadsheets to monitor and compare the budget to actual expenditures from the DataTel financial software system.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 6.1 – Budget Development Process (Technical)

Professional Standard:

The Budget Office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies the sources and uses of funds. Reasonable FTES and COLA estimates are used when planning and budgeting. The same process is applied to all funds.

Sources and Documentation:

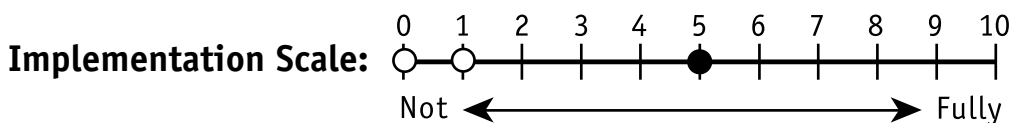
1. Annual Strategic Review: Underlying Budget Assumptions Summary for 2009-2010 as of March 6, 2009
2. Summary Annual General Ledger Budget Report Ending June 20, 2009
3. Phase-in of 50% law compliance over the next five fiscal years
4. 2007-08 CCFS 311Q
5. Minutes from Budget and Planning committees, February 10, 2009
6. Business Office Policies and Procedures Manual 2008-09
7. Documentation for the 2009-10 budget development process
8. Monthly salary and benefit data

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD Business Office staff has made progress toward developing a proper, detailed and documented budget process. A Business Service Policies and Procedures manual has several board policies and administrative procedures that give clear guidance for budget development.
2. On March 6, 2009, revenue and expenditure budget assumptions for the 2009-10 fiscal year were prepared. Expectations for enrollment and related facility needs were linked to overarching goals and objectives with limited and defined use of the available credit line.
3. FTES assumptions and class size parameters were reasonable.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 7.5 – Budget Adoption, Reporting, and Audits

Professional Standard:

The quarterly fiscal status reports show an accurate projection of the ending fund balance. Material differences are presented to the Governing Board with detailed explanations.

Sources and Documentation:

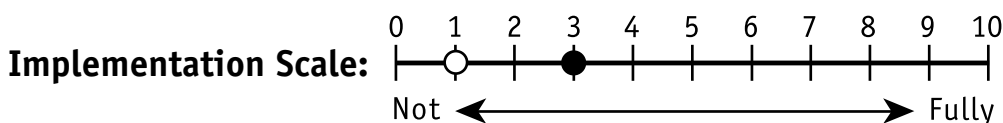
1. 2008-09 CCFS 311A and 311Q for the period ended December 31, 2008
2. 2007-08 Annual Financial Report as of June 30, 2009
3. Annual Financial Report for the Fiscal Year 2007-2008 and Budget Report for the Year 2008-09 dated October 14, 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. During the 2007-08 fiscal year, CCFS 311Q financial status reports were presented to the Special Trustee projecting the ending fund balance of the district for all unrestricted and restricted resources. Audit finding 2008-2 found that the report included information from the oversight agency.
2. The annual audit for the period ended June 30, 2008 noted numerous audit adjustments to record revenues and expenditures as well as assets and liabilities in the proper accounts primarily because the district uses two separate financial reporting systems. Accounting entries must be posted in both systems and both systems must be reconciled periodically. The district should create a process that will significantly reduce errors and mispostings. Business office staff must be trained in this specific area. A plan to address this deficiency in the standard has been developed and will be implemented by the end of this fiscal year.
3. The departure of the Chief Business Official in late 2008 created yet another leadership and technical void. However, the district hired a retired interim CBO until a permanent CBO could be hired. The interim CBO comes to the district with recent community college experience and strong technical skills.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 3 |
| January 2008 Rating: | 3 |
| July 2008 Rating: | 1 |
| June 2009 Rating: | 3 |



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 8.2 – Budget Monitoring

Professional Standard:

There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for overexpenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly.

Sources and Documentation:

1. Sample Excel file showing monthly distribution to each cabinet member
2. Spreadsheet for requesting next fiscal year budget and list of reductions already recommended
3. Report from DataTel as of December 2008
4. DataTel Requisitions/Approver List for categorical programs
5. AR 6252, Position Control, draft
6. AP 6252A, Position Control, draft

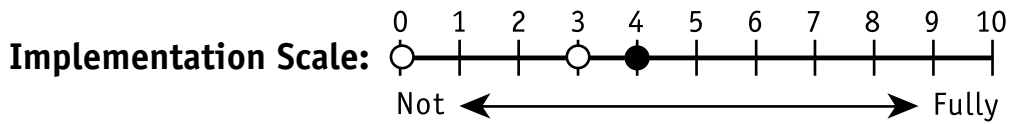
Progress on Implementing the Recommendations of the Recovery Plan:

1. The business office staff at El Camino has finished training the Compton Center accounting personnel site and department staff on online purchase requisition processing and running budget reports. Performing these functions has reinforced site and department responsibility for program budgets. All managers receive monthly budget reports that show the budget, expenditures and encumbrances to date. The DataTel system will not allow users to override the system and input a requisition if funds are not available in an individual account line. Managers must notify the accounting office to prepare a budget transfer.
2. Only the accounting office prepares budget transfers, which are then approved by the Special Trustee monthly. This is a long and cumbersome process. Because of the long wait, employees will sometimes use an incorrect account code that has available funds rather than wait for the budget transfer authorization to take place. The district should consider “not to exceed” flexibility within major object codes. This would allow the end users some flexibility and would reduce the number of budget transfers and correcting journal entries. Another option would be to implement online budget revisions by authorized department personnel. This would allow more efficient, accurate and timely processing of budget transactions and the processing of goods and services.
3. The Student Services Division has prepared a DataTel Requisitions/Approver List for the 2008-09 academic year. Only authorized personnel can process requisitions for specific categorical and/or grant programs. Each requisitioner has an authorized approver that is ultimately responsible to ensure that restricted dollars are spent within the program guidelines.
4. The El Camino/Compton partnership should continue to develop a plan that provides proper fiscal oversight in the business and accounting functions. The El Camino business services department should apportion sufficient resources to enhance the progress including but not limited to adequate levels of qualified accounting personnel.

5. All community colleges in Los Angeles County require an interface with the PeopleSoft software, maintained by the Los Angeles County Office of Education, for proper oversight and reporting responsibilities. Because the district uses two different accounting systems, it is imperative that both accounting systems are reconciled monthly.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 8.5 – Budget Monitoring

Professional Standard:

The college uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.

Sources and Documentation:

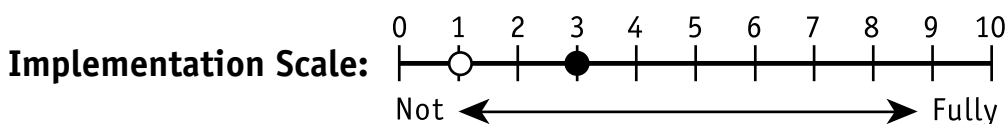
1. AR 6252, Position Control, draft
2. AP 6252A, Position Control, draft

Progress on Implementing the Recommendations of the Recovery Plan:

1. A position control system incorporates authorized positions and creates a unique number for each authorized position. A properly maintained position control system prevents overstaffing by ensuring that district standards and formulas for staffing align with the budget. An effective position control system is fully integrated with the budget development process and the payroll systems. To manage authorized personnel transactions, the district has developed a draft position control board policy and detailed administrative regulations. The policy and regulations should include establishing periodic reconciliation of the actual payroll with position control and, finally, a comparative to budget.
2. The district has all employee data in position control. The position control system is functional but must be input into both financial systems. The team found no verification that the proper internal controls and employee tracking were being performed at the time of fieldwork, although a plan to address this standard is in the beginning phase of implementation.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 1 |
| July 2008 Rating: | 1 |
| June 2009 Rating: | 3 |



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 9.2 – Budget Communications

Professional Standard:

The college budget clearly identifies one-time sources and uses of funds.

Sources and Documentation:

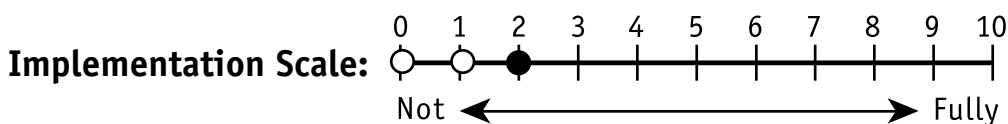
1. 2007-08 final budget
2. 2008-09 CCFS 311Q
3. 2008-09 CCFS 311A
4. Interdepartmental memoranda
5. Budget Advisory Committee agenda

Progress on Implementing the Recommendations of the Recovery Plan:

1. The majority of one-time revenues and expenditures is in categorical and grant programs. The Dean of Student Services has developed an internal budget document that monitors one-time revenues and expenditures for grant and/or categorical funds.
2. The district has authorized one-time expenditures for various consultants and consulting services. These contracts are issued for a specific amount as approved by the state Special Trustee. All one-time expenditures and/or revenues should be identified in the accounting system to prevent overestimating expenses crossing fiscal years.
3. The capital funding area tracks one-time funding appropriately.
4. A plan to address the budget process is in the development stage. The district should include the identification of one-time revenues and expenditures in the completed policy.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 0 |
| January 2008 Rating: | 1 |
| July 2008 Rating: | 1 |
| June 2009 Rating: | 2 |



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 11.1 – Attendance Accounting

Professional Standard:

An accurate record of enrollment and attendance is maintained.

