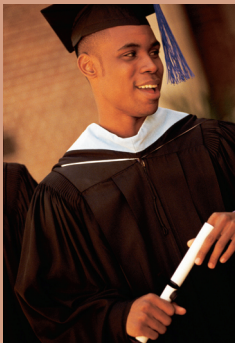



Compton Community College District



Comprehensive Assessment Second Six-Month Progress Report

July 2008

 **FCMAT**
FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM
CSIS California School Information Services

**Compton Community
College District
Comprehensive
Assessment**

Second Six-Month Progress Report

July 2008

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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, Second Six-Month Progress Report, July 31, 2008, provides the second in a series of six-month 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. FCMAT will conduct these assessment reviews every six months in January and July.

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 is in the process of being updated and revised by the partners.

What has occurred in the Compton CCD is unprecedented and extremely complex. 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, with much confusion over 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 El Camino College Compton Center and that part still operating as the Compton CCD.

As the Compton CCD must 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 both 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 six-month 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 Accrediting Commission for Community and Junior Colleges (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 Community College District. However, it is hoped that by addressing the recommendations made in this report, the Compton CCD 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 Compton CCD's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress in subsequent six-month 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

To prepare for conducting the comprehensive review of the Compton Community College District in response to AB 318, FCMAT issued a Request for Applications inviting various California educational agencies to assist in the review. FCMAT received proposals from several qualified agencies and selected the following agencies as its partners in this work: California School Boards Association, California Curriculum Management Systems, Inc., School Services of California, Inc., and Ewing Consulting Services. FCMAT elected to conduct the financial management portion of the review.

The FCMAT team and partners included the following agencies and individuals.

Administration and Report Writing – Fiscal Crisis and Management Assistance Team

- Roberta Mayor, Ed.D., Chief Management Analyst
- Laura Haywood, Public Information Specialist

Financial Management – Fiscal Crisis and Management Assistance Team

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

Academic Achievement – California Curriculum Management Systems (CCMS), Inc.

- William Streshly, Ph.D., Lead Auditor and Emeritus Professor of Educational Leadership, San Diego State University
- James Scott, Ph.D., Educational Consultant and President of AAFTON Research and Media, Inc.
- William Piland, Ph.D., Emeritus Professor of Postsecondary Education, San Diego State University
- Penny Gray, Ph.D., Educational Consultant and Director for CCMS
- Olive McArdle Kulas, Ed.D., Educational Consultant and Director for CCMS

Personnel Management – Ewing Consulting Services

- William Ewing, President
- Victor Collins, Acting Vice Chancellor, Kern Community College District

Facilities Management – School Services of California, Inc.

- Ron Bennett, President and CEO
- Maureen Evans, Associate Vice President
- Kathleen O’Sullivan, Coordinator, Management Consulting 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
- Holly Jacobson, Assistant Executive Director, Policy Analysis and Continuing Education

Executive Summary

Summary of Progress

At this second six-month progress review, incremental improvements have been noted in some operations of the Compton Community College District and the El Camino Community College Compton Educational Center. Ratings for many of the individual standards have increased, however, a few standards, particularly in the financial management area, have decreased. Overall, the average ratings of the standards within each ACCJC standard show slight increases, and fewer standards have individual scores less than four.

The transition under the partnership between the Compton CCD and the El Camino CCD has been difficult and continues to evolve. There is still confusion concerning the roles and responsibilities of the governing entities and administrators, as they apply to the Compton CCD and the El Camino Community College Compton Educational Center (Compton Center). Reporting relationships, although more clearly communicated, still provide some confusion for faculty, staff and students to navigate.

In the past four years, the district has had three interim college administrators and four Special Trustees. Most Compton administrators served on an interim basis during the previous school year under the partnership. Several administrative positions have only recently been filled as permanent for the coming school year.

The Special Trustee operates in place 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 govern itself.

Minimal progress has been made in advancing long-range planning for the Compton Center. Administrators explained that the focus for the past year has been “crisis management” and “keeping the doors open for students.” The recently hired permanent Provost must initiate planning, implement improvements, and balance the unique situation of reporting to both the President of El Camino College and to the Special Trustee of Compton. The Provost also should ensure that, where appropriate, the El Camino College Board of Trustees is engaged in issues of policy affecting students at the Compton Center.

One major change since the last progress report in the area of Governance and Community Relations has been in the area of board meetings. The three elected members of the board now 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.

Communications at the Compton Center have not shown significant improvement. Interviewees continue to describe the dissemination of information as ineffective and infrequent. No plan for internal and external communication has been developed or proposed. The Compton Center should create a comprehensive communications plan to combat rumors, streamline the dissemination of information and improve opportunities for two-way feedback.

The El Camino CCD, which operates its own programs quite successfully, has attempted to provide the necessary improvements to the Compton Center, but several changes in the last year were imposed with little collaborative involvement of the Compton administration, faculty, staff or students.

At this second six-month reporting period there continues to be a lack of confidence regarding the college's financial condition and fiscal practices. The college is perceived as being fiscally solvent because of the state loan under AB 318. However, there are serious questions regarding the capability of the college's business office staff to manage its resources, conduct its fiduciary responsibilities and sustain its financial condition.

As indicated in previous reports, the conversion to a new financial management system, DataTel, which is used successfully by El Camino CCD, was mandated for the Compton CCD business office. The Compton CCD has utilized both DataTel and PeopleSoft, a system also used by the Los Angeles County Office of Education. Although the conversion has been successfully made, the financial status of the district remains unclear. The PeopleSoft system is utilized for Form 311 reporting since the payroll transactions post immediately into PeopleSoft and are timelier for financial reporting.

Closing entries from the 2006-07 fiscal year have not been posted to the general ledger. The two separate financial systems, PeopleSoft and DataTel, have not been reconciled this fiscal year. Closing general ledger balances from the PeopleSoft system for 2006-07 have not been posted to the beginning balances on the DataTel system for the 2007-08 fiscal year. This calls into question the reliability and integrity of the college's 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 in the process of 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 in the areas of 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. However, no changes or closures have yet been made.

Compton CCD has made 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 El Camino College Compton Center has made progress toward meeting the FCMAT Academic Achievement standards. Low student enrollment remains a major problem although 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 Center continues to be faced with problems related to inadequate 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; other changes less so. The partners have revisited the MOU and are considering a revised 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 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 186 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 six-month 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 six-month 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 standard 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 Second Six-Month Progress Report and the ongoing six-month 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 the following subset of 186 standards in the four ACCJC standards areas that are to be reviewed during each six-month progress review.

- 27 of 37 standards in ACCJC Standard I-A and I-B, Mission and Effectiveness
- 16 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 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

One hundred eighty-six of the 335 total standards make up the subset of standards.

The subset of standards is identified in bold print in the Table of Standards displayed in each ACCJC standard section. Each six-month progress review will assess only the identified subset of 186 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 six-month review.

Standard	No. of Standards in Subset	Number of Standards less than 4			Average Rating		
		April 2007	Jan. 2008	July 2008	April 2007	Jan. 2008	July 2008
ACCJC Standard I-A, Mission, and I-B, Institutional Effectiveness	27	26	26	25	1.52	1.96	2.19
ACCJC Standard II-A Instructional Programs; II-B, Student Support Services, and II-C, Library and Learning Support Services	16	14	12	11	1.75	2.44	2.88
ACCJC Standard III-A, Human Resources	40	36	28	20	1.35	2.83	3.95
ACCJC Standard III-B, Physical Resources	41	28	28	25	2.32	2.34	2.76
ACCJC Standard III-C, Technology Resources, and III-D, Financial Resources	41	35	32	26	1.78	2.39	2.83
ACCJC Standard IV-A, Decision-Making Roles and Processes, and IV-B, Board and Administrative Organizations	21	17	17	17	2.10	2.14	2.71

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. Slight 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

Overview

The FCMAT comprehensive assessment process for the Compton CCD was first reported in April 2007. At this second six-month reporting period there continues to be a lack of confidence regarding the college's financial condition and fiscal practices. The college is perceived as being fiscally solvent, primarily through the intervention of a state loan under AB 318. However, there are serious questions regarding the capability of the college's Business Office staff to prudently manage its resources, conduct necessary fiduciary responsibilities and effectively sustain the financial condition of the college.

Due to the complex reporting structure and organizational hierarchy, the Compton Center continues to evolve as an organization. The circumstances under which the Compton CCD and the Compton Center operate are unique, and lines of authority and responsibility are continually being clarified by all participating agencies.

According to the original Memorandum of Understanding signed in August 2006, the Special Trustee continues to exercise, 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.

Organization

The Compton Center's Associate Vice President of Business position has been recently vacated after a brief employment. This leadership position is critical to training, oversight and continued development of the Compton business staff. The lack of full-time on-site supervision for this position has added to the organizational inefficiencies that exist in the Business Office. Since the team's on-site visit in May, a full-time Chief Business Officer has been hired by the Compton CCD.

Most of the current Compton CCD business staff, including but not limited to accounts payable, purchasing, accounting and student body functions, had been previously moved to the El Camino College District for training and appropriate oversight. A transition plan to move staff back to Compton is now in place with the hiring of the new Chief Business Officer, which should eventually lead to more efficient and effective service delivery levels.

Staff members in key positions may not possess the necessary skills to perform competently at the level they have been assigned. The necessary skill sets, training and leadership have not been demonstrated to ensure that the college's financial records will be accurate and timely.

Audit Findings

Because of the high turnover in Business Office staff, unfilled vacancies and lack of employee training, audit findings and recommendations have not been addressed in a timely manner. District responses include the admission, recognition and concurrence with the reported material weaknesses identified in current and past audit findings. A material weakness can be defined as a deficiency in the college's internal control processes that serious errors or fraud may occur. Because of this type of weakness, employees in the normal course of business may not detect the errors in a timely manner.

Continued measurable efforts in completing the college's audit findings are essential and could seriously impair the joint efforts of the Compton CCD, Compton Center and El Camino Community College to complete the milestone expectations for the accreditation process. Based on the funding available through AB 318, accelerated efforts to address the complete audit findings need to begin immediately. Much time has been spent in discussing and planning what strategies need to be employed to improve the financial reporting condition of the Compton CCD, yet the necessary concentrated efforts have not occurred.

Closing entries from the 2007-08 audit have not been posted to the general ledger. The district utilizes two separate financial systems, PeopleSoft and DataTel, which have not been reconciled this fiscal year. Closing general ledger balances from the PeopleSoft system for 2007-08 have not been posted to the beginning balances on the DataTel system. This calls into question the reliability and integrity of the college's financial reporting. Given the lack of information regarding the Compton CCD's ending fund balances, no evaluation or representation of material differences could be made regarding the accuracy of data presented to the Special Trustee. This lack of reconciliation between the two financial systems is a material weakness.

There is a demonstrated lack of financial oversight and knowledge of generally accepted accounting principles in the Compton CCD business office. The staff lacks sufficient training and experience to bring the college's financial records up to date, which has been compounded by the lack of consistent leadership in the Chief Business Officer position. An interim finance team needs to be assembled immediately to help the college reconcile its current financial records. At the time of the team's fieldwork, the 2007-08 audit had not been completed. Therefore, it could not be determined if any of the findings from the 2005-06 or 2006-07 audit were corrected.

On a positive note, El Camino Community College has recently hired an Internal Auditor who will be shared by both agencies. The Internal Auditor has developed an audit matrix to address all previous audit findings. This document will initiate the tracking and monitoring of progress related to all audit findings. This matrix includes an action plan for each audit finding that includes the responsible manager and institutes a weekly status report. This position reports directly to the Vice President of Business Services at El Camino College and is funded by the special appropriation from the Chancellor's Office.

In interviews with the Internal Auditor, documentation was provided regarding the establishment of fraud prevention programs and procedures, an audit matrix and action plan, and the development of internal control policies and procedures.

Budget Development Processes

The Compton CCD has not yet established or developed a comprehensive budget policy with administrative regulations consistent with the standards and the needs of the El Camino/Compton partnership, including the accreditation standards.

The budget process, including a planning and budget development calendar, was developed by the Business Office for the 2008-09 fiscal year. The document contained all the necessary key dates and budget allocation worksheets to develop the budget in a timely and accurate manner. However, based on the lack of follow-up and communication from the Business Office, the process is only delineated conceptually on paper and has had little or no effect on the actual budget process, preparation, and presentation to the Special Trustee.

Because of the lack of collaborative efforts by the Compton CCD Business Office staff and program managers, the budget projections for the last two years have been an abbreviated version of any normal budget process and only included administrative management in budget preparation. The budget in its simplest form reflects the basic requirements for the projected 2008-09 fiscal year but not the goals or priorities of the Compton CCD or the financial recovery plan. In May 2008, budget allocation worksheets were just being developed and distributed to program managers.

The district's year-end closing checklist used to monitor the closing of the financial records did not have any entries to indicate that the necessary steps in the closing process had been completed. The college's financial records are not maintained in an orderly manner and it is often difficult to find supporting documentation for financial transactions. This pattern has led to numerous errors identified in the audit findings for federal and state programs.

The FCMAT team could only identify minimal measurable progress in financial management since the first six-month report was issued in late January 2008. Unfilled vacancies and a continued leadership void have hampered the college's efforts to reconcile the district's accounting records in an accurate and timely manner. FCMAT continues to be optimistic with the hiring of a new Chief Business Officer who has expressed support of the assessment process and a commitment to prioritizing the recommendations, redirecting resources for implementation and focusing on financial accountability.

Academic Achievement

Overview

The review team assessed and analyzed the extent to which the Center's instructional operations have conformed to 27 priority FCMAT Academic Achievement standards. These standards are aligned with the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Student Learning Programs and Services (ACCJC Standard II).

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

The Academic Achievement review team examined 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 over a two-day period to provide a contextual background for the data collected from the document reviews and personal interviews.

Status of Academic Achievement at the El Camino College Compton Center

The El Camino College Compton Center has made progress toward meeting the FCMAT Academic Achievement standards set forth in the Assessment and Recovery Plan of April 2007. Low student enrollment remains a major problem although recent recruiting efforts have been successful. The review team found larger class sizes and more students in attendance during this latest visit. The course schedule has been refined to eliminate the problems of under-enrollment 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.

A proposed new Memorandum of Understanding (MOU) between El Camino Community College and Compton Community College will extend indefinitely the 2006 MOU which was executed to salvage the Compton College campus by establishing it as a center of El Camino Community College. For the last two years, the Superintendent/President of El Camino College and the Special Trustee for the Compton Community College District have worked collaboratively to adjust operations. Although the proposed MOU is somewhat improved, organizational flaws persist and will continue to present challenges to the administration of both institutions.

Although the review team noted improvement, the Center continues to experience problems related to inadequate 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. Interviews with top administrators and faculty from El Camino College and the Compton Center revealed an understanding of what needs to be accomplished as well as the enormity of the tasks ahead. Both the administrators and the faculty support the establishment of sound instructional program management based on the systematic use of data for program development in all aspects of the instructional operations at the El Camino College Compton Center.

Planning Processes

Since the last review team visit, progress has been made advancing both short- and long-range planning for the Compton Center. In November 2007, the Center conducted a "planning to plan"

meeting focusing on creating time lines for the production of plans for the Center. This resulted in plans for facilities, matriculation, enrollment management, and student equity. The latter will provide a basis for equity planning through 2010.

Missing from this planning effort, however, is the Center's academic plan. According to Center leaders, attempts to initiate work on the plan have been frustrated by the inability to assemble a committee quorum. The Center's committee structure has been defined and approved, and will help provide the organization necessary to support long-term academic planning once the process is successfully launched.

The Center lacks a coherent, comprehensive planning process. Instead, an array of organizations exists with overlapping planning responsibilities. No documented process exists to link these planning bodies to produce a coherent plan.

Planning deficiencies continue to plague the categorical/compensatory programs. The plans for management of the categorical funds are inadequate to administer those funds effectively for the benefit of students. The failure to adopt comprehensive written procedures for management of these important programs has contributed to serious errors.

Curriculum

Compton Center staff continue to work collaboratively with El Camino College staff to develop Student Learning Outcomes (SLOs) and assessments. At this time, the El Camino College board policies governing the curriculum at the Compton Center do not require SLOs for all courses, the linking of professional development with curriculum delivery, the identification of assessment as a measure of mastery of student learning outcomes, or the use of assessment data to strengthen curriculum and instruction. The course outlines of record reviewed by the review team are inadequate to guide instruction and are inadequately linked to assessment of SLOs. Neither the course outlines of record nor the course syllabi contain enough specific information about assessment to provide guidance in planning instruction so that students may demonstrate progress in meeting the SLOs.

The Learning Resource Center (LRC) and the library now have a budget to purchase materials, and \$60,000 has been spent on print materials. However, instruction-related materials housed in the Compton Center library are not adequate to foster high levels of student learning. This is exacerbated by the unfortunate construction problems associated with the new library facilities. Many of the materials are incomplete for a college collection, and the review team found no evidence of a system to proactively engage the faculty in acquiring more materials. The bookstore is open one day per week. Arrangements are being made to open the store one more day.

The review team observed little progress in consistent application of technological approaches in the teaching and learning processes despite the fact that technology is a stated high priority at the Compton Center. Progress is being made with regard to the management of technology, but planning remains inadequate. The Technology Committee was suspended in 2006-07 but has been revived recently by the Information Technology leaders from the Compton Center and the main El Camino campus. Although little progress has been made implementing the recommendations of the Assessment and Recovery Plan of April 2007, the technology leaders predict a comprehensive plan will be developed this summer. However, as a result of the planning hiatus, the review team did not observe progress in the classroom except in those few areas where technology was the primary learning tool.

Instructional Strategies

During the recent class visits, as in the visit six months previously, the review team found the predominance of classroom activities to be limited in instructional variety. Faculty were either lecturing (while sitting at their desk or standing at the front of the class) or at their desks occupied with other tasks in the large majority of the classes visited. Students were observed in large-group passive activities in nearly half of the classes.

Use of technology by faculty for instruction was observed in a small percentage of the classes visited. Faculty were playing a video, using an overhead projector, or conducting a PowerPoint presentation. Use of technology by students in other than computer labs was observed in a small percentage of the classes visited.

Compared to the previous visit in fall 2007, more syllabi now contained behavioral expectations for students. However, almost 60% do not include these expectations. The review team also observed fewer occasions during class visits where faculty and/or students arrived for the class well after the scheduled start time.

Faculty members from the Compton Center and the main El Camino College campus have formed a joint committee to develop SLOs and are making progress. During the last visit, learning outcomes in course outlines and syllabi were judged to be generally not challenging by the review team.

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 non-credit and credit ESL courses designed to support student attainment of progressive skills in acquiring a second language. The non-credit ESL courses are designed to prepare students to transition to credit ESL courses, and a credit ESL course sequence has been designed to prepare students to transition to transfer English courses. In January 2008 a part-time counselor was hired to facilitate academic planning for ESL students and to promote access to student services.

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."

The Compton Center faculty continues to collaborate with the El Camino main campus faculty to create an assessment system to meet the ACCJC's requirements. Course syllabi used by the faculty are not well aligned with the course outlines of record. In the first six-month report issued January 2007, the review team noted that only a small percentage of the syllabi across all divisions reviewed contained measurable objectives aligned with the objectives of the Course Outline of Record, and more than half of the syllabi reviewed contained course content written as topics rather than as measurable objectives. Training in syllabus development and construction was provided to the faculty during the spring 2008 semester. The review team will not be able to evaluate the application of this training until new syllabi are produced for the upcoming sessions. Advice for improved syllabus construction was offered to several faculty members by the consultants in the Faculty Development Project conducted during the 2007-08 academic year.

A review of course syllabi revealed small improvements in the use of authentic assessment techniques for students to demonstrate their learning. Some courses used journals, portfolios, student presentations, and problem-based projects, but these authentic techniques were observed in a limited number of programs.

The El Camino College board has not adopted a policy that provides direction to administrators and faculty in the design and use of assessment to measure student learning and support program improvement. Assessment tools have not been developed to measure course objectives or Student Learning Outcomes. Data for program evaluation and improvement are not available from the El Camino Office of Institutional Research, and the Compton Center Office of Institutional Research is not in operation. State and federal programs are administered by many different administrators with no designated oversight responsibility for assessment, accountability, or coordination of communication.

Professional Development

The Center has no comprehensive, long-term professional development planning process in place. Recently, a 20% adjunct faculty member was hired to serve as staff development coordinator. Center administrators anticipate that this person will plan and direct staff development efforts. Also, data collected from individual faculty professional development plans developed during the Faculty Development Project will be used to guide the creation of a Compton Center professional development plan.

The review team found no evidence that professional development opportunities were provided to faculty members on special needs, language acquisition, timely interventions, and culturally responsive teaching as specified by ACCJC Standard II-A. Evaluation of faculty with constructive feedback does not happen consistently at the Compton Center.

Learning and Support Services

There is no comprehensive career guidance and information system at the Center. However, two adjunct vocational counselors have been hired, providing about 40 hours of counselor coverage per week. Most counselors at the Compton Center, unless part of a categorical program, are general counselors.

Last year, the Center lost some career/technical programs due to the downturn in enrollment. Because of the turmoil caused by this retrenchment there has been no formal collaboration between career/technical faculty and counseling to provide up-to-date information about careers for students. Some outdated materials have been culled from the Career Center collection and a limited amount of new materials has been ordered.

The equipment in the labs associated with the Compton Center's Computer Information Sciences program is adequate. Computers are up-to-date and in acceptable condition. The Compton Center has increased the computer labs on campus, adding Language and Writing labs. The Center has 20 labs with approximately 600 computers available for student use. A perusal of many of these labs demonstrated that more use is made of the labs by students than in the team's fall 2007 visit, yet many labs only had a handful of students using the equipment both in the day and evening.

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

Personnel Management

Organization and Planning

The Human Resources staff continues to be well-organized and consistent in developing plans, preparing materials and implementing changes to meet the FCMAT recommendations. The staff meets regularly with an agenda based on the most recent FCMAT report; these are used to establish an action plan for corrective action and clear accountabilities to respond to noted deficiencies.

A legal opinion is in place that continues the merit system policies and practices, and sets aside the Personnel Commission. The Special Trustee serves as the Personnel Commission. The merit system seems to be operating in an appropriate manner with the Special Trustee serving as the Commission.

As reported in the January 2008 six-month report, the division has made progress in developing revised operations manuals, but more work needs to be completed.

Policies

Documentation of HR policies and procedures is advancing very well. While classified policies and procedures have been in place for some time, policies for academic personnel have been completed but not yet approved through appropriate management channels. Plans are in place to secure approvals, communicate results to El Camino Human Resources and to formally implement and communicate policies and procedures.

Leadership

The selection of a permanent Dean of Human Resources is viewed as a positive development by the review team, staff and management. However, the need for additional professional development must remain as an integral component of the Dean's ability to effectively perform all the duties and responsibilities of the position, especially given the unique structure that Human Resources at the Compton Center will continue to function under for the foreseeable future. Continued involvement in the Chief Human Resources Officer organization, attendance at Southern 30 personnel administrators' meetings and discussion forums and other training opportunities will be required to assist in the success of the Dean and the implementation of human resources programs and procedures that will benefit all employees of the Compton Center, Compton CCD and El Camino CCD.

Communications

The Human Resources Division provides very little reporting to management. Basic reports on topics such as recruitment, Workers' Compensation, staffing and training would better support management in decision-making. Staff cross-training has begun but needs to be more fully implemented.

Workers' Compensation

The district's move from Buckeye to Keenan is a positive step for Workers' Compensation matters. A number of items were identified by Keenan in their site safety review that will require attention of maintenance and risk management personnel to correct potential safety hazards.

Collective Bargaining Units

There are two AFT bargaining units: one for academic personnel and one for classified personnel. Bargaining has been completed for the academic unit, and the classified contract was settled January 15, 2008. These contracts are the foundation for ongoing matters such as performance evaluations and policies.

While the same AFT unions represent El Camino College employees, the contracts are separate and unique, complicating the implementation of personnel practices from one organization to the other.

Employee Recruitment/Selection/Orientation

Merit system policies and procedures are in effect for classified recruitments. Other practices have been successfully integrated and aligned with El Camino's policies. The need remains for an applicant tracking system especially as open recruitments are now necessary due to resolution of re-employment lists. The development of procedures has corrected many deficiencies in this area, but these need to be fully and consistently implemented over time to ensure integration into the operations of the HR Division.

Staff Training

There has been major progress in the area of staff training and professional development with improved coordination with El Camino College and development of faculty professional development plans.

There is no systematic program to identify employees' training needs. Some progress has been made in cooperation with the El Camino Community College staff regarding training programs, but a more concerted effort needs to be made to identify and meet the training needs of the Compton staff.

The division still lacks current job descriptions for staff, staffing formulas, and data on leave balances for all employees. These deficiencies still must be addressed. Job descriptions remain outdated, and an attempt to engage a consultant for a classification study was unsuccessful.

State and Federal Compliance

New policies and procedures provide for compliance with most federal and state laws and regulations. ADA compliance remains to be studied and should become part of the classification study. Likewise, attempts to study compliance with the Fair Labor Standards Act (exempt/non-exempt status) are on hold pending the classification study.

Evaluation/Due Process Assistance

Administrators and managers expressed skepticism regarding the recently negotiated faculty evaluation process. A six-year evaluation cycle for tenured faculty appears insufficient to ensure quality instructional programs. More work needs to be done to develop a workable set of forms and procedures for the new evaluation process.

Performance evaluation processes for all staff need to be developed and implemented. The classified employee evaluation process is not resolved because of the bargaining contract impasse. An automated system should be developed to alert the Center staff when performance evaluations are due.

Employer/Employee Relations

Management training sessions on contract administration are still needed, especially for grievance, evaluation and leave provisions. There is now more clarity around the legal rights and responsibilities of the Commission (merit system), and ongoing contract negotiations should not infringe on these conditions.

Facilities Management

Interviews and site visits were recently conducted in May 2008 for this second six-month progress review of facilities management at the Compton Community College District. The staffing and the organizational structure for facilities planning, maintenance and operations remains as reported in the first six-month progress review issued in January 2008 with two director positions to lead and manage facilities, maintenance and operations at Compton CCD. Both employees have been in their current positions for less than one year at the time of this review. The two directors continue to report to the Provost at Compton CCD and to the Vice President at El Camino Community College.

During the team's site interviews and visits, several obstacles noted as hindering progress were related to the maintenance and operations annual department budget for spending and the processing of paperwork (purchase orders, other contracts, and invoices) through the business support function at El Camino Community College.

Planning and Construction—Facilities Master Plan

Compton CCD has made progress by gathering input and creating a draft facilities master plan. The plan is staged in phases that address master plan project goals to:

- Centralize student services
- Improve instructional and student support services
- Improve the cafeteria/bookstore
- Create a health center
- Improve faculty/staff lounge and work areas
- Develop meeting/gathering area on campus
- Create an inviting campus with "curb appeal"
- Create a relaxed, academic, collegiate environment to attract students
- Design the campus to encourage students to stay
- Encourage the community to enjoy the campus
- Improve community outreach/create partnerships
- Preserve the integrity of the Compton campus

The draft master plan was presented to the Board/Special Trustee in May 2008.

The Facilities Planning Director reports that the Bond Oversight Committee (BOC) has been meeting monthly. However, the committee has not had a quorum since its meeting in October 2007. A BOC meeting is scheduled in June 2008, with plans to discuss the sale of \$15 million in Measure CC bonds (locally approved debt) to finance phase 1 of the draft facilities master plan. At the time of the team's May 2008 review, a time line for the bond sale had not been determined.

Phase 1 of the facilities master plan relies on the completion and beneficial occupancy of the Learning Resource Center (LRC). There had been no change in the occupancy status of the LRC at the time of the review. The estimate for the occupancy time line was 18 months. The college is pursuing remedies internally and externally.

Compton CCD planned to reconcile the bond expenditures with its financial documents beginning in December 2007. As of May 2008, the reconciliation had not begun and a time line for the reconciliation was not defined. This remains a significant concern as Compton CCD begins plans to issue

another \$15 million in voter-approved debt without a satisfactory reconciliation of the current outstanding debt.

Physical Plant

The physical plant has deteriorated since FCMAT's comprehensive review. Significant safety concerns have been identified in the areas of 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 buildings throughout the college. As of the team's visit in May, no changes or closures have been made.

The primary concern about the condition of the physical plant and safety aspects of the campus continues to be the lack of policies and procedures. Although most of the campus is in relatively good shape physically, the lack of policies and procedures can easily let necessary tasks and responsibilities go unattended. The Director of Maintenance and Operations is acutely aware of the lack of policies and procedures but, to date, has not started the long process of getting systems in place.

The college needs to develop written processes for all phases of facilities, maintenance, and operations. Written procedures and documentation must be adopted and enforced to hold employees accountable for their performance and to provide adequate tracking of inventories, equipment, and maintenance tasks. A common theme throughout the facilities standards is that board policies exist but are dated, and they often are not supported by procedures or operating instructions.

Facilities, Maintenance, and Operations

Compton CCD's control of processes and scheduling must be improved. The work order system is manual. The college does not have a system in place to track work order status or to determine the amount of time, supplies, and equipment dedicated to completion of a work order. It is not clear which work orders are outstanding or which are completed from the information provided by the current system. The work order system has not improved since the initial comprehensive review. However, the Director of Maintenance and Operations created a facilities organization chart that includes a Scheduler position. The position has been filled using existing staff and is responsible for assigning and tracking all work orders. The college plans to use Excel spreadsheets to track all work orders and to eventually convert to a comprehensive work order system.

The Director of Maintenance and Operations has continued to improve communications with maintenance, grounds, and custodial staff by holding brief morning and afternoon meetings to ensure that tasks are assigned and that each person understands his/her responsibility for the day. The daily meetings are enforcing accountability for each staff member.

The college staff reported an increased communication effort by the Director of Maintenance and Operations to college faculty and staff to raise awareness of maintenance issues and instances where regular daily maintenance may be disrupted to provide support for special events on campus. The college staff reported that this was a positive development for the campus.

Policies and Procedures

The college is in need of improved communication, written processes and procedures, and updated board policies. Although two director positions are specifically responsible and accountable for

facilities, maintenance, and operations management, the positions have been in place for less than one year. Therefore, a continued assessment and evaluation of improvements will have to be conducted in a future review.

The two directors are employees of the El Camino Community College. However, they lead and direct the work of Compton CCD employees. The two directors report to the Provost at the El Camino Compton Center and to the Vice President of Administrative Services at El Camino Community College.

Serious consideration must also be given to determining which agency, Compton CCD or El Camino Community College, should supervise the work of these facilities positions. The capacity of the Compton campus staff to manage facilities planning and operations must be developed.

The ratings for most of the facilities management standards have improved minimally. Significant movement and progress is contingent on documented processes and procedures demonstrating systemic change.

Governance and Community Relations

Overview

The El Camino Community College Compton Center (Compton Center) continued to concentrate attention on addressing the most critical short-term needs in the last six months. In some areas, the development of plans has begun to occur, but little progress has been demonstrated on the majority of the priority standards. One major change since the last Governance and Community Relations progress report has been in the area of board meetings. The three elected members of the board now 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.

The Compton Center must implement a comprehensive planning process that includes long-term strategies for communications, policy adoption, and community engagement. Because thoughtful and effective strategic planning is a long-term process, the Compton Center must develop plans as soon as possible to begin implementation and demonstrate progress.

The Compton Community College District continues to struggle with financial issues. For the community at large, recovery is viewed as critically important, given that many students cannot find the transportation or the classes they desire at any neighboring campuses.

The position of Provost has been newly filled for the coming academic year. This change in leadership can provide an opportunity to refocus on developing and executing plans that will help the center make progress. The permanent Provost must initiate planning, implement improvements, and understand how to balance the unique situation of reporting to both the President of El Camino College and the Special Trustee of Compton. The revised memorandum of understanding between El Camino College and Compton CCD should be used as a framework to ensure that there are clearly defined lines of authority and delineation of responsibility for decision-making. The development of stable leadership in key administrative positions as well as the identification of the resources required and expansion of organizational capacity to meet the needs of students and the community will be crucial in moving the Compton Center forward.

Communications

Communications at the Compton Center have not improved. Interviewees continued to describe the dissemination of information as ineffective and infrequent. No plan for internal and external communication has been developed or proposed. The Compton Center should create a comprehensive communication plan to combat rumors, streamline the dissemination of information and improve opportunities for two-way feedback. The development of such a plan could positively impact the morale of staff and students, as well as prevent issues from festering by addressing them directly and preemptively. In the last six months, two specific examples of ways to improve communications include responding to media requests for commentary and developing the district Web site to include updated information about board meeting agendas and minutes. The Compton CCD needs to develop clear lines of authority with El Camino College to ensure that communications about issues such as board meetings and facilities are addressed. The lack of regular communications is contributing to sagging morale and the perceived lack of transparency in administrative decision-making. The Compton Center must have the authority to respond to requests for information because in situations where no information is provided, the void is filled with conjecture.