Sources and Documentation:

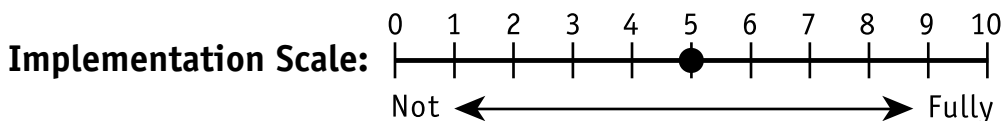
1. Compton CCD financial audit report for 2007-08
2. Admissions & Records Calendar, spring 2009
3. State reporting manual section on Full-Time Equivalent Student Attendance Accounting – procedures
4. Certification 2008-2009 Apportionment Attendance (CCFS-320) – Annual Report dated July 15, 2008
5. Certification 2008-2009 Apportionment Attendance (CCFS-320) – First Period Report dated January 15, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD's latest audit report, for the year ended June 30, 2008, cited issues in proper student attendance. The audit team noted that activity that was attributable to El Camino CCD was inadvertently included in Compton CCD's accounting system. These findings can affect the accuracy of the attendance reported to the state for apportionment purposes. The district should review the accuracy of the attendance report and establish internal controls to ensure that only the Compton CCD attendance is reported to the state on the CCFS-320.
2. The Compton CCD lacks appropriate procedures to monitor and track attendance rosters. Defined procedures have not been fully implemented that require proper completion of attendance records.
3. Compton CCD has begun managing its own DataTel student database separately from El Camino CCD. Training assistance has been provided, and internal capacity is being built for the Compton CCD business staff. Utilizing the existing processes from El Camino Community College will ensure that the district will be able to resolve audit findings. This process will ensure that the student enrollment and attendance records are accurately maintained and properly documented for state apportionment.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 11.5 – Attendance Accounting

Professional Standard:

Procedures are in place to ensure that enrollment and attendance accounting and reporting requirements are met for weekly student contact hours (WSCH), daily student contact hours (DSCH), credit, non-credit, high school concurrent enrollment, and positive attendance.

Sources and Documentation:

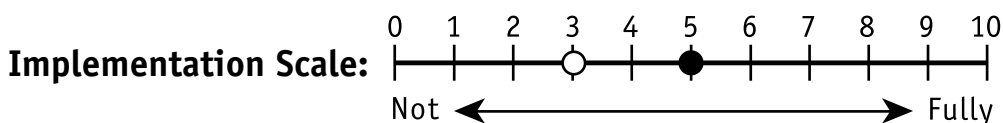
1. El Camino College Compton Center 2007-2008 Enrollment and Registration Schedule
2. Sample positive attendance reports from El Camino's DataTel system
3. Admissions and Records Calendar, spring 2009
4. State reporting manual section on Full-Time Equivalent Student Attendance Accounting – procedure
5. Certification 2008-2009 Apportionment Attendance – First Period Report dated January 15, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD utilizes El Camino's student enrollment, registration, and attendance processes, forms, and systems. Compton CCD's data should be kept separate using a separate college code in the database. However, the audit notes that the data from both entities was compiled for state reporting purposes. This report was subsequently corrected. Management should ensure that a separate code is in the database and that all attendance staff are properly trained in this area.
2. Future reporting will generate revenue primarily from FTES; therefore, attendance staff need to be properly trained in this area. Annual training for attendance personnel will be necessary for updates to regulations.
3. Due to the loss of accreditation, Education Code Section 48800(b)(2) no longer applies to Compton for concurrent enrollment.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 12.2 – Accounting, Purchasing and Warehousing

Professional Standard:

The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the college's financial management.

Sources and Documentation:

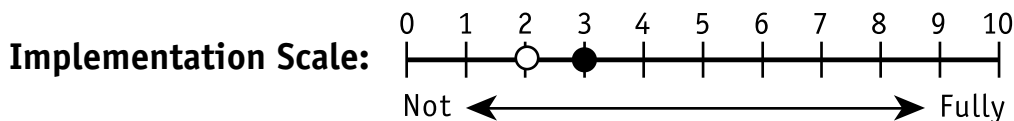
1. Various financial reports generated from PeopleSoft and DataTel
2. Compton CCD Report on Audit of Financial Statements (June 30, 2007)
3. Staff interviews
4. Compton CCD financial audit report for 2007-08

Progress on Implementing the Recommendations of the Recovery Plan:

1. The latest audit report, for the year ended June 30, 2008, cites a number of findings related to the timing and accuracy of the accounting transactions. Most of these findings were also cited in the previous year's audit report, and were not corrected.
2. The audit report for 2007-08 reports a very significant number of findings and recommendations, many related to core accounting issues. There is a considerable urgency that these accounting matters be addressed promptly.
3. Due to the timing of the current review, no detailed accrual reports were available for review. During the next review, the team will review a recap of documentation regarding payroll liabilities, accounts receivable and other accruals set up in the year-end closing process.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 3 |
| July 2008 Rating: | 3 |
| June 2009 Rating: | 3 |



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.3 – Accounting, Purchasing and Warehousing

Professional Standard:

The college forecasts its revenues and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the college reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, to ensure that all cash receipts are deposited timely and recorded properly, cash is reconciled to bank statements monthly.

Sources and Documentation:

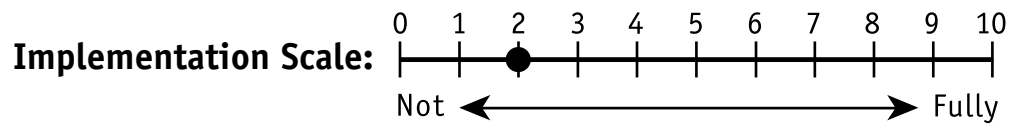
1. Various financial reports generated from PeopleSoft and DataTel
2. Compton CCD Report on Audit of Financial Statements (June 30, 2008)
3. Bank statements
4. Detailed cash receipt and handling procedures per AP 6301B, Business Affairs/Bursar’s Office, dated 12-15-08

Progress on Implementing the Recommendations of the Recovery Plan:

1. No evidence was found that cash balances are monitored or that cash flows are documented or projected. There is no indication that Business Office management oversees cash management. The audit report for 2007-08 states that bank reconciliations are not performed regularly.
2. Reconciliation of bank statements is not performed monthly with review by appropriate levels of management personnel. Under the provisions of AB 318, the college has access to an established line of credit for cash flow. The district’s total amount drawn down against the line of credit as of June 30, 2008, was \$12,896,800.
3. While the district appears to be in no imminent danger regarding its current cash position because funds are accessible via AB 318, staff should begin to manage its cash as if the funds were not available.
4. The district maintains a cash clearing account with a local bank to clear cash deposits. The account reviewed by FCMAT had a balance of approximately \$860,000 in cash that had not been posted to the appropriate revenue accounts and thus had not been reconciled. Furthermore, these funds had been deposited in a non-interest-bearing account, resulting in lost revenue. All cash deposits should earn interest and move into the County Treasury monthly, at a minimum.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 2 |



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 12.4 – Accounting, Purchasing and Warehousing

Legal Standard:

The college's payroll procedures are in compliance with established requirements (Education Code Section 85241). Standard accounting practice dictates that the college implements procedures to ensure the timely and accurate processing of payroll.

Sources and Documentation:

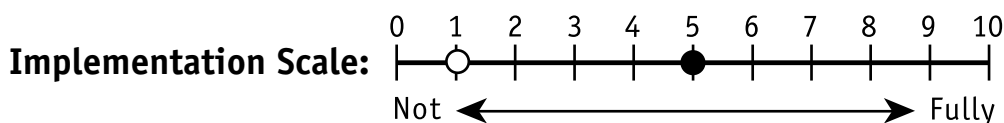
1. Various financial reports generated from PeopleSoft and DataTel
2. Compton CCD Report on Audit of Financial Statements (June 30, 2008)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Payroll Department has stabilized with the addition of two permanent employees. Payroll training has been provided by the El Camino Community College staff and is complete. This has resulted in significant improvement in payroll processing.
2. The processing of payroll and benefits is accomplished through an interface between the HRS position control system and both DataTel and PeopleSoft systems. El Camino's DataTel system now contains all payroll transactions. Problems still exist with the timing and posting of all payroll transactions, which creates numerous issues in creating the 311A or 311Q reports. The Los Angeles County Office of Education runs all payroll transactions to generate payroll warrants for the district.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 12.5 – Accounting, Purchasing and Warehousing

Professional Standard:

Standard accounting practice dictates that the accounting work is properly supervised and work reviewed to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements.

Sources and Documentation:

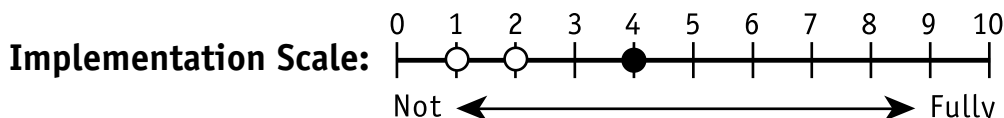
1. Compton CCD audits of financial statements for June 30, 2007 and June 30, 2008
2. LCGL819C Report – Cumulative Detail Report by Object 8000-8999
3. DataTel report – Expense List by Fund and Activity Report dated 3-14-09

Progress on Implementing the Recommendations of the Recovery Plan:

1. The number and subject matter of the findings in the most recent audit report, for the year ended June 30, 2008, indicate significant issues with the accuracy of the accounting transactions. Many of these findings occurred in the prior year’s audit and remain unresolved.
2. Financial data is posted to both the DataTel and PeopleSoft systems because of the interface requirements for payroll data. The DataTel system was used for the 2008-09 fiscal year to track and monitor projected revenues and expenditures. However, because of the time differential in posted transactions, staff prepare a series of spreadsheets that contain data from both financial systems to complete the Form 311 reports for each quarter. PeopleSoft data is utilized because the payroll transactions post immediately and are timelier for preparation of the 311 reports.
3. Current and past audit findings and recommendations appear to show that the financial accounting and detail transactions are not properly supervised or reviewed by appropriate management personnel. The current interim Chief Business Officer is competent and experienced. A hiring process is under way for a permanent Chief Business Officer. The new CBO will have a very large task. It will be prudent to consider what additional interim support can be provided for the new person.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.7 – Accounting, Purchasing and Warehousing

Professional Standard:

Generally accepted accounting practices dictate that, to ensure accurate recording of transactions, the college have standard procedures for closing its books at fiscal year-end. The college’s year-end closing procedures should comply with the procedures and requirements established by the Chancellor’s Office.

Sources and Documentation:

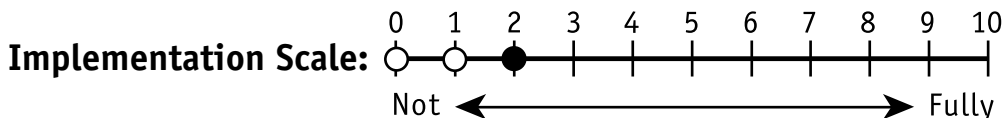
1. 2007-08 PeopleSoft Financial System Year-End Closing Procedures and Schedules (LACOE)
2. Year-End Financial Review Checklist (internal)
3. Journal entries and backup documentation
4. Closing trial balance and other financial reports from PeopleSoft and DataTel
5. Compton CCD reports on audits of financial statements, June 30, 2007 and June 30, 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. The books were closed timely, but the degree of accuracy is questionable based on the audit findings indicated in the 2007-08 independent annual audit. Due to the timing of this review, Compton CCD had not begun the year-end closing process for the 2008-09 fiscal year. FCMAT will need to review the complete process, including documentation for accruals and closing journal entries, during the next review period.
2. Business Office personnel have not been trained in the closing process. Each member of the Business Office should be assigned specific tasks for the closing. Tasks should be completed by a specified deadline to coincide with state reporting requirements. The staff has been trained in how to use the new account code structure and convert transactions from the DataTel configuration to the PeopleSoft configuration.
3. The Business Office staff needs strong oversight and supervision. An experienced interim Chief Business Official has been hired to stabilize processes, ensure supervision and provide guidance. At the time of the FCMAT visit, a search for a permanent CBO was under way.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 12.9 – Accounting, Purchasing and Warehousing

Professional Standard:

The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.

Sources and Documentation:

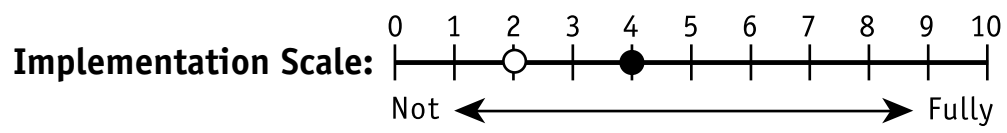
1. Board agenda items for purchases and for approval of bidding process
2. Compton CCD reports on audits of financial statements, June 30, 2007 and June 30, 2008
3. Compton CCD Policy Manual of the Board of Trustees (draft, 2003)
4. Bid Threshold and Bond Requirements (Compton CCD document dated April 2003)
5. Measure CC general obligation bonds with independent accountant's report
6. Procedures (dated 2-17-09):
 - BP 6330, Procurement, approved 2-17-09
 - AR 6330, Procurement, approved 2-17-09
 - AP 6331A, Procurement, approved 2-17-09
 - AR 6332, Use of Credit Cards, approved 2-17-09

Progress on Implementing the Recommendations of the Recovery Plan:

1. At the September 16, 2008 board meeting, the revised project list for the college's general obligation bond program, Measure CC, was presented and includes the Facilities Master Plan bridge document. The total budget for capital projects on the revised list is \$77,992,425. Sources to fund these projects include \$58,780,000 from the state Capital Outlay Fund, \$560,000 from an insurance claim and \$18,652,425 from Measure CC bond funds.
2. Board policies on purchasing and bidding practices have been updated.
3. The Compton CCD has not implemented the necessary procedure for conducting internal audits of construction activities to substantiate the billings for those activities. Because of questionable construction costs, the college is completing a separate and independent financial and performance audit of the Measure CC general obligation bonds.
4. The accounting department had to realign the budget for more than 200 maintenance department invoices.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 2 |
| January 2008 Rating: | 2 |
| July 2008 Rating: | 2 |
| June 2009 Rating: | 4 |



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 13.1 – Student Body Funds

Professional Standard:

The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds.

Sources and Documentation:

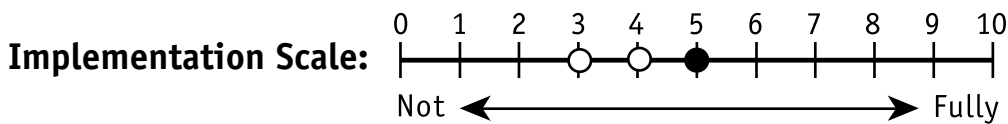
1. Constitution for ASB – Preamble
2. Listing of ASB documents and individual bank statements as of January 31, 2009
3. Finance Code and Procedures – ASB

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center Associated Student Body has developed a desk reference to provide overall guidance on the purpose, establishment, and conduct of a student body organization. These procedures contain several forms related to finance.
2. The district should incorporate the ASB Finance Code and Procedures in board policy.
3. The ASB Finance Code and Procedures is being utilized by staff and students and offers adequate guidance to ensure the consistent application of procedures in the organization. Sufficient training is provided to the employees that work with ASB funds.
4. Bank reconciliations are prepared timely. Bank statements show adequate balances in each account. Deposits are processed timely and in some cases weekly.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 13.4 – Student Body Funds

Professional Standard:

Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting.

Sources and Documentation:

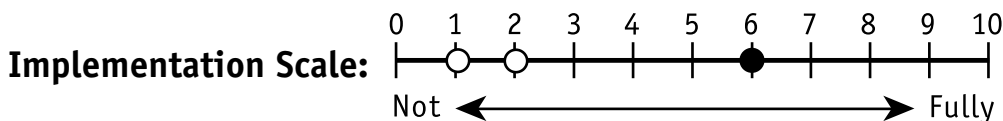
1. Constitution for ASB – Preamble
2. Listing of ASB documents and bank statements as of 1-31-09
3. Finance Code and Procedures – ASB

Progress on Implementing the Recommendations of the Recovery Plan:

1. Monthly financial statements have not been distributed to Business Office management, the student body president or the board. The Center should incorporate written guidelines in the Finance Code and Procedures manual to ensure that the financial statements are prepared in a timely manner and distributed to the appropriate personnel monthly.
2. At the time of fieldwork, the bank accounts had been reconciled through March 31, 2009. The Center should establish defined time lines for bank reconciliations and prepare the related adjusting entries and verification of the correct cash balance in the books of record.
3. The Business Office should schedule periodic internal audits for student body funds. Internal audits can detect errors that could be corrected. Additionally, internal audits provide management with some assurance that policies and procedures are properly followed by staff and students.
4. The major elements of the standard have been implemented and are becoming systemic as evidenced by timely bank reconciliations and related adjusting entries.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 14.2 – Multiyear Financial Projections

Professional Standard:

The college annually provides a multiyear revenue and expenditure projection for all funds of the college. Projected fund balance reserves are disclosed. The assumptions for revenues and expenditures are reasonable and supportable.

Sources and Documentation:

1. Tentative and adopted budgets for 2008-09
2. 2009-10 preliminary budget
3. Compton CCD Budget Model dated March 3, 2009 – General Assumptions for Multiyear Projections

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD does not prepare multiyear financial projections, as this is not a requirement for community colleges. However, a district under state intervention should prepare multi-year projections that cover at least the current and two subsequent fiscal years.
2. Multiyear projections would provide the institution with information to analyze the effects of assumptions for FTES, revenue, non-employee expenditures and salary and benefits. Additionally, this information gives management time to make necessary budgetary adjustments to ensure that the district maintains an adequate fund balance and fiscal solvency.
3. Committee minutes demonstrate that the district is engaged in discussions related to the AB 318 funding as it relates to FTES growth targets for the 2009-10 fiscal year.