In the time since the original comprehensive assessment was conducted, communications from the Compton Center has continued to be an issue. Compton and El Camino should strongly consider hiring a permanent employee based at the Compton Center to handle communication strategies. As noted in prior reports, the marketing and communications plan developed by staff at El Camino College for the Compton Center is a good framework from which to work, but without on-site staff to implement it, the ability of the Compton Center to successfully execute the plan remains questionable.

To demonstrate improvement and progress, communications will need to be improved, expanded, and made a routine part of campus activity. Information should be disseminated in multiple ways, including in print, through meetings and also via e-mail and the Web. The Compton Center Web site has been improved and updated, but information on Compton District board meeting schedules, agendas, and minutes are no longer consistently available. The Provost's newsletter is not routinely updated or posted to the site. The instability of district leadership has contributed to the perception of poor two-way internal communications, with rumors and hearsay continuing to be a pervasive part of informal communication.

Community Relations

Since the last progress report, the Provost began to hold breakfast and lunch events in an attempt to engage groups within the local community. These events were generally regarded as successful, but do not appear to be part of a larger comprehensive strategy and plan of community outreach. In general, the Compton Center continues to have difficulty in reaching the local population of potential students. The lack of a communications plan is one obstacle in being able to effectively reach out to the community using local media. While the Compton Center has worked to engage local high school students and counselors, outreach to civic and community groups has not been a high priority. Such outreach to the community at large should be coordinated and targeted, as it will take multiple approaches to effectively engage as many segments of the community as possible. The Compton Center was a participant in a town hall meeting on the issue of the future of the campus, which is a positive step, but the meeting was convened by the Mayor of Compton, rather than being an event organized by the Compton Center or initiated in partnership with the city.

The district must make a strategic effort to engage more students and community members. The Compton Center must work to determine additional means for potential students and other members of the community to become involved in campus activities and ensure that such efforts align with district goals.

Community Collaboratives and Advisory Councils

The Compton Center has taken the first steps to reach out to groups in the community, through events like the Provost's breakfasts and lunches. However, in general, the district's efforts at partnership programs lack focus and seem inconsistent. Interviewees indicated that the focus on crisis issues continued to prevent resources from being directed to collaborative partnerships. The center must develop and implement a comprehensive strategy for identifying and building community collaborations and partnerships. This strategy should also align the development of partnerships with the district's key goals and identify roles and responsibilities of key staff members.

Groups such as the Associated Student Body, Academic Senate/Faculty Council, Shared Governance Committee, Budget Planning Committee, and others continue to meet on campus. However, the dis-

district's committee structure is not always utilized effectively and not all participants have a consistent understanding of their roles. Training and mentoring of committee members could promote greater effectiveness of these meetings and better support the district's goals.

Policy

The Compton CCD has demonstrated little progress in the area of policy. The last adoption of policy occurred in 2003. Many of the policies are outdated and require revision. Although the board adopted Community College League of California model board policy templates in June 2005, those policies have not been customized and adopted by the Compton CCD. Additionally, the indexing system still needs to be reorganized for greater ease of use, as it relies heavily on the "miscellaneous" category. Access to policy information for staff and the community remains inconsistent. Technology should be employed more effectively to provide access to the policy manual for all staff, students, and the community at large.

Policy has not been a priority for the district and the review, discussion, and adoption of policies is not a routine matter at board meetings. While individual departments have begun to examine procedures and develop draft policies, there is still no systematic planning process in place for the review, discussion, and adoption of policies, with input from staff, the community, and the board, before the Special Trustee approves a policy. This process of policy review and adoption must be accelerated, and a mechanism for effective dissemination and consistent implementation of policy put into place as a result. The Compton District must bring its policies in line with both the Community College League of California (CCLC) model policies and the policies of the El Camino College that affect students at the center. These differences in policies and in culture between Compton and the El Camino College remain a key issue to be resolved. There is little clarity on how and when to apply policies of the Compton CCD instead of the El Camino CCD. This major issue should be a priority for resolution.

Board Roles/Boardsmanship

The Special Trustee serves as the district's governing authority, and in the time since the last progress report, he has engaged the board members in a training program and has brought the elected board members back to the table during meetings. Additionally, the Special Trustee has continued to schedule routine meetings with the board members prior to public meetings. As an advisory board, identifying ways to productively engage the community can be challenging, but the training from the CCLC is designed to illustrate the roles and expectations for the board. By allowing the members of the board to sit at the dais, the Special Trustee has provided an opportunity for the board to make their opinions heard and has given the board a chance to begin to demonstrate their capacity to perform the duties for which they were elected.

With the governing authority for the district likely to remain vested in the Chancellor's Office and the Special Trustee for some time, the board will be challenged to demonstrate that it acts in the best interests of the 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 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.

Board Meetings

The three elected members of the board are now sitting at the dais with the Special Trustee and Provost during meetings. While still lacking governing authority, the advisory board now has an official role in the meeting and can engage in the discussion of agenda items and provide feedback and commentary. The Special Trustee and board members, along with the Provost, have initiated a training agenda with a consultant from the Community College League of California to develop skills and reach common understanding of the expectations, roles, and responsibilities for the board. This continuing education on effective board governance demonstrates a positive step for the district, and the board must remain committed to engaging in the workshops.

Historical Perspective

This section provides a historical perspective of the recent events affecting the Compton Community College District and will be included in each of the progress reports issued.

The Compton CCD is located in the city of Compton, Los Angeles County, California. Prior to the loss of its accreditation in August 2006, the college provided post-K-12 educational services to the residents of its service area encompassing 29 square miles.

FCMAT's Involvement in the Compton Community College District

The Chancellor of the community college system appointed a Special Trustee in spring 2004 as his designee to administer the college. On May 7, 2004, the Chancellor of the California Community Colleges requested the Los Angeles County Superintendent of Schools to assign the Fiscal Crisis and Management Assistance Team (FCMAT) to conduct a fiscal health analysis of the Compton CCD. In addition, the Chancellor asked that FCMAT conduct an extraordinary audit of specific matters pertaining to the management of the district's resources. Under the authority of California Education Code Section 1240, FCMAT was assigned to perform this fiscal health analysis and the extraordinary audit study.

On October 15, 2004, FCMAT issued its management review of the Compton CCD to the California Community Colleges. Subsequently, in spring 2005, FCMAT was requested to conduct a follow-up progress report for the district. FCMAT selected 45 of the original recommendations made in the October 2004 report as key elements for the district's recovery. These were targeted for further review in the follow-up progress report. The recommendations that were selected focused primarily, although not exclusively, on areas with some financial implication for the district's current and future year budgets. The assessment of the 45 selected recommendations was presented in a management letter to the Chancellor on June 9, 2005. These reports can be found on the FCMAT Web site at <http://www.fcmat.org>.

On June 30, 2006, Assembly Bill 318 was signed into law. AB 318 provided a state loan of \$30 million to the Compton CCD. The legislation also required FCMAT to conduct a comprehensive assessment of the district in five operational areas and to develop a recovery plan for the district to implement. FCMAT is required to file written status reports at regular intervals on the district's progress in implementing the recovery plan.

The Accrediting Commission for Community and Junior Colleges (ACCJC) also found that Compton Community College did not meet accreditation standards, and moved to formally withdraw accreditation from the college in August 2006. The district has worked to provide uninterrupted educational services for the students by partnering with another accredited community college, the El Camino Community College. 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) dated August 21, 2006 outlines the agreement between the Compton CCD and the El Camino CCD. The MOU establishes the El Camino College Compton Center operated 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 respect to responsibilities for the budget, including the payroll, and for the employees of the Compton CCD and the El Camino College Compton Center, for which the Compton CCD retains responsibility.

FCMAT has implemented a standards-based assessment system in its work with K-12 school districts under state receivership. FCMAT has found that when standards are clearly defined, reachable, and communicated, there is a greater likelihood they will be measured and met. The FCMAT legal and professional standards were revised to make them applicable to the community college district level, and then aligned with the ACCJC standards for accreditation. This alignment of the standards was undertaken to assist the Compton CCD to address improvement efforts toward both the return to local governance and the re-establishment of 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 were used to measure progress. The ACCJC will conduct its own review to determine when accreditation will be restored to the Compton CCD. It is hoped that by addressing the recommendations made in the FCMAT reports, the Compton CCD will be assisted in readying itself for the ACCJC accreditation review in the future.

The *Compton Community College District Comprehensive Review, April 2007*, issued by FCMAT, provided a comprehensive assessment of the district's operations, with recommendations for the district to address as a recovery plan. FCMAT will continue to monitor and review the district's progress in implementing the recommendations of the comprehensive report in six-month intervals, with the first six-month progress report issued in January 2008. FCMAT expects that the Compton Community College District will make the progress necessary to return to local governance and to reestablish its accreditation.

This *Comprehensive Assessment Second Six-Month Progress Report*, issued by FCMAT in July 2008, reflects fieldwork and on-site visits conducted in May 2008.

History and Demographics

Compton Community College was established in 1927 as a component of the Compton Union High School District. Voters approved a measure to separate the college from the high school district in 1950 and a new 83-acre campus was completed in 1953 at the college's present site. The district's single campus is located in the city of Compton, incorporated in 1888, situated in southern Los Angeles County, southeast of downtown Los Angeles. In recent years, the college has completed construction of a vocational technology center and a mathematics and science building. A bond was passed in 2003, and work began on a new Learning Resource Center (LRC). The LRC was scheduled to open in August 2007. However, the district has not taken occupancy of the building due to problems noted with the facility.

The Compton CCD covers an area of about 29 square miles, encompassing the Compton, Lynwood, and Paramount unified school districts and portions of the Long Beach and Los Angeles unified school districts. In the 1960s, the composition of the student body changed from predominantly Caucasian to overwhelmingly African American. Demographic shifts continue to occur as the Hispanic population of the community increases.

According to recent data from the Chancellor's Office of the California Community Colleges, the demographics of the student population are approximately 49% African American, 45% Hispanic, 2% Asian, 1% Caucasian and less than 1% each for Filipino, Pacific Islander, American Indian, and other categories. Both Hispanics and Caucasians are underrepresented when compared to the percentage of the adult population residing within the district's boundaries. The 2000 Census showed that 58% of the adult population in the district is Hispanic and 23% of the population is white.

In terms of age of students who attended the college before its loss of accreditation, approximately 26% of the student population was age 19 or younger, 22% were 20 to 24 years old, 14% were 25 to 29 years old, 10% were 30 to 34 years old, 10% were 35 to 39 years old, 12% were 40 to 49 years old and 6% were age 50 or older. The gender breakdown of students at Compton was approximately 65% female and 35% male. A sizable portion of the students who attended the college demonstrated deficiencies in basic skills, and the transfer rates to four-year institutions in the University of California and California State University systems have historically been very low.

Board of Trustees

The Compton CCD has a five-member elected Board of Trustees, whose governing authority was suspended by the Chancellor under the authority granted by Assembly Bill 318. Board members are elected by trustee area, with two seats representing the city of Compton (Trustee Area 1) and one seat each representing Willowbrook-Enterprise and Carson (Trustee Area 2); Lynwood (Trustee Area 3); and Paramount (Trustee Area 4). Members serve four-year terms.

In the November 2005 election, the highest vote-getter for a seat on the Compton CCD board received 7,014 votes, or 61% of the votes cast for the two candidates in Trustee Area 1. In the November 2003 election, the highest vote-getter received 1,449 votes, or 54% of the total votes cast for the two candidates in Trustee Area 3. By comparison, in the November 2005 election for the 11-person race for four seats on the board of the Compton Unified School District, the candidate with the most votes won with 6,014 votes, representing almost 12% of the total votes cast.

State Intervention and Loss of Accreditation

In May 2004, the Chancellor's Office of the California Community Colleges issued Executive Order 2004-01, and installed Dr. Arthur Tyler Jr. as Special Trustee to assist the Compton CCD in achieving fiscal stability and integrity. Subsequently, in August 2004, the State Chancellor issued another Executive Order (2004-02) authorizing the continuing authority of the Special Trustee to manage the college, and to suspend, for up to one year, the powers of the governing board of the college, or of any members of that board, and to exercise any powers or responsibilities or to take any official action with respect to the management of the college.

In June 2005, the Accrediting Commission of Community and Junior Colleges (ACCJC) terminated the accreditation of Compton Community College. In July 2005, the Chancellor assigned Dr. Charles Ratliff to serve as Special Trustee as the college appealed its loss of accreditation to the ACCJC.

Thomas E. Henry was assigned to serve as the Special Trustee of the district in March 2006. On June 30, 2006, Governor Arnold Schwarzenegger signed AB 318 (D-Dymally) into law, giving the college district a \$30 million loan for recovery and the opportunity to partner with a college of good standing to offer accredited courses. The bill also gave FCMAT the responsibilities to conduct a comprehensive assessment and to develop a recovery plan for the college to regain local governance and accreditation.

AB 318 provided authorization for the chancellor to suspend the authority of the Board of Trustees for a period up to five years from the effective date of AB 318, plus a period lasting until the chancellor, the FCMAT, 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 conducted and the recovery plan prepared.

Partnership with El Camino College

In summer 2006, with the impending loss of accreditation, the Compton CCD issued a request for proposals to partner with another community college district to continue to offer courses for credit on the Compton campus. The goal of the partnership was to provide the students and residents of Compton with access to accredited programs and services without interruption of instruction. This goal was particularly important as no appreciable increases in enrollment by the residents of the Compton CCD had been seen at other area community colleges.

On July 24, 2006, the El Camino Community College District Board of Trustees gave approval for the El Camino CCD to proceed with negotiations for an agreement to provide educational and related support services to the Compton CCD. At the Compton CCD board meeting of August 22, 2006, the Special Trustee approved the Memorandum of Understanding (MOU) with El Camino CCD to solidify the partnership between El Camino CCD and Compton CCD.

Under this MOU, the educational program offered on the Compton campus would be provided under the auspices of El Camino College's accreditation. The El Camino College Compton Center would maintain its own faculty and classified labor units, an independent Associated Student Body organization, its own intercollegiate athletic teams, and separate public board meetings held by the Special Trustee. In issues of finance, the budget for the Compton Center would be developed with input from the El Camino CCD and approved by the Special Trustee of the Compton CCD. There is an El Camino CCD Academic Senate and a Compton CCD Academic Senate.

El Camino College's operational objective is to bring the Compton Center into good standing with the ACCJC, with the understanding that campus functions will separate after full accreditation as a two-year public college has been restored. The intent of the agreement between the two districts is also to assist the Compton campus with fiscal recovery. El Camino College is providing accredited instructional and related support services, in addition to administrative services to meet the needs of Compton students.

Compton Center Leadership

As part of the reorganization of the El Camino College Compton Center, the Office of the President/Superintendent was replaced by the Office of Provost/Chief Executive Officer (CEO), who reports to the President/Superintendent of El Camino College regarding center operations and to the Special Trustee of the Compton CCD for matters related to personnel, policy and facilities. Dr. Doris P. Givens began her tenure as Interim Provost/CEO at the Compton Center on August 15, 2006.

The Provost/CEO must be highly visible, and the distinctions between the responsibilities of the Provost and the Special Trustee must be unambiguous. It is the responsibility of the Provost to ensure that the administration and staff of the Compton Center are performing their duties. The organizational chart should reflect actual practice and not just a theoretical goal. Employees must maintain a direct relationship with their supervisors for performance accountability. The Provost should have and exercise the authority to establish procedures and efficient practices to serve the students' needs and provide valuable leadership in planning, organizing, and assessing institutional

effectiveness. The Provost must implement effective methods to assess whether policies and procedures are being consistently applied and adhered to.

Institutional Culture in the Compton Community College District

In 2007 there were approximately 90 full-time equivalent faculty positions in the Compton CCD, 100 classified staff full- and part-time positions, and 20 administrative positions. In the four years 2004-07, the district has had three interim lead administrators and four Special Trustees. Nearly all administrators are serving on an interim basis. While all are committed to helping the college regain accreditation and achieve fiscal recovery, stable administrative experience must be maintained.

In the past several years, the Compton CCD had not focused on communications to and engagement of the public and community groups. Recovery for the college district is important, as Compton students who might not attend classes at the Compton Center are not matriculating to other area community colleges. Many students rely upon public transportation to travel to campus. This critical audience of potential students must be identified, engaged and encouraged to re-enroll at the Compton Center.

The Compton Center and the Compton CCD face a period of adjustment as they work to establish an effective working relationship with the El Camino CCD. The staffs of the Compton Center and El Camino College continue to negotiate and work out the myriad operational details in areas that include separate collective bargaining agreements for each district, separate athletic programs, complications in federal financial aid, and two different policy manuals that reflect different practices.

The Compton CCD faces a unique and unprecedented situation for a public college of having elected board members who are not vested with any authority to govern. The district also needs to establish a campus-wide culture that values customer service and set clear expectations of staff responsiveness and accountability that will help to win students back to the campus.

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
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
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
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
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
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.	1	2	2
3.5	The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.	1	1	1

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. While individual programs, such as Human Resources, have begun to develop procedures and draft policies, there has not been a systematic process for the identification, review, development, revision, and adoption of policy. Policies have not routinely or consistently been referenced at meetings as part of the decision-making process. Decisions appear to be made to address pressing issues or meet deadline requirements rather than to anticipate concerns that may arise in the future. The district should initiate and implement 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.

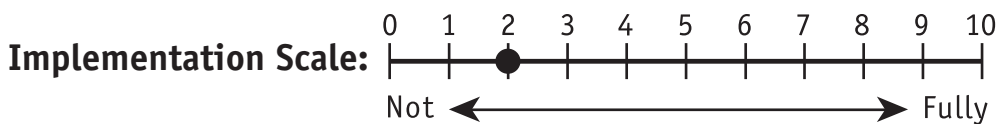
The Special Trustee should reinforce his expectations regarding the consistent implementation of policies, and maintain accountability through periodic reviews of critical policies and through the staff evaluation process.

Standard Implemented: Partially

April 2007 Rating: 2

January 2008 Rating: 2

July 2008 Rating: 2



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:

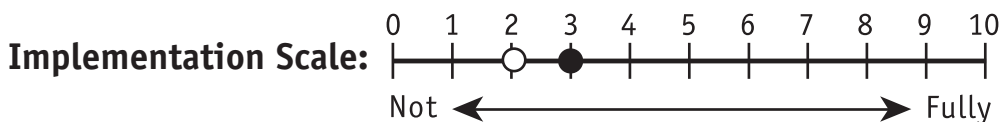
1. El Camino College Strategic Plan 2007-2010
2. El Camino College Catalog 2007-2008, Compton Center Edition
3. El Camino College Student Handbook 2007-2008, Compton Center Edition
4. Review of 206 Spring 2008 El Camino College, Compton Center Syllabi
5. Observations of 85 classes

Progress on Implementing the Recommendations of the Recovery Plan:

1. A mission statement for El Camino College, including the Compton Center, was developed in April 2007. Minimal progress has been made on this standard since the last visit.
2. A review of 206 course syllabi of classes taught at the Compton Center for spring 2008, excluding nursing courses, demonstrated that six syllabi from two faculty members made reference to the college's mission statement, compared to one syllabus in fall 2007. The review team did not find a common vision for student learning expressed by faculty to their students.
3. The Mission Statement has been distributed to faculty and staff, but the review of course syllabi illustrates that there has not been any reinforcement of the Vision Statement for students in the syllabi they receive from faculty. Nor was there any evidence of the Mission Statement appearing in any classroom visited as part of this review. Two workshops on preparing syllabi were conducted. Additionally, two templates for syllabi have been developed by faculty leaders. However, neither template contains any reference to a mission statement.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	3
July 2008 Self-Rating:	4
July 2008 Rating:	3



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. El Camino board policies 1200, El Camino College Vision, Mission, Philosophy, Values and Guiding Principles, and 4220, Standards of Scholarship
3. Comprehensive Master Plan 2004-2007, El Camino Community College District
4. El Camino Community College Strategic Plan, 2007 through 2010
5. El Camino Community College Compton Center 2007-08 Enrollment Management Plan
6. Compton Community College District, Plan to Plan Meeting, Friday, November 10 [2007] Agenda [along with Planning Timeline by Activity and PowerPoint on the planning process]
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. El Camino College Compton Center Enrollment Management Plan 2007-08
10. Compton Community College District [Responses to November 2007] FCMAT Academic Achievement site visit, May 2008
11. El Camino Community College Compton Center 2007 FCMAT Academic Achievement site visit
12. El Camino College Compton Center Facilities Plan
13. Interviews with the Special Trustee and administrators of the Compton Community College District, and with the Superintendent/CEO, faculty and administrators of El Camino Community College District, including the El Camino Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been progress in both long- and short-term planning since the last review team visit. In November 2007, Compton District staff and Compton Center faculty conducted a "Planning to Plan" meeting. The agenda for that meeting included time lines for the production of plans for the district and Center. Plans now exist in the following areas: facilities, matriculation, enrollment management, and student equity, the latter providing a basis for equity planning through 2010.
2. The lack of progress by the Compton Center faculty and staff on the Education Plan (also known as the Academic Plan) is noteworthy. Since the Education Plan represents the core activity of the Compton Center, it would logically provide the basis for all other plans. In fact, a Compton District document states that this plan was to provide the basis for plans related to technology, staffing, and facilities. Although there have been attempts to initiate work on the Education Plan, a committee quorum could not be assembled. The Compton Center Provost had to reconstitute and expand the committee. According to administrators

and memoranda prepared for the review team, no work has been done on this document since the last visit.

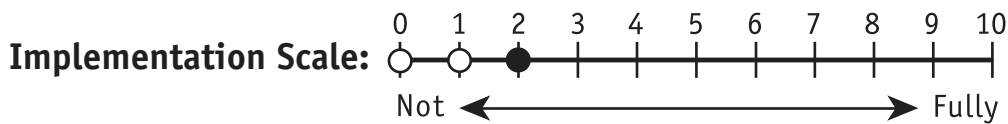
- Overall, the plans identified above represent progress. However, there are two elements to the standard: long-term goals and academics (student achievement). The matriculation and enrollment management plans were focused on the short-term and the Education (Academic) Plan does not exist. Additional work on these issues is required to meet the standard.

To fully comply with the standard, long-term plans must be developed to support improvement of student achievement at the Compton Center as follows:

- In accordance with the provisions of the MOU, both parties to the MOU should cooperatively refine long-term goals and performance standards for the Compton Center. Those goals should be configured to accommodate the eventuality of accreditation and independence of the Compton Center and provide for a smooth transition from its current status to control by the Compton Community College District.
- Joint committees composed of Compton District 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.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Self-Rating:	3
July 2008 Rating:	2



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 Spring 2008 schedule of classes
4. (July 2008) Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District
5. FCMAT Academic Achievement team site visit, Compton Community College May 2008
6. Minutes of CCC meetings
7. El Camino College Compton Center Bargaining Contract, Article X Evaluation
8. Curriculum Handbook for El Camino College
9. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. No revised El Camino College board policy was presented to the review team requiring that a course outline of record and faculty-created syllabus be filed for every course offered in keeping with ACCJC Standard II-A 1c.
2. Curriculum management planning for Compton Center now meets minimum adequacy when compared to the Quality Criteria (see Exhibit 2.3.1).

Exhibit 2.3.1 lists the quality criteria for curriculum management planning and the review team's current assessment of El Camino College Compton Center curriculum management.

Exhibit 2.3.1

**Quality Criteria for a Curriculum Management Planning Framework
and Review Team Assessment
El Camino College Compton Center, May 2008**

	April 2007		May 2008	
Characteristic	Adequate	Inadequate	Adequate	Inadequate
Design and Delivery:				
1. Describes the philosophical framework for the design of the curriculum (interdisciplinary learning, shared experiential learning, challenging and rigorous, critical thinking)	X		X	
2. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members.	X		X	
3. Presents the format and components of aligned course outlines.	X		X	
4. Directs Title 5 requirements be included in the curriculum.	X		X	
5. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery.		X		X
Review:				
6. Identifies a periodic cycle of curriculum review of all subject areas.	X		X	
7. Describes the timing, scope, and procedures for curriculum review.	X		X	
8. Presents procedures for monitoring curriculum delivery.		P*		P*
Assessment:				
9. Specifies overall assessment procedures to determine curriculum effectiveness.		X	X	
10. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction.		X		X
Dissemination:				
11. Establishes a communication plan for the process of curriculum design and delivery.	X		X	

P* = Partially satisfied

As noted in Exhibit 2.3.1, eight of the 11 quality criteria have now been met. This is considered adequate by FCMAT and ACCJC standards. Characteristic 9 calls for specifying overall assessment procedures to determine curriculum effectiveness. The El Camino College Academic Senate has developed Guiding Principles of SLO Assessment Cycles, which call for curriculum planning, budget decisions, and evaluation of student learning to be informed by assessment results.

The following was noted concerning the remaining three inadequate characteristics:

Characteristic 5: No progress has been made to develop new policy or revise current policy directing Compton Center professional development or the design of a current Center professional development plan. (See Standards 5.1 and 5.2)

Characteristic 8: Formal procedures for monitoring curriculum delivery at Compton Education Center have not been developed or implemented. (See Standard 5.7)

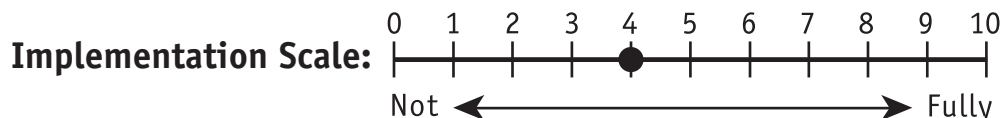
Characteristic 10: The review team was not provided new or revised El Camino College board policy, procedures, or requirements for Compton Center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. (See Standard 1.2)

3. The rating for this recommendation has not progressed even though Compton Center personnel continue to work collaboratively with El Camino College personnel in development of SLO/Assessments (see Standard 5.7). The El Camino College Academic Senate ratified five core institutional student learning outcomes (referred to as core competencies) in May 2007. According to the El Camino College self-study for accreditation, 323 courses have developed SLOs, with 31 courses in the process of developing assessments. Compton Center and El Camino main campus personnel are considering the inclusion of SLOs as a link in the Curricuware database of course outlines of record.

The review team will review newly created and revised course outlines of record using the quality curriculum criteria during the next visit.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Self-Rating:	6
July 2008 Rating:	4



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. El Camino Community College Compton Center FCMAT Academic Achievement site visits, 2007 and May 2008
3. Listing of El Camino College courses and status of SLOs for those courses
4. Course outlines and syllabi approved by El Camino College
5. Interviews with Compton Center administrators and students, and El Camino College administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton campus and the main El Camino College campus have formed a joint committee to develop SLOs and are making substantial progress, but SLOs have not been developed for many Compton Center courses (see Standard 2.3). However, there is a plan or time line for completing SLOs for all courses and activities.
2. Individual student education plans are automated, but controls to ensure that each student has an education plan and that the plan is current are lacking. Compton Center officials do not conduct random quality checks of student education plans or generate lists of students who have no plans. Officials state they have no plans to implement these controls.

The following actions are recommended to meet the standard:

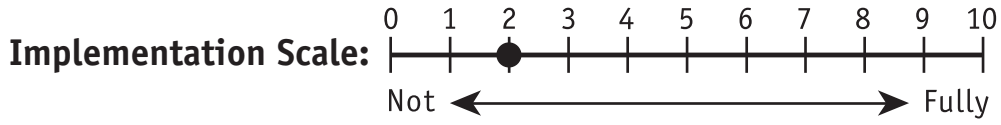
- Compton Center and El Camino faculty and staff members should continue and accelerate their joint efforts to develop all SLOs as required by ACCJC.
- Whenever practical, these efforts should draw on the work already completed by the Compton Center faculty.

With regard to individual education plans, the Compton Center staff should:

- Establish and/or enforce controls that require students to complete and update their individual plans at appropriate times.
- Automatically generate periodic reports to identify students who have not prepared education plans and take action to have them completed.
- Conduct a random check of the quality of individual education plans and, where appropriate, advise students to set more challenging achievement goals.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Self-Rating: 4
July 2008 Rating: 2



**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 2007-2008, Compton Center Edition
2. El Camino College Student Handbook 2007-2008, Compton Center Edition
3. Review of 206 Spring 2008 El Camino College, Compton Center syllabi
4. California Postsecondary Educational Commission (CPEC) Transfer Pathways
5. Interviews of five students
6. Observations of 85 classes
7. Interviews with six counselors
8. Interviews with three administrators

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 edition of the Student Handbook.
2. There is increasing evidence that the behavioral expectations for students are being reinforced in class materials distributed to students, in particular, course syllabi. Exhibit 3.5.1 presents a break-down of references to behavioral expectations cited in syllabi:

Exhibit 3.5.1

Behavioral Expectations from Course Syllabi Review (N=206)

May 2008

Catalog/Student Handbook Reference	Individual Instructor Policy	Individual Policy & Catalog/ Student Handbook Reference	No Policy
5	69	9	123

As a percentage of syllabi reviewed compared to the Fall 2007 semester, there are now fewer syllabi without any behavioral expectations policy statement and a doubling of syllabi with individual faculty policy statements. This shows improvement in communicating high expectations for the behavior of students. On the other hand, almost 60% of syllabi don't include these expectations.

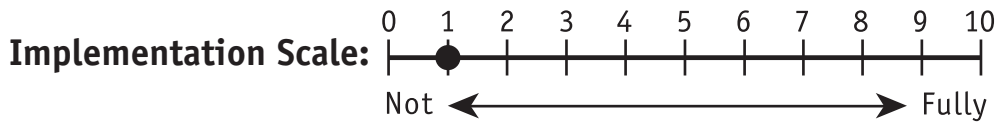
Observations of classes this during this visit found fewer students walking in and out of classrooms during instruction, receiving cell phone calls in class, or walking out of class to talk on the phone. However, chronic tardiness of students continues to be a substantial problem. The review team observed students walking into class 15, 20, 30 and in one case 40

minutes late. In two instances when visiting classes at the beginning of the scheduled time, faculty members told the review team to return in 10 or 15 minutes since students come in late and classes don't begin on time. In these cases, the observations indicate that high expectations for attendance are not reinforced at the classroom level.

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 on-line educational plan system introduced by the El Camino College staff. It does appear, however, that the training needs to be reinforced. Some counselors still fill out the education plans by hand and then type them into the computer, rendering the process inefficient. The Colleague student database provides the ability to monitor student educational plans online to determine if they are following the plan, but this aspect has not yet been implemented.
5. The Fall 2007 Student Profile report for Compton Center demonstrates that 30% of students did not stay in their courses until the end of the semester. It also showed that 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 the transfer numbers 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 numbers for the Compton Center 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. While student goals are a lagging indicator of achievement, and because over 88% of Compton Center students attend part-time, transfer numbers do not always reflect the achievement of current student goals. Nevertheless, these transfer numbers are shockingly low. Additionally, transfer from Compton Center to universities will become even more difficult to track, given that the students are now El Camino College students.
6. No poll of students concerning expectations has been conducted, and students are typically not involved in faculty evaluations on a regular basis. The new evaluation policy negotiated in the latest collective bargaining agreement provides for student evaluations as part of the "comprehensive" evaluation process, though it is not mandatory. There is no consistent way to solicit student feedback if a poll is not taken.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Self-Rating: 4
July 2008 Rating: 1



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
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
1.2	Information is communicated to the staff at all levels in an effective and timely manner.	2	2	2
1.3	Staff input into college operations is encouraged.	1	2	2
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
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
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

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
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
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
4.3	The board has adopted all policies mandated by state and federal law.	1	1	1
4.6	Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.	2	2	2
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
1.4	The college directs its resources fairly and consistently to accomplish its objectives.	0	1	1
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

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
2.4	A process is in place to maintain alignment among standards, practices and assessments.	1	1	3
2.10	The college has adopted a plan for integrating technology into curriculum and instruction.	2	3	3
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
3.5	The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.	1	1	1
3.11	Class size and faculty assignments support effective student learning to achieve student learning outcomes.	2	5	6
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
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
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

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
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	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
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
5.2	Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.	1	2	2
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

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

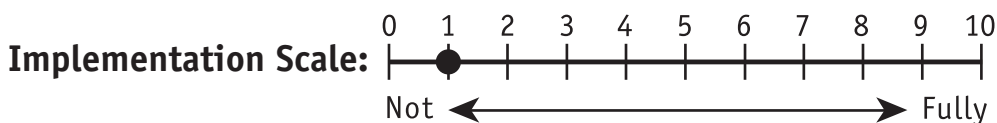
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has not developed a comprehensive plan for internal and external communications. Communications continue to be regarded as ineffective and infrequent. Developing a communications plan will take resources and effort, but such a plan should be a priority for Compton, as the lack of communications tends to be an underlying problem that is pervasive across all areas. With a change in the culture of communication at the Compton Center, student and staff morale could be positively affected, as well as making the community better informed. The Compton Center needs to create a comprehensive communication plan that effectively combats rumors, streamlines the dissemination of information and improves opportunities for two-way interaction. As the district moves forward with the development of a comprehensive communications plan, it will be essential to include input from both staff and students in the methods and strategies identified.