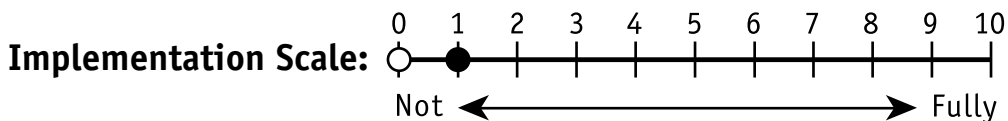
Standard Implemented: Partially

April 2007 Rating: 0

January 2008 Rating: 0

July 2008 Rating: 0

June 2009 Rating: 1



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 15.1 – Long-Term Debt Obligations

Professional Standard:

The college complies with public disclosure laws of fiscal obligations related to health and welfare benefits for retirees, self-insured workers' compensation, and collective bargaining agreements.

Sources and Documentation:

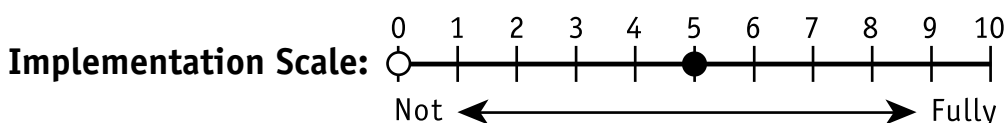
1. Compton CCD Actuarial Review of Workers' Compensation Program dated June 7, 2007
2. Actuarial Study of Retiree Health Liabilities, dated July 15, 2005

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has completed an actuarial for workers' compensation and has complied with the GASB 43 requirements one year before the required date. The liability has been determined and remains unfunded. An actuarial review of the workers' compensation program dated June 7, 2007, projects the unpaid losses as reported on the statement of net assets at \$1,290,000 if discounted at 3%, or undiscounted at \$1,559,000.
2. Governmental Accounting Standards Board (GASB) issued Accounting Standards 43 and 45 for retiree health benefits in 2004. Prudent fiscal management of post employment benefit costs requires the establishment of a long-term plan to pre-fund these benefits on an actuarial basis. The district has not completed an actuarial study of the retiree health liabilities since July 15, 2005. This information should be updated to reflect changes to the health care liability and the appropriate disclosure of the liability on the financial statements.
3. Retirees meeting eligibility requirements receive medical, dental and vision coverage not to exceed ten years. According to the audited financial statements as of June 30, 2008, the district provided health care benefits to 74 retired employees with total expenditures of \$586,843. The audit notes that the district will be implementing provisions of GASB No. 45 during the 2008-09 fiscal year, but the team did not find evidence of this plan during the fieldwork.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 0 |
| January 2008 Rating: | 5 |
| July 2008 Rating: | 5 |
| June 2009 Rating: | 5 |



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 16.1 – Impact of Collective Bargaining

Professional Standard:

The college has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of college operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of college operations. The college identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on college operations of current collective bargaining language, and proposes amendments to contract language as appropriate to ensure effective and efficient college delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session.

Sources and Documentation:

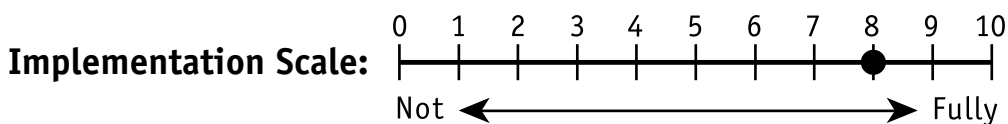
1. Contract Agreement – CCC Federation of Classified Employees, July 1, 2006 through June 30, 2009
2. Contract Agreement – CCC Federation of Employees Certificated Unit, July 1, 2007 through June 30, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton district has completed negotiations for the certificated bargaining unit through June 30, 2010. A memorandum of understanding dated February 9, 2009, defines “part-time temporary” faculty.
2. The classified bargaining unit has elected to delay negotiations pending the fiscal stability of the Compton CCD.

Standard Implemented: Fully - Substantially

| | |
|----------------------|---|
| April 2007 Rating: | 8 |
| January 2008 Rating: | 8 |
| July 2008 Rating: | 8 |
| June 2009 Rating: | 8 |



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.1 – Maintenance and Operations
Fiscal Controls

Professional Standard:

The college has a comprehensive risk management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well being of the college.

Sources and Documentation:

1. Staff interviews
2. Actuarial review dated June 7, 2007
3. Workers' compensation – process and procedures for managers to report

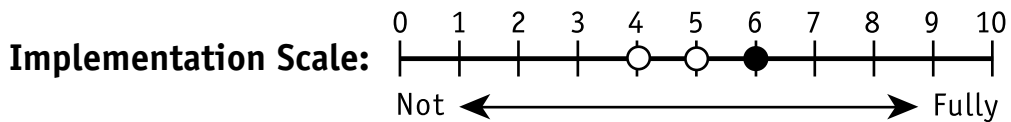
Progress on Implementing the Recommendations of the Recovery Plan:

1. Workers' compensation is still underfunded according to documents reviewed for the 2009-10 budget and the 2007-08 Annual Financial Audit Report.
2. Management estimates that the unfunded liability for the workers' compensation program will be fully funded within one year. The Human Resources Specialist is working with the Accounting Manager on budget projections for workers' compensation costs. As of the March 2009 visit, no progress had been made on this issue.
3. Compton CCD has joined the SAWCX JPA to purchase workers' compensation insurance. The JPA is administered by Keenan and Associates.
4. The current rate charged to the general fund did not reflect the actual rate or the amount to fully fund the program. Claims loss runs and reports were produced by staff and clearly identified improvements, with a decline in injury reports and the addition of safety meetings. The college has also implemented a return-to-work program for injured employees that has contributed to the decline in workers' compensation costs.
5. FCMAT saw no evidence of regular consultation and consideration regarding adequacy of coverage for property and liability insurance. Further, the difficulties the college has been experiencing with asset tracking heightens the risk that the insured capitalized asset base is not accurately stated.
6. The college purchases property and liability coverage from the community college JPA administered by Keenan and Associates. The college is not making optimal use of the Keenan advisory services, either for assessing risk exposure or for risk mitigation, such as through campus surveys or safety programs. The college pays for these services in its premium, and should make maximum use of them.

7. The risk management function should reside with the Chief Business Officer of the college, and not with a lower-level employee. Risk management requires experience and judgment, and has broad implications for the well-being of the college.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.2 – Maintenance and Operations
Fiscal Controls

Professional Standard:

The college has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.

Sources and Documentation:

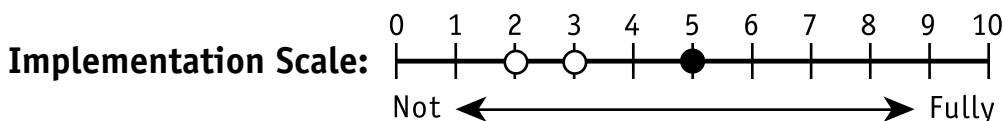
1. District documents
2. Staff interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD Maintenance Department has begun again to use the automated work order software system called School Dude. The system has been in place for the last five years but has not previously been accepted or utilized by faculty or staff. School Dude has capabilities that meet the department’s needs, and it has been decided to use the system and thoroughly test its capabilities before considering alternatives.
2. At the present time, School Dude is being used to track unscheduled maintenance work orders only. The intent is to use it for scheduled maintenance work orders, as a tool to document the scheduled maintenance activities of, for example, custodial work. All maintenance work should be documented, and capturing the scheduled and repetitive work is the next step.
3. School Dude has additional capabilities, such as tracking costs, and linking to a CAD representation of the campus. These additional features should be explored and implemented at some point.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.3 – Maintenance and Operations
Fiscal Controls

Professional Standard:

The college controls the use of facilities and charges fees for usage in accordance with college policy.

Sources and Documentation:

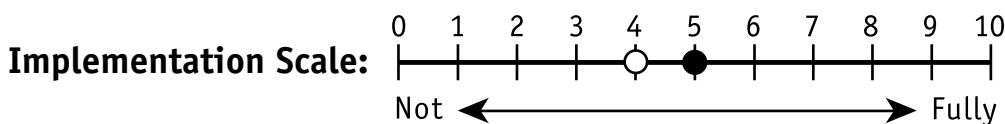
1. Compton CCD policies
2. Staff interviews
3. Interview with Internal Auditor

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district is updating the facilities usage policy. The update will include a new fee structure, insurance requirements, campus usage, internal controls, security requirements and compliance with the facilities master plan. The plan will identify the different groups that can access the facilities and the appropriate charges for each type of user. The process includes a Scheduler position to review room and site availability. The department communicates facility usage through the use of Microsoft Outlook Calendar. Staff has begun planning meetings and had initially scheduled the completion of this policy update during the current fiscal year.
2. The district has had difficulty determining the allocation of room and master keys and has retained a security consultant to assist with a campus-wide security program. The Maintenance Department has completed the installation of an electronic key card system for the Math and Science wing and has plans to expand this installation to the Vocational Education building. This system has the ability to program entrance times and links each card to specific employee identification numbers. The system is centralized and can be controlled and monitored by the Maintenance Department.
3. At the time of the March 2009 FCMAT visit, the review of pricing and terms for facilities rental had been completed, and it was planned to take the recommendations to the state Special Trustee soon.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 5 |
| January 2008 Rating: | 5 |
| July 2008 Rating: | 4 |
| June 2009 Rating: | 5 |



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.4 – Maintenance and Operations
Fiscal Controls

Professional Standard:

The Maintenance Department follows standard college purchasing protocols. Open purchase orders may be used if controlled by limiting the employees authorized to make the purchase and the amount.

Sources and Documentation:

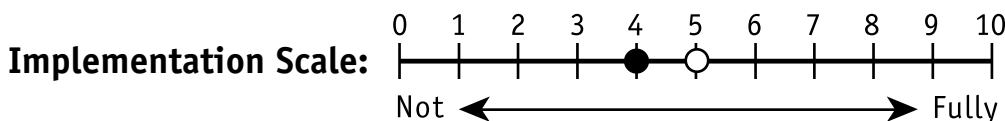
1. Compton CCD documents and employee interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Due to the Compton CCD's recent economic difficulties, there continues to be a policy of limited open purchase orders for maintenance. All purchasing for maintenance and operations is accomplished through the district's requisition/purchase order process. Purchasing limitations have been established with proper authorization from the Director of Facilities.
2. The department inherited a rollover budget from the prior fiscal year and has begun to identify and analyze projected costs for the 2008-09 fiscal year. The department continues to utilize Excel spreadsheets to monitor the financial activity for all open purchase orders and other transactions. The optimal approach is for the district to utilize the current financial software system and build line item budgets that can be encumbered and accurately reflect the college's financial status. As an example, the maintenance department issued multiple purchase orders from the original budget set up in 2008-09. Subsequently, the accounting department created new budget codes that moved the existing expenditures but not the encumbrances for approximately \$200,000. Until a formal budget process and system training is implemented, departments are forced to use these alternative types of tracking methods.
3. The college must ensure that all purchasing, including contracting, follows state contracting regulations and college policy and procedure. FCMAT reviewed documents that indicated purchasing and bidding procedures were not followed in accordance with Public Contract Code Section 20111.
4. The CBO needs to be involved in all major contracting processes. The Purchasing Agent should confer regularly with his supervisor to ensure that all major decisions are referred to the Chief Business Officer.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 5 |
| January 2008 Rating: | 5 |
| July 2008 Rating: | 4 |
| June 2009 Rating: | 4 |



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.5 – Maintenance and Operations
Fiscal Controls

Professional Standard:

Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.

Sources and Documentation:

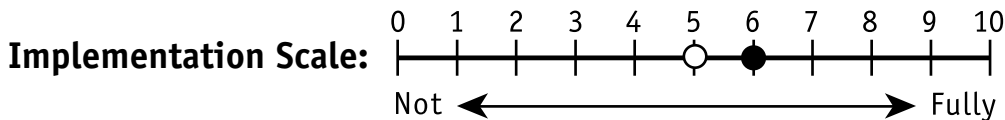
1. Compton CCD documents and employee interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD maintains a secured, inventoried supply area for maintenance and operations. The college uses the Allied Health Building as a staging center to inventory all equipment, tools and supplies. Specific tool kits for carpentry, plumbing and some other trades are issued to employees based on a standardized list that correlates with each job type or trade assignment. Rate of use is then monitored for evidence of proper use or misuse. The department also has tool kits available for other employees to check out.
2. The Compton CCD has a manual physical inventory system that allows the each employee to check out equipment for monitoring and tracking purposes. The college anticipates utilizing the functions of the School Dude maintenance work order system to safeguard against the loss of equipment.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 21.1 – State-Mandated Cost

Professional Standard:

The college has procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures cover: the identification of changes to existing mandates; training staff regarding the appropriate collection and submission of data to support the filing of the mandated costs claims; forms, formats, and time lines for reporting mandated cost information; and review of data and preparation of the actual claims.

Sources and Documentation:

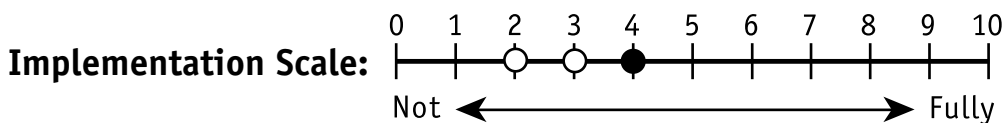
1. Contract for Professional Services dated December 17, 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. State Government Code section 17550 et seq. authorizes the district to file state mandated cost claims for reimbursement for certain services mandated by the state. Mandated cost claims are an opportunity for Compton CCD to recover funds expended for activities that are mandated by the state. When claims for mandated cost are filed late, the claim is subject to a reduction by the State Controller. Compton CCD management should ensure that claims are filed timely to receive the maximum amount due the district.
2. The district entered into an agreement for professional consulting services to prepare all late claims for the 2006-07 fiscal year, and current claims for 2006-07.
3. The district should implement a mandated cost board policy and administrative regulation that ensures that staff periodically review all existing reimbursable claims, track new programs for first-time filing, conduct an annual review of the procedures for proper tracking and review the State Controller's Office interpretation of reimbursable claims to reduce audit exposure.

Standard Implemented: Partially

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



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

- A. Decision-Making Roles and Processes – The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
 2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes.
 - a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*
 - b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*
 3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
 4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
 5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Use of FCMAT Professional and Legal Standards

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

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

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

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------|------------------|------------------|------------------|
| A. Decision-Making Roles and Processes | | | | | |
| Standard to be Addressed | | | | | |
| Communications - Community Relations and Governance | | | | | |
| 1.3 | Staff input into college operations is encouraged. | 1 | 2 | 2 | 4 |
| Community Collaboratives, Advisory Committees - Community Relations and Governance | | | | | |
| 3.1 | The board and president support partnerships and collaborations with community groups, local agencies and businesses. | 2 | 2 | 3 | 5 |
| 3.2 | The board and the president establish broad-based committees or councils to advise the college on critical college issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations – Shared Governance, Academic Senate, etc. | 3 | 3 | 3 | 4 |
| 3.3 | Community collaboratives and college Shared Governance, and Academic Senate have identified specific outcome goals that are understood by all members. | 2 | | | |
| 3.4 | The college encourages and provides the necessary training for collaborative and council members to understand the basic administrative structure, program processes and goals of all college partners. | 3 | | | |
| 3.5 | Community collaboratives and college councils effectively fulfill their responsibilities and provide a meaningful role for all participants. | 3 | | | |

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

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

Professional Standard:

Staff input into college operations is encouraged.

Sources and Documentation:

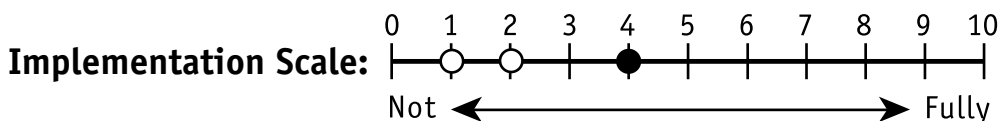
1. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviewees generally noted that communications had improved since the last progress report, and mentioned that there are frequent opportunities to provide input and feedback. The center could better utilize its committee structure, providing training to participants so that communications between faculty, administration, and staff are open and allow for the two-way flow of information.
2. Even as communication improves, it is still important for the district to continue to identify ways to expand opportunities for all staff to provide input regarding district operations. Providing multiple means of formal and informal feedback allows for the greatest opportunity for communication, and reassures individuals that they are welcome to offer input and suggestions. Another suggestion is to provide surveys that allow anonymous staff feedback and can offer a baseline gauge in determining the effectiveness of internal communication methods. As the comprehensive communications plan continues to be implemented, the center should provide a variety of ways for both the gathering of input and the dissemination of information – in print, in electronic forms, and through in-person meetings, including town halls, newsletters, one-on-one meetings, and Web and e-mail communication.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

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

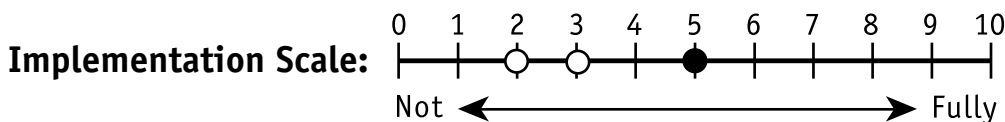
Progress on Implementing the Recommendations of the Recovery Plan:

1. A plan for communications and outreach has been formalized for the Compton Center. As part of this strategy, it has become a priority to develop partnerships with community organizations and civic groups. The CEO/Provost has made it a routine part of outreach to engage the local community, including pastors and business leaders. The marketing and recruitment strategy has included specific outreach to local middle and high school students, which has provided the community with additional information about the activities occurring on campus and engaged the population of potential students.

The district should continue its outreach to community groups and partnerships that serve students, because this strategy can help make additional resources available to students. The members of the elected board should also play a role in this outreach because they are well-equipped to engage their constituencies and can help make the formal connections between the district and community groups, agencies, and businesses. To sustain these partnerships, the district should consider designating a staff coordinator to support effective implementation of the outreach strategy.

Standard Implemented: Partially

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



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

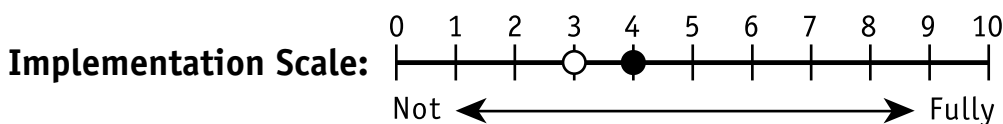
1. Interviewees indicated there is more clarity than in the past about how to influence decisions that are made affecting both El Camino College and the Compton CCD. The CEO/Provost is viewed as the authority at the center to clarify and address concerns where there may be ambiguity about decision-making. This improvement in communication demonstrates progress in this area.