Compton’s enrollment and recruitment plan includes a strategy for marketing and communications messages. However, this document is not intended to be a comprehensive tool to set goals for all aspects of internal and external communications. Without on-site staff to implement a comprehensive plan, the ability of the Compton Center to successfully execute sustained improvements in communications is questionable. An individual with responsibility for developing and implementing communication strategies at the Compton Center should be identified.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1



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:

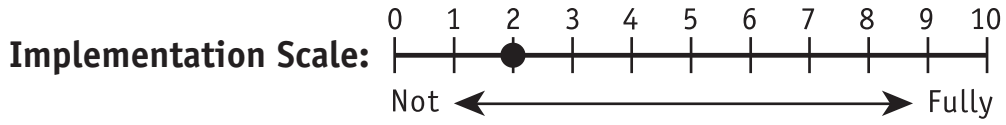
1. Faculty, staff, and administration interviews
2. Board member interviews
3. Student interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviewees continue to raise concerns about the lack of two-way internal communications. The turnover in key administrative positions has contributed to this perception, as the development of communication tools and reliable sources of information is lacking. Interviewees continue to indicate a lack of accurate, trustworthy information being offered, and rumors continue as a pervasive part of informal communication. Processes for internal and external communication need to be developed and implemented at the Compton Center.
2. There has been no formal, consistent process to engage the public or staff in policy discussions. Some interviewees indicated that the process used to search for and interview candidates for the Provost position was a step in the right direction, providing an opportunity for interested parties to attend forums to meet the candidates and listen to their responses to questions. The Compton Center still must pursue opportunities in addition to the public comment at board meetings and Shared Governance Committee meetings to provide formal means of communications between staff and administrators. Additionally, conversations on internal communications issues should be introduced into staff meetings as an ongoing topic.
3. Interviewees continued to note a lack of communication with the community. Since the last progress report, the Provost began to hold breakfast and lunch events in an attempt to engage groups in the local community. These events were generally regarded as successful, but do not appear to be part of a larger comprehensive strategy and plan of communications and community outreach. The Compton Center was also a participant in a town hall meeting on the issue of the future of the campus, but the meeting was convened by the Mayor of Compton, rather than being organized by the Compton Center or held in partnership with the city. The Compton Center should take a proactive stance on communication, initiating conversations instead of responding after the fact.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2



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:

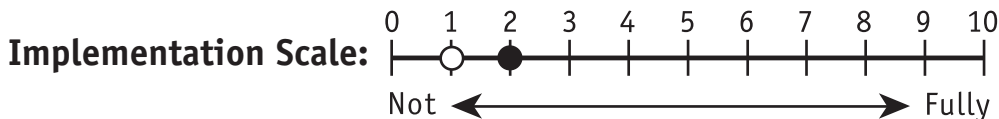
1. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change in the operations of the Compton Center’s task forces and committees. Therefore, it continues to be recommended that the district create opportunities for faculty and staff to communicate and provide suggestions to their supervisors, administrators and the Special Trustee. These opportunities should be part of the internal communications strategies that should be a part of the district’s comprehensive communications plan that is developed.
2. The district must continue to look at ways to expand opportunities for all staff to provide input regarding the district’s operations. Staff and faculty should be reassured that they are welcome to offer input and suggestions. Surveys and interviews should be conducted to determine the effectiveness of communication methods, and to seek input on how people would like to be engaged. A successful plan to improve communications at the Compton Center will require multiple means of gathering input and disseminating information – in print, in electronic forms, and through in-person meetings. A comprehensive plan for internal two-way communications must be developed and put into action.

Standard Implemented: Partially

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



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:

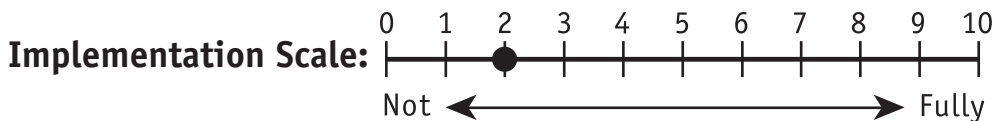
1. Faculty, staff, and administration interviews
2. Board member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. While it appears that only individuals authorized to speak on behalf of the college comment on programs and decisions, Compton still lacks clear, written policies and protocols on the issue of spokespersons. A policy addressing this topic should be adopted, distributed, and training offered, as needed, to help to coordinate communications with external entities. As part of the policy, a staff member who is the point of contact for media questions should be identified to improve district responsiveness. Basic training in dealing with media inquiries should be incorporated into any customer service training that is provided to front-line staff of the district.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2



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:

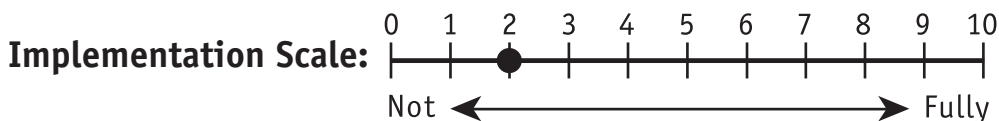
1. There has been no update to the complaint policies of the Compton Community College District. No specific training has been provided to staff or to students on preventing or resolving complaints.

Interviews with students indicated that they still have questions regarding who to contact at the Compton Center or El Camino College to resolve particular issues. Frustrations continued to be voiced about a perceived lack of communications and a lack of recognition of student complaints. The Compton administration is often defensive in addressing complaints or criticisms, rather than trying to effectively resolve issues or prevent them before they occur.

2. It is still recommended that staff, including administrators, receive training on effective customer service and complaint resolution.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2



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

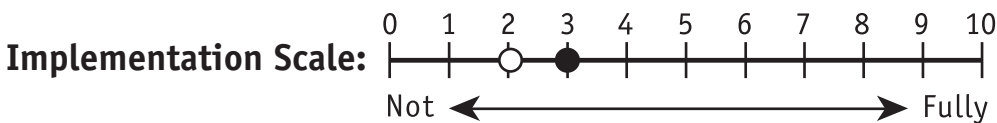
Progress on Implementing the Recommendations of the Recovery Plan:

1. A formal strategy to develop and sustain community partnerships has not been adopted. Since the last progress report, the Provost began to hold breakfast and lunch events in an attempt to engage groups within the local community, including pastors and business leaders. These events were generally regarded as successful, but do not appear to be part of a larger comprehensive strategy and plan of community outreach. Additionally, the Compton Center has worked to engage local high school students and counselors, but this should be just one aspect of a multipart approach to effectively engage as many segments of the potential student population as possible.

The Compton Center was a participant in a town hall meeting on the future of the campus, but the meeting was convened by the Mayor of Compton rather than being organized by the Compton Center or held in partnership with the city. The district should endeavor to enhance and solidify its outreach to community collaboratives and partnerships that serve students. Such a coordinated strategy could help make additional resources available to students and the community. The members of the elected board and of the Board of Advisors can begin to make the formal connections between the district and community groups, agencies and businesses. The district’s strategy should include a written plan that identifies the roles and responsibilities of the Special Trustee, administrators, and board. A coordinator should be designated to assess the effectiveness of the district’s implementation of the strategy.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

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

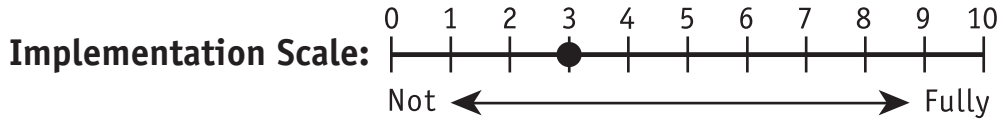
Progress on Implementing the Recommendations of the Recovery Plan:

1. A lack of clarity over responsibilities and decision-making between El Camino College and the Compton Community College District continues to be raised by interviewees. The resulting confusion over the proper role for committees sometimes hampers action. The proposed revision of the memorandum of understanding between ECC and CCCD is a means toward resolving some of this confusion, and continuing to clarify and address these concerns must be a key priority for the Compton Center to begin to demonstrate progress. The district should 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 to better understand their charge. Through more effective participation by stakeholders, the district will be better positioned to make progress toward its mission and goals.
2. The Special Trustee has continued to hold meetings of the Board of Advisors, whose membership has been structured to engage a broader cross-section of community members than past task forces and committees. The district has created written protocols and expectations for this body, and this information should be broadly shared with staff and the community. By understanding the goals of the Board of Advisors, there can be greater accountability toward achieving successful results.

Since the last progress report, the Provost began to hold breakfast and lunch events to try to engage groups in the local community, including pastors and business leaders. These events were generally regarded as successful, but do not appear to be part of a larger comprehensive strategy and plan of community outreach. Additionally, the process for interviewing Provost candidates and the composition of the search committee was cited by some interviewees as an example of a model that successfully engaged in broader campus and community representation.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3



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:

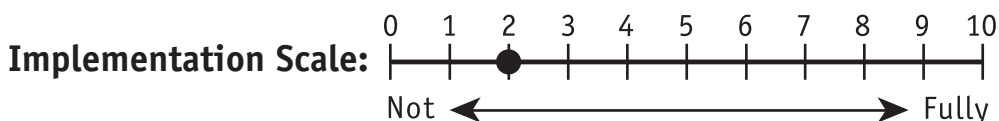
1. No changes to the policy manual of the Compton Community College District were noted during the last six months. The district continues to have a policy manual that was last updated in 2003. Many of the polices are outdated and require revision.

While individual programs such as Human Resources have begun to develop procedures and draft policies, there is no systematic process to identify, review, develop, revise, and adopt policies. A comprehensive policy review process should be initiated and a practice instituted for effective and consistent implementation. It is still recommended for the district to conduct a complete review of the policy manual and the Community College League’s template policies to ensure that the policies are up to date, reflect current law, and meet the needs and circumstances of the Compton Community College District. The district should also ensure that its policies align with the El Camino College policies that affect students attending the Compton Center. Policies should include administrative regulations and procedures for staff to follow to ensure consistent application. The district must take action now to ensure that an updated policy manual that reflects current law and district practices is made available as a tool for the district as it regains its autonomy. 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.

2. Once these policies are reviewed and amended, all district and site staff should be held accountable for adhering to district policies. By more effectively using technology to post and share the policy manual, the information will be more readily accessible for staff, students, and the community at large. The district should take full advantage of opportunities to provide more convenient online access to district policies for the board, staff and public. Additionally, the policy manual should be made easily available and accessible to all staff and should be searchable, including a keyword index and links to related laws and valuable policy resources. The current system of categorization is ineffective and difficult to use. The Special Trustee should execute plans to add the policies to the district’s Web site.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2



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:

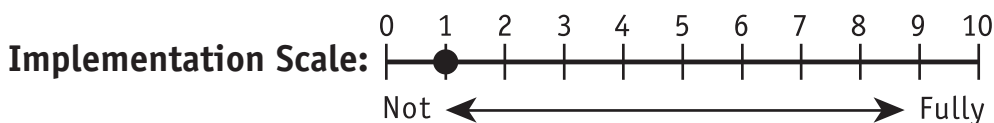
1. The district does not maintain a coherent manual detailing all of its policies. While the district has initiated a process to review and update policies, no specific time line has been established. Therefore, the policies of the Compton Community College District may not meet the mandates of state and federal law.

While individual programs such as Human Resources have begun to develop procedures and draft policies, there has been no systematic process to identify, review, develop, revise, and adopt policies. A comprehensive policy review process should be initiated and a practice instituted for effective and consistent implementation. It is still recommended for the district to conduct a complete review of the policy manual and the Community College League’s template policies that were adopted in 2005 to ensure that the policies are up to date, reflect current law, and meet the needs and circumstances of the Compton Community College District. Policies should include administrative regulations and procedures for staff to follow to ensure consistent application.

The plan to amend policies should also ensure that the Compton District policies do not conflict with the El Camino College policies that affect students attending the Compton Center. It should also outline a process to ensure opportunities to introduce and discuss new policies to reflect both practice and changes in the law. The Special Trustee should establish a specific plan and time line to amend and adopt district policies. The plan should include a process for the effective dissemination, distribution, and consistent implementation of policy. Administrators, staff, students, and the community should have ready access to the policies through the district’s Web site.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1



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

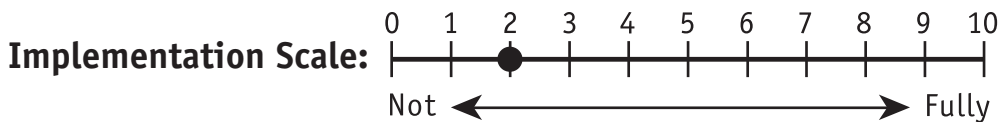
Progress on Implementing the Recommendations of the Recovery Plan:

1. Policies are not routinely or consistently referenced at meetings as part of the decision-making process. Decisions appear to be made to address pressing issues or to meet deadline requirements rather than to anticipate concerns that may arise in the future. The district should complete 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. As part of the board development and training that is being conducted with a Community College League of California consultant, the members of the elected board and Special Trustee should begin to develop board bylaws and policies addressing the meetings and operations of the board.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2



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. El Camino board policies 1200, El Camino College Vision, Mission, Philosophy, Values and Guiding Principles, and 4220, Standards of Scholarship
3. Comprehensive Master Plan 2004-2007, El Camino Community College District
4. El Camino Community College Strategic Plan, 2007 through 2010
5. El Camino Community College Compton Center 2007-2008 Enrollment Management Plan
6. Compton Community College District, Plan to Plan Meeting, Friday, November 10 [2007] Agenda [along with Planning Timeline by Activity and PowerPoint on the planning process]
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. El Camino College Compton Center Enrollment Management Plan 2007-2008
10. Compton Community College District [Responses to November 2007] FCMAT Academic Achievement site visit, May 2008
11. El Camino Community College Compton Center 2007 FCMAT Academic Achievement site visit
12. El Camino College Compton Center Facilities Plan
13. Interviews with the Special Trustee and administrators of the Compton Community College District, and with the Superintendent/CEO, faculty and administrators of El Camino Community College District, including the El Camino Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been progress in both long- and short-term planning since the last review team visit. In November 2007, Compton District staff and Compton Center faculty conducted a “Planning to Plan” meeting. The agenda for that meeting included time lines for the production of plans for the district and Center. Plans now exist in the following areas: facilities, matriculation, enrollment management, and student equity, the latter providing a basis for equity planning through 2010.
2. The lack of progress by the Compton Center faculty and staff on the Education Plan (also known as the Academic Plan) is noteworthy. Since the Education Plan represents the core activity of the Compton Center, it would logically provide the basis for all other plans. In fact, a Compton District document states that this plan was to provide the basis for plans related to technology, staffing, and facilities. Although there have been attempts to initiate work on the Education Plan, a committee quorum could not be assembled. The Compton Center Provost had to reconstitute and expand the committee. According to administrators

and memoranda prepared for the review team, no work has been done on this document since the last visit.

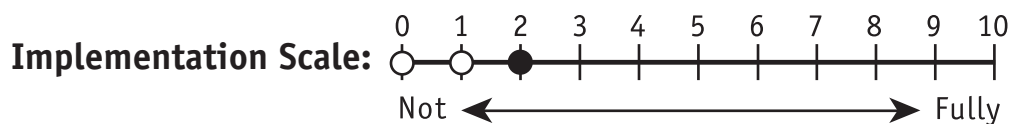
- Overall, the plans identified above represent progress. However, there are two elements to the standard: long-term goals and academics (student achievement). The matriculation and enrollment management plans were focused on the short-term and the Education (Academic) Plan does not exist. Additional work on these issues is required to meet the standard.

To fully comply with the standard, long-term plans must be developed to support improvement of student achievement at the Compton Center as follows:

- In accordance with the provisions of the MOU, both parties to the MOU should cooperatively refine long-term goals and performance standards for the Compton Center. Those goals should be configured to accommodate the eventuality of accreditation and independence of the Compton Center and provide for a smooth transition from its current status to control by the Compton Community College District.
- Joint committees composed of Compton District 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.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Self-Rating:	3
July 2008 Rating:	2



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 1.4 Planning Process — Resources

Professional Standard:

The college directs its resources fairly and consistently to accomplish its objectives.

Sources and Documentation:

1. MOU between the El Camino Community College District and the Compton Community College District, August 21, 2006
2. Compton Board Policy 1.10, Board Standing Committees
3. Compton Board Policy 2.7, Institutional Standing Committees
4. Compton Board Policy 8.1, Budget
5. Compton Community College District Institutional Standing Committees 2006-07
6. Institutional Self Study Report in Support of Reaffirmation of Accreditation, Compton College
7. El Camino Community College District Comprehensive Master Plan 2004-07
8. El Camino Community College Strategic Plan 2007 through 2010
9. El Camino College Compton Center Student Equity Plan 2007-08 (draft)
10. Compton Community College District (Responses to November 2007) FCMAT Academic Achievement site visit, May 2008
11. Interviews with the Special Trustee and administrators of the Compton Community College District, and with the Superintendent/CEO, faculty and administrators of El Camino Community College District, including the El Camino Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last review team visit, progress toward fair distribution of resources has been primarily in the form of developing a draft Compton Center Student Equity Plan 2007-08. If approved, this document will provide the basis for equity planning and actions through 2010. However, assessment of actions to support the standard will have to await implementation of the plan.
2. As noted in the previous progress report, the one-page El Camino Community College Strategic Plan 2007 through 2010 contained no specific objectives and the long-range planning documents for El Camino Community College District were not relevant to the Compton Center. The objective of the Compton-El Camino partnership to establish the Compton Center as an accredited and independent entity was not addressed in any plan provided to the review team.
3. In the previous report, the review team also noted that the Planning and Budgeting Committee was active in advising the Compton Center Provost and the Compton District Special Trustee regarding resource allocation, but that the formal linking of planning and budgeting in a single committee was new for the Compton Center. At that time, the committee had no track record in merging planning and budgeting, and the review team had no basis on which to judge consistency or fairness in the allocation of resources to pursue objectives. During the May 2007 visit, the review team requested minutes of the Planning and Budgeting Committee to assess its progress; those minutes were not provided. Further, a senior member of the Compton District staff told the review team there was concern that the current configura-

tion of committees might not be appropriate for managing Compton Center and that a new committee configuration was being considered. For these reasons, the review team could not assess the activities of the Planning and Budgeting Committee regarding distribution of resources.

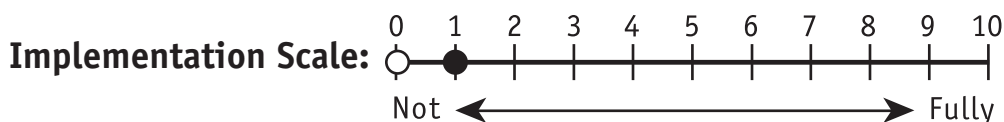
3. Resource allocations continued to be inconsistent with the objectives of categorical programs. In the previous two reports, training and written procedures for categorical program managers and business office staff overseeing those programs were recommended. Compton Center officials provided no substantial evidence that these recommendations had been addressed. The lack of action on recommendations and continuing lack of precision in the management of categorical funds was substantiated by the Compton District's financial audit for the year ending June 30, 2007 and by the Compton Center's Provost in a written response to the January 2008 findings. (See Standard 1.5 for details on categorical and compensatory funds management.)

The following actions are still needed:

- Establish long-range plans for the Compton Center to serve the purposes of the Compton-El Camino partnership and provide a basis for consistent and fair allocation of resources to accomplish the objectives of those plans.
- Clarify resource allocation responsibilities and processes by using the master list of Compton Center committees to create a chart displaying the flow of advice and plans through the system to the Special Trustee/Board of the Compton District and officials at El Camino College.
- Fully staff and render fully operational the committee structure for the Compton Center.
- Establish and implement written directives and controls to ensure compliance with the laws governing categorical funds so they are spent for their intended purposes.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Self-Rating:	1
July 2008 Rating:	1



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. Standard II-A El Camino College – Institutional Self Study in Support of Reaffirmation of Accreditation
3. El Camino College Compton Center Spring 2008 schedule of classes
4. (July 2008) Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District
5. FCMAT Academic Achievement site visit, Compton Community College May 2008
6. Minutes of CCC meetings
7. El Camino College Compton Center Bargaining Contract, Article X Evaluation
8. Curriculum Handbook for El Camino College
9. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. No revised El Camino College board policy was presented to the review team requiring that a course outline of record and faculty-created syllabus be filed for every course offered in keeping with ACCJC Standard II-A 1c.
2. Curriculum management planning for the Compton Center now meets minimum adequacy when compared to the Quality Criteria (see Exhibit 2.3.1).

Exhibit 2.3.1 lists the quality criteria for curriculum management planning and the review team's current assessment of El Camino College Compton Center curriculum management.

Exhibit 2.3.1

**Quality Criteria for a Curriculum Management Planning Framework
and Review Team Assessment
El Camino College Compton Center, May 2008**

	April 2007		May 2008	
Characteristic	Adequate	Inadequate	Adequate	Inadequate
Design and Delivery:				
1. Describes the philosophical framework for the design of the curriculum (interdisciplinary learning, shared experiential learning, challenging and rigorous, critical thinking)	X		X	
2. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members.	X		X	
3. Presents the format and components of aligned course outlines.	X		X	
4. Directs Title 5 requirements be included in the curriculum.	X		X	
5. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery.		X		X
Review:				
6. Identifies a periodic cycle of curriculum review of all subject areas.	X		X	
7. Describes the timing, scope, and procedures for curriculum review.	X		X	
8. Presents procedures for monitoring curriculum delivery.		P*		P*
Assessment:				
9. Specifies overall assessment procedures to determine curriculum effectiveness.		X	X	
10. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction.		X		X
Dissemination:				
11. Establishes a communication plan for the process of curriculum design and delivery.	X		X	

P* = Partially satisfied

As noted in Exhibit 2.3.1, eight of the 11 quality criteria have now been met. This is considered adequate by FCMAT and ACCJC standards. Characteristic 9 calls for specifying overall assessment procedures to determine curriculum effectiveness. The El Camino College Academic Senate has developed Guiding Principles of SLO Assessment Cycles, which call for curriculum planning, budget decisions, and evaluation of student learning to be informed by assessment results.

The following was noted concerning the remaining three inadequate characteristics:

Characteristic 5: No progress has been made to develop new policy or revise current policy directing Compton Center professional development or the design of a current Center professional development plan. (See Standards 5.1 and 5.2)

Characteristic 8: Formal procedures for monitoring curriculum delivery at Compton Education Center have not been developed or implemented. (See Standard 5.7)

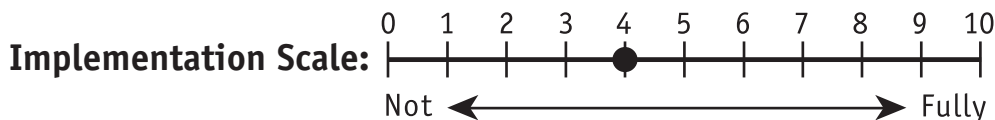
Characteristic 10: The review team was not provided new or revised El Camino College board policy, procedures, or requirements for Compton Center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. (See Standard 1.2)

3. This standard has not yet been met even though Compton Center personnel continue to work collaboratively with El Camino College personnel in development of SLO/Assessments (see Standard 5.7). The El Camino College Academic Senate ratified five core institutional student learning outcomes (referred to as core competencies) in May 2007. According to the El Camino College self-study for accreditation, 323 courses have developed SLOs, with 31 courses in the process of developing assessments. Compton Center and El Camino main campus personnel are considering the inclusion of SLOs as a link in the Curricuware database of course outlines of record.

The review team will review newly created and revised course outlines of record using the quality curriculum criteria during the next visit.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Self-Rating:	6
July 2008 Rating:	4



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:

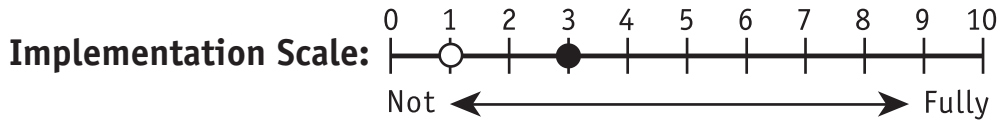
1. ACCJC Standard II
2. El Camino College Compton Center Bargaining Unit Contract, Article X, Evaluation
3. Curriculum Handbook for El Camino College
4. FCMAT Academic Achievement site visit, Compton Community College, May 2008
5. Faculty and administrator interviews
6. Draft Compton Center faculty-created course syllabi templates

Progress on Implementing the Recommendations of the Recovery Plan:

1. The El Camino Curriculum Handbook has not been updated to include the requirement that Compton Center faculty align their syllabi course objectives in content and context with the course outlines of record.
2. The review team was presented with draft syllabi templates developed by Compton Center personnel with plans for requiring faculty to craft their syllabi using agreed-upon templates. Two workshops for syllabus construction were held. Included in the seminar agenda and facilitator PowerPoint was a reference to aligning syllabi with the course outlines of record. Center administrators reported that 25 of 81 faculty members were in attendance. Compton administrators expressed concern over the lack of personnel to conduct sufficient reviews of course syllabi as required in the bargaining unit contract. El Camino College administrators explained that the newly appointed Associate Dean of Academic Affairs will have the responsibility for assisting the Center's deans in reviewing the course syllabi.
 - a. The review team will review newly created and revised course outlines of record using the quality curriculum criteria during the next visit (see Standard 2.3). In addition, when syllabi are developed for these courses, the review team will check them for alignment with course outlines of record.
 - b. Progress has been made concerning requirements for alignment of textbooks and supplemental materials. The review team was provided a draft board policy designed to replace current El Camino College board policy on textbooks and instructional materials. This draft policy states, "The official course outline of record sets forth the goals and objectives of each individual course of study. All texts and other materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of study."
 - c. Linkage of instructional strategies with course objectives in the syllabi still needs to be addressed.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Self-Rating: 6
July 2008 Rating: 3



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. El Camino College District board policies
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Update to 2004 El Camino College Technology Plan, revised April 16, 2007
4. FCMAT Academic Achievement site visit, El Camino College Compton Center, October 2007
5. Classroom observations
6. Visits to classrooms, labs, the library, and the Learning Resource Center (LRC)
7. Interviews with librarians, Learning Resource Center faculty, El Camino and Compton Center technology personnel, administrators, and students

Progress on Implementing the Recommendations of the Recovery Plan:

1. Due to the suspension of the Technology Committee in 2006-07, progress on the technology planning recommendations of the Assessment and Recovery Plan of April 2007 has been slow. Most of the progress reported was in equipment acquisition and online program expansion. However, the Information Technology leaders from the Compton Center and the main El Camino College campus have revived the committee and have scheduled a meeting during the last week of the semester. The planning will begin with an audit of what is working and what is not. If this first step is successful, the leaders envision the full five-year, comprehensive, strategic plan development for technology to begin this summer.

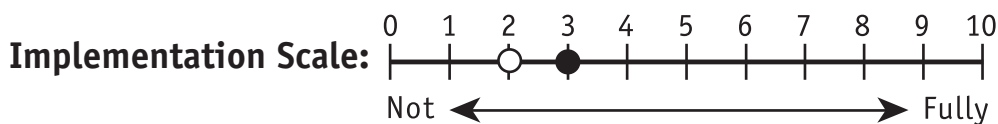
The Compton Center faculty and administration should collaborate with El Camino College faculty and administration to accomplish the following:

- a. Develop policies and procedures clearly defining the mission and philosophy of the Compton Center's educational technology program, especially as it pertains to use of technology in the classroom to support the teaching and learning process.
- b. Require regular reports from each division chair regarding the integration of computer skills and technology into the daily instructional program.
- c. Use the Technology Plan 2005-2010 (including the 2006-07 update) as a starting point this summer to develop a comprehensive, long-range technology plan that addresses the quality components specified below:
 - A technology philosophy including a technology mission statement.
 - Ongoing assessment of faculty and student technology capability using measurable standards of performance.
 - Ongoing assessment of the educational technology program with measurable standards for improvement.

- Faculty training with measurable standards related to equipment, application, and instructional integration.
 - Center-wide equipment standards.
 - An implementation budget.
 - A maintenance budget.
- d. Survey the administrators and faculty to determine current levels of technology proficiency and design professional development strategies to address immediate deficiencies.
- e. Encourage every faculty member to develop competency using computers to enhance instruction.
- f. Develop expectations for use of integrated technology by students and by faculty. Assign accountability for this dimension of the curriculum to faculty and department/division chairs, and include it in the Compton Center's processes for program evaluation, student assessment, and personnel appraisal.
- g. Require periodic reports regarding the level of faculty competence and the integration of technology into the curriculum.

Standard Implemented: Partially

April 2007 Rating: 2
 January 2008 Rating: 3
 July 2008 Self-Rating: 4
 July 2008 Rating: 3



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. El Camino Community College Compton Center FCMAT Academic Achievement site visits, 2007 and May 2008
3. Listing of El Camino College courses and status of SLOs for those courses
4. Course outlines and syllabi approved by El Camino College
5. Interviews with Compton Center administrators and students, and El Camino College administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton campus and the main El Camino College campus have formed a joint committee to develop SLOs and are making substantial progress, but SLOs have not been developed for many Compton Center courses (see Standard 2.3). However, there is a plan or time line for completing SLOs for all courses and activities.
2. Individual student education plans are automated, but controls to ensure that each student has an education plan and that the plan is current are lacking. Compton Center officials do not conduct random quality checks of student education plans or generate lists of students who have no plans. Officials state they have no plans to implement these controls.

The following actions are recommended to comply with the standard:

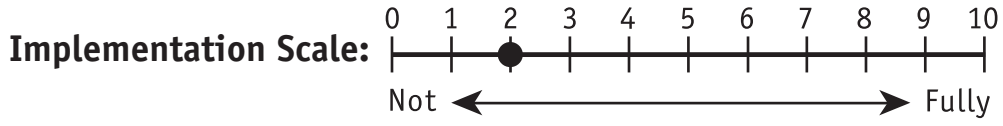
- Compton Center and El Camino faculty and staff members should continue and accelerate their joint efforts to develop all SLOs as required by ACCJC.
- Whenever practical, these efforts should draw on the work already completed by the Compton Center faculty.

With regard to individual education plans, the Compton Center staff should:

- Establish and/or enforce controls that require students to complete and update their individual plans at appropriate times.
- Automatically generate periodic reports to identify students who have not prepared education plans and take action to have them completed.
- Conduct a random check of the quality of individual education plans and, where appropriate, advise students to set more challenging achievement goals.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Self-Rating: 4
July 2008 Rating: 2



**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 2007-2008, Compton Center Edition
2. El Camino College Student Handbook 2007-2008, Compton Center Edition
3. Review of 206 Spring 2008 El Camino College, Compton Center syllabi
4. California Postsecondary Educational Commission (CPEC) Transfer Pathways
5. Interviews of five students
6. Observations of 85 classes
7. Interviews with six counselors
8. Interviews with three administrators

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 edition of the Student Handbook.
2. There is increasing evidence that the behavioral expectations for students are being reinforced in class materials distributed to students, in particular, course syllabi. Exhibit 3.5.1 presents a break-down of references to behavioral expectations cited in syllabi:

Exhibit 3.5.1

Behavioral Expectations from Course Syllabi Review (N=206)

May 2008

Catalog/Student Handbook Reference	Individual Instructor Policy	Individual Policy & Catalog/ Student Handbook Reference	No Policy
5	69	9	123

As a percentage of syllabi reviewed compared to the Fall 2007 semester, there are now fewer syllabi without any behavioral expectations policy statement and a doubling of syllabi with individual faculty policy statements. This shows improvement in communicating high expectations for the behavior of students. On the other hand, almost 60% of syllabi don't include these expectations.

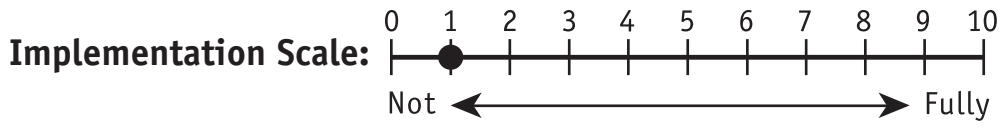
Observations of classes during this visit found fewer students walking in and out of classrooms during instruction, receiving cell phone calls in class, or walking out of class to talk on the phone. However, chronic tardiness of students continues to be a substantial problem. The review team observed students walking into class 15, 20, 30 and in one case 40 minutes late.

In two instances when visiting classes at the beginning of the scheduled time, faculty members told the review team to return in 10 or 15 minutes since students come in late and classes don't begin on time. In these cases, the observations indicate that high expectations for attendance are not reinforced at the classroom level.