It continues to be recommended for the district to examine the effectiveness of its existing committees and analyze how to make improvements, including the clarification of protocols and the provision of training to help participants better understand their charge.

2. The district should continue its outreach to community groups and partnerships that serve students, because this strategy can help make additional resources available to students. Both the CEO/Provost and the board members should play a role in outreach, because they are well-equipped to engage their constituencies and help formally connect the district with community groups, agencies, and businesses. To ensure that these partnerships are sustained, the district should consider designating a staff coordinator to help implement the outreach strategy.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 3 |
| January 2008 Rating: | 3 |
| July 2008 Rating: | 3 |
| June 2009 Rating: | 4 |



Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

- B. Board and Administrative Organizations – In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.
 - a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence of pressure.*
 - b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*
 - c. *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*
 - d. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*
 - e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*
 - f. *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity or board membership and staggered terms of office.*
 - g. *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*
 - h. *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*
 - i. *The governing board is informed about and involved in the accreditation process.*
 - j. *The governing board has the responsibility for selecting and evaluating the college chief administrator (most often known as the president). The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the college.*
 2. The president has primary responsibility for the quality of the institution he/she leads. He/She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
 - a. *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/She delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

- b. The president guides institutional improvement of the teaching and learning environment by the following:*
- establishing a collegial process that sets values, goals, and priorities;*
 - ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
 - ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
 - establishing procedures to evaluate overall institutional planning and implementation efforts.*
- c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*
- d. The president effectively controls budget and expenditures.*
- e. The president works and communicates effectively with the communities served by the institution.*

3. DOES NOT APPLY – it addresses the multi-college district.

| <i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance</i> | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|---|-------------------|------------------|------------------|------------------|
| B. Board and Administrative Organizations | | | | | |
| Standard to be Addressed | | | | | |
| Community Relations - Community Relations and Governance | | | | | |
| 2.5 | Board members refer informal public concerns to the appropriate staff for attention and response. | 3 | 3 | 3 | 5 |
| 2.9 | Board members are actively involved in building community relations. | 2 | | | |
| Policy - Community Relations and Governance | | | | | |
| 4.5 | The college has established a system of securing staff and citizen input in policy development and review. | 2 | | | |
| Board Roles/Boardsmanship - Community Relations and Governance | | | | | |
| 5.2 | Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties functions, authority and responsibilities of members. | 1 | 1 | 3 | 5 |
| 5.3 | The board has established a vision/mission and uses that vision/mission as a framework for college action based on the identified needs of the students, staff and educational community through a needs assessment process. | 3 | 3 | 3 | 6 |
| 5.4 | The board makes decisions based on the study of all available data, including the recommendation of the president. | 3 | 3 | 3 | 4 |
| 5.5 | Functional working relations are maintained among board members. | 1 | 1 | 3 | 6 |
| 5.6 | Individual board members respect the decisions of the board majority and support the board's actions in public. | 1 | 1 | 3 | 6 |
| 5.7 | Functional working relations are maintained between the board and administration. | 1 | 1 | 2 | 6 |
| 5.8 | The board publicly demonstrates respect for and support for the district staff. | 1 | 1 | 2 | 6 |

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

| ACCJC Standard IV-B Standard to be Addressed | | April 2007 Rating | Jan. 2008 Rating | July 2008 Rating | June 2009 Rating |
|--|--|-------------------------|------------------------|------------------------|------------------------|
| 5.9 | The board publicly demonstrates respect for public input at meetings and public hearings. | 1 | 1 | 2 | 6 |
| 5.10 | Board members respect confidentiality of information shared by the administration. | 1 | 1 | 1 | 5 |
| 5.11 | Board members do not involve themselves in operational issues that are the responsibility of the President and staff. | 1 | 1 | 1 | 5 |
| 5.12 | The board acts for the community and in the interests of all students in the district. | 1 | 1 | 2 | 5 |
| Board Meetings - Community Relations and Governance | | | | | |
| 6.1 | An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting. | 3 | | | |
| 6.2 | The board agenda is made available to the public in the manner and under the time lines prescribed by law. | 4 | 4 | 4 | 6 |
| 6.3 | Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting. | 1 | 1 | 2 | 6 |
| 6.4 | Board meetings are conducted according to a set of bylaws adopted by the board. | 1 | | | |
| 6.5 | Open and closed sessions are conducted according to the Ralph M. Brown Act. | 5 | 5 | 5 | 6 |
| 6.6 | Board meetings proceed in a businesslike manner while allowing opportunity for full discussion. | 5 | 5 | 5 | 6 |
| 6.7 | The Board has adopted bylaws for the placement of items on the board agenda by members of the public. | 4 | | | |
| 6.8 | Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings and to bring before the board matters that are not on the agenda. | 4 | 4 | 4 | 7 |
| 6.9 | Board meetings focus on matters related to student educational attainment. | 1 | 1 | 1 | 3 |

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

ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 2.5 – Community Relations

Professional Standard:

Board members refer informal public concerns to the appropriate staff for attention and response.

Sources and Documentation:

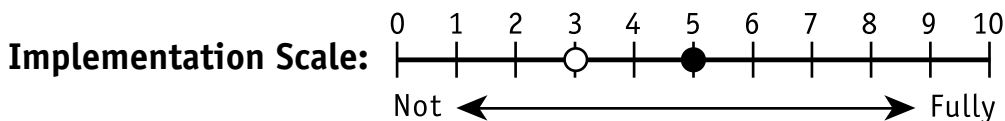
1. Board member interviews
2. Faculty, staff, and administration interviews
3. District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. While the members of the elected board have returned to the dais at board meetings, the Special Trustee chairs the meetings. Board members generally appear to understand their roles and responsibilities and why it is important to draw a distinction between the role of staff and that of the board. When public concerns are raised at meetings, the Special Trustee generally directs concerns to the CEO/Provost’s office. As part of the comprehensive policy review process, the district should work to ensure that the policy regarding the referral of informal public concerns is consistent with the practice.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations

FCMAT Community Relations/Governance Standard 5.2 – Board Roles/Boardsmanship

Professional Standard:

Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties, functions, authority and responsibilities of members.

Sources and Documentation:

1. Interviews with administrators and board members

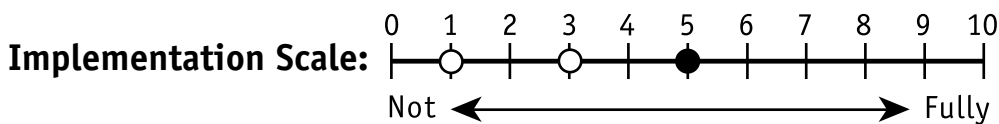
Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the members of the elected board, along with the Special Trustee and Provost, have completed a series of training and professional development workshops with a consultant from the Community College League of California. This training addressed the areas of expectations, roles, and responsibilities for board members and provided a framework for operations at board meetings. The elected board members have shown a commitment to participating in these continuing education opportunities, including a legislative advocacy trip to Sacramento to lobby members of the state Assembly and Senate.

Even in their advisory capacity, the board members should continue to engage in professional development and training to ensure understanding of the most pressing issues affecting community colleges and to refresh their understanding of the roles and responsibilities of board members.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.3 –
Board Roles/Boardsmanship

Professional Standard:

The board has established a vision/mission and uses that vision/mission as a framework for college action based on the identified needs of the students, staff and educational community through a needs assessment process.

Sources and Documentation:

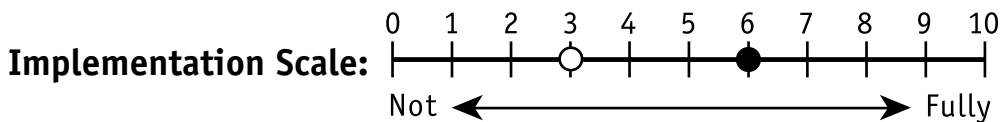
1. District documents and Web site
2. Board member interviews
3. Faculty, staff, and administration interviews
4. Community member interviews
5. Board agendas and minutes
6. Observations of board meetings
7. District policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. In fall 2008 the Compton CCD implementing a planning process that begins with the preparation of an Annual Strategic Review document. This process is led by the Provost, includes input and ratification by the Board of Trustees, and seeks input from faculty, students, the community, and administrators. The document lays out the three or four main themes that should be the strategic focus of the district for the short and mid term and serves as the basis for allocating resources in the current year budget. The process was successfully completed this year, and is well designed and executed.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.4 –
Board Roles/Boardsmanship

Professional Standard:

The board makes decisions based on the study of all available data, including the recommendations of the President.