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 on-line educational plan system introduced by the El Camino College staff. It does appear, however, that the training needs to be reinforced. Some counselors still fill out the education plans by hand and then type them into the computer, rendering the process inefficient. The Colleague student database provides the ability to monitor student educational plans online to determine if they are following the plan, but this aspect has not yet been implemented.
5. The Fall 2007 Student Profile report for Compton Center demonstrates that 30% of students did not stay in their courses until the end of the semester. It also showed that 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 the transfer numbers 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 numbers for the Compton Center 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. While student goals are a lagging indicator of achievement, and because over 88% of Compton Center students attend part-time, transfer numbers do not always reflect the achievement of current student goals. Nevertheless, these transfer numbers are shockingly low. Additionally, transfer from the Compton Center to universities will become even more difficult to track, given that the students are now El Camino College students.
6. No poll of students concerning expectations has been conducted, and students are typically not involved in faculty evaluations on a regular basis. The new evaluation policy negotiated in the latest collective bargaining agreement provides for student evaluations as part of the "comprehensive" evaluation process, though it is not mandatory. There is no consistent way to solicit student feedback if a poll is not taken.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Self-Rating: 4
July 2008 Rating: 1



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 District board policies
2. El Camino College Compton Center bargaining unit contract
3. Spring 2008 Schedule of Classes
4. FCMAT Academic Achievement site visit, El Camino College Compton Center, October 2007
5. Visits to 84 classrooms, the library, and the learning resource center (LRC)
6. Interviews with El Camino College and Compton Center administrators, the Special Trustee, faculty, and students

Progress on Implementing the Recommendations of the Recovery Plan:

1. The class schedule for fall semester 2007 was redesigned to eliminate the problems noted in the FCMAT Comprehensive Assessment, April 2007. The schedule is consistent with the main El Camino College campus, and classes have a common change time so there are fewer overlapping class sections. Currently, classes are generally well-balanced, with a minimum of 15 students in most sections. The class fill average increased in fall 2007 to 46.9%, up from the previous fall semester average of 39.9%. For spring 2008, the class fill average rose to 64.3%, up from the previous spring semester average of 50.2%.
2. To further refine the schedule, division chairs met with the faculty in their areas to develop four semester plans of course offerings. The division chairs also created and implemented Friday/Saturday offerings as a further convenience for students. The fall 2008 Schedule of Classes will contain the first schedule of weekend/evening classes offered in a pattern that makes all general education class requirements for degree or transfer available during these time frames over a four-semester period.

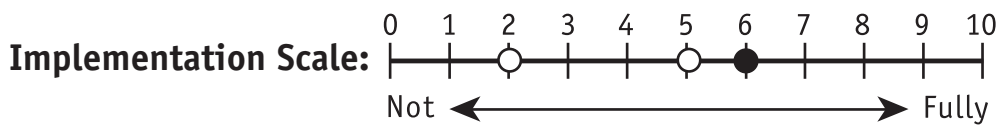
The Compton Center has also implemented a comprehensive outreach and student recruitment plan that included registration at the local high schools and an open house this spring.

3. In response to increased enrollment in Nursing and Life Science, the Compton Center added four new full-time faculty members. Adjunct faculty were also hired in other areas. All of the applicants were screened through Human Resources to confirm their faculty service areas (FSAs).

4. The Compton Center should continue to:
 - a. 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.
 - b. Utilize a standardized schedule for class start and end times.
 - c. Expand the center's 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.
 - d. Scrutinize the FSA qualifications of all new faculty hires, both contract and adjunct, prior to employment.

Standard Implemented: Partially

April 2007 Rating: 2
 January 2008 Rating: 5
 July 2008 Self-Rating: 6
 July 2008 Rating: 6



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, 2007-08 Catalog
3. El Camino College Compton Center Spring 2008 Course Schedule
4. ACCJC Standard II-A 1b, 2c
5. Faculty Development Project Summary and individual faculty plans
6. Class and computer lab sessions observation data
7. FCMAT Academic Achievement site visit, Compton Community College, May 2008
8. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. A comprehensive, long-range professional development plan has not been developed for the Compton Center. Efforts in Compton Center staff development planning and implementation have only recently been reinstated with the hiring of an adjunct faculty member (20% load) to serve as staff development coordinator and the implementation of the Faculty Development Project. The Staff Development and Flex Day Committees have not yet been reinstated.
2. Efforts to hire and utilize the services of a research analyst to use data to develop a plan for professional development through the Compton Center staff development committee were set aside in favor of utilizing the services of such personnel at El Camino College.
3. The review team was not able to review new or revised course outlines of record for specific examples of how to teach key concepts/skills in the classroom during this visit. This review will be conducted during the next visit. (See Standard 2.3.)
4. Evidence of ongoing faculty professional development in the use of varied instructional strategies was not presented to the review team. Professional development offerings since the last visit consisted primarily of syllabus and SLO development activities. Only 25 of the Center faculty attended the flex day devoted to syllabus development. The Center has not utilized the El Camino College professional development database to monitor faculty participation in professional development for follow-up and on-the-job application (see Standard 5.2).

Exhibit 3.12.1 includes faculty activities observed in the 65 classes visited along with observations made in earlier visits. The segments of classroom activities observed were brief, normally 5-10 minutes in duration.

Exhibit 3.12.1

Snapshot Record of Faculty Activities During On-Site Visit El Camino College Compton Center, May 2008

Division	#Classes Visited	At Desk		Lecture		Small Group		Q & A		Assisting		*Use Tech.		**Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Natural Sciences															
2006	5	0	0%	4	80%	0	0%	0	0%	1	20%	1	20%	0	0%
2007	12	2	16.66%	6	50%	0	0%	0	0%	2	16.66%	3	25%	2	16.66%
2008	9	0	0%	8	88.88%	0	0%	0	0%	0	0%	3	33.33%	1	11.11%
Mathematical Sciences															
2006	13	4	30.76%	5	38.46%	0	0%	3	23.07%	0	0%	0	0%	1	7.69%
2007	11	3	27.27%	7	63.63%	0	0%	1	9.09%	0	0%	0	0%	0	0%
2008	12	0	0%	5	41.66%	0	0%	6	50%	0	0%	1	8.33%	1	8.33%
Industry and Technology (Voc-Tech)															
2006	11	4	36.36%	0	0%	2	18.18%	1	9.09%	4	36.36%	0	0%	0	0%
2007	2	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	1	50%
2008	2	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%
Behavioral and Social Sciences															
2006	4	2	50%	2	50%	0	0%	0	0%	0	0%	0	0%	0	0%
2007	7	2	28.57%	1	14.28%	0	0%	1	14.28%	0	0%	0	0%	3	42.85%
2008	11	1	9.09%	4	36.36%	0	0%	2	18.18%	0	0%	0	0%	4	36.36%
Fine Arts															
2006	1	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%
2007	2	0	0%	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%
2008	6	2	33.33%	3	50%	0	0%	0	0%	0	0%	0	0%	1	16.66%
Humanities															
2006	10	5	50%	4	40%	0	0%	0	0%	0	0%	0	0%	1	10%
2007	10	0	0%	9	90%	0	0%	0	0%	0	0%	1	10%	1	10%
2008	13	0	0%	7	53.84%	0	0%	5	38.46%	1	7.69%	0	0%	0	0%
Business															
2006	7	3	42.85%	3	42.85%	0	0%	0	0%	0	0%	0	0%	1	14.28%
2007	6	3	50%	1	16.66%	0	0%	0	0%	2	33.33%	0	0%	0	0%
2008	5	1	20%	3	60%	0	0%	1	20%	0	0%	2	40%	0	0%
Health Science and Athletics															
2006	6	1	16.66%	1	16.66%	0	0%	0	0%	1	16.66%	2	33.33%	3	50%
2007	3	1	33.33%	0	0%	0	0%	0	0%	1	33.33%	0	0%	1	33.33%
2008	7	0	0%	1	14.28%	0	0%	2	28.57%	4	57.14%	0	0%	0	0%
Subtotals 2006	57	20	35.08%	19	33.33%	2	3.50%	4	7.01%	6	10.52%	4	7.01%	6	10.52%
Subtotals 2007	53	11	20.75%	25	47.16%	0	0%	2	3.77%	6	11.32%	4	7.54%	9	16.98%
Subtotals 2008	65	5	7.69%	31	47.69%	0	0%	16	24.61%	5	7.69%	6	9.23%	8	12.30%
Totals	175	36	20.57%	75	42.85%	2	1.14%	22	12.57%	17	9.71%	14	8%	23	13.14%

*Use Tech: PowerPoint presentation, Using overhead projector, Showing film

**Other: Monitoring testing or other student activities, not engaged in instructional activities

Note: In some cases, the number of activities observed is not equal to the number of classrooms visited since technology may be used in combination with other classroom activities.

Exhibit 3.12.2 displays the type of activities in which students were involved at the time of the classroom observations in May 2008 and in observations made during the November 2006 and November 2007 visits.

Exhibit 3.12.2

Snapshot Record of Student Activities During On-Site Visit

El Camino College Compton Center, May 2008

Division	#Classes Visited	Seatwork		Q & A		Large Group Passive		Small Group		*Use Tech.		**Other	
		#	%	#	%	#	%	#	%	#	%	#	%
Natural Sciences													
Nov 06	5	1	20%	0	0%	4	80%	0	0%	0	0%	0	0%
Nov 07	12	2	16.66%	8	66.66%	0	0%	0	0%	0	0%	2	16.66%
May 08	9	0	0%	0	0%	8	88.88%	0	0%	0	0%	1	11.11%
Mathematical Sciences													
Nov 06	13	3	23.07%	3	23.07%	5	38.46%	1	7.69%	0	0%	1	7.69%
Nov 07	11	3	27.27%	1	9.09%	7	63.63%	0	0%	0	0%	0	0%
May 08	12	0	0%	6	50%	5	41.66%	0	0%	0	0%	1	8.33%
Industry and Technology													
Nov 06	11	5	45.45%	1	9.09%	0	0%	4	36.36%	4	36.36%	1	9.09%
Nov 07	2	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%
May 08	2	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%
Behavioral and Social Sciences													
Nov 06	4	1	25%	0	0%	2	50%	1	25%	0	0%	0	0%
Nov 07	7	1	14.28%	0	0%	3	42.85%	0	0%	0	0%	3	42.85%
May 08	11	1	9.09%	2	18.18%	4	36.36%	2	18.18%	0	0%	2	18.18%
Fine Arts													
Nov 06	1	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
Nov 07	2	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%
May 08	6	1	16.66%	0	0%	3	50%	0	0%	0	0%	2	33.33%
Humanities													
Nov 06	10	6	60%	0	0%	3	30%	0	0%	0	0%	1	10%
Nov 07	10	0	0%	5	50%	4	40%	0	0%	0	0%	1	10%
May 08	13	1	7.69%	5	38.46%	7	53.84%	0	0%	0	0%	0	0%
Business													
Nov 06	7	2	28.57%	1	14.28%	2	28.57%	0	0%	1	14.28%	2	28.57%
Nov 07	6	4	66.66%	1	16.66%	1	16.66%	0	0%	4	66.66%	1	16.16%
May 08	5	0	0%	1	20%	3	60%	0	0%	1	20%	1	20%
Health Sciences and Athletics													
Nov 06	6	2	33.33%	0	0%	1	16.66%	0	0%	0	0%	3	50%
Nov 07	3	0	0%	0	0%	1	33.33%	2	66.66%	1	33.33%	0	0%
May 08	7	0	0%	2	28.57%	1	14.28%	0	0%	0	0%	4	57.14%
Subtotals Nov 06	57	20	35.08%	5	8.77%	18	31.57%	6	10.52%	5	8.77%	8	14.03%
Subtotals Nov 07	53	10	18.86%	7	13.20%	25	47.16%	3	5.66%	5	9.43%	8	15.09%
Subtotals May 08	65	4	6.15%	16	24.61%	31	47.69%	2	3.07%	1	1.53%	12	18.46%
Totals	175	34	19.42%	28	16%	74	42.28%	11	6.28%	12	6.85%	28	16%

*Use Tech.: Following instructor PowerPoint on laptop, individual use of technical equipment

** Other: Testing, giving presentations, watching film, not engaged in educational activity

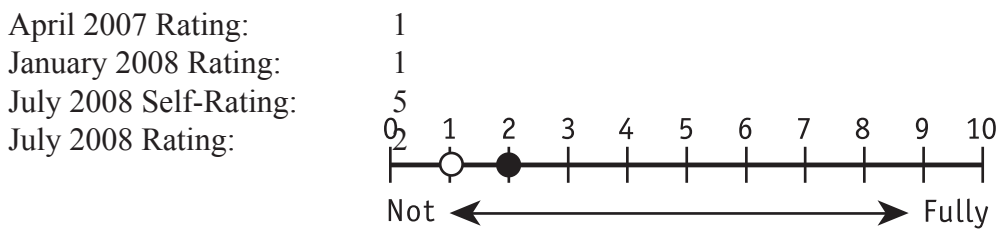
Note: In some cases, the number of activities observed is not equal to the number of classrooms visited since technology may be used in combination with other classroom activities.

Exhibits 3.12.1 and 3.12.2 reveal the following:

- The review team observed the faculty lecturing (while sitting at their desk or standing at the front of the class) in 47.69% of classes visited. Teachers were engaged in discussion (usually generating discussion by asking students questions) in 24.61% of classes visited for an increase of 11.41%. Faculty were conducting other activities (usually monitoring tests or other student activities) in 12.3% of the classes visited.
- Students were observed in large group passive activities in 47.69% of the classes during this current visit. In 24.61% of classes visited, students were involved in large group question and answer discussions with the instructor. The review team observed students in other activities (testing, giving presentations, watching a film, not engaged in educational activity) in 18.46% of the classes visited.
- Use of technology by faculty for instruction was observed in six of the 65 classes visited. Faculty were playing a video, using an overhead projector, or conducting a PowerPoint presentation. Use of technology by students in other than computer labs was observed in one of the 65 classes visited.
- The review team counted approximately 317 computers in the lab sessions visited. A total of 30 (9.46%) lab computers were being used by students during the visits. (See Standard 6.2.)

The administration and faculty of El Camino College and the Compton Center should collaborate to develop and implement a center staff development plan that focuses on increasing the use of a variety of instructional strategies and resources that address center students' diverse needs.

Standard Implemented: Partially



Implementation Scale:

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 2008
4. Interviews with administrators and faculty
5. Classroom observations
6. Standards set by the Accrediting Commission for Community and Junior Colleges, 2002
7. FCMAT Academic Achievement site visit, Compton Community College, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. All course outlines of record and most of the syllabi presented to the review team contain course objectives. Objectives in some syllabi are not aligned with the objectives in the course outlines of record. Training in syllabus production was provided to the faculty during the spring 2008 semester. The application of this training to syllabus production cannot be evaluated until new syllabi are produced for upcoming sessions. Advice for improved syllabi production was offered to several faculty members by the consultants in the Faculty Development Project conducted during the 2007-08 academic year. The ACCJC expectation is that “In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline” (ACCJC Standard II.A.6).

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 fall 2009.

There is a lack of a consensus among faculty members regarding the nature and use of SLOs.

- As commonly defined, a program SLO identifies what students will know and be able to do after completing a sequence of courses that constitute a program, e.g., ESL. A course-level SLO identifies what a student will know and be able to do on completion of a single course, e.g., ESL 2A.
- Course-level SLOs are designed to target the desired learning outcomes students should be able to demonstrate in some measurable form after instruction based on course objectives. Course objectives specify discrete knowledge, skills, and attitudes that constitute the body of learning in a single course; SLOs specify what students should be able to do on a macro

level as they use the discrete learning of a course to think in a comprehensive manner about a relevant topic that demands synthesis and application of several/all course objectives.

- 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 question of academic freedom was raised in connection with the design and use of SLOs. Curriculum, defined as what serves to focus and connect what gets taught and learned, is two-pronged. It involves design and delivery. Design refers to written documents that specify course content; delivery refers to how that written curriculum gets translated in the classroom through teaching and learning. The design (written courses of study, SLOs) is integral to the body of knowledge to be taught/learned and directs what gets taught; delivery is the art and science of teaching and promotes the academic freedom of faculty as they use professional ingenuity to help students learn. The designed curriculum is narrowed to specific knowledge and skills to be mastered within a course; delivery is broad to promote the academic freedom to use methodologies instructors find most beneficial to aid student learning.

Each SLO is measurable and may be measured by several assessment tasks: hands-on project, written explanation or solution, presentation, research report, interpretative essay, etc. The measurability of an SLO is specified by the verbs used to describe the learning outcome. Verbs that are not open to interpretation such as “describe,” “explain,” and “solve” are measurable, whereas those that are open to interpretation such as “discuss,” “show appreciation,” and “understand” can be misinterpreted and are unlikely to be used by all instructors to measure the same learning. A measurable SLO that is aligned with the content and skill of course objectives can be readily used to create assessments that are true measures of student attainment of course objectives.

2. A board policy to direct the alignment of course objectives, student learning outcomes (SLO), and course syllabi in every subject has not been developed.

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

- An expectation that course syllabi are designed to deliver the learning objectives established in the approved course outline of record.
- An expectation that the delivery of instruction adhere to the course objectives established in the approved course outline of record.
- An expectation that SLOs will be designed for every course outline of record and used by instructors to direct the measurement of student learning of course objectives.
- Board policy to direct the ongoing development of official course outlines of record that specify content and learning objectives for each course in every subject.

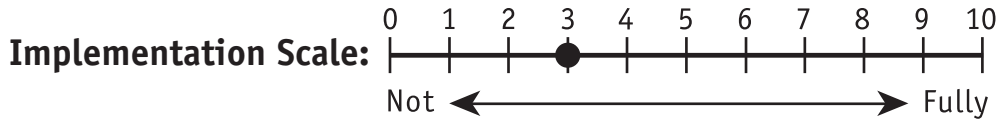
Standard Implemented: Partially

April 2007 Rating: 3

January 2008 Rating: 3

July 2008 Self-Rating: 5

July 2008 Rating: 3



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center courses outlines of record
3. Standards set by the Accrediting Commission for Community and Junior Colleges, 2002
4. Board policies for El Camino College and Compton Center
5. FCMAT Academic Achievement site visit, Compton Center, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. The self-evaluation report prepared by Compton staff (May 2008) indicated that assessment tools are being developed to measure student learning outcomes (See Standard 4.1). Of the SLOs submitted by several divisions, a few included assessments. According to the report prepared by staff, assessments have been designed for 39 out of 394 SLOs across eight divisions. From the small sample of SLO assessments provided, an adequate evaluation could not be made of how SLOs are measured or the nature of assessment tools used. The syllabi for Spring 2008 included an expanded list of measurement tools over previously reviewed syllabi. However, the review team did not have access to actual tools used to measure learning. 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 deeply 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. The data from such assessments need to be used by the faculty to improve learning and teaching and to engage in discussions of ways to deliver instruction to maximize student learning.
2. A board policy to direct Compton Center personnel in the design and use of assessment to measure student learning has not been developed.

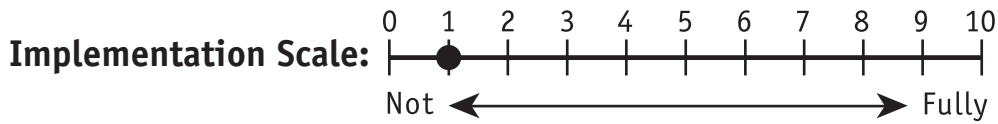
The administration and faculty of El Camino College and the Compton Center should continue collaboratively to accomplish the following:

- Develop assessment tools and approaches to measure student progress during the semester and the attainment of learning outcomes by the end of each course.
- Use data from assessments to monitor learning, to intervene through re-teaching to support each learner in attaining learning outcomes, and to promote the articulation of learning across courses.

- 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).
- Develop and implement a board policy that provides direction to Compton Center personnel in the design and use of assessments to measure student learning.

Standard Implemented: Partially

April 2007 Rating: 1
 January 2008 Rating: 1
 July 2008 Self-Rating: 6
 July 2008 Rating: 1



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. Board policies for El Camino College
4. Interviews with administrators and faculty
5. Standards established by the ACCJC, 2002
6. FCMAT Academic Achievement site visit, Compton Center, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since assessment tools to accompany course level SLOs are in the design phase and a sizable sample was not available for examination (see Standard 4.2), the review team could not 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 (completion date Fall 2009), with a projected goal of having SLOs and assessments at the program level by Fall 2010.

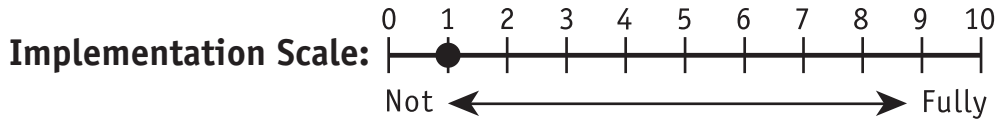
To fully comply with this standard and to meet the ACCJC Standard II-A 1c, which establishes the expectation that “the institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make 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. A board policy has not been developed to direct the design of assessment tools to evaluate courses and programs for the purpose of monitoring quality and relevance.

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.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Self-Rating: 4
July 2008 Rating: 1



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 the special trustee, administrators, and faculty
2. Board policies for El Camino College
3. Standards established by the ACCJC, 2002
4. FCMAT Academic Achievement site visit, Compton Center, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. A plan was not presented describing how data from student assessment or program evaluation will be managed and used by faculty and administration to improve program delivery and learning opportunities for students. The Program Review process allows for macro level evaluation of program effectiveness in a six-year cycle; however, processes for ongoing systematic evaluation during intervening years is not in place to maintain quality control.
2. 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.

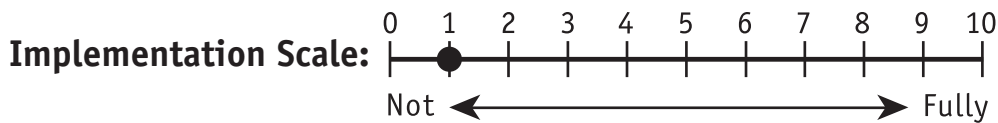
The El Camino College and the Compton Center should continue to address the following:

- Implement ACCJC Standard II-A, 2f: “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.”
- Design a plan for data management to provide the faculty and administration at the Compton Center 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.)
- Design a system to collect valid and reliable data at the course, program, certificate, and degree levels, as well as data on transitions and retention in four-year colleges, universities, and career-preparatory institutions.
- Establish a protocol for data analysis so that data are presented in user-friendly formats.
- 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.
- Establish 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.

- Assign and train personnel to administer the design and delivery of data collection, analysis, and use.
- Provide training in data use for administrators and faculty to address issues of student learning.
- Establish a board policy to direct the design of data collection and use to evaluate courses and programs for quality and relevance. The policy should establish the expectation that research and evaluation methods provide data for analyzing course and program effectiveness, tracking cohorts and conducting follow-up studies on graduates, transfer success rates in UC and CSU systems, and successful completion of degree and certificate programs by all students and significant subgroups (e.g., English learners).

Standard Implemented: Partially

April 2007 Rating: 1
 January 2008 Rating: 1
 July 2008 Self-Rating: 5
 July 2008 Rating: 1



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, Article X Evaluation
2. El Camino College Compton Center February 2008 Flex Day agenda
3. El Camino College Fall 2008 Flex Day, Compton Center Faculty Attendance Data
4. ACCJC Standard I
5. Faculty Development Project Summary and Individual Faculty Plans
6. FCMAT Academic Achievement site visit, Compton Center, May 2008
7. El Camino College, Compton Center Edition, 2008-09 Catalog
8. Various professional development workshop documents
9. Interviews with Center administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. Little progress has been made toward developing a comprehensive, long-range professional development plan that addresses all of the quality components recommended by FCMAT. However, renewed efforts in Compton Center staff development planning and implementation have recently been reinstated with the hiring of an adjunct faculty member (20% load) to serve as staff development coordinator. In addition, Center personnel state that data collected from the Faculty Development Project will be used in development of a campus professional development plan. To date the board has not reinstated the Center Faculty Development Committee. Center and El Camino College personnel concur that Center faculty are not currently formal participants on the El Camino College Faculty Development Committee.

Exhibit 5.1.1 presents the criteria and the review team's ratings of the Compton Center's professional development program against those criteria and compares current status with initial status in 2006.

Exhibit 5.1.1

Quality Criteria for Professional Development Planning and Review Team's Assessment El Camino College Compton Center, May 2008

Criteria	November 2006		May 2008	
	Adequate	Inadequate	Adequate	Inadequate
1. Has a policy that directs professional development effort	*Partially Satisfied			Inadequate
2. Has a plan that provides a framework for integrating innovations related to mission		Inadequate		Inadequate
3. Has a professional development mission in place	Partially Satisfied		**Partially Satisfied	
4. Is built using a long-range planning approach		Inadequate		Inadequate
5. Fosters an expectation for professional growth	Partially Satisfied		Partially Satisfied	
6. Provides for organizational, unit, and individual development in a systematic manner		Inadequate		Inadequate
7. Is for all employees	Partially Satisfied		Partially Satisfied	
8. Expects each supervisor to provide professional development to faculty and staff		Inadequate		Inadequate
9. Focuses on organizational change. Professional development efforts align with the district's goals	Partially Satisfied		Partially Satisfied	
10. Is based on a careful analysis of data and is data-driven	Partially Satisfied		Partially Satisfied	
11. Focuses on proven research-based approaches that have been shown to increase productivity		Inadequate		Inadequate
12. Provides for three phases of the change process: initiation, implementation, and institutionalization		Inadequate		Inadequate
13. Is based on human learning and development and adult learning		Inadequate		Inadequate
14. Uses a variety of professional development approaches		Inadequate		Inadequate
15. Provides for follow up and on-the-job application necessary to ensure improvement		Inadequate		Inadequate
16. Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, and is based on actual changed behavior		Inadequate		Inadequate
17. Provides for system-wide coordination and has a clearinghouse function in place		Inadequate		Partially Satisfied
18. Provides the necessary funding to carry out professional development goals		Inadequate		Partially Satisfied
Percent Adequate or Partially Satisfied	33%		39%	

*Partially Satisfied in 2006: The criterion for professional development design, while satisfied, was found in documents that were no longer functioning as guidance for professional development.

**Partially Satisfied in 2008: Dialogue about professional development activities and planning for professional development continues but no formalized plan developed and implemented.

Exhibit 5.1.1 illustrates that during this current visit, El Camino College Compton Center professional development program planning design partially satisfies seven of the 18 criteria for professional development planning, or 39%. This is 6% higher than it was in November 2008. None of the criteria for a high quality professional development program was rated as fully adequate.

When the Compton Center designs and implements a long-range professional development plan including at least 70% of the 18 criteria for planning design listed in Exhibit 5.1.1, this standard will be met.

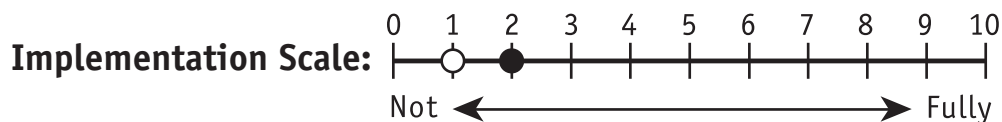
Criterion 17 has been partially satisfied. A staff development coordinator has been identified to coordinate professional development activities and serve a clearinghouse function at the Center. The Compton Center Staff Development and Flex committees have not yet been re-instated by the board. There is no Compton Center representation on the El Camino College Faculty Development Committee to ensure coordination of efforts between the two campuses.

No significant progress has been made for Criteria 1-9, 11, 13, and 18.

The review team observed and Center administrators concurred that most of the initial data collected by external consultants for the Faculty Development Project is not explicit enough for planning professional activities for improving and varying instructional pedagogy in Center courses. A plan for next steps for this project has not been developed and implemented. Such a plan should provide for refinement of individual plans, including constructive feedback about instructional pedagogy, follow-up professional development activities and on-the-job application. Until this happens, Criteria 10, 12, 14, and 15 will not be fully satisfied.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Self-Rating:	5
July 2008 Rating:	2



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 February 2008 Flex Day agenda
2. El Camino College February 2008 Flex Day Compton Center faculty attendance data
3. El Camino College Compton Center bargaining unit contract, Article X, Evaluation
4. Interviews of Center administrators and faculty
5. FCMAT Academic Achievement site visit, Compton Center, May 2008
6. Faculty Development Project summary and individual faculty plans
7. Various professional development workshop documentations

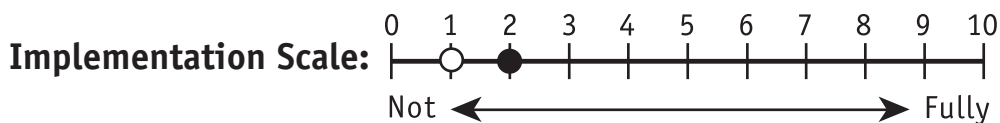
Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center personnel report that faculty from all divisions are encouraged to attend professional development activities as well as meetings related to their specific disciplines at the El Camino College main campus. Center personnel also reported that Center faculty participation in these El Camino College offerings varies with technology professional development being the most popular.
 - a. Flex day trainings since the review team's last visit have consisted primarily of SLO development and syllabus construction training. A "Celebrating Teaching and Learning Conference" in February 2008 held on the Compton Center campus focused on classroom practices/management. No other information about professional development offerings held on the Compton Center campus was provided; nor was evidence produced that professional development decisions are made based on a clearly articulated theory or model of adult learning. Reports were provided of professional development offerings held exclusively on the El Camino campus. These activities included technology workshops, facilitating active learning, service learning, brown bag activities in departments, and a workshop for classified personnel. Center faculty receive notice of professional development offerings via flyers, the Compton Center Web site, and by e-mail. Faculty members register for workshops online. Verification of professional development attendance occurs when faculty sign in at the workshop.
 - b. There is no specific directive in the new faculty evaluation process to link evaluation with professional development (see Standard 5.7). Compton administrators reported that the Faculty Development Project was an attempt to collect individual faculty evaluation data for professional development planning. Center faculty involved in making the decision to implement the project reported a different purpose for the project, stating that Center administrators informed them that this activity might ultimately serve as a model for other colleges to emulate (see Standard 5.1).

- c. The job description for Staff Professional Development Coordinator has been finalized and an adjunct faculty person hired for the position. The Compton Center Staff Development Committee as well as the Flex Day Subcommittee will resume work now that there is a staff development coordinator and once the board reinstates these entities. There are no agreed upon plans currently for continuing implementation of the Faculty Development Project (see Standard 5.1).
- d. A database of participation in professional development activities located on the Center campus has not been utilized to monitor professional development for equity across the divisions and to plan follow-up training. The El Camino College staff development department has maintained such a database of faculty participation in activities located on the El Camino campus. This database has been programmed to separate data about Center faculty but only for professional development on the El Camino campus. El Camino personnel stated that it is possible to program this database for collecting data on Center faculty participation in activities held on the Compton Center campus.
- e. No documentation was presented to indicate that Compton Center professional development activity evaluation is ongoing, uses multiple sources of information, focuses on all levels of the organization, or is based on actual changed behavior. The Faculty Development Project data source as described in Standard 5.1 contains information lacking specificity about individual faculty, division, and campus needs for professional development.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Self-Rating:	5
July 2008 Rating:	2



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

1. Collective bargaining contract, Article X, Evaluation, adopted May 10, 2007
2. Interviews with Compton Center and El Camino College administrators and faculty
3. FCMAT Academic Achievement site visit, Compton Center, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. The faculty evaluation process, ratified in the collective bargaining contract for 2007, was suspended for tenured faculty for the academic year 2007-08 and replaced with a mandatory Faculty Professional Development planning process conducted by the California College Brain Trust (CCBT). The regular evaluation process was conducted for the probationary faculty members. The regular evaluation process will be reinstated for all faculty in Fall 2008.

The review team examined the protocols designed to conduct the Faculty Professional Development program during the 2007-08 academic year and interviewed some participating faculty members. The review team examined a set of documents prepared as feedback by consultants to Compton Center faculty participants. Names of faculty members were redacted to protect privacy. Overall trends in feedback provided to faculty members included the following:

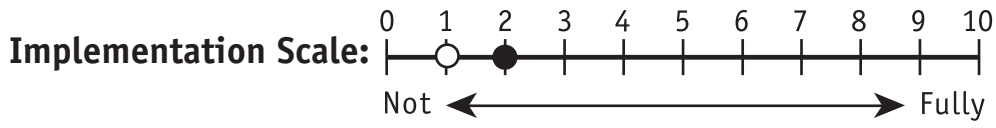
- support for faculty attending conferences;
- support for faculty to participate in professional organizations;
- support for upgrading instructional technology;
- suggestions for improvements to syllabi.

One document addressed specific areas for improvement of teaching and learning for enhanced student attainment of course objectives including content clarity, student engagement, assessment, and feedback.

2. The administration and faculty of El Camino College and the Compton Center need to fully and substantially implement the evaluation process with focused attention to “the improvement of instruction and educational services to students” as “the highest goal.” Such improvement should include an agreed-upon approach to providing constructive feedback, written or oral, accompanied by needed professional development.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Self-Rating: 5
July 2008 Rating: 2



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 views 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
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
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
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
2.4	A process is in place to maintain alignment among standards, practices, and assessments.	1	1	3
2.6	Sufficient instructional materials are available for students to learn.	1	2	3
2.10	The college has adopted a plan for integrating technology into curriculum.	2	3	3
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

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
3.4	Students are engaged in learning, and they are able to demonstrate and apply their knowledge.	2	2	3
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. El Camino Community College District Planning Summit Summary, April 2007, KH Consulting Group
2. El Camino Community College Compton Community Educational Center FCMAT Academic Achievement site visits, 2007 and May 2008
3. El Camino College Strategic Planning Process and El Camino Action Planning Process
4. Compton Community College District Institutional Standing Committees 2006-07
5. Compton and El Camino district policy manuals
6. Compton Community College District, Plan to Plan Meeting, Friday, November 10, [2007], agenda along with Planning Timeline by Activity and PowerPoint on the planning process.
7. Compton Board Policy 2.2, Institutional Standing Committees
8. Compton Center Budget and Planning Committee meeting minutes, 2007
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 review team was provided a flowchart that diagrammed the approval path for projects, plans, and policies. This chart was different from other information provided by Compton Center officials in that it omitted certain committees with planning responsibilities, such as the committees that developed the matriculation and enrollment management plans referred to in the findings under Standard 1.3. Documents provided the review team during its last visit identified at least seven committees responsible for producing plans; they were not reflected on the planning flowchart. The committee system outlined to the review team during its previous visit has been reconsidered (see findings for Academic Achievement Standard 1.4).
2. A written response to the review team's previous recommendations for this standard stated, in part: "It made sense to adopt the plans of El Camino and adapt them to fit Compton - at least for the present and possibly for the future." However, El Camino and Compton serve different populations and face different challenges.
3. Currently, there is no documented internal planning process for the Compton Center. The El Camino strategic and action planning process diagrams do not illustrate the processes unique to Compton Center.

To fully comply with the standard, the following actions are recommended:

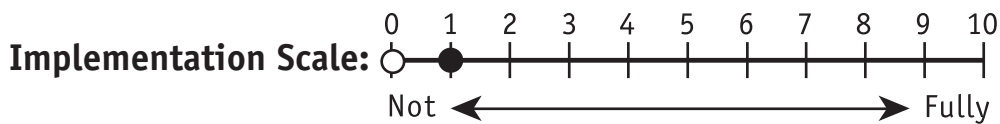
- Create and/or revise policy and administrative instructions to clearly describe the planning process for Compton Center, the individuals and organizations responsible for planning (including committees), and their functions. Provide a written overview

and flowchart of the planning process to show how the responsible individuals and organizations interact with each other to produce recommendations and plans and what plans they produce for the Compton Center. Distribute these documents to the faculty and staff.

- Designate joint committees composed of Compton District and El Camino faculty and staff members to scrutinize the Educational Master Plan and other plans prepared by the Compton Center faculty and staff to determine what, if any, elements of those plans can be salvaged.
- Establish long-term goals and initiate planning to provide a bridge from the current crises to conditions of stability.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Self-Rating: 1
July 2008 Rating: 1



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 policies 40201, Curriculum Review and Approval; 4260.1, Prerequisites and Other Limitations on Enrollment; and 6123, Curriculum Review and Approval
3. Curriculum Handbook for El Camino College
4. El Camino Community College Compton Community Educational Center FCMAT Academic Achievement site visits 2007 and 2008
5. Faculty and administrator interviews

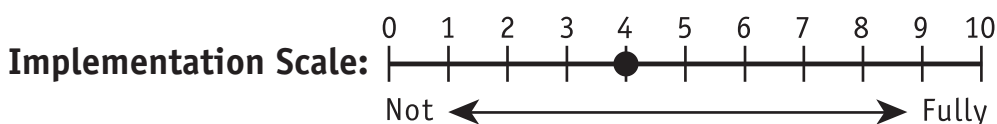
Progress on Implementing the Recommendations of the Recovery Plan:

1. No progress has been made on the recommendation for Compton Community College District to prepare for the return of Compton Center to local control by (1) adopting a policy that contains the curriculum management characteristics specified in Exhibit 2.3.1 and (2) adopting and refining the El Camino College Curriculum Handbook to meet the requirements of Compton Center students, faculty, and the ACCJC. Academic leaders maintain that guidance in El Camino documents is sufficient for now while they deal with more pressing matters (See Standard 2.3).
2. Faculties at both campuses report increasing collaborative contacts on curriculum matters. Cooperation is most notable on development of student learning outcomes (SLOs). Reports indicated that 323 courses have developed SLOs, with 31 courses in the process of developing assessments (See Standard 2.3).

To comply with the standard, Compton Center faculty should increase involvement in curriculum management, and the El Camino College curriculum management framework should be transplanted to the Compton District to satisfy the provisions of the MOU pertaining to the re-accreditation of the Compton Community College.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Self-Rating:	4
July 2008 Rating:	4



ACCJC Standard II-A: Instructional Programs

FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

Professional Standard:

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

Sources and Documentation:

1. ACCJC Standard II-A
2. Standard II-A El Camino College – Institutional Self Study in Support of Reaffirmation of Accreditation
3. El Camino College Compton Center Spring 2008 schedule of classes
4. (July 2008) Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District
5. FCMAT Academic Achievement Site Visit, Compton Community College May 2008
6. Minutes of CCC meetings
7. El Camino College Compton Center Bargaining Contract, Article X Evaluation
8. Curriculum Handbook for El Camino College
9. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. No revised El Camino College board policy was presented to the review team requiring that a course outline of record and faculty-created syllabus be filed for every course offered in keeping with ACCJC Standard II-A 1c.
2. Curriculum management planning for Compton Center now meets minimum adequacy when compared to the FCMAT Quality Criteria (see Exhibit 2.3.1).

Exhibit 2.3.1 lists the quality criteria for curriculum management planning and the review team's current assessment of El Camino College Compton Community Educational Center curriculum management.

Exhibit 2.3.1

**Quality Criteria for a Curriculum Management Planning Framework
and Review Team Assessment
El Camino College Compton Center, May 2008**

	April 2007		May 2008	
Characteristic	Adequate	Inadequate	Adequate	Inadequate
Design and Delivery:				
1. Describes the philosophical framework for the design of the curriculum (interdisciplinary learning, shared experiential learning, challenging and rigorous, critical thinking)	X		X	
2. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members.	X		X	
3. Presents the format and components of aligned course outlines.	X		X	
4. Directs Title 5 requirements be included in the curriculum.	X		X	
5. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery.		X		X
Review:				
6. Identifies a periodic cycle of curriculum review of all subject areas.	X		X	
7. Describes the timing, scope, and procedures for curriculum review.	X		X	
8. Presents procedures for monitoring curriculum delivery.		P*		P*
Assessment:				
9. Specifies overall assessment procedures to determine curriculum effectiveness.		X	X	
10. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction.		X		X
Dissemination:				
11. Establishes a communication plan for the process of curriculum design and delivery.	X		X	

P* = Partially satisfied

As noted in Exhibit 2.3.1, eight of the 11 quality criteria have now been met. This is considered adequate. Characteristic 9 calls for specifying overall assessment procedures to determine curriculum effectiveness. The El Camino College Academic Senate has developed Guiding Principles of SLO Assessment Cycles, which call for curriculum planning, budget decisions, and evaluation of student learning to be informed by assessment results.

The following was noted concerning the remaining three inadequate characteristics:

Characteristic 5: No progress has been made to develop new policy or revise current policy directing Compton Center professional development or the design of a current Center professional development plan. (See Standards 5.1 and 5.2)

Characteristic 8: Formal procedures for monitoring curriculum delivery at Compton Education Center have not been developed or implemented. (See Standard 5.7)

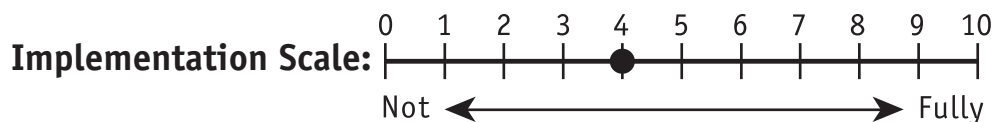
Characteristic 10: The review team was not provided new or revised El Camino College board policy, procedures, or requirements for Compton Center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. (See Standard 1.2)

3. Compton Center personnel continue to work collaboratively with El Camino College personnel in development of SLO/Assessments (see Standard 5.7). The El Camino College Academic Senate ratified five core institutional student learning outcomes (referred to as core competencies) in May 2007. According to the El Camino College self-study for accreditation, 323 courses have developed SLOs, with 31 courses in the process of developing assessments. Compton Center and El Camino main campus personnel are considering the inclusion of SLOs as a link in the Curricuware database of course outlines of record.

The review team will review newly created and revised course outlines of record using the quality curriculum criteria during the next visit.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Self-Rating:	6
July 2008 Rating:	4



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:

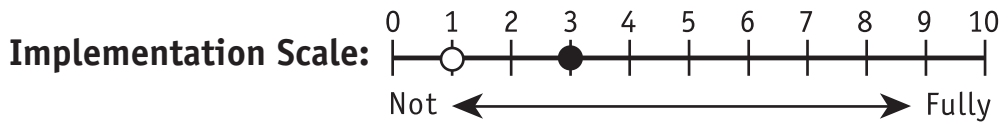
1. ACCJC Standard II
2. El Camino College Compton Center Bargaining Unit Contract, Article X, Evaluation
3. Curriculum Handbook for El Camino College
4. FCMAT Academic Achievement Site Visit, Compton Community College, May 2008
5. Faculty and administrator interviews
6. Draft Compton Center faculty-created course syllabi templates

Progress on Implementing the Recommendations of the Recovery Plan:

1. The El Camino Curriculum Handbook has not been updated to include the requirement that Compton Center faculty align their syllabi course objectives in content and context with the course outlines of record.
2. The review team was presented with draft syllabi templates developed by Compton Center personnel with plans for requiring faculty to craft their syllabi using agreed-upon templates. Two workshops for syllabus construction were held. Included in the seminar agenda and facilitator PowerPoint was a reference to aligning syllabi with the course outlines of record. Center administrators reported that 25 of 81 faculty members were in attendance. Compton administrators expressed concern over the lack of personnel to conduct sufficient reviews of course syllabi as required in the bargaining unit contract. El Camino College administrators explained that the newly appointed Associate Dean of Academic Affairs will have the responsibility for assisting the Center's deans in reviewing the course syllabi.
 - a. The review team will review newly created and revised course outlines of record using the quality curriculum criteria during the next visit (see Standard 2.3). In addition, when syllabi are developed for these courses, the review team will check them for alignment with course outlines of record.
 - b. Progress has been made concerning requirements for alignment of textbooks and supplemental materials. The review team was provided a draft board policy designed to replace current El Camino College board policy on textbooks and instructional materials. This draft policy states, "The official course outline of record sets forth the goals and objectives of each individual course of study. All texts and other materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of study."
 - c. Linkage of instructional strategies with course objectives in the syllabi still needs to be addressed.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Self-Rating: 6
July 2008 Rating: 3



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:

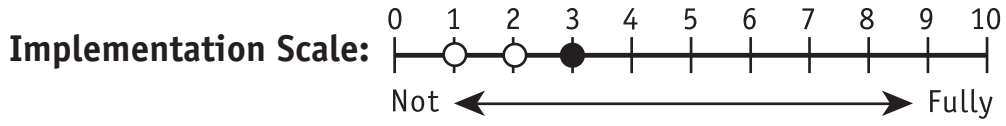
1. Visits to the library and the Learning Center
2. Interview with Learning Center Coordinator
3. Interviews with Compton Center Administrators
4. Interview with Librarian

Progress on Implementing the Recommendations of the Recovery Plan:

1. Because of flaws in the construction of the new library, the move into the new building has been postponed indefinitely. The LRC and library now have a budget to purchase materials and \$60,000 has been spent on purchasing new print materials. Some old materials have been culled from the collections in both locations as more new material has arrived on campus. There continues to be no evidence of a systematic plan to review and renew the collections, nor is there evidence of a comprehensive outreach plan to involve faculty in collection decisions, though faculty input is solicited in informal ways. In general, the approach to faculty involvement seems inconsistent. Noticeable progress has been made on this standard since the last visit. Besides new print materials in the Learning Center, two significant new software programs have been obtained for use on the new computers. These are New Century, which adds to the PLATO system, and Key Train for use with career/technical students. Finally, new DVDs in selected academic disciplines have been added to the collection. These developments are positive advances for the Learning Center and have significant potential to help students learn.
2. Through a contractual arrangement, El Camino College Bookstore operates the Compton Center bookstore on a very limited basis. The store has been open about one day per week. The contract is being redone and arrangements will be made for the store to be open two days per week. This arrangement, while better than not having a bookstore on campus as was the case last year, causes hardships for students. As the Center continues to grow in enrollment, these hardships will be increased unless bookstore hours continue to expand. Of course, the key to supporting a bookstore is adequate enrollment. The Center Enrollment Management Plan has the potential to increase enrollments and, hence, increase the bookstore hours.
3. The Title V grant that was in limbo for about a year has become active again, and a few grant-writing workshops have been conducted. This is a vehicle for library and learning center personnel to possibly write grants to supplement the Compton Center's instructional materials resources.

Standard Implemented: Partially

January 31, 2007 Rating: 1
January 2008 Rating: 2
July 2008 Self-Rating: 4
July 2008 Rating: 3



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. El Camino College District board policies
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Update to 2004 El Camino College Technology Plan, revised April 16, 2007
4. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007
5. Classroom observations
6. Visits to classrooms, labs, the library, and the Learning Resource Center (LRC)
7. Interviews with librarians, Learning Resource Center faculty, El Camino and Compton Center technology personnel, administrators, and students

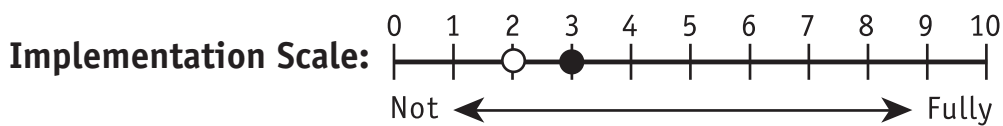
Progress on Implementing the Recommendations of the Recovery Plan:

1. Due to the suspension of the Technology Committee in 2006-07, progress on the technology planning recommendations of the Assessment and Recovery Plan of April 2007 has been slow. Most of the progress reported was in equipment acquisition and online program expansion. However, the Information Technology leaders from the Compton Center and the main El Camino College campus have revived the committee and have scheduled a meeting during the last week of the semester. The planning will begin with an audit of what is working and what is not. If this first step is successful, the leaders envision the full five-year, comprehensive, strategic plan development for technology to begin this summer.
2. The Compton Center faculty and administration should collaborate with El Camino College faculty and administration to accomplish the following:
 - a. Develop policies and procedures clearly defining the mission and philosophy of the Compton Center's educational technology program, especially as it pertains to use of technology in the classroom to support the teaching and learning process.
 - b. Require regular reports from each division chair regarding the integration of computer skills and technology into the daily instructional program.
 - c. Use the Technology Plan 2005-2010 (including the 2006-07 update) as a starting point this summer to develop a comprehensive, long-range technology plan that addresses the quality components specified below:
 - A technology philosophy including a technology mission statement.
 - Ongoing assessment of faculty and student technology capability using measurable standards of performance.
 - Ongoing assessment of the educational technology program with measurable standards for improvement.

- Faculty training with measurable standards related to equipment, application, and instructional integration.
 - Center-wide equipment standards.
 - An implementation budget.
 - A maintenance budget.
- d. Survey the administrators and faculty to determine current levels of technology proficiency and design professional development strategies to address immediate deficiencies.
- e. Encourage every faculty member to develop competency using computers to enhance instruction.
- f. Develop expectations for use of integrated technology by students and by faculty. Assign accountability for this dimension of the curriculum to faculty and department/division chairs, and include it in the Compton Center's processes for program evaluation, student assessment, and personnel appraisal.
- g. Require periodic reports regarding the level of faculty competence and the integration of technology into the curriculum.

Standard Implemented: Partially

April 2007 Rating: 2
 January 2008 Rating: 3
 July 2008 Self-Rating: 4
 July 2008 Rating: 3



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. El Camino Community College Compton Community Educational Center FCMAT Academic Achievement site visits, 2007 and May 2008
3. Listing of El Camino College courses and status of SLOs for those courses
4. Course outlines and syllabi approved by El Camino College
5. Interviews with Compton Center administrators and students, and El Camino College administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton campus and the main El Camino College campus have formed a joint committee to develop SLOs and are making substantial progress, but SLOs have not been developed for many Compton Center courses (see Standard 2.3). However, there is a plan or time line for completing SLOs for all courses and activities.
2. Individual student education plans are automated, but controls to ensure that each student has an education plan and that the plan is current are lacking. Compton Center officials do not conduct random quality checks of student education plans or generate lists of students who have no plans. Officials state they have no plans to implement these controls.

The following actions are recommended to comply with the standard:

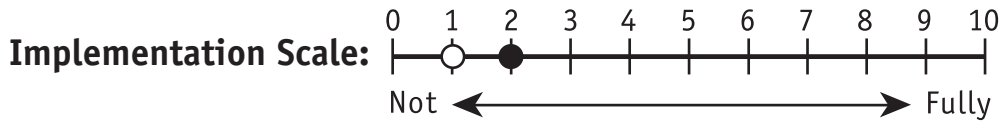
- Compton Center and El Camino faculty and staff members should continue and accelerate their joint efforts to develop all SLOs as required by ACCJC.
- Whenever practical, these efforts should draw on the work already completed by the Compton Center faculty.

With regard to individual education plans, the Compton Center staff should:

- Establish and/or enforce controls that require students to complete and update their individual plans at appropriate times.
- Automatically generate periodic reports to identify students who have not prepared education plans and take action to have them completed.
- Conduct a random check of the quality of individual education plans and, where appropriate, advise students to set more challenging achievement goals.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Self-Rating: 4
July 2008 Rating: 2



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. Review of 206 spring 2008 El Camino College, Compton Center Syllabi
2. Observations of 85 Classes
3. Interviews with five students
4. Interviews with five division chairs
5. Interviews with five instructional faculty and six counselors
6. Interviews with three administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Overall, there has been observable progress on this standard since the last visit. However, at this point no professional development plan has been developed for Compton Center faculty.

The professional development committee had been active and was planning a number of activities geared to student learning including a book club focused on improving instruction, a DVD on creating a classroom climate to support student learning, and a lecture club. These activities had been placed on hold to accommodate the peer review involving each full-time faculty member collaborating with faculty in their disciplines from other colleges. Based on the peer review, each faculty member created a personal professional development plan. Reviews of the plans revealed unevenness in their specificity. However, almost all of the documents contain general direction for improvement. One plan out of the 25 reviewed contained a fully developed specific plan. Overall, these plans provide little direction for engaging students in learning and having them demonstrate their knowledge. Some faculty attended a professional development activity in February, the Celebrating Teaching and Learning Conference, which dealt with some aspects of engaging students in learning. Observations of 85 classes revealed that in 48% of the classrooms students assumed a passive role in learning, typically listening to lectures. In 25% of other classes, students were engaged in some aspects of a large group question-and-answer period, typically involving a limited number of students answering questions. In only 3% of classes were students involved in small group work. Yet, these numbers showed improvement since the fall 2007 visit.

2. The Title V grant has been reactivated and the director has held two workshops on grant writing for Compton Center staff. These grant-writing workshops might help staff to secure funds for faculty development on a large scale or for individual faculty development to enhance faculty efforts to engage students in learning and demonstrate their knowledge.
3. A review of the 206 syllabi for the Spring 2008 semester, excluding nursing and telecourse syllabi, revealed ways in which faculty provide for students to demonstrate their learning. Exhibit 3.4.1 presents a breakdown of these activities:

Exhibit 3.4.1

Assessment Procedures from Course Syllabus Review (N=206)

May 2008

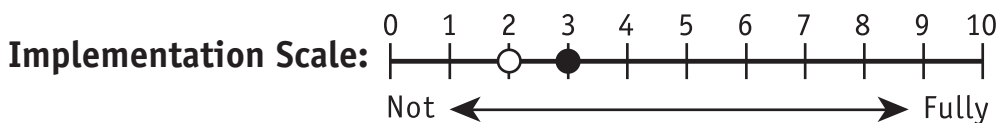
No Description	Exams Only	Exams and Quizzes	Exams, Quizzes, and Homework	Writing Assignments (term paper, essay, report)	Multiple (four or more) Techniques	Specialized Technique (e.g., demonstration)
19	7	24	94	10	42	10

There was some evidence of the use of authentic assessment techniques for students to demonstrate their learning. The use of journals, portfolios, student presentations, and problem-based projects appeared within the Multiple Techniques or Specialized Technique categories in Exhibit 3.4.1 above. These authentic techniques were demonstrated in a limited number of disciplines/programs. There was an increase in the use of multiple techniques compared to the fall 2007 semester and a decrease in the use of writing assignments only. The courses offered in the spring may vary from the courses offered in the fall semester.

4. This year there have been two workshops on syllabus construction with about 25-30 faculty members in attendance, and there have been two syllabus templates developed by faculty leaders. One template includes a section on assessment activities, and the other template contains a section on evaluation criteria. These templates may encourage faculty to reconsider the ways in which they have students demonstrate and apply their knowledge.
5. There is little use of learning communities beyond a few linked classes in the Humanities and Social Sciences. Problems have arisen in the scheduling of these linked classes and in counseling students into these blocked sections. The Center is anticipating, in cooperation with the El Camino College campus, beginning a “first-year experience” program in fall 2009 that has the potential to offer many more opportunities for learning communities, with linked classes and other interactive learning approaches. There has been some preliminary training of faculty in the first-year experience.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Self-Rating: 4
July 2008 Rating: 3



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
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
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
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
3.13	Faculty is provided with professional development on special needs, language acquisition, timely interventions, and culturally responsive teaching.	1	1	1
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
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

ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 1.5 - Planning Process - Compensatory Programs

Professional Standard:

Categorical and compensatory program funds supplement students in their pursuit of post-secondary education.

Sources and Documentation:

1. El Camino Community College Compton Community Educational Center 2007-08 Academic Year (Categorical Programs)
2. El Camino Community College Compton Community Educational Center 2007-08 list of federal and state programs
3. Categorical Programs Self-Evaluation for El Camino Community College District, February 7, 2007
4. El Camino Community College Compton Community Educational Center FCMAT Academic Achievement site visits, 2007 and May 2008
5. Student Support Services Program Review, El Camino Community College Compton Community Educational Center, June 15, 2007
6. Various e-mail messages between categorical/compensatory program directors and Business Office staff, and between the El Camino Business Office staff and review team members
7. Interviews with Compton District, Compton Center, and El Camino College administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the first review team visit, there has been little substantial, documented progress to address concerns in categorical fund operations. The Compton District's financial audit for the year ending June 30, 2007 (p. 62) found "material weaknesses" in the management of categorical funds including a lack of written procedures, as well as knowledgeable staff to oversee financial transactions, validate the transactions for legal compliance, and maintain appropriate records.
2. The financial audit report stated the following finding regarding specific categorical funds:
 - Findings 2007-21 through 2007-25 (pp. 72-78) contained descriptions of "material weaknesses" and "serious deficiencies" in the management of TRIO categorical funds that included the following:
 - a. Failure to implement financial controls recommended in a previous audit,
 - b. Lack of data to support expenditures in the amount of \$78,403,
 - c. Overdrafts or inappropriate drafts of funds for expenditures not incurred in the amount of \$16,934,
 - d. Lack of controls to prevent serving ineligible individuals, and
 - e. Contracts with ineligible vendors.
 - Finding 2007-27 (pp. 79-80), CalWORKS Program, identified transactions in the amount of \$165,126 that "do not appear to meet program requirements."

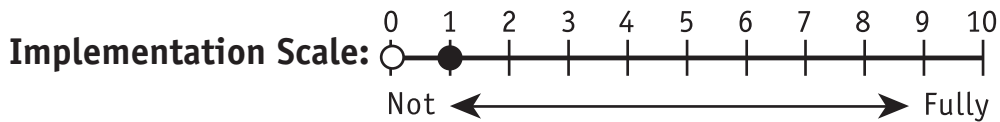
3. To correct these deficiencies, the financial auditing firm recommended the following actions: “A dedicated accountant should be assigned to the function of posting activity to the accounting records and preparing the required report schedules. Written procedures as to the individual Federal and State grant requirements should be prepared and updated for each grant/award received.”
4. In a written response to the financial audit report, prepared before the March 2008 publication of that report, district officials agreed with both the audit findings and the recommendations to correct the deficiencies. However, one month later, in April 2008, the district’s response to almost identical (January 2008) recommendations by the review team was that there was no need for written guidance because procedures for categorical funds were covered adequately in Title 5 of California state law. During the review team’s May 2008 visit, officials told the review team that instructions for management of categorical funds were needed, but could not be developed until a permanent Business Manager was hired for Compton Center. The review team did not consider this an acceptable statement. The absence of a Business Manager is precisely the type of circumstance in which written procedures are required to maintain continuity of operations. Further, expert assistance in writing such procedures was available from the El Camino Community College.
5. Also during the May 2008 visit, the review team was told that key business office staff and categorical program managers had been trained in how to document activity involving federal grants. (State grants were not mentioned.) The review team repeatedly requested a written list of the individuals who had been trained; the district staff did not provide the list. Therefore, the review team was unable to verify that training had taken place.
6. The review team was provided a one-page, unsigned Compton campus memorandum discussing expenditure verifications and cash drawdowns from the U.S. Department of Education. The document did not contain the level of detail necessary to address the problems that financial auditors and FCMAT have repeatedly identified. The memorandum and interviews with categorical fund program managers indicated that managers met monthly with business office representatives to review expenses and resolve discrepancies. However, there was no adequate written guidance to address the issues.
7. Responding to the recommendation that business office representatives experienced in management of categorical and compensatory funds should be assigned to monitor expenditures from those funds, the Compton District staff provided a list of employees said to be qualified for this task. However, as the Compton Center employees on that list were the same individuals overseeing the funds when deficiencies occurred and are the same individuals overseeing the funds while the deficiencies have remained unresolved, the review team concludes that the oversight recommendation has not been implemented and that the lack of expertise issue has not been satisfactorily resolved.
8. In summary, as of the May 2008 review team visit, there was no substantial documentary evidence the management of categorical funds had improved or that the recommendations of financial auditors or the review team had been implemented.

To fully comply with the standard, the following actions should be addressed:

- Prepare detailed administrative instructions regarding management and oversight procedures for categorical and compensatory funds. These instructions should be program-specific, describe authorized expenditures for the respective categorical funds, and describe procedures for the interactions between fund managers and the business office staff.
- Distribute these policies and administrative instructions to the categorical fund managers and the business office staff.
- Provide appropriate training in categorical fund management for program managers, program staffs, and financial management personnel.
- Employ/designate an employee with experience in categorical fund management to monitor categorical fund expenditures frequently and provide technical advice to categorical fund program managers.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Self-Rating: 2
July 2008 Rating: 1



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 District board policies
2. El Camino College Compton Center bargaining unit contract
3. Spring 2008 Schedule of Classes
4. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007
5. Visits to 84 classrooms, the library, and the learning resource center (LRC)
6. Interviews with El Camino College and Compton Center administrators, the Special Trustee, faculty, and students

Progress on Implementing the Recommendations of the Recovery Plan:

1. The class schedule for fall semester 2007 was redesigned to eliminate some of the problems noted in the FCMAT Comprehensive Assessment, April 2007. The schedule is consistent with the main El Camino College campus, and classes have a common change time so there are fewer overlapping class sections. Currently, classes are generally well-balanced, with a minimum of 15 students in most sections. The class fill average increased in fall 2007 to 46.9%, up from the previous fall semester average of 39.9%. For spring 2008, the class fill average rose to 64.3%, up from the previous spring semester average of 50.2%.
2. To further refine the schedule, division chairs met with the faculty in their areas to develop four semester plans of course offerings. The division chairs also created and implemented Friday/Saturday offerings as a further convenience for students. The fall 2008 Schedule of Classes will contain the first schedule of weekend/evening classes offered in a pattern that makes all general education class requirements for degree or transfer available during these time frames over a four-semester period.

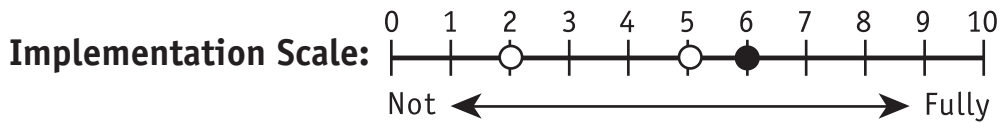
The Compton Center has also implemented a comprehensive outreach and student recruitment plan that included registration at the local high schools and an open house this spring.

3. In response to increased enrollment in Nursing and Life Science, the Compton Center added four new full-time faculty members. Adjunct faculty were also hired in other areas. All of the applicants were screened through Human Resources to confirm their faculty service areas (FSAs).

4. The Compton Center should continue to:
 - a. 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.
 - b. Utilize a standardized schedule for class start and end times.
 - c. Expand the center's 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.
 - d. Scrutinize the FSA qualifications of all new faculty hires, both contract and adjunct, prior to employment.

Standard Implemented: Partially

April 2007 Rating: 2
 January 2008 Rating: 5
 July 2008 Self-Rating: 6
 July 2008 Rating: 6



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, 2007-08 Catalog
3. El Camino College Compton Center Spring 2008 Course Schedule
4. ACCJC Standard II-A 1b, 2c
5. Faculty Development Project Summary and individual faculty plans
6. Class and computer lab sessions observation data
7. FCMAT Academic Achievement site visit, Compton Community College, May 2008
8. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. A comprehensive, long-range professional development plan has not been developed for the Compton Center. Compton Center staff development planning and implementation have only recently been reinstated with the hiring of an adjunct faculty member (20% load) to serve as staff development coordinator and the implementation of the Faculty Development Project. The Staff Development and Flex Day Committees have not yet been reinstated.
2. Efforts to hire and utilize the services of a research analyst to use data to develop a plan for professional development through the Compton Center staff development committee were set aside in favor of utilizing the services of such personnel at El Camino College.
3. The review team was not able to review new or revised course outlines of record for specific examples of how to teach key concepts/skills in the classroom during this visit. This review will be conducted during the next visit. (See Standard 2.3.)
4. Evidence of ongoing faculty professional development in the use of varied instructional strategies was not presented to the review team. Professional development offerings since the last visit consisted primarily of syllabus and SLO development activities. Only 25 of the Center faculty attended the flex day devoted to syllabus development. The Center has not utilized the El Camino College professional development database to monitor faculty participation in professional development for follow-up and on-the-job application (see Standard 5.2).

Exhibit 3.12.1 includes faculty activities observed in the 65 classes visited along with observations made in earlier visits. The segments of classroom activities observed were brief, normally 5-10 minutes in duration.

Exhibit 3.12.1

Snapshot Record of Faculty Activities During On-Site Visit

El Camino College Compton Center, May 2008

Division	#Classes Visited	At Desk		Lecture		Small Group		Q & A		Assisting		*Use Tech.		**Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Natural Sciences															
2006	5	0	0%	4	80%	0	0%	0	0%	1	20%	1	20%	0	0%
2007	12	2	16.66%	6	50%	0	0%	0	0%	2	16.66%	3	25%	2	16.66%
2008	9	0	0%	8	88.88%	0	0%	0	0%	0	0%	3	33.33%	1	11.11%
Mathematical Sciences															
2006	13	4	30.76%	5	38.46%	0	0%	3	23.07%	0	0%	0	0%	1	7.69%
2007	11	3	27.27%	7	63.63%	0	0%	1	9.09%	0	0%	0	0%	0	0%
2008	12	0	0%	5	41.66%	0	0%	6	50%	0	0%	1	8.33%	1	8.33%
Industry and Technology (Voc-Tech)															
2006	11	4	36.36%	0	0%	2	18.18%	1	9.09%	4	36.36%	0	0%	0	0%
2007	2	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	1	50%
2008	2	1	50%	0	0%	0	0%	0	0%	0	0%	0	0%	1	50%
Behavioral and Social Sciences															
2006	4	2	50%	2	50%	0	0%	0	0%	0	0%	0	0%	0	0%
2007	7	2	28.57%	1	14.28%	0	0%	1	14.28%	0	0%	0	0%	3	42.85%
2008	11	1	9.09%	4	36.36%	0	0%	2	18.18%	0	0%	0	0%	4	36.36%
Fine Arts															
2006	1	1	100%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%
2007	2	0	0%	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%
2008	6	2	33.33%	3	50%	0	0%	0	0%	0	0%	0	0%	1	16.66%
Humanities															
2006	10	5	50%	4	40%	0	0%	0	0%	0	0%	0	0%	1	10%
2007	10	0	0%	9	90%	0	0%	0	0%	0	0%	1	10%	1	10%
2008	13	0	0%	7	53.84%	0	0%	5	38.46%	1	7.69%	0	0%	0	0%
Business															
2006	7	3	42.85%	3	42.85%	0	0%	0	0%	0	0%	0	0%	1	14.28%
2007	6	3	50%	1	16.66%	0	0%	0	0%	2	33.33%	0	0%	0	0%
2008	5	1	20%	3	60%	0	0%	1	20%	0	0%	2	40%	0	0%
Health Science and Athletics															
2006	6	1	16.66%	1	16.66%	0	0%	0	0%	1	16.66%	2	33.33%	3	50%
2007	3	1	33.33%	0	0%	0	0%	0	0%	1	33.33%	0	0%	1	33.33%
2008	7	0	0%	1	14.28%	0	0%	2	28.57%	4	57.14%	0	0%	0	0%
Subtotals 2006	57	20	35.08%	19	33.33%	2	3.50%	4	7.01%	6	10.52%	4	7.01%	6	10.52%
Subtotals 2007	53	11	20.75%	25	47.16%	0	0%	2	3.77%	6	11.32%	4	7.54%	9	16.98%
Subtotals 2008	65	5	7.69%	31	47.69%	0	0%	16	24.61%	5	7.69%	6	9.23%	8	12.30%
Totals	175	36	20.57%	75	42.85%	2	1.14%	22	12.57%	17	9.71%	14	8%	23	13.14%

*Use Tech: PowerPoint presentation, Using overhead projector, Showing film

**Other: Monitoring testing or other student activities, not engaged in instructional activities

Note: In some cases, the number of activities observed is not equal to the number of classrooms visited since technology may be used in combination with other classroom activities.