Sources and Documentation:

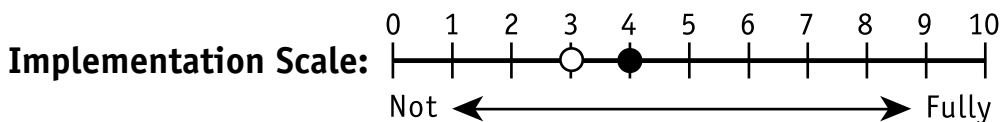
1. Board member interviews
2. Faculty, staff, and administration interviews
3. Board agendas and minutes
4. Observations of board meetings

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Special Trustee continues to ask for reports and background data before reaching decisions at board meetings. Staff members provide reports and presentations at board meetings. Interviewees indicated that, since the last progress report, the CEO/Provost has worked to improve the quality and timeliness of background materials provided to the Special Trustee and to the public before board meetings. These materials should be even further enhanced to include details such as specific cost estimates for proposals, related board policy, data on program effectiveness, relationship of a presentation to district goals, criteria for staff recommendations, and other relevant information. The Special Trustee and board need specific and accurate data to make sound decisions, and this type of information is not always readily available as part of the board agenda packets. Therefore, the refinement of data and analysis will need to be a key focus for enhanced capacity in the district.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 3 |
| January 2008 Rating: | 3 |
| July 2008 Rating: | 3 |
| June 2009 Rating: | 4 |



ACCJC Standard IV-B: Board and Administrative Organizations

FCMAT Community Relations/Governance Standard 5.5 – Board Roles/Boardsmanship

Professional Standard:

Functional working relations are maintained among board members.

Sources and Documentation:

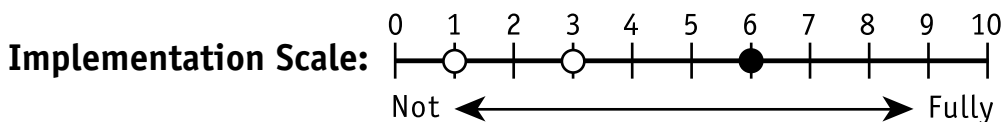
1. Interviews with staff, faculty, administrators and board members

Progress on Implementing the Recommendations of the Recovery Plan:

1. The elected members of the board sit at the dais as part of public meetings. With an official role in the meetings to provide advice and feedback, board members have shown progress in working together to ensure they effectively fulfill this advisory role. The training and professional development in which the board engaged appears to have helped them to understand their roles and responsibilities. Additionally, this training has worked to rebuild the board's credibility and has enhanced their ability to communicate in a professional and respectful manner, with meeting discussion focused on appropriate topics.
2. At the appropriate time, the board president should attend training on conducting effective meetings to ensure that all members of the board are adequately heard during the discussion of issues.
3. The state Special Trustee is a highly experienced education executive with an extensive background in labor negotiations and in managing large, diverse organizations and boards.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.6 –
Board Roles/Boardsmanship

Professional Standard:

Individual board members respect the decisions of the board majority and support the board’s actions in public.

Sources and Documentation:

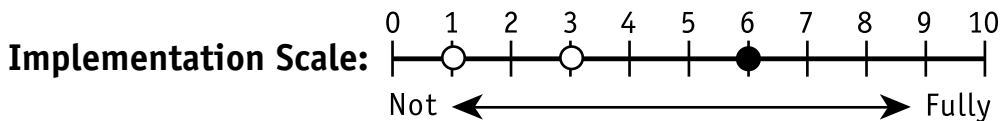
1. Interviews with staff, faculty, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. The elected members of the board sit at the dais as part of public meetings. With an official role in the meetings to provide advice and feedback, board members have shown progress in working together to ensure they effectively fulfill this advisory role. The training and professional development in which the board engaged appears to have helped them understand their roles and responsibilities. Additionally, this training has worked to rebuild the board’s credibility, and has enhanced their ability to communicate in a professional and respectful manner, with meeting discussion focused on appropriate topics.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.7 –
Board Roles/Boardsmanship

Professional Standard:

Functional working relations are maintained between the board and administration.

Sources and Documentation:

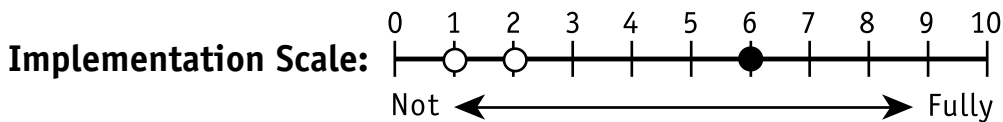
1. Interviews with administrators and board members

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Special Trustee continues to meet with elected members of the Board of Trustees before each board meeting. By providing the board with an opportunity to meet and discuss the agenda, and now to participate in the discussion at meetings, the relationship between the Special Trustee and the members of the board continues to be positive, fully functional and productive, and meets the requirements of this standard.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.8 –
Board Roles/Boardsmanship

Professional Standard:

The board publicly demonstrates respect for and support for the district staff.

Sources and Documentation:

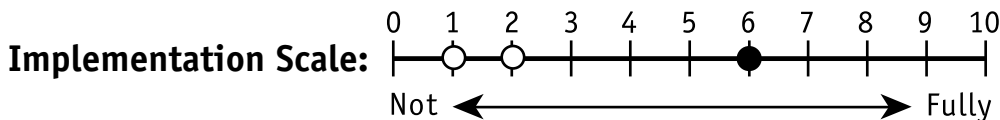
1. Interviews with staff, faculty, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. The elected members of the board sit at the dais as part of public meetings. With an official role in the meetings to provide advice and feedback, board members have shown progress in working together to ensure they effectively fulfill this advisory role. The training and professional development in which the board engaged appears to have helped them understand their roles and responsibilities. In general, the board acts in a professional and businesslike manner, and treats district staff who present information during the meeting respectfully. The CEO/Provost and Special Trustee indicate an openness to developing a formal opportunity for staff recognition at board meetings. The Special Trustee, current administrators, and the board should work together to ensure that positive employee performance is appropriately recognized.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.9 –
Board Roles/Boardsmanship

Professional Standard:

The board publicly demonstrates respect for public input at meetings and public hearings.

Sources and Documentation:

1. Interviews with staff, faculty, students, administrators and community members

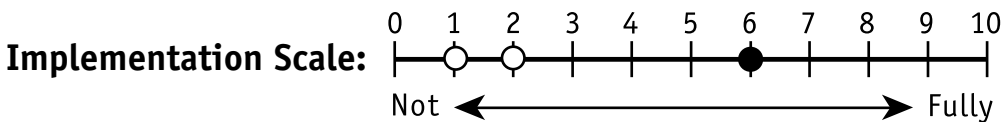
Progress on Implementing the Recommendations of the Recovery Plan:

1. The elected members of the board sit at the dais as part of public meetings. With an official role in the meetings to provide advice and feedback, board members have shown progress in working together to ensure they effectively fulfill this advisory role. The training and professional development in which the board engaged appears to have helped them understand their roles and responsibilities.

Public hearings and forums on critical issues continue to be a routine part of board meetings, allowing for meaningful opportunities for input by the public. The board is respectful and cordial. Through the CCLC training, a formal process for public engagement is becoming systematic. The CEO/Provost should continue to ensure that these opportunities for input are widely publicized, and when governing authority is returned, the board should maintain these practices.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.10 –
Board Roles/Boardsmanship

Professional Standard:

Board members respect confidentiality of information shared by the administration.

Sources and Documentation:

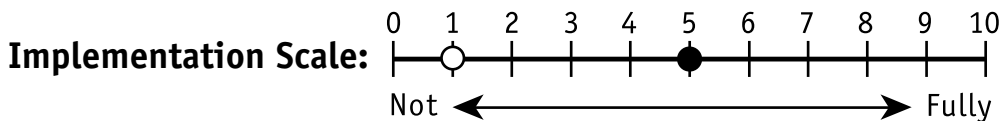
1. Interviews with staff, faculty, and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. While the board now sits at the dais during meetings, the board members do not participate in closed session. The Special Trustee should continue to ensure that the confidentiality of closed session items is maintained. As part of its professional development agenda with the CCLC consultant, the board has reviewed confidentiality requirements and has been trained on the expectation to maintain the confidentiality of closed session items. Since the last progress report, the district has hired a permanent CEO/Provost. The members of the board participated in closed session interviews and discussions about this personnel matter, and confidentiality was maintained throughout the process.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.11 –
Board Roles/Boardsmanship

Professional Standard:

Board members do not involve themselves in operational issues that are the responsibility of the President and staff.

Sources and Documentation:

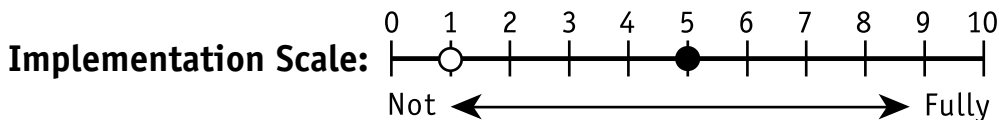
1. Interviews with staff, faculty, and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. The elected members of the board sit at the dais as part of public meetings. With an official role in the meetings to provide advice and feedback, board members have shown progress in working together to ensure they effectively fulfill this advisory role. The training and professional development in which the board engaged appears to have helped them understand their roles and responsibilities. Additionally, this training has worked to rebuild the board’s credibility, and has enhanced their ability to communicate in a professional and respectful manner, with meeting discussion focused on appropriate topics. Interviewees did not indicate any concerns about inappropriate board involvement in staff matters since the last progress report.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 1 |
| July 2008 Rating: | 1 |
| June 2009 Rating: | 5 |



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.12 –
Board Roles/Boardsmanship

Professional Standard:

The board acts for the community and in the interest of all students in the district.