Exhibit 3.12.2 displays the type of activities in which students were involved at the time of the classroom observations in May 2008 and in observations made during the November 2006 and November 2007 visits.

Exhibit 3.12.2

Snapshot Record of Student Activities During On-Site Visit

El Camino College Compton Center, May 2008

Division	#Classes Visited	Seatwork		Q & A		Large Group Passive		Small Group		*Use Tech.		**Other	
		#	%	#	%	#	%	#	%	#	%	#	%
Natural Sciences													
Nov 06	5	1	20%	0	0%	4	80%	0	0%	0	0%	0	0%
Nov 07	12	2	16.66%	8	66.66%	0	0%	0	0%	0	0%	2	16.66%
May 08	9	0	0%	0	0%	8	88.88%	0	0%	0	0%	1	11.11%
Mathematical Sciences													
Nov 06	13	3	23.07%	3	23.07%	5	38.46%	1	7.69%	0	0%	1	7.69%
Nov 07	11	3	27.27%	1	9.09%	7	63.63%	0	0%	0	0%	0	0%
May 08	12	0	0%	6	50%	5	41.66%	0	0%	0	0%	1	8.33%
Industry and Technology													
Nov 06	11	5	45.45%	1	9.09%	0	0%	4	36.36%	4	36.36%	1	9.09%
Nov 07	2	0	0%	0	0%	0	0%	1	50%	1	50%	0	0%
May 08	2	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%
Behavioral and Social Sciences													
Nov 06	4	1	25%	0	0%	2	50%	1	25%	0	0%	0	0%
Nov 07	7	1	14.28%	0	0%	3	42.85%	0	0%	0	0%	3	42.85%
May 08	11	1	9.09%	2	18.18%	4	36.36%	2	18.18%	0	0%	2	18.18%
Fine Arts													
Nov 06	1	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
Nov 07	2	0	0%	0	0%	1	50%	0	0%	0	0%	1	50%
May 08	6	1	16.66%	0	0%	3	50%	0	0%	0	0%	2	33.33%
Humanities													
Nov 06	10	6	60%	0	0%	3	30%	0	0%	0	0%	1	10%
Nov 07	10	0	0%	5	50%	4	40%	0	0%	0	0%	1	10%
May 08	13	1	7.69%	5	38.46%	7	53.84%	0	0%	0	0%	0	0%
Business													
Nov 06	7	2	28.57%	1	14.28%	2	28.57%	0	0%	1	14.28%	2	28.57%
Nov 07	6	4	66.66%	1	16.66%	1	16.66%	0	0%	4	66.66%	1	16.16%
May 08	5	0	0%	1	20%	3	60%	0	0%	1	20%	1	20%
Health Sciences and Athletics													
Nov 06	6	2	33.33%	0	0%	1	16.66%	0	0%	0	0%	3	50%
Nov 07	3	0	0%	0	0%	1	33.33%	2	66.66%	1	33.33%	0	0%
May 08	7	0	0%	2	28.57%	1	14.28%	0	0%	0	0%	4	57.14%
Subtotals Nov 06	57	20	35.08%	5	8.77%	18	31.57%	6	10.52%	5	8.77%	8	14.03%
Subtotals Nov 07	53	10	18.86%	7	13.20%	25	47.16%	3	5.66%	5	9.43%	8	15.09%
Subtotals May 08	65	4	6.15%	16	24.61%	31	47.69%	2	3.07%	1	1.53%	12	18.46%
Totals	175	34	19.42%	28	16%	74	42.28%	11	6.28%	12	6.85%	28	16%

*Use Tech.: Following instructor PowerPoint on laptop, individual use of technical equipment

** Other: Testing, giving presentations, watching film, not engaged in educational activity

Note: In some cases, the number of activities observed is not equal to the number of classrooms visited since technology may be used in combination with other classroom activities.

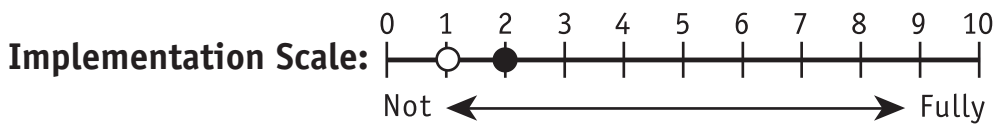
Exhibits 3.12.1 and 3.12.2 reveal the following:

- The review team observed the faculty lecturing (while sitting at their desk or standing at the front of the class) in 47.69% of classes visited. Teachers were engaged in discussion (usually generating discussion by asking students questions) in 24.61% of classes visited for an increase of 11.41%. Faculty were conducting other activities (usually monitoring tests or other student activities) in 12.3% of the classes visited.
- Students were observed in large group passive activities in 47.69% of the classes during this current visit. In 24.61% of classes visited, students were involved in large group question and answer discussions with the instructor. The review team observed students in other activities (testing, giving presentations, watching a film, not engaged in educational activity) in 18.46% of the classes visited.
- Use of technology by faculty for instruction was observed in six of the 65 classes visited. Faculty were playing a video, using an overhead projector, or conducting a PowerPoint presentation. Use of technology by students in other than computer labs was observed in one of the 65 classes visited.
- The review team counted approximately 317 computers in the lab sessions visited. A total of 30 (9.46%) lab computers were being used by students during the visits. (See Standard 6.2.)

The administration and faculty of El Camino College and the Compton Center should collaborate to develop and implement a center staff development plan that focuses on increasing the use of a variety of instructional strategies and resources that address center students' diverse needs.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Self-Rating:	5
July 2008 Rating:	2



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:

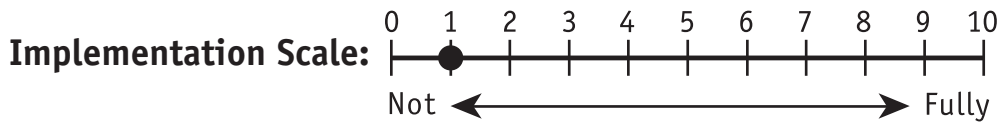
1. ACCJC Standard II-A 1a
2. Compton Center February 2008 flex day agenda
3. El Camino College February 2008 flex day, Compton Center faculty attendance data
4. El Camino College Compton Center Bargaining Unit Contract, Article X, Evaluation
5. Faculty Development Project summary and individual faculty plans
6. FCMAT Academic Achievement Site Visit, Compton Community College, May 2008
7. Various professional development workshop documents
8. Interviews with Center administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. A comprehensive, long-range professional development plan for the Compton Center has not been developed. Efforts in staff development planning and implementation at the Compton Center have only recently been reinstated with the hiring of an adjunct faculty member (20% load) to serve as staff development coordinator. In addition, Center administrators reported that data collected from the Faculty Development Project is to be used in developing a campus professional development plan.
2. The review team received no evidence that professional development opportunities were provided to faculty on special needs, language acquisition, timely interventions, and culturally responsive teaching as specified by ACCJC Standard II-A 1a. (See Standard 5.2.)
3. The Center has implemented the Faculty Development Project in an effort to provide individualized professional development for faculty (see Standard 5.7). A component of this project involves development of an individualized professional development plan for each Compton faculty member based on a self-assessment, interviews, observations, review of syllabi, and other data. These plans tend to include general recommendations such as conference attendance, using technology, participation in professional organizations, and enhancement of syllabi. Implementation of the new faculty evaluation system was postponed until fall 2008. Center administrators reported that the forms to be used for collecting data as part of this new evaluation system have not been developed, and further agreements with the faculty association are being negotiated in this regard.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Self-Rating: 4
July 2008 Rating: 1



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 2008
4. Classroom observations
5. Interviews with administrators, faculty, staff, and students
6. Assessment and accountability documentation for Compton Educational Center
7. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

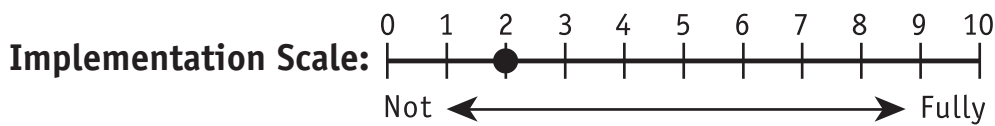
1. A system is not in place to provide data necessary to monitor the effectiveness of curriculum and instruction in preparing English learners for transition to basic skills, credit, and transfer courses.
2. Data on English learners' enrollment in ESL courses has been prepared for fall 2006 through spring 2008. The data show the number enrolled per course per semester. The 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.
3. Enrollment in non-credit ESL courses continues to grow, but transfer to credit courses has not occurred because most enrollees have not completed the full sequence of preparatory non-credit classes.
 - A part-time counselor was hired in January 2008 to facilitate academic planning for ESL students and promote student access to student services.
 - A five-year ESL/Basic Skills plan has been 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.
 - 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. Well-aligned course-level assessments to qualify ESL students to move to the next level course are lacking. Student placements, therefore, may not promote growth in language acquisition.

- Intervention services are available through tutorials and the language laboratory. Instructors refer students to these services. No data are collected on the effect of such interventions on student learning and there is no feedback loop to the referring instructor. Attendance records in the language lab show that few students attend regularly, and less than 5% of attendees completed 50% or more of the modules.
- Professional development in sheltered instruction has not been provided for instructors across disciplines to support English learner students' access to subject-specific content so they can achieve at a high level in all subjects.

4. A board policy has not been developed to provide direction to Compton Center faculty and staff in the design and delivery of a program of instruction for English language learners.

Standard Implemented: Partially

April 2007 Rating: 2
 January 2008 Rating: 2
 July 2008 Self-Rating: 4
 July 2008 Rating: 2



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:

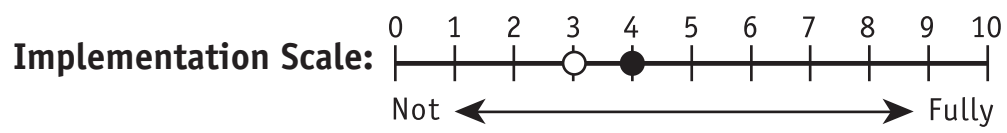
1. Interview with Dean of Students
2. Interviews with six counselors
3. Interview with Career Center administrator
4. Visit to Career Center and review of Career Center materials
5. Interview with Transfer Center Coordinator
6. Review of Transfer Center materials

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Center does not yet have a comprehensive career guidance and information system. 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.
2. There still is no formal collaboration between career/technical faculty and counseling to provide up-to-date information about careers for students, nor is there a plan to implement this.
3. 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.
4. 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 Self-Rating:	5
July 2008 Rating:	4



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
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
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

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:

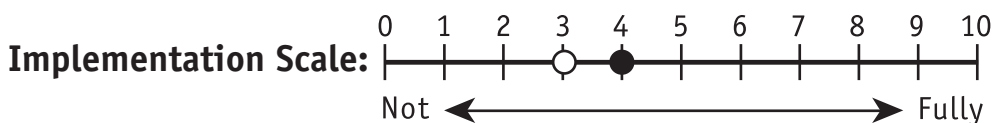
1. El Camino College Compton Educational Center Computer Resources Student Labs Report
2. Visit to Learning Center
3. Visit to Library
4. Visit to campus computer labs
5. Interview with MIS Director
6. Interview with Learning Lab personnel

Progress on Implementing the Recommendations of the Recovery Plan:

1. No significant progress has been made on this standard since the last visit. The Center still has many computer labs available for student use, 20 labs with approximately 600 computers. There appeared to be more use made of the labs by students than in the fall 2007 visit, yet many labs only had a few students using the equipment both in the day and evening. The replacement process seems to be disconnected from some of the needs expressed by faculty. In fall 2007, faculty prioritized their requests for equipment and supplies, and this is certainly a constructive step. A process is under way to develop a replacement system for hardware and software. Purchasing processes at the Center are still cumbersome, and it was reported that there is no automated system to order equipment. A faculty and staff audit of equipment and software needs is still needed. Also, the time to repair equipment was deemed unsatisfactory by some people working in computer labs. Infrastructure deficiencies with electrical power continue to be a problem.
2. A new repair and replacement process for educational equipment and materials, actively involving faculty, needs to be developed to ensure that the proper equipment and materials are available for student use. The Technology Committee on campus continues to be inactive and faculty have not been actively involved in determining technology needs.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	4
July 2008 Self-Rating:	6
July 2008 Rating:	4



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. El Camino College District board policies
2. FCMAT Academic Achievement site visit, El Camino College Compton Community Educational Center, October 2007
3. Compton Community College District Institutional Self-Study Report in Support of Reaffirmation of Accreditation, April 2006
4. Visits to the Library and the Learning Resource Center (LRC)
5. Interviews with librarians, Learning Resource Center faculty, El Camino College and Compton Center administrators, the Special Trustee, faculty, and students

Progress on Implementing the Recommendations of the Recovery Plan:

1. Continuing construction and legal problems have prevented the opening of the Compton Center's new library and media facility. Consequently, little progress has been made implementing the recommendations of the April 2007 comprehensive review relating to evaluation of the Compton Center's library operations. The last formal evaluation of the Library/Learning Support Services at the center was in 2005, according to the Accrediting Commission for Community and Junior College Standards.
2. Based on the 2005 evaluation and subsequent informal evaluations, the Compton Center has increased its support to the library and learning support services. In 2006-07, the allocation for new Library/Learning Support Services materials was augmented by \$30,000 from block grants, and this year \$60,000 was allocated from the general fund for library acquisitions. A Library Director position has been created but is not currently filled.

The delay caused by the construction problems of the new library facility and the inadequacy of the old facilities thwart the efforts of faculty to keep pace with changes while waiting to move. For example, 16 new computers were recently moved into the old library to make best use of the equipment while the faculty and students wait for the construction problems in the new library to be resolved. However, only six of these machines are being used because of the inadequate electrical power supply to the old facility.

Regular evaluation of library and learning support operations is necessary to ensure that library and learning resource services are sufficient to support the college's instructional programs and intellectual, aesthetic, and cultural activities. The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges specifies operational criteria that the college is expected to assess systematically. These criteria and recommendations are included in Standard 6.5 of the April 2007 comprehensive review.

3. To comply with this standard, the Compton Center must develop a comprehensive program assessment and student assessment programs using the ACCJC quality standards as a guide. Consider the following recommended processes:

a. Design and implement a program assessment component using the following steps:

- Systematically assess library and learning resource needs and analyze the data collected. Use the Compton Center's computer capabilities to collect and process the data.
- Identify the problems or gaps in operations on a regular yearly cycle.
- Propose and examine alternative program improvement proposals.
- Select alternatives that best address the problems/gaps.
- Develop goals and measurable objectives for each alternative program improvement proposal selected for implementation.
- Provide fiscal and human resources as needed through the redistribution of resources.
- Implement program improvement proposals with well-defined mechanisms for monitoring progress.
- Evaluate the program improvement proposals implemented.
- Adjust the program as needed, based on data gathered. (Consider continuation, modifications with cost factors attached, and/or whether the program should be discontinued because goals were not achieved.)
- Implement modifications based on adjustments made.

b. Once the move to the new facility is complete, schedule a full evaluation of all existing library and learning resource programs in operation at the Compton Center as soon as possible and on a regular schedule afterward.

c. Develop administrative regulations/procedures that spell out the appropriate implementation time lines, procedures, and monitoring expectations for all assessment efforts.

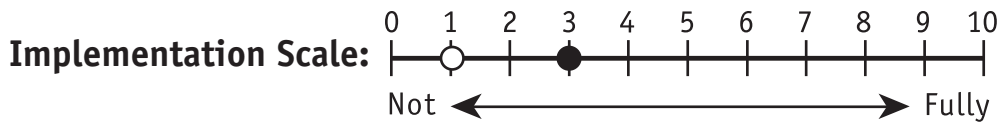
d. Design and implement a student assessment component that includes the following:

- Criterion-referenced tests for significant selected objectives to assess student learning related to the intended student learning outcomes for the library and learning resource services at the Compton Center.
- A variety of formative assessment strategies with a focus on feedback for improvement. Assessments chosen should produce the data needed for modifying instruction.
- Schedules and time lines linking results of assessments to a continual curriculum review and revision process.
- Other appropriate measures of student success, such as open-ended assessment items, performance-based demonstrations, and portfolios with clearly delineated measurement criteria.
- Expectations of how the faculty and staff will use evaluation data and the role of library faculty and staff in the assessment process.
- Expectations regarding how the assessment data and process will be communicated to the Compton Center faculty.

- e. Assign specific oversight responsibilities for student assessment and program evaluations to appropriate personnel in the library and learning resources division. Expect that this person will be part of all planning efforts in the El Camino College Compton Center and will review with appropriate personnel the process used for assessment planning over time.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Self-Rating: 4
July 2008 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.

- 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
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
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
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
Communications - Personnel Management Standards				
2.1	The Human Resources Division utilizes the latest technological equipment for incoming and outgoing communications.	2	2	3
2.2	The Human Resources and Business Divisions have developed and distributed a menu of services that includes the activities performed, the individual responsible, and the telephone numbers where they may be contacted.	8		

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating
2.3	The Human Resources Division provides an annual report of activities and services provided during the year.	0	0	1
2.4	The Human Resources Division staff is cross-trained to respond to client need without delay.	0	2	3
2.5	The Human Resources Division holds regularly scheduled staff meetings.	1	5	6
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
3.2	Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.	1	3	3
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
3.5	The college has developed materials that promote the college and community, are attractive, informative and easily available to all applicants and other interested parties.	0		

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating
3.6	The college has identified people to participate in recruitment efforts, and has provided them with adequate training to carry out the college's recruitment goals.	0		
3.7	The college has effectively identified a variety of successful recruitment sources, including Web sites, job fairs, and other colleges and universities publications.	3		
3.11	The college systematically initiates and follows up on reference checking on all applicants being considered for employment.	1	3	5
3.12	Selection procedures are uniformly applied.	1	3	5
3.13	The college appropriately monitors faculty assignments and reports as required.	1	3	4
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

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
4.2	The Human Resources Division has developed materials of the college's activities and expectations for new employee orientation.	4		
4.3	The Human Resources Division has developed an employment checklist to be used for all new employees that includes college forms and state and federal mandated information. The checklist is signed by the employee and kept on file.	1	3	5
Operational Procedures - Personnel Management Standards				
5.1	Personnel files are complete, well-organized and up to date.	1	3	5
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
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
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
5.6	Wage and salary determination and ongoing implementation are handled without delays and conflicts (temporary employees, stipends, shift differential, etc.).	4	4	5
5.7	Regulations or agreements covering various types of leaves are fairly administered.	4	4	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
5.8	Human Resources Division staff members attend training sessions/workshops to keep abreast of the most current acceptable practices and requirements facing Human Resources administrators.	5		
5.9	The Human Resources Division provides employees with appropriate forms for documenting requested actions (e.g. leaves, transfers, resignations, and retirements).	3		
5.10	Established staffing formulas dictate the assignment of personnel to the various programs.	0		
State and Federal Compliance - Personnel Management Standards				
6.1	Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees.	1	5	6
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
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
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
6.10	The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).	5	6	8

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating
6.11	The college is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications.	2	5	6
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
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
6.14	Current position descriptions are established for each type of work performed by certificated and classified employees.	1	1	3
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
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
7.4	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		

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
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
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
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
9.2	Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers.	2	1	3
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

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
9.5	The Human Resources Division has developed a process for providing assistance to certificated and classified employees performing at less-than-satisfactory levels.	2		
9.6	The board evaluates the president based upon pre-approved goals and objectives.	1		
10.2	The Human Resources Division has developed recognition programs for all employee groups.	0		
Employee Services - Personnel Management Standards				
10.3	The Human Resources Division has available to its employees various referral agencies to assist employees in need.	10		
10.4	Employee benefits are well understood by employees through periodic printed communications provided by the Human Resources Division. Timely notification of annual open enrollment periods is sent to all employees.	8		
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
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
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
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
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
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 Acting 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

Progress on Implementing the Recommendations of the Recovery Plan:

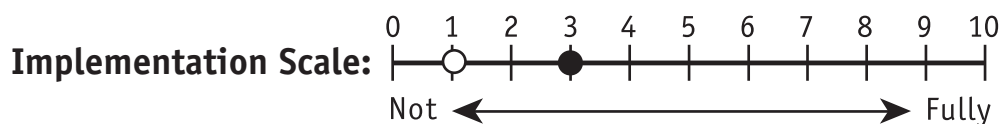
1. With respect to policies and procedures affecting classified personnel, the college had been operating under the rules and regulations established by the Personnel Commission, which was terminated through AB 318. A legal opinion recently provided to El Camino College and the Compton Center indicates that the Commission's rules and regulations are to remain in effect. The Special Trustee will serve as the Personnel Commission, in addition to his role as the Board of Trustees for the Compton CCD. The most recent site visit confirms the continuation of the Commission's policies and procedures through the Special Trustee serving as the Commission. This arrangement and administrative process appears to be working well, as confirmed by a review of recent classified recruitment selection procedures and required approval of position eligibility lists.
2. The interactions between the Compton Center and El Camino College instructional programs will affect the manner in which the Center will deal with human resources-related policies regarding academic personnel. The recently completed negotiation between Compton and the American Federation of Teachers (AFT) resulted in a collective bargaining agreement that will affect the nature and timing of changes in existing personnel practices directly related to issues such as faculty evaluation procedures (a new methodology of academic evaluation procedures and scheduling of tenured faculty evaluations was included in the new agreement and implemented for all faculty during the past academic year). However, some provisions must still be finalized in terms of administrative guidelines and forms.
3. The intent of the El Camino College administration is to implement its Human Resources policies and procedures at the Compton Center over a period of time. With the merit system in place at the center, certain functions will operate separately and apart from El Camino College's procedures. Because this is a complex and intricate endeavor, the concept is to identify and take immediate action on 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 be a one- to two-year project. Compton Center staff have developed their own policies and plan to present the new policies to the Compton Special Trustee and El Camino College staff for approval in the coming months.

4. The Compton Center Human Resources Division manual contains current policies and procedures related to employment and employee benefits. Although most policies are now in place, these procedures have not been communicated effectively to management staff or other key personnel. In addition, there is a clear need to train management and other key personnel regarding changes in 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, including additional modifications resulting from the latest collective bargaining agreements. The revised handbook will be scheduled for management review and approval before being directed to appropriate legal counsel for final review and approval.

Standard Implemented: Partially

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



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 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.

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Special Trustee serves as the Compton District board and has conducted open board meetings with a published agenda and minutes using essentially the same procedures as the former board. Personnel actions continue to be brought to the Special Trustee acting as the Personnel Commission for approval because the Compton District continues to have responsibility for the personnel and payroll allocated to the Center.
2. In the absence of a Personnel Commission, actions requiring board approval for classified employees are now submitted to the Special Trustee, who serves as the Personnel Commission. In the recent past, most Personnel Commission and board actions involved the re-employment of laid off classified personnel from the re-employment list for both regular and temporary assignments. 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. Although the Board of Trustees’ responsibilities have not changed 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 action.

Because these responsibilities pertain to the Compton District, not the Compton Center, the El Camino CCD Board of Trustees is not directly involved in them. While both the Compton District Special Trustee and the President of El Camino College communicate openly and continually on potential areas of conflict, a similar open and continual communication must exist between the Human Resources departments for the Compton Center and for El Camino College to facilitate effective administrative procedures and ensure that faculty and administrators assigned to the Compton Center meet the qualifications for similar positions at El Camino College.

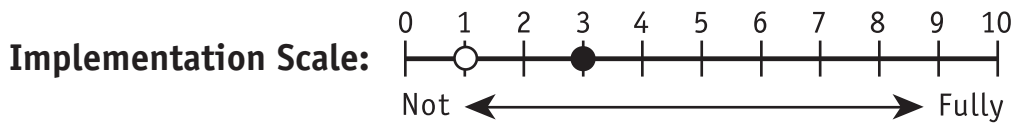
- a. Although the Compton District Personnel Commission has been set aside, the merit system rules and regulations remain in place and are fully operational based upon the assessment team's review of documents and personal interviews.
 - b. Because the charge of this assessment team is focused on the Compton District and the Compton Center Human Resources operations, the El Camino Board has not been interviewed to determine the extent to which that board understands the hiring, evaluation and dismissal processes.
 - c. The assessment team has determined that the Special Trustee has approved new hires for classified, academic personnel and administrative assignments 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 District administration 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 interim chief instructional officers; this has hampered efforts to establish more effective accountability for teaching loads and efficient use of faculty. As a result, the 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 determination of appropriate staffing levels for the Compton Center instructional programs. There is still an expectation among faculty, based on statements allegedly made by the State Chancellor, that no faculty will be laid off for an unspecified period to permit proper assessment of course offerings.
 4. Even with the reported significant increase in FTES for the 2007-08 academic year, it does not seem prudent to maintain a level of faculty staffing that is based on the much higher enrollment that existed prior to the implementation of state-controlled administration of the Compton District. Further study is required to determine reasonable levels of faculty staffing based on annual projected enrollments and course offerings. Such a study is under way, but thus far the results are inconclusive.
 5. The Special Trustee, acting as the Board of Trustees and as the Personnel Commission, is operating consistently under his understanding of this complex matter.
 6. The recruitment, hiring, evaluation and dismissal functions of the Compton Center's human resources are not well understood by the administration, partially because of the need for a published final version of an operations manual that incorporates El Camino College's policies and procedures with the terms of the revised collective bargaining agreement with the AFT. Although commendable progress is being made, it may be several months before all the elements are in place. Additional concerns are as follows:
 - a. A large percentage of existing management personnel are employed as temporary or interim, while others are only recently hired. Personnel evaluation cannot legitimately be

performed by independent contractors, interim administrators or temporary employees. The issue of which management personnel are empowered to evaluate subordinates is being evaluated, but the answer is unclear at this point. Under any circumstances, frequent turnover of Compton Center management positions detracts from an efficient and effective employee evaluation program.

- b. The human resources staff is working on a plan to develop documentation and training of administration regarding new policies and procedures affecting personnel actions. There is a draft of new policies and procedures (AP 7120); however, the decision to implement these policies and procedures is not final.

Standard Implemented: Partially

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



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:

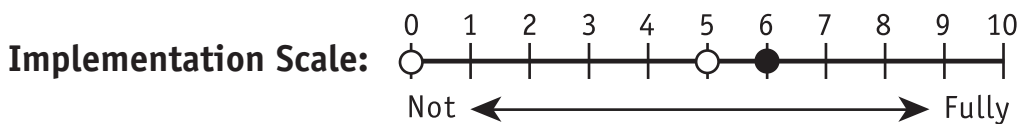
1. Interviews with all Human Resources staff
2. Calendars (beginning 6/07 to 10/07) and memoranda regarding key dates
3. Calendars from 11/07 to 5/08

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton District Human Resources staff are more effectively developing and maintaining calendars of events and activities. These calendars and relevant information are communicated widely and distributed internally during department staff meetings.
2. The Compton Center Human Resources Department sends periodic reminder memos to staff regarding deadlines for activities, reports and other key dates.
3. Since the inception of the El Camino College and Compton District partnership, regular Human Resources staff meetings are held once per month for communication and planning.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 6



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:

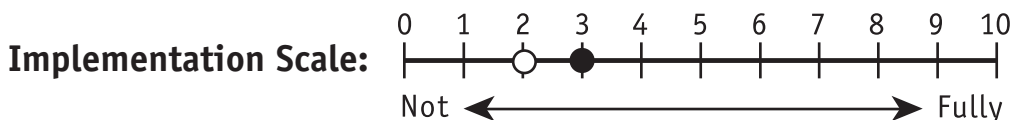
1. Interviews of Human Resources staff and examination of technology equipment utilized
2. Interview with the Director of Information Technology Services
3. Review of Operating Manual for new RICOH copier

Progress on Implementing the Recommendations of the Recovery Plan:

1. The division uses relatively new computer equipment that is adequate for its needs, with appropriate connectivity to the county office of education and software available on the center’s network. Staff are evaluating the acquisition of human resources software that will facilitate the recruitment and selection process and alleviate some of the delays resulting from the need for selection committee members to come to a central location to review candidate application materials.
2. The division has access to the Internet using equipment that is up to date.
3. The division now has sufficient copy machine capability that can be linked to the computer system.
4. A designated room and a laptop terminal are available for applicants to complete an application form in the Human Resources office. The division does not make use of an applicant tracking system. After considerable research and collaboration with the El Camino College Human Resources division, an applicant tracking system called Greentree was purchased but is not yet installed at the Center. Although implementation procedures will place additional time demands on Human Resources staff, the resulting product will alleviate some of the workload for department personnel and facilitate review of application materials by selection committee members.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3



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:

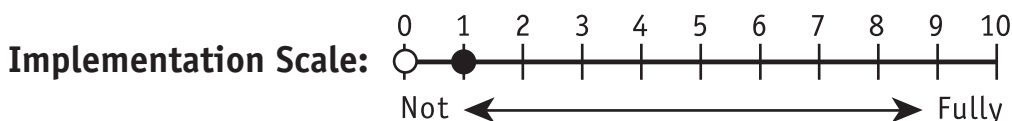
1. Interviews of division staff and the Compton Center Dean of Human Resources
2. Materials provided by the staff regarding past practices
3. Human Resources monthly reports covering March-May 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no recollection on the part of staff that annual reports were prepared by HR Department or Personnel Commission staff.
2. There is no evidence that reports (annual or periodic) have been submitted to the Compton Board of Trustees or the Personnel Commission regarding human resources activities.
3. The Compton 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. The review team was unable to verify how these reports are being used as part of the Compton Center strategic planning process because the Compton CCD and El Camino CCD were in the process of selecting a permanent Provost for the Compton Center at the time of the fieldwork.
4. The Compton Center HR Department is in the planning and preparation stages of developing an annual report that will be presented to the Compton CCD Special Trustee/Board and the El Camino CCD Board regarding 2007-2008 HR operations for the Center. It is anticipated that the report will be finalized and presented in fall 2008.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1



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 need 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

Progress on Implementing the Recommendations of the Recovery Plan:

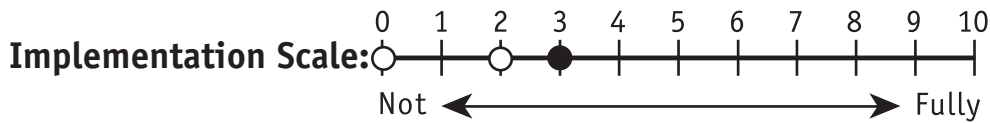
1. Each of the Compton Center Human Resources Department employees, supervised by the Dean of Human Resources, is assigned a major HR activity or group of employees (classified, certificated) and is now being cross-trained to improve department efficiency and effectiveness.
 - a. One Personnel Analyst is primarily assigned to academic personnel matters. Although she provides general assistance in other HR operations as necessary, she is not being cross-trained on classified tasks or on the other desks in Human Resources.
 - 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-related personnel activities and those outside of the Personnel Commission purview, she is not cross-trained on academic personnel tasks.
 - c. A Benefits Specialist specializes in the health benefits function and is not cross-trained on the other desks' tasks.
 - 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 attorneys and other legal counsel on risk management legal matters and other HR legal actions. She is not cross-trained on the other desks' tasks.
 - e. A receptionist/clerical support position provides additional clerical/secretarial assistance to the Dean and other department personnel.
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 have been cross-trained and the benefits and workers' compensation functions have also made progress in cross-training.
3. Compton Center HR employees are still learning 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. Currently, there are approximately 135 employees in nearly 45 classifications employed at the Compton Center, a significant reduction from when 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.