Sources and Documentation:

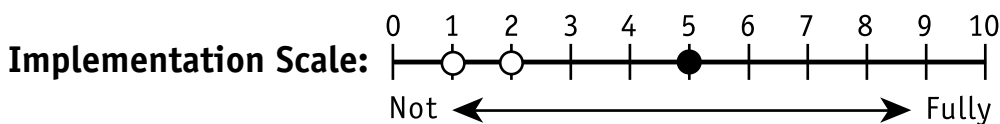
1. Interviews with staff, faculty, students, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. The members of the elected board now participate in discussions during board meetings and sit at the dais. Board members use the opportunity to ask questions and raise concerns on behalf of their constituency. To demonstrate further progress in this area, board members should work more closely with student and community leaders to serve as the voice of these constituencies during public meetings. The recruitment and retention of students will continue to be one of the most critical components of success for the district, and the board plays a role in these outreach efforts to increase student enrollment. The CCLC training and professional development that the board and Special Trustee have completed also represents progress toward helping the board to understand its role in effectively advising the district.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.2 – Board Meetings

Legal Standard:

The board agenda is made available to the public in the manner and under the time lines prescribed by law. (Government Code 54954.1, 54954.2)

Sources and Documentation:

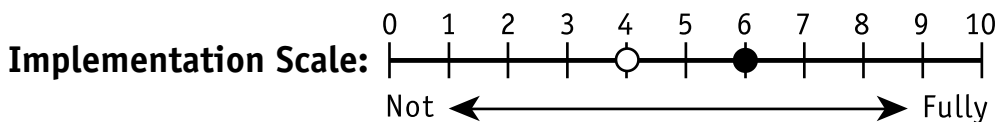
1. Board member interviews
2. Faculty, staff, and administration interviews
3. District Web site
4. District bylaws
5. Board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board meeting agendas are regularly posted near the CEO/Provost’s office in compliance with Government Code 54954.2 at least 72 hours prior to a regular meeting. Additionally, since the last progress report, the full agenda packet with background materials is consistently made available the week before the public meeting. Meeting agendas are posted to the district’s Web site, and a plan to make this update more consistent is being implemented as part of the comprehensive communications plan for the district.
2. As part of the overall strategy of policy review for the district, the Special Trustee should ensure that policies on agendas and meetings of the board are updated to reflect the current practices and expectations.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.3 – Board Meetings

Professional Standard:

Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.

Sources and Documentation:

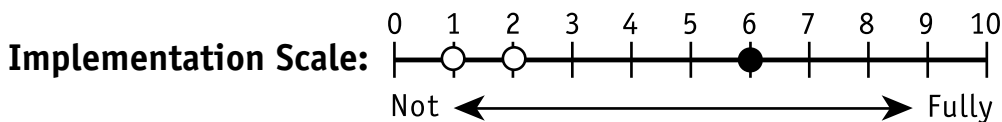
1. Interviews with administrators and board members
2. Review of board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. The elected members of the board sit at the dais as part of public meetings. With an official role in the meetings to provide advice and feedback, board members have shown progress in working together to ensure they effectively fulfill this advisory role. During meetings, the board members generally appear prepared and to have reviewed background materials before the meeting. Additionally, the CEO/Provost has improved the lead time for the distribution of agendas and background materials to the board and to the public. The public should always be able to access timely, accurate and meaningful background data for analysis in advance of the meetings.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.5 – Board Meetings

Legal Standard:

Open and closed sessions are conducted according to the Ralph M. Brown Act. (Government Code 54950 et seq.)

Sources and Documentation:

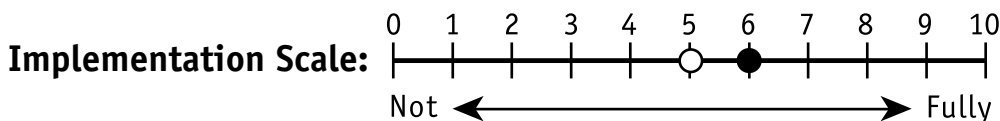
1. District policies/bylaws
2. Board agendas and minutes
3. Board member interviews
4. Faculty, staff, and administration interviews
5. Observations of board meetings

Progress on Implementing the Recommendations of the Recovery Plan:

1. While the Special Trustee does not have to adhere to aspects of the Brown Act that address multi-member boards, he does report in open session any decisions made in closed session. It would be a good practice for the Special Trustee to revise the district policies on open and closed sessions, as part of the comprehensive policy review that has been suggested, to ensure that these bylaws reflect current legislation. These policies include: Board Policy 1.7, Agenda and Meetings of the Board of Trustees, and Board Policy 1.9, Meetings of the Board.
2. Since the last progress report, the district has hired a permanent CEO/Provost. The members of the board participated in closed session interviews and discussions about this personnel matter, and confidentiality was maintained throughout the process. The Special Trustee should ensure that any newly elected member of the board and the members of the Board of Advisors receive an orientation regarding the Brown Act, even though they do not routinely participate in closed sessions.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.6 - Board Meetings

Professional Standard:

Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.

Sources and Documentation:

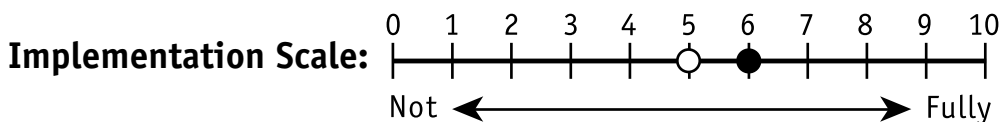
1. Board member interviews
2. Faculty, staff, and administration interviews
3. Community member interviews
4. Observations of board meetings
5. District bylaws
6. Board agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the board meetings that were observed were characterized by a productive tone and substantive discussions. These meetings proceeded according to the agenda and were conducted in a businesslike manner. The Special Trustee continues to provide the public, union representatives, committee chairs, student leaders, and members of the board opportunities to speak on particular agenda topics and allows for public comment during meetings. The members of the elected board have demonstrated themselves fully capable of professional conduct through their participation in discussions and by offering meaningful advice and opinions.
2. While the Special Trustee is not required to reach consensus or engage in discussion before making a decision, asking questions as part of the process is especially important in helping the public to understand the rationale for the Special Trustee’s decisions and the implications of each decision for the district. This practice should continue. The elected members of the board should continue to be afforded opportunities to engage in discussion on agenda items and provide their input and feedback before action is taken by the Special Trustee.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.8 - Board Meetings

Legal Standard:

Members of the public have an opportunity to address the board before or during the board’s consideration of each item of business to be discussed at regular or special meetings, and to bring before the board matters that are not on the agenda (Education Code 35145.5).

Sources and Documentation:

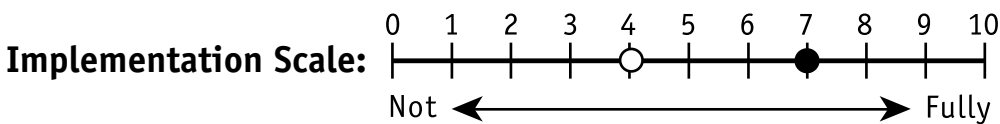
1. District bylaws
2. Board agendas and minutes
3. Observations of board meetings
4. Board member interviews
5. Faculty, staff, and administration interviews
6. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Public comment continues to be a routine part of each board meeting agenda. Members of the public have an opportunity to speak and address the board and Special Trustee. The district’s Board Policy 1.8 describes procedures for public participation at board meetings. The community members interviewed for this progress report did not express concerns about a lack of opportunity to address the Special Trustee at meetings. The Special Trustee should, as part of the comprehensive policy review process, reaffirm the policy regarding community input and public participation at board meetings. Such an action will reaffirm the open, inclusive public feedback practices already in place.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.9 – Board Meetings

Professional Standard:

Board meetings focus on matters related to student educational attainment.

Sources and Documentation:

1. Board agendas and minutes
2. Observations of board meetings
3. Board member interviews
4. Faculty, staff, and administration interviews
5. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board meeting agendas for the Compton CCD continue to focus mainly on business matters, including personnel matters and approving financial business. Fiscal operations will continue to be a large part of board meetings as long as the district is working toward recovery, and operational issues like facilities and enrollment management will also consume significant time during board meetings.

However, specific opportunities to discuss the academic program, student accomplishments, and reports on student data should be built regularly into the meeting agendas. Meeting agendas could be structured to specifically link discussions about policy, planning or analysis to the academic program and student educational attainment. The CEO/Provost should work to ensure that there is an explicit link between the items that appear on the meeting agendas and the overall goals of the district. For example, showing the relevance of a particular policy discussion item on the agenda in relation to the overall goals of the district will help to contextualize why the conversation is important to the fiscal recovery and academic program of the district. Agendas should continue to be structured so that items with the greatest priority are placed higher on the agenda, to allow for sufficient time for the public, the board, and Special Trustee to discuss the topic.

Standard Implemented: Partially

| | |
|----------------------|---|
| April 2007 Rating: | 1 |
| January 2008 Rating: | 1 |
| July 2008 Rating: | 1 |
| June 2009 Rating: | 3 |