4. Cross-training must be continued and incorporated into the department's ongoing planning structure. 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



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:

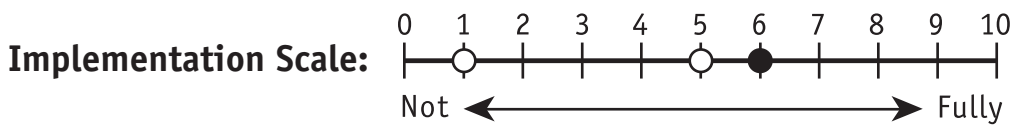
1. Interviews with the Compton Center HR Dean and department staff
2. Review of minutes of staff meetings from June 2007 to October 2007
3. Review of minutes of staff meetings for February and March 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department has been conducting regular monthly staff meetings since approximately June 2007. However, the ongoing need for planning and stability warrants strong consideration of more frequent meetings (preferably biweekly) to facilitate training, cross-training, communication and strategic planning. However, significant progress has been made in scheduling and conducting regular meetings and the associated communication improvements.
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.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 6



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:

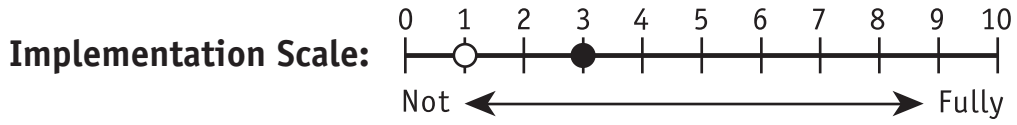
1. Board Policy 7100, Commitment to Diversity (undated)
2. Interviews with Compton Center HR Dean, Interim Vice President of HR for El Camino CCD, Compton Center HR staff, other Center administrative and academic staff
3. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and 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 for vacancy notices
7. Demographics for five recent recruitment/selection procedures for different employee groups

Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures have been placed into effect that detail the process to advertise, recruit, screen and select qualified administrators, faculty and classified staff within the parameters of equal opportunity and 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.
3. Statistical information reports on selection processes indicate a sizable number of “not listed” with regard to ethnic origin of candidates within the applicant pools. HR staff should (1) provide ethnic and gender breakdown of candidates at each level of the selection process (applicants, interviewed and selected) and (2) visually observe “unknown” candidates selected for personal interview to reduce the number of “not listed.”
4. No indication is made that selection committee members are provided a utilization analysis (diversity analysis) for the department to which the position will be assigned to assist in the determination of defined goals before the screening/selection process begins. There is no adverse impact report in place. These statistics should be maintained and monitored to evaluate appropriate actions to improve diversity hiring.

Standard Implemented: Partially

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



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:

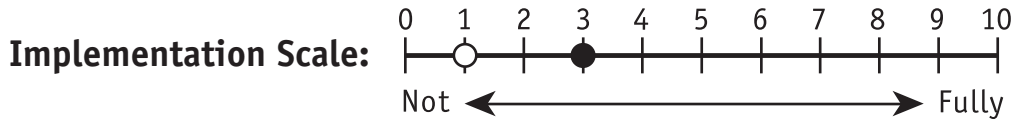
1. Interviews with Compton Center Dean of HR and HR Department staff as well as other Center administrative and faculty members
2. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full- and part-time (adjunct) faculty selection
3. Compton CCD Administrator Selection Procedures (May 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 for vacancy notices

Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures have been placed into effect 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 is maintained on applicant pools for each category of employee recruitment/selection processes.
3. However, statistical information reports on selection processes indicate a sizable number of “not listed” in applicant pools. HR staff should (1) provide ethnic and gender breakdown of candidates at each level of the selection process (applicants, interviewed and selected); and (2) visually observe “unknown” candidates selected for personal interview to reduce the number of “not listed.”
4. There is no indication that selection committee members are provided a utilization analysis to assist in determining defined goals before the screening/selection process begins. Adverse impact reports have not been provided, perhaps because of the incomplete data.
5. 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



ACCJC Standard III-A: Human Resources

FCMAT Personnel Management Standard 3.4 – Employee Recruitment/Selection

Professional Standard:

Standard 3.4 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:

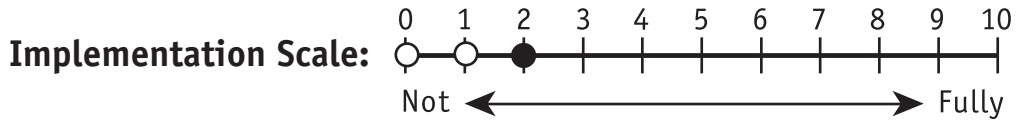
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full- and part-time (adjunct) faculty selection
3. Compton CCD Administrator Selection Procedures (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 for vacancy notices
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

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR department is provided a budget allocation which includes appropriations for advertising, staff training, conferences and equipment. However, a significant need continues to exist for positive public relations/promotional materials to enhance and create positive visibility of the Center.
2. The Compton Center must develop a comprehensive public relations program to enhance the community and state image of the Center as a means to facilitate a more effective instructional outreach and employee recruitment program.
3. There is no evidence of a program and cadre of students, faculty, staff and administration to become ambassadors for the Compton Center who will actively engage in student and employee recruitment. Nor is there an indication of funding to create, establish and maintain an operational budget that facilitates the success of the Center's recruitment plan.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 2



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:

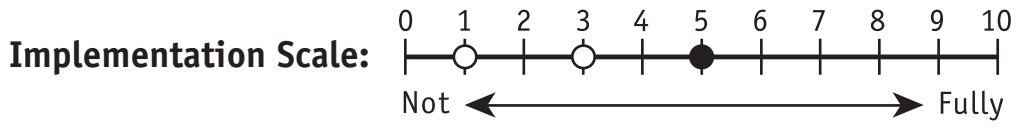
1. Board Policy 7100, Commitment to Diversity (undated)
2. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
3. Faculty and Staff Diversity EEO Plan (9/05)
4. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable 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)

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 for Management and Faculty Candidates, dated January 2007, identifies 14 questions to be posed to specified contacts. Among the topics addressed are: supervision/delegation of authority; fiscal/budget effectiveness; ability to manage conflicts, work deadlines and work schedules. Some topics of questionable value include: “political savvy,” “what position would you employ this person in today,” and “what comments would you like to make regarding this candidate” (general versus qualifications for the position for which the center is hiring).
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 district HR, Selection Committee Chair and members as those who will check with the candidate’s specified references and “others who are likely to have relevant information about the candidate’s suitability for employment.”
5. The reference/background checking forms appear to be in use according to the directions and criteria established by the Compton Center HR Department. Further, they are properly completed for each recruitment and by the appropriate personnel.

Standard Implemented: Partially

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



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:

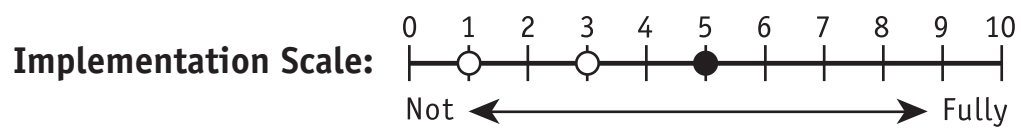
1. Board Policy 7100 – Commitment to Diversity (undated)
2. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
3. Compton CCD Faculty Selection Procedures (May 10, 2007) applicable to full and part-time (adjunct) faculty selection
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

Progress on Implementing the Recommendations of the Recovery Plan:

1. Comprehensive selection procedures are in effect that detail the process to advertise, recruit, screen and select qualified administrators, faculty and classified staff within equal opportunity parameters.
2. Statistical information is maintained on applicant pools for each category of employee recruitment/selection processes.
3. Statistical information reports on selection processes indicates a sizable number of “not listed” in applicant pools. HR staff should (1) provide ethnic and gender breakdown of candidates at each level of the selection process (applicants, interviewed and selected) and (2) visually observe candidates selected for personal interview to reduce the number of “not listed.”
4. There is no indication that selection committee members are provided a utilization analysis or adverse impact to assist in determining defined goals before the screening/selection process begins.
5. Compton Center HR management and staff 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



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 Interim 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
6. FSA Audit Report (Adjunct Faculty), July 2007
7. FSA Audit Report (Full-Time Faculty), August 2007
8. Compton Educational Center Faculty Teaching Load Report

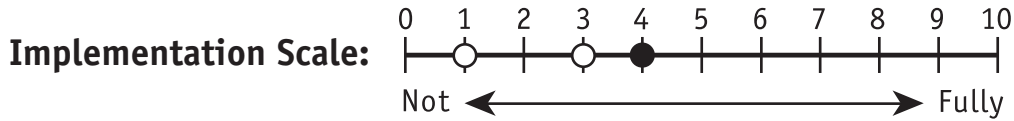
Progress on Implementing the Recommendations of the Recovery Plan:

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 college's equivalency process.
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.
3. The Compton Center coordinated and cooperated with the El Camino College HR Department through an extensive analysis to ensure current full-time faculty members and adjunct faculty are fully qualified by El Camino requirements to teach in the assigned discipline. The audit report information for both full-time and adjunct faculty was completed in August 2007.
4. The Compton Center HR and Academic Affairs Departments closely coordinate the monitoring of faculty assignments to ensure that instructors meet the minimum qualifications for assigned classes. The Compton Center HR staff will notify the Interim Vice President of Academic Affairs if a faculty assignment is not within the parameters of the qualifications to teach in the discipline.
5. There now appear to be adequate technology systems available to the El Camino CCD and the Compton Center 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.

6. There is no evidence of a procedure for faculty to add disciplines to their permanent personnel file so they may be authorized to teach in multiple disciplines. This procedure needs to be developed and implemented in a cooperative project involving Compton Center HR, El Camino and Compton Center Academic Affairs and the respective Academic Senate representatives.

Standard Implemented: Partially

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



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:

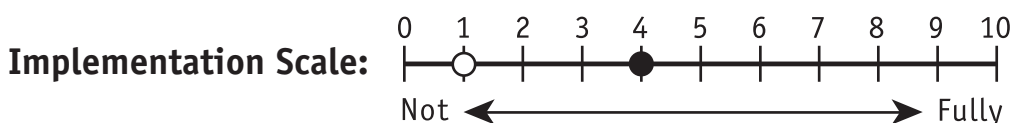
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Employees' Policies and Procedures Handbook, 2/05
3. Handbook for Classified Employees (draft), 10/07
4. Employees' Personnel Policy and Procedures Handbook (4/08)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center HR staff stated that all new employees are now individually oriented by Human Resources staff.
2. The Employees' Personnel Policy and Procedures Handbook is an extensive manual covering employment, benefits, performance reviews, conflict resolution and grievance procedure and an array of other policies dealing with safety, lost and found items, and other matters. The manual is comprehensive. Performance appraisal, employment procedures and other policies and procedures enumerated in this manual have recently been updated to reflect changes in the collective bargaining agreement between Compton CCD and the AFT unit representing classified personnel. The manual builds a good framework but is not yet approved by Compton Center management or El Camino Human Resources staff.
3. The Handbook for Classified Employees was revised in June 2005. It also was revised in October 2007 and was provided as a draft. The handbook appears complete and clear and now needs to be finalized. Much of the material contained in this manual can be retained. Good progress has been made.
4. Orientation for management employees is still lacking. Emphasis needs to be placed on filling management vacancies with permanent staff.

Standard Implemented: Partially

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



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 as well as 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

Progress on Implementing the Recommendations of the Recovery Plan:

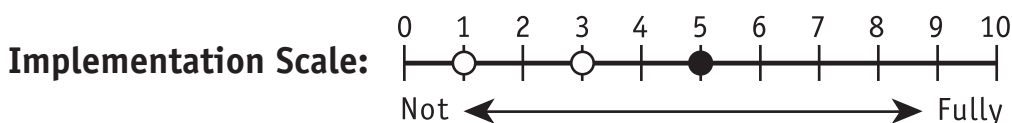
1. The checklists provided for new employee orientation were used under the Compton College management structure and do not represent changes to policies and procedures being considered through El Camino oversight. The checklists are complete and have been successfully implemented. Staff should continue implementing the El Camino standards with respect to orientation procedures and checklists.
2. Personnel files have now been reorganized and reviewed by the Human Resources staff and each employee to ensure all data is present, including the checklists. The review includes documentation standards for files that reflect El Camino standards. The preliminary review by staff revealed that files frequently lacked important checklists and documentation. Compton Center HR staff indicate that files are current and accurate.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 3

July 2008 Rating: 5



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:

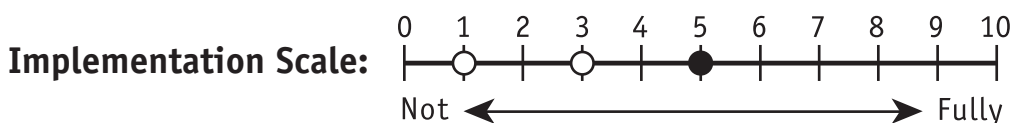
1. The files reviewed were complete and well organized. However, the district's Human Resources Division staff report that some material is missing and that the staff has been engaged in a complete review of all the files (including content and organization) according to the well-established and sound Human Resources Division practices of El Camino College. The review has now been completed. The review included allowing the opportunity for employees to review their own file.
2. The personnel files have now been moved to an area that has much less traffic. 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 been significantly improved. However, a counter and a latched swinging door are still needed to enhance security and keep unauthorized people out of the Human Resources offices, particularly the file room.

Standard Implemented: Partially

April 2007 Rating: 1

January 2008 Rating: 3

July 2008 Rating: 5



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:

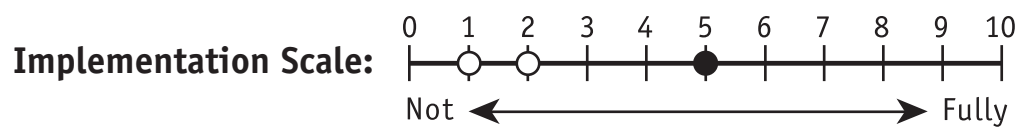
1. Human Resources Procedures Manual
2. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
3. Rules and Regulations of the Personnel Commission
4. Pre-Employment Process (Certificated)
5. Pre-Employment Process (Classified) – 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. 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. Review of the product indicated that it is thorough. The review team has not verified that changes to labor agreements have been updated in the desk manuals.
3. The progress in implementing this set of recommendations has been significant. During the first visit by the assessment team, 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 this third visitation, the team was presented with two very broad binders and a separate sizable volume of materials to supplement the binders. That effort clearly indicates that the Compton Center HR Department staff recognizes the need for documentation of their recovery efforts and acknowledges the need to improve the efficiency and effectiveness of HR operations with a comprehensive operational manual.

Standard Implemented: Partially

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



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:

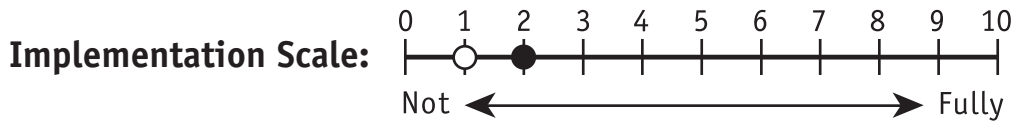
1. Job descriptions exist for classified positions. However, the descriptions are outdated and position allocations to classifications are reportedly inaccurate due to major changes in job responsibilities over time.
2. The last classification and compensation study for classified positions was performed in 2000. The study was implemented in 2001.
3. Job descriptions covering academic positions are generic and seem inaccurate. The assessment team was advised by Compton Center HR Department personnel that job descriptions do not exist for several job titles.
4. New classifications established since the appointment of the Special Trustee as the Compton CCD Board of Trustees and Personnel Commission improved consistency by having new classifications and related class specifications/job descriptions approved according to standard procedures.
5. With the exception of those recently prepared, job descriptions covering classified and academic positions generally do not comply with the requirements of the Americans with Disabilities Act in terms of identifying essential functions. The El Camino CCD and Compton Center HR departments should evaluate the potential of conducting a joint ADA compliance review of all available job descriptions to bring both agencies into compliance. Recently developed job descriptions included a comprehensive evaluation of duties and responsibilities within ADA criteria.
6. El Camino College recently released a Request for Proposals to perform a classification and compensation study for the Compton Center, with expected products including updated class specifications for classified positions as well as recommendations for placement of each classification on the salary schedule. However, the RFP was cancelled due to lack of appropriately qualified vendors. The plan was to release the RFP again after the first of the year (2008), but instead a systematic review of the classifications was performed by El Camino and Compton Center personnel to bring content up to date and to more closely match

the El Camino model. While the content appears to be well-described in the completed class descriptions that were provided, this does not ensure that each employee is properly allocated to the correct classification.

7. Some positions allocated to supervisory classes no longer supervise other employees. The situation needs to be carefully evaluated in terms of strategic planning and potential effect on the classified bargaining unit represented by AFT.
8. There does not appear to have been a recent systematic review of Fair Labor Standards Act (FLSA) status including overtime exempt and non-exempt positions in the classified service.

Standard Implemented: Partially

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



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:

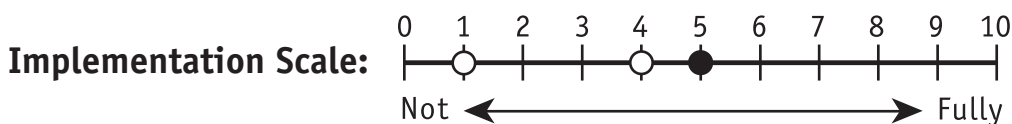
1. Interview with the Dean of Human Resources and department staff who regularly interact with Payroll Department staff
2. Interview with the Director of Fiscal Services
3. Minutes of Human Resources Division meetings, June-September 2007
4. Minutes of Human Resources meeting with payroll personnel in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

Progress on Implementing the Recommendations of the Recovery Plan:

1. Before the initial assessment process of the district began in 2007, the two staff members who performed the Center's payroll function resigned. Without trained payroll personnel and regular staff, this situation caused a number of problems in processing payroll and payroll changes as well as delays in compensating some district staff. In an effort to overcome those problems, the Human Resources staff has been aggressive in correcting problems and supporting the function as much as possible. The payroll function is now staffed with permanent personnel. During the period of time that various corrective action steps needed to be taken, Human Resources personnel identified this problem as the most pressing issue with which they were faced.
2. Throughout the time period where corrective action was taken on the payroll processing deficiencies, and since then, regular meetings were held between Human Resources and the payroll function to correct past problems and plan for more effective cooperation and communication. These meetings are being maintained, with well-prepared agendas and meeting summaries that indicate accountability for action items.

Standard Implemented: Partially

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



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:

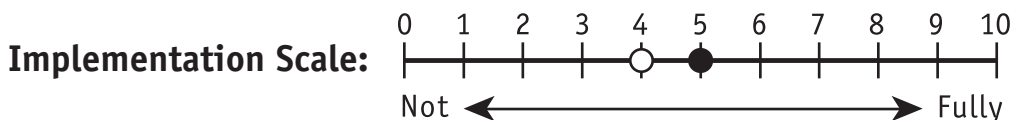
1. Human Resources Procedure Manual
2. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
3. Certificated and classified salary schedules

Progress on Implementing the Recommendations of the Recovery Plan:

1. The information flow to the HRS system from the Human Resources Division is intact and reportedly working without delays. This interface has not been altered or influenced by El Camino requirements, with the exception of approval requirements necessary to make changes to a compensation record.
2. The organizational structure has only recently been revised. Therefore, it will take some time to develop the entire process of payroll interface and implementation of new policies with respect to approval authority for compensation changes or other matters affecting wage and salary determination. Meanwhile, the interfaces are timely.
3. Salary schedules covering certificated, classified and management personnel are in accord with labor contracts.
4. The benefits employee in the Compton Center Human Resources Department administers the property and liability insurance, which is largely a business function. The suggestion to move this function to the Business Office does not appear to have been considered.
5. The Compton Center HR Department staff report timely changes in classified staff salaries, although minor delays continue with respect to certificated changes.

Standard Implemented: Partially

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



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:

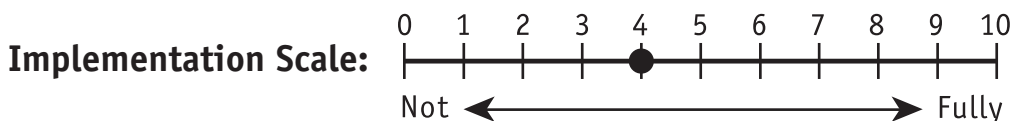
1. There was no negative feedback from union leadership or staff indicating that any leaves of absence are improperly or unfairly administered. All leave of absence programs appear to be administered consistently, without preferential treatment to any employee or employee group.
2. Because the administration of most leaves of absence is subject to the collective bargaining process and incorporated into the agreements with faculty and classified bargaining units, it is unlikely that significant problems will be encountered. Should a problem occur, the grievance procedure of the collective bargaining agreements will be the logical method of resolution.
3. Appropriate forms and records for monitoring and controlling leaves are maintained by the designated Personnel Specialist in the Compton Center HR Department. That employee is knowledgeable on the provisions of the collective bargaining agreements, Personnel Commission rules and regulations and board policies governing leaves, and administers the leave programs in accordance with those guidelines.
4. An issue was raised by several employees who indicated their leave balances were inaccurate, mostly on the high side. The assessment team previously indicated that there should be documented evidence that a complete audit of leave balances has occurred. However, no information has been presented to indicate that this audit has taken place.

Standard Implemented: Partially

April 2007 Rating: 4

January 2008 Rating: 4

July 2008 Rating: 4



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

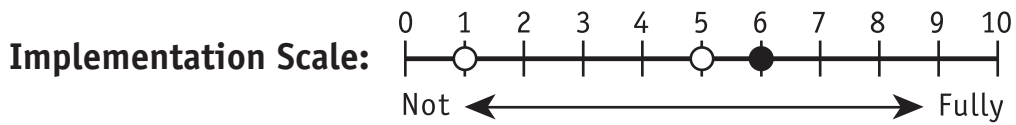
Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton Center HR Department staff have developed a comprehensive policy/procedure and administrative regulation that adequately addresses the fingerprinting of all employees.
2. The Compton Center and El Camino Community College District have developed clearly defined processes for fingerprinting all employees.
3. Full-time faculty members and classified employees are electronically fingerprinted through a LiveScan system at El Camino, which automatically transmits the prints to the California Department of Justice for expeditious reporting/processing. Information regarding arrests, convictions and possible judicial probation status is included in the state reporting transmitted to the Compton Center's Human Resources Department. These processes are designed to provide rapid notification of employees 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 Human Resources Department has a form that facilitates the monitoring of fingerprinting through LiveScan, whether the fingerprinting is at a certified governmental or private vendor site. The Human Resources Department directly receives information from the Department of Justice.
5. The Center now has a procedure for receipt, evaluation and secure storage of printed LiveScan reports that are not retained in the employee's permanent personnel file to maintain confidentiality.

- 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 may provide options regarding employment decisions after extensive recruitment/selection procedures have been followed.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 6



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)

Progress on Implementing the Recommendations of the Recovery Plan:

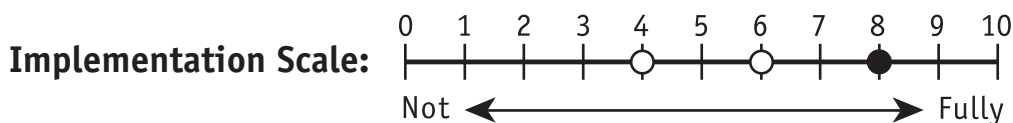
1. The Compton Center HR Department includes the minimum qualifications for employment in the vacancy announcements for academic employees and educational administrators. These are specified in the Minimum Qualifications document published and maintained by the California Community Colleges' Chancellor's Office in consultation with the State Academic Senate. Qualifications beyond the minimum requirements are not incorporated into the recruitment materials or the application evaluation criteria.
2. The Compton Center vacancy announcements for academic employees and educational administrators do not contain a statement that minimum qualifications can be attained through an equivalency process.
3. Full-time faculty vacancy announcements will continue to be required to contain the minimum qualifications for employment and equivalency statements in effect for El Camino CCD. The requirement is necessitated by the removal of accreditation for Compton CCD. As a result of that action and the execution of the Memorandum of Understanding between the El Camino CCD and the Compton CCD (08/06), academic employees will teach curriculum approved through 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.

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. The Compton Center continues to lack an automated procedure to expeditiously obtain full-time and part-time/adjunct faculty assignments in a timely manner each semester to verify and confirm that all academic employees are employed and assigned to work in a discipline for which they are fully qualified.
6. Staff completed the review and retraining of non-qualified faculty members. Working with El Camino staff, a complete FSA audit of faculty was conducted in July and August 2007 and adjunct faculty in January 2008.

Standard Implemented: Fully - Substantially

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

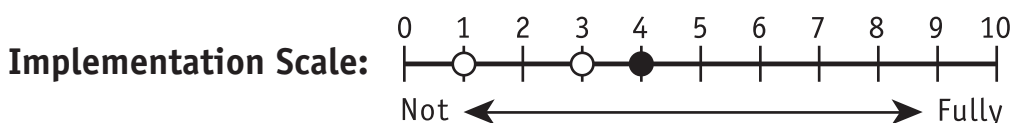
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. Recruitment brochures and advertisements
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 now has a comprehensive process for planning and documenting training/staff development programs. Steps have been taken to involve El Camino trainers in these matters. The assessment team was provided no evidence of a training needs assessment performed for the Center.
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. Accurate record-keeping of training sessions and attendees is not readily available for past programs. However, most recent programs are well-documented and the Center HR Department is closely monitoring and administering the legally mandated training.
3. The materials provided in the most recent training program regarding sexual harassment are complete and appropriate.

Standard Implemented: Partially

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



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:

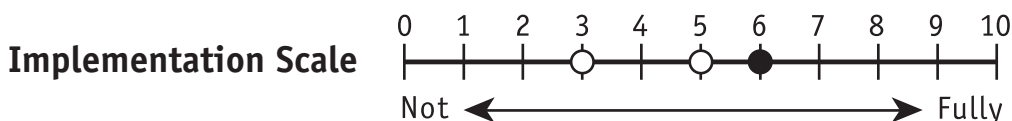
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements
5. Department procedures for interviewing 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. Review of 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

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 and the related complaint procedures. Information has been disseminated that these bulletin board postings are in the Human Resources Office.
2. Title IX policies and procedures regarding employment have now been developed and disseminated. 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. It is the understanding of the assessment team that the board-approved revised policies and procedures have been implemented.
3. The Compton Center HR Department continues to conduct an ongoing evaluation of all legal posting notices on public display/access in the office as well as updating required forms.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 5
July 2008 Rating: 6



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:

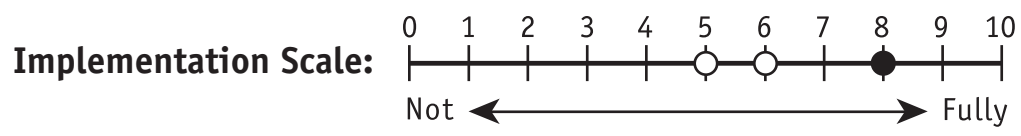
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06) including Request for LiveScan Service (10/98)
4. General Notice of COBRA Continuation 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)

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 benefit 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 and a question/answer sheet addressing more common inquiries regarding COBRA insurance continuation.
3. Notices of rights and benefits of affected employees under COBRA continuation are timely, informative and understandable.
4. There is no evidence of an evaluation of current computer hardware and software equipment use that will facilitate development of correspondence, assignment of eligibility period and timely receipt of insurance premium payments related to COBRA compliance requirements. There is evidence of manual entries to a form indicating COBRA payments by employees. This function appears to be under control.

Standard Implemented: Fully - Substantially

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

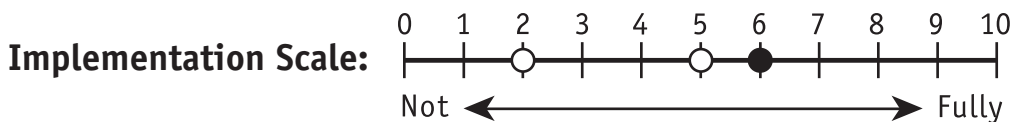
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Family and Medical Leave Act (FMLA) of 1993 information materials prepared by 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)

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.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 5
July 2008 Rating: 6



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:

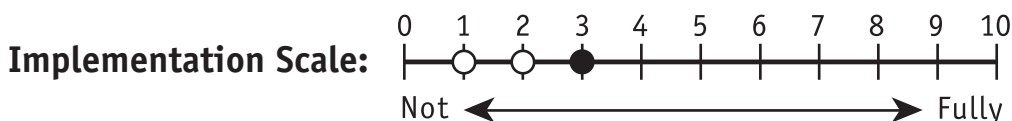
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Department procedures for interviewing management, academic and classified personnel
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 job duties.
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, the assessment team found no comparable rules or procedures for management and faculty selection processes.
3. Recent vacancy announcements contain provisions for reasonable accommodations and working conditions but no designation of essential functions in the listing of duties.
4. Because the RFP for a classification and compensation study has been rescinded, there is no systematic process for identification of essential job functions as prescribed by ADA. There has been considerable improvement, however, in the statements of working conditions on more recent vacancy announcements and newly prepared job descriptions.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 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
6. Hiring process for management and full-time faculty responsibility charts (undated)

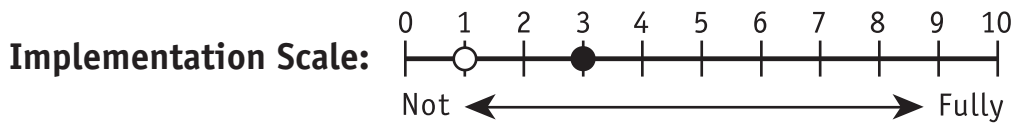
Progress on Implementing the Recommendations of the Recovery Plan:

1. The assessment team was provided an excerpt from the Rules and Regulations of the Classified Service dated 9/05 that defined 14 classified management positions that were exempt from overtime 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 Rules and Regulations of Compton Community College District Personnel Commission 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 division should continue to ensure that a monitoring/accounting system is in place to ensure legal compliance with the rights and benefits prescribed by overtime compensation.
3. The full copy of the Rules and Regulations provided to the review team had an abbreviated provision for exempt versus non-exempt classified position(s) that apparently predates the reference excerpt.
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. Attempts to identify exempt positions are on hold pending implementation of the new classified bargaining unit contract. No evidence was provided to this assessment team demonstrating that a systematic review or determination of exempt/non-exempt positions had taken place.

6. The Compton Center 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



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 within 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

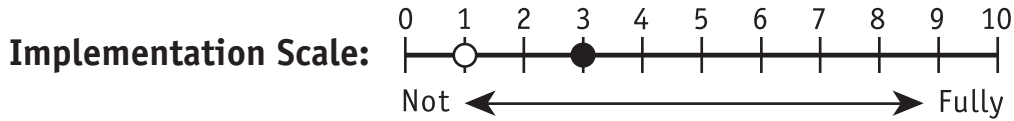
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department has class specifications/job descriptions on file for positions in the classified service that were previously developed by the Personnel Commission. The class specifications/job descriptions were last updated in 2000 and thus are not current. A systematic review of these descriptions is scheduled as a collaborative effort of Human Resources personnel from Compton Center and El Camino College.
2. Revisions and/or modifications to the class specification/job description for administrative vacancies at the Compton Center are now being re-evaluated to ensure assignment to the appropriate salary grade based on appropriate compensation criteria.
3. 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.
4. The center distributed an RFP for a classification and compensation study in 2007. When a decision was made to conduct a second RFP, that process was initiated in early 2008. Subsequently an administrative decision was reached to conduct an in-house classification study. The assessment team was provided revisions that updated reporting relationships, working conditions and representative duties. There is also an attempt to standardize use of titles and class descriptions between the Compton Center and El Camino College. The El Camino College administration has effectively communicated with the Board of Trustees on the terms, conditions and methodology of the classification study.

- The descriptions may be updated but the allocations of positions to the descriptions/classification may not be entirely accurate, which is an inherent problem with in-house classification studies. In past reviews, jobs needed to be reclassified in several areas to recognize differences in duties brought about by reorganization and redistribution of functions to accommodate laid off positions.

Standard Implemented: Partially

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



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 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
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)

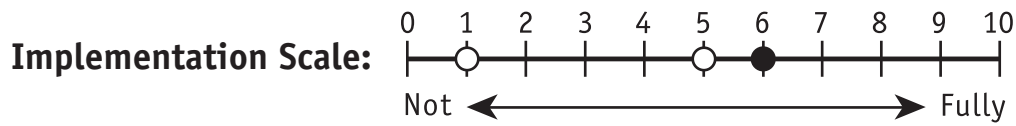
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department has developed a comprehensive policy/procedure and administrative regulation that adequately addresses the fingerprinting of all employees.
2. The Compton Center and El Camino Community College District have developed clearly defined processes to fingerprint all employees.
3. Full-time faculty members and classified employees are electronically fingerprinted through a LiveScan system at El Camino. That system automatically transmits the prints to the California Department of Justice for expeditious reporting/processing. Information regarding arrests, convictions and possible judicial probation status is included in the state reporting transmitted to the Compton Center's HR Department. These processes are designed to provide rapid notification of employees 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 a form that facilitates the monitoring of fingerprinting through LiveScan, whether the fingerprinting process is followed at a certified governmental or private vendor site.
5. The Compton Center HR Department has a procedure in place for receipt, evaluation and storage of printed LiveScan reports in a secure area away from employees' permanent personnel files to maintain confidentiality and security.
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 and before employment. This process may provide options regarding employment decisions after extensive recruitment/selection procedures have been followed.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 6



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:

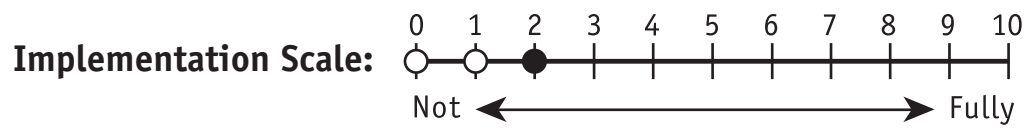
1. Interviews with the Dean of Human Resources and the Director of Information Technology Services for the Compton Center
2. Summary of Technology Used prepared by the Human Resources Division staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has no applicant tracking system. However, El Camino CCD and Compton Center HR Department personnel have completed an intensive evaluation of electronic applicant tracking software systems for acquisition and use by both facilities. The software evaluation group has recommended purchasing a system that will facilitate applicant tracking for statistical analysis associated with affirmative action and diversity hiring, as well as automated notification letters for unsuccessful candidates. While the implementation phase of the system will be time consuming and detailed, the result should facilitate HR operations.
2. A summary of applicant data is provided for each recruitment in a spreadsheet. While the volume of recruitment for classified and certificated positions is not expected to be large, the Center could still benefit from use of an automated system that includes steps from requisition through application through placing the successful applicant on the payroll. Systems are available at several levels of sophistication and power. The Center could benefit from a basic system to properly control this process and provide an audit trail for all recruitments. El Camino College could benefit from an updated system as well.
3. El Camino College uses a DOS-based program that does not interface with other software and does not allow integration with Web-based services.
4. Compton Center and El Camino HR Department staff recently selected an applicant tracking system after considerable analysis. Greentree Software has been contracted to install the Web-based system at the Center in the very near future. The system will be utilized for classified and academic personnel and is a good selection in terms of its application for the center.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	2



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 listing 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)

Progress on Implementing the Recommendations of the Recovery Plan:

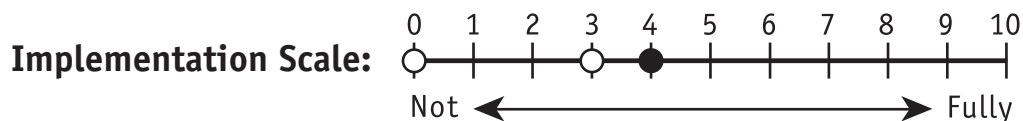
1. The Compton Center HR Department has become an active member and financial contributor to the Southern 30 Consortium to provide important, timely and professional training workshops to members of the management team and HR staff. Training topics scheduled for 2007-08 included: Hiring the EEO Way, 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 training workshops at no cost to the employee (each participating community college district contributes an annual financial contribution based on the organization’s size for a specified amount of professional development training activities).
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 to have additional training conducted by the law firm of Atkinson, Andelson, Loya, Ruud & Romo 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 attended the 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 Center administrative personnel have supported the involvement of the Center’s Dean of Human Resources in the Chief Human Resource Officer (CHRO) organization and participation in meetings of the Southern 30 group and the semi-annual CHRO Conference. Others in the Human Resources Division have attended in-depth training programs, and the paraprofessional portion of the CHRO conference can be made available to appropriate Compton Center and El Camino HR personnel.
6. The professional development programs offered at El Camino appear very complete and are open to Compton Center employees.
7. The recently developed Faculty Professional Development program was a collaborative effort between outside consultants and faculty. The report includes faculty development plans and includes 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 presented but the programs have not yet been fully implemented.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 3
July 2008 Rating: 4



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:

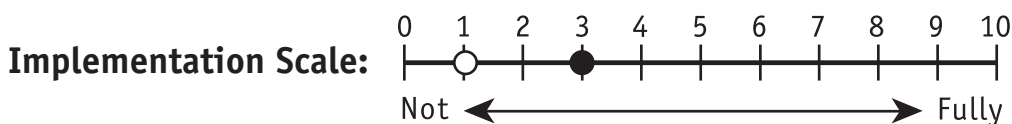
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and the Compton CCD Special Trustee
3. Collective bargaining agreements for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

Progress on Implementing the Recommendations of the Recovery Plan:

1. All faculty were evaluated this spring using the newly established process developed as a part of the collective bargaining agreement between the district and AFT. 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. 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 complete management training was provided.

Standard Implemented: Partially

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



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 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 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

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 new collective bargaining agreement). Tenured faculty will be evaluated every six years. All faculty were recently evaluated (spring 2008) under the new plan to establish a baseline and a professional development plan for each employee. Concerns have been voiced by administrators that six years is too long a period between evaluations to ensure quality instruction for students.
3. All classified employees were evaluated in April 2008 in accordance with a Center-wide professional development plan.
4. This assessment team previously noted the discrepancy between the collective bargaining agreement and the Personnel Commission Rules and Regulations for Classified Personnel in referencing the number and timing of evaluations for probationary classified employees. It does not appear that the discrepancy has been corrected. The collective bargaining agreement specified two probationary evaluations, during the third and fifth month of employment; the Rules and Regulations specified three probationary evaluations at the end of the second, fourth and sixth months of employment. Since there have not been many new classified em-

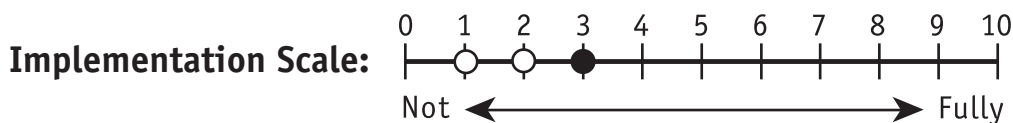
ployees hired, there remains a concern about how this will be addressed.

5. No information was provided 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 assessment team indicated that only nine of 57 adjunct faculty had been evaluated between the 2003 spring semester and the 2006 spring semester.

6. Preliminary feedback from the management team on the recently negotiated faculty evaluation procedure has been skeptical to pessimistic regarding the six-year full evaluation cycle for tenured faculty members. A six-year cycle could pose problems in obtaining sufficient corrective action by faculty evaluated as needing to improve. The details of the faculty evaluation provision have been explained to administrators responsible for tenured faculty evaluation. This will also need to be closely monitored to ensure that less-than-satisfactory performance can be adequately addressed and corrected. In addition, succeeding evaluation processes will have to be developed and reviewed from the standpoint of collective bargaining because all of the full-time faculty were evaluated under the new evaluation provision of the collective bargaining agreement. Discussions by Compton Center administrators will need to address the issue of keeping all of the 2008 employees on the same evaluation cycle and establishing different evaluation dates for faculty hired as of academic year 2008-09. In the alternative, different evaluation periods could be considered for a portion of those faculty evaluated in 2008.

Standard Implemented: Partially

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



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:

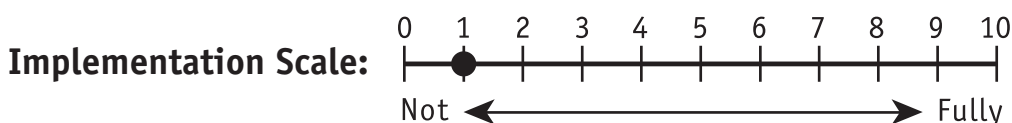
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Interviews with Interim Vice President of Academic Affairs, Compton Center Provost and Special Trustee
3. Collective bargaining agreements for faculty and classified 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 does not have a program to train administrators and supervisors in contract administration, notably grievance, evaluation and leave provisions.
2. The HR Department has initiated appropriate planning of instructional components/topics to include an effective training program for management team personnel and supervisors who administer the classified and faculty collective bargaining agreements.
3. The Compton Center Dean of Human Resources has been included in the faculty and classified collective bargaining process. That inclusion will benefit the performance of contract administration responsibilities and will help identify training needs for administrators and managers.
4. Compton Center administrators and supervisors still have a significant need for an effective contract administration training program that includes grievance procedures, evaluation and leave provisions, as well as layoff and re-employment provisions for classified personnel.
5. Compton Center negotiation team members for classified bargaining must clearly understand the scope and topics of collective bargaining without infringement on the legal rights and authority of the Personnel Commission. A training session for senior management and negotiations team members with legal counsel would be helpful.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1



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:

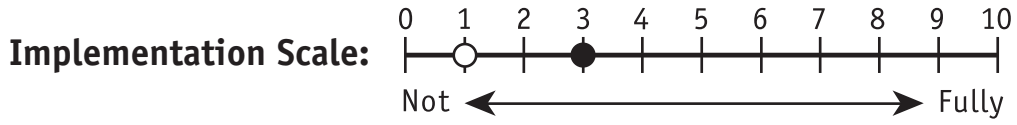
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and Compton CCD Special Trustee
3. Collective bargaining agreements for faculty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

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR Department does not provide a clearly defined process for collective bargaining with its employee organizations. The Dean of Human Resources participated in the negotiations process and in the recently completed collective bargaining process with faculty. There are new collective bargaining agreements in place for both the classified and faculty units. The manner in which the HR Division will participate in ongoing collective bargaining remains unclear.
2. The Compton Center chief spokesperson for the classified and faculty collective bargaining procedures is fully knowledgeable of the legal processes and procedures required to conduct negotiations.
3. Compton Center administrators and HR classified support staff have a significant need for in-service/professional development training in the legal mandates associated with collective bargaining processes defined by state law and by Public Employees Relations Board (PERB) rulings and regulations.
4. Senior administrators of El Camino CCD are cognizant 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 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.
5. Compton CCD must continue to confirm that collective bargaining processes and the resultant agreement 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



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:

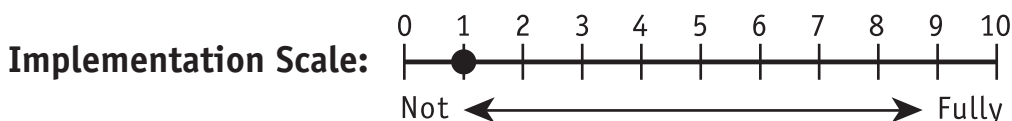
1. Interviews with Compton Center Dean of HR, HR Department staff as well as other administrators and faculty assigned to the Center
2. Interviews with the Interim Vice President of Academic Affairs, the Compton Center Provost and Compton CCD Special Trustee
3. Collective bargaining agreements for faculty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

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD Special Trustee serves as the Board of Trustees and as chief negotiator with the faculty employee organization. This dual role also facilitates communication with regard to district and classified employee organization proposals during negotiations. The dual role will undoubtedly continue for the foreseeable future.
2. There continues to be minimal communication between the Compton Center management team and the faculty regarding bargaining discussions/proposals. This limits awareness of proposals and minimizes the opportunity for beneficial comment and information for use by the chief negotiator. The lack of involvement of key senior administration in collective bargaining creates problems with contract administration because of the lack of effective communication, which could also lead to a lack of support for the negotiated agreement.
3. The Compton Center Dean of Human Resources has been included in the faculty and classified collective bargaining process. HR must facilitate communication and training on collective bargaining agreement provisions.
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



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
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
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
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
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

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
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
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
1.15	The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]	2	2	2
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
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
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
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
1.25	The college conducts periodic first aid training for employees.	0	0	0
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
2.3	The college seeks state and local funds.	6	6	7
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
2.6	The college has developed and implemented an annual capital planning budget.	5	5	6
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
2.11	The college has developed a process to determine debt capacity.	4	4	4
2.12	The college is aware of and monitors the assessed valuation of taxable property within its boundaries.	4	4	4
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
2.16	The college has established and utilizes an organized methodology of prioritizing and scheduling projects.	2	2	3
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
3.4	The college maintains a plan for the maintenance and modernization of its facilities. [EC 17366]	1	1	2
3.6	The college has established and maintains a system for tracking the progress of individual projects.	2	2	3
3.7	Furniture and equipment items are routinely included within the scope of modernization projects.	2	2	2
3.8	Refurbishing, modernization, and new construction projects take into account technology infrastructure needs.	1	1	2
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
Facilities Management – Construction of Projects				
4.1	The college maintains an appropriate structure for the effective management of its construction projects.	1	1	1

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
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
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
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

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
8.3	Cost-effective, energy-efficient design has been made a top priority for all college construction projects.	1	1	1
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
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
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
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
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

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
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
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
8.12	The college has a documented process for assigning routine repair work orders on a priority basis.	3	3	4
Facilities Management – Instructional Program Issues				
9.1	The college has developed a plan for attractively landscaped facilities.	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
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

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
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

Progress on Implementing the Recommendations of the Recovery Plan:

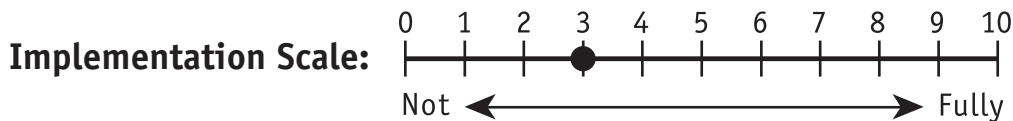
1. No board policy specific to a hazard communication program had been developed as of the May 2008 site visit. The college has identified the need to update and create board policies, but no action has been taken.
2. As of the May 2008 site visit, the hazard communication program had not been updated. The college identified the need to update the plan at the last review, but no action has been taken.
3. 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 action has been taken.
4. Hazardous materials training for all building and grounds staff, plant managers, and employees has not taken place. However, the college reports that five members of the custodial staff attended a hazard communication and blood borne pathogens training session conducted at El Camino Community College in November 2007. Additionally, the Director of Maintenance and Operations 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.
5. The college has not developed a complete list of hazardous substances. Pursuant to Code of Regulations, Title 8, Section 5184(e)(1)(A), a complete list of hazardous substances must be provided within the written hazard communication program, preferably with an indication of the work area where the substances are found. The college must develop such a list. Also, the

Director of Maintenance and Operations reports that a room-by-room inventory and identification of potential tipping hazards will be conducted during custodial rounds, and a project to correct these hazards with appropriate seismic strapping will be completed by September 1, 2008.

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). The college must develop the list of hazardous substances and provide the list to the local fire department. Once the staff completes the project detailed above, the inventory list of hazardous substances should be provided to the local fire department.
7. The college has not informed outside contractors of hazardous substances that are present on the site. 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. As previously recommended, once the college has completed the inventory project, the list of hazardous substances should be provided to outside contractors.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3



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:

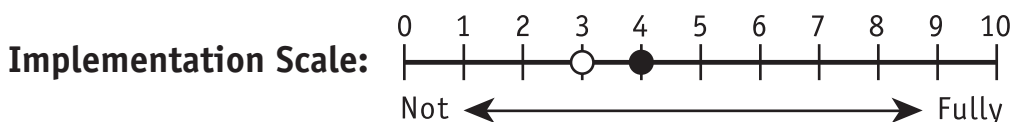
1. Interviews with site administrators and support staff
2. Evidence of new key control system
3. Copies of invoices paid for new access/key control system

Progress on Implementing the Recommendations of the Recovery Plan:

1. As reported in the last review, the college was unable to identify all grand master key holders. The college reports that it is most effective at this point to move to an electronic access control system for the entire campus. Since the last review, the college has started rekeying the campus. 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 to him/her under his/her employee number to allow college staff more oversight over which buildings staff members can access.
2. The college began installing the new key system in March 2008. The Math and Science building is being upgraded first, because some infrastructure for the new key system already exists in the building. College staff plans to install the key system in the Vocational Technology building once the 2008-09 budget is approved. The new system is very expensive and will be done in stages. However, college staff report that it will be expandable and can tie into additional systems, which will allow for the system to be flexible over the long term. Therefore, staff feels the investment in campus safety is well worth the expense. Once the new key system is installed, college staff should review Board Policy 10.8 as recommended in the initial Comprehensive Review, and should revisit and revise the policy to address the new system. Administrators, division chairpersons, and the associate deans must continue to review the current policies and work with staff to ensure that the policies are followed.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 4



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, Maintenance, and Operations, and staff
2. Site observation
3. Documentation of security lighting
4. Purchase order for equipment rental
5. Phase 1 capital facilities projects

Progress on Implementing the Recommendations of the Recovery Plan:

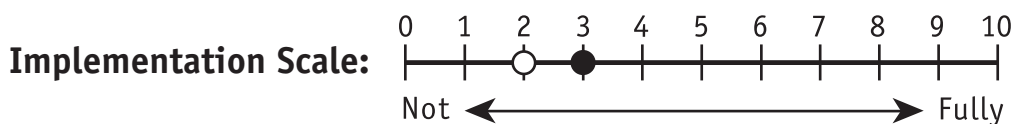
1. There has been no change in this board policy. The college has not developed a board policy regarding the amount of lighting that must be installed and the priority for funding to enforce this policy.
2. The college has identified the need to establish a routine schedule for checking lighting in all areas of the campus, but no 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.
3. The college reports that the burned-out exterior light bulbs have been replaced. The four-person evening shift custodial crew has a standing order to complete “fill” work when time permits, which includes replacing burned-out exterior light bulbs and cleaning lenses. The projects are done with the limitation of using a standard ladder. Light fixtures that exceed the height accessible by a standard ladder have not been maintained. The Director of Maintenance and Operations has a rental agreement for a 40-foot boom lift to accomplish overhead projects, and has reserved one week for replacement and repair of the street and parking lot lights. Campus safety is still a chief concern, so the college should continue to maintain the existing exterior lighting. 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, with 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.
4. Although the college has identified the need to replace existing hallway lighting, no action has been taken. As part of the proposed Facilities Master Plan, some of the row buildings, where a considerable number of lighting deficiencies occur, are scheduled to be demolished

in the next few years. Understandably, the college does not want to undertake an expensive replacement of lighting for buildings that are scheduled to be demolished, but campus safety must be the most important concern. The college should make repairs in the existing hallway to provide for the best possible lighting, and maintain the existing lighting.

5. Lighting has not been installed in the middle quad area, so safety concerns remain. The campus-wide lighting project to replace and upgrade existing infrastructure is scheduled to begin the first phase in September 2009. Until that time, the college needs to maintain a safe and well-lit campus, so any improvements to increase lighting in this area should be made as soon as possible.
6. The college has not installed additional lighting in all courtyards for security during after-school activities and security surveillance. Lighting continues to be insufficient in these areas. As in other areas of the campus, lights are in place, but some are either nonfunctional or need new bulbs. The college plans to upgrade and replace all lighting with the campus-wide infrastructure project, but until the project can be completed, the college must continue to replace burned-out bulbs and make repairs to the existing infrastructure as needed. The college staff also should ensure that lighting turns on in the evenings at the correct time to allow for a well-lit campus.
7. The college has not installed lighting between buildings. This continues to cause security concerns because the areas between buildings are unlit and secluded.
8. 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 continues to exist. 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 to begin September 2009.

Standard Implemented: Partially

April 2007 Rating: 2
 January 2008 Rating: 2
 July 2008 Rating: 3



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

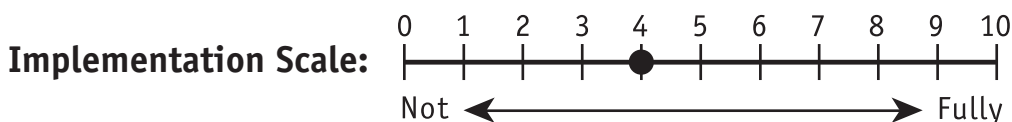
Progress on Implementing the Recommendations of the Recovery Plan:

1. No board policies have been adopted regarding hazardous chemicals.
2. The college still does not require science teachers to update the chemical inventory annually (or each semester).
3. College staff report that seismic lips have been installed in some science classrooms, but no supporting documentation was provided. The college intends to identify all areas where seismic lips are necessary and to complete the inventory and installation of these guards by July 1, 2008. The college also plans to take inventory of all tipping hazards and correct the hazards with seismic strapping. The proposed completion date for this project is September 1, 2008.
4. The college has not developed procedures to ensure that all buildings and grounds staff, plant managers, and faculty receive training on chemical compounds and hazardous substances used for instruction. All staff have not received training, though documentation indicates that a few staff members attended a hazard communication and blood-borne pathogen training in November 2007. Additionally, the Director of Maintenance and Operations reports that briefings on seismic tipping hazards will be incorporated into weekly staff meetings.

Training should be provided regularly to all staff.

Standard Implemented: Partially

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

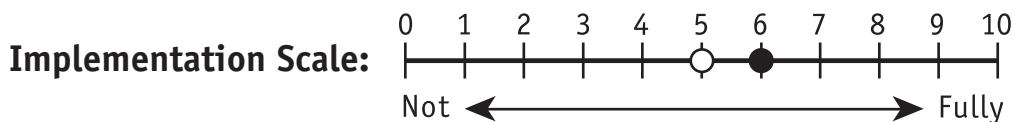
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not adopted board policies to date to address this standard.
2. 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. It was reported that 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. It is important that this position continue to oversee the work order process so that the Director of Maintenance and Operations can attend to other issues. The college should continue this positive step by moving to an electronic work order system. The maintenance and operations staff have been researching different electronic work order programs to implement, and have identified a program they would like to use. The program had not been implemented at the time of the site visit.
3. A formal communications procedure for work orders has not been developed. Based on site interviews, the process for work orders seems to be allowing for quicker assignment and completion of projects. The form of communication for work orders has not changed. Until a new electronic work order system is implemented, the college reports that work orders will continue to be submitted by e-mail or paper copy.
4. The college has not developed procedures for an annual facilities inspection to ensure that site staff are reporting all unsafe conditions. At the time of the last review, the college identified the need for building inspections and proposed a building adoption program. At the May 2008 site visit, college staff reported that the building adoption had started 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. Based on interviews with staff and sample evaluations completed in May 2008, staff have recently adopted campus buildings as part of the employee evaluation process. Because this program was just implemented in May 2008, no change could be observed.
5. The college has not repaired all substandard and potentially unsafe conditions. In site observation and interviews with staff, it appeared that staff tape off the hazard and fence unsafe areas so that students and staff cannot become injured. It was observed, however, that some

tripping hazards, either drop-offs in the concrete or covered holes, could be better marked. In one instance, a black covering for a tripping hazard had warped and did not provide a safe walking surface. Additionally, some yellow and white paint stripes used to mark potential tripping hazards had faded, and as a result, the tripping hazards were not clearly marked.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 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

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. Some of the sanitation hazards noticed during the previous site observations in 2006 and 2007 remain unchanged including:
 - a. Some restrooms with standing water on the floors, creating a slippery surface.
 - b. Some nonfunctioning toilets.
 - c. Some broken toilet seats.
 - d. Some sink water faucets not in working order.
 - e. Some dirty water fountains.
 - f. Some restrooms without soap, paper towels, or toilet paper.

Steam cleaners were purchased to be used in cleaning the restrooms, but it does not appear that the cleaners are being used. One men's restroom observed was missing stall doors and some of the fixtures did not work. Campus restrooms were unlocked and accessible by students. The college acknowledges that campus restrooms are not being maintained at the level desired and has created a plan to address this issue by closing surplus restrooms. The college reports that the maintenance and operations staff maintains 63 restrooms, which is the same number of facilities that were maintained when campus enrollment was approximately 6,000 students. In addition, the maintenance and operations staff has decreased by half. Effective fall 2008, maintenance and operations plans to close three men's and two women's restrooms to focus on better cleaning and service of the open restrooms. The college plans to renovate the restrooms in Buildings C through G over summer 2008 to provide cleaner and better maintained facilities.

2. The custodial work crews have been in place for a little over seven months, 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. Staff report that the crew members now act as back-up to each other and complete the tasks of an absent crew member. Additionally, the work crews allow some staff to attend to emergency situations while others can still perform daily work duties.
3. The work order process had not been revised since the last review. College staff report that health and safety hazards are generally reported immediately to the maintenance and opera-

tions department and, once reported, become a priority. The work order process was not documented, so it was not clear if work orders are created for health and safety hazard repairs or if jobs are verbally assigned.

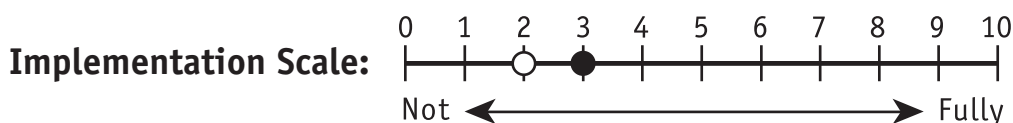
4. It does not appear that the college performs regular inspections of fire extinguishers to make sure they are in posted and required locations, and have been properly charged and inspected. Some fire hazards remain unchanged from the previous two reviews:
 - a. Classrooms without fire extinguishers.
 - b. Fire extinguishers blocked from easy access.
 - c. Fire extinguishers missing from designated areas where signage directed the reader to obtain the fire extinguishers.
 - d. Large storage areas with no fire extinguishers or designated extinguisher areas.

The college previously reported that it had contracted with a vendor to recharge and inspect fire extinguishers, but no documentation of this was provided at the last review, and, based on current site observations, it doesn't appear that the service is being provided.

5. The college has not provided on-site 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 no formal in-service training for all staff has been conducted.
6. At the time of the facilities review, employee evaluations were being completed. Evaluations are to be completed annually by the employees' supervisor and administrator. It was reported in the last review that supervisors did not periodically review the progress of site personnel in keeping campuses safe and clean. The annual evaluation process will allow for review of an employee's progress, but it is important for the supervisors to have an ongoing awareness of the employee's progress and work.
7. Classified employee performance evaluations completed for the period of 5/1/07 through 4/30/08 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



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:

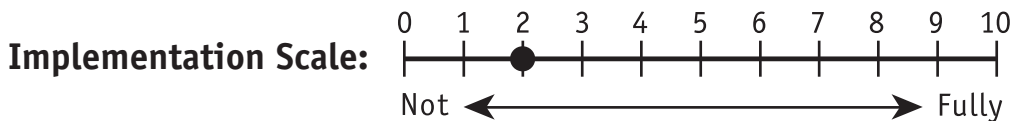
1. Interviews with staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college had not updated the 13-year-old board policy addressing periodic facilities inspections at the time of the site visit.
2. There have been no updates made to the IIPP Handbook. The college has identified the need to draft a new IIPP Handbook and obtain board approval, but no action has been taken to date. The college plans to hire a consultant, using funds from the 2008-09 budget, to revise the new handbook.
3. The college has not provided training to staff regarding the IIPP program. The Director of Maintenance and Operations reported that once the new IIPP Handbook has been drafted and approved by the board, training for the handbook will be provided to staff. No action has been taken to date.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2



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:

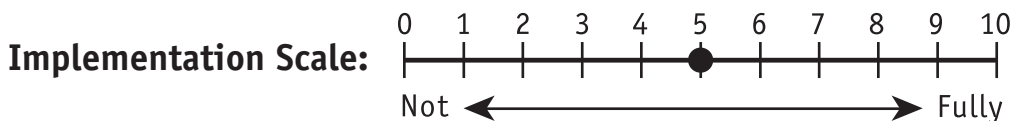
1. Interviews with college and site staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board policies related to crime and violence prevention have not been updated. There has been no status change to the college plans to implement an inventory control program, and no action as of the date of the site visit. It was reported that once the identified restrooms are closed in summer 2008, the maintenance and operations department will use the five closed restrooms as storage closets for bathroom supplies. The department plans to inventory the supplies every two weeks and make the necessary replenishments at that time. In the previous reports, college staff indicated a significant problem of pilfering of bathroom supplies, specifically toilet paper and soap/soap dispensers. The department is hopeful that the new inventory system will allow the staff to work more efficiently utilizing several smaller supply closets, and also will reduce the pilfering of supplies. The college should continue to plan to improve controlled access to restrooms after hours.
2. Procedures have not been developed to ensure the annual updating and training of staff. The Director of Maintenance and Operations provides safety briefings at the weekly staff meetings, but a formal program has not been established.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 5



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. 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, there has been no change in this standard. The college reports it has not created a boiler log for each operating boiler.
2. There has been no change to this standard: The college has not developed the recommended work practices and procedures for boilers, and should implement the following items:
 - a. On-site maintenance logs that contain complete descriptions of the maintenance of all system components, including sensors, controllers, actuators, etc.
 - b. Maintenance log descriptions that include the dates of inspections, periodic preventative maintenance and suggestions, and system/component failure diagnosis.
 - c. Maintenance log descriptions that include procedures for the repair or replacement of defective components.

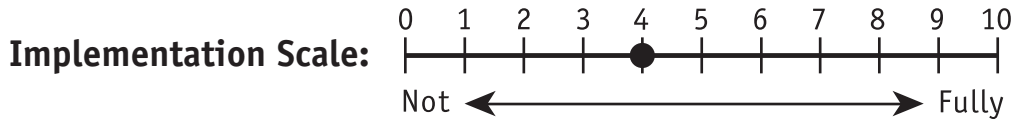
Ongoing training on the general industry safety orders should continue for maintenance/custodial staff. College staff reported that one staff supervisor assesses the boilers throughout the year.

College staff report that the central plant maintenance is completed by an outside contracted company, Southland Industries. The college provided a summary of work orders and POs completed by Southland Industries documenting that the company is performing maintenance and start-up operations. The college should continue to have on-site qualified field technicians to place the systems in operation, making tests, adjustments, and changes as necessary to ensure the safe and successful operation of the equipment and systems.

3. The college identified the need for a recurring inspection, operation, and certification of boiler and fired pressure vessel service contracts, and contracted with Southland Industries to complete these processes.

Standard Implemented: Partially

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



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 safety program.

Sources and Documentation:

1. Board Policy 9.1
2. Board Policy 9.2
3. Interview with site administrators

Progress on Implementing the Recommendations of the Recovery Plan:

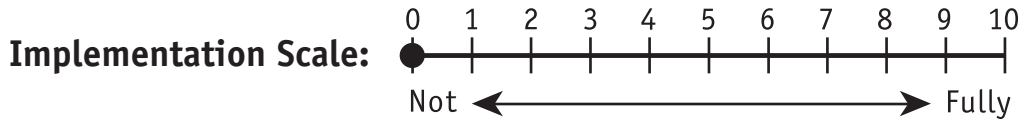
1. There has been no change to the board policy since the last review. College staff has recognized the need to update the board policies, but no changes have been made to date. The board policy has not been updated to reflect changes in staffing and titles, such as the two positions of Director of Facilities 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. As reported in the last review, these positions might more appropriately report solely to the Special Trustee and/or Provost, who are responsible for the Compton campus facilities and safety.
2. There has been no change in the status of the Injury and Illness Prevention Program (IIPP) since the last review. College staff have identified the need to update the program, and have a handbook in draft form, but no action has been taken since the last review. There continues to be no evidence of an existing or ongoing injury prevention program.
3. At the site visit, it was still unclear if one administrator had been assigned to meet the requirements of the board policy. However, the Director of Maintenance and Operations indicated that a plan to update the IIPP handbook was still in place. Additionally, this director has started to review possible safety trainings, such as CPR. The college should formally assign an administrator to this role and a comprehensive employee safety plan should be created to include injury prevention training and safety meetings.
4. At the last facilities review, the college had identified the need for a safety committee and announced plans to create the committee chaired by the Director of Maintenance and Operations. As of the May 2008 site visit, no action had been taken to further develop the committee. The college should select the representatives and support the formation of the committee.

Standard Implemented: Not Implemented

April 2007 Rating: 0

January 2008 Rating: 0

July 2008 Rating: 0



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:

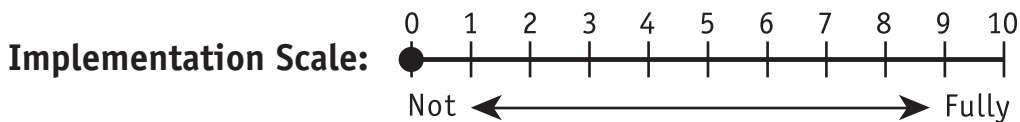
1. Board policy
2. Interview with site administrators
3. Copies of bargaining unit agreements
4. Observation of employees and safe practices

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 wording for safe working conditions should be clarified 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 Maintenance and Operations indicated that a plan to provide safety trainings, such as CPR, was being reviewed.
4. The Director of Maintenance and Operations 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 to the role of first aid training coordinator for employees. As of the site visit, no formal first aid training for all employees had taken place.
5. The college has not provided first aid training to employees.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0



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 1997).

Sources and Documentation:

1. College reported information

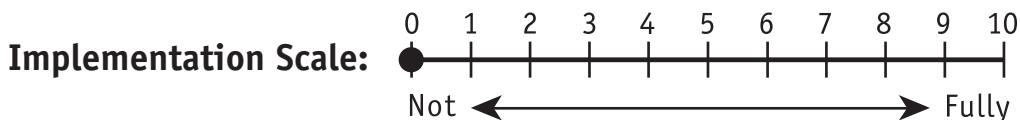
Progress on Implementing the Recommendations of the Recovery Plan:

1. At the time of the last facilities review, the college reported it had obtained a copy of the Facilities Planning and Construction Manual for California Community Colleges from the Web site, and that the Director of Facilities Planning reviews the manual regularly. The college did not provide new information or documentation at the May 2008 site visit that it has any other guides associated with facilities planning and construction. There had been no change to this standard as of the May 2008 site visit, partly because no new major construction or projects have occurred on the campus. El Camino Community College has two directors with extensive experience in facilities planning and management who are responsible for the Compton facility master plan. An ongoing recommendation is for the college to review the Facilities Planning Manual before any new construction or major projects begin.

Progress in this standard will be reflected when Compton CC begins phases of the Facilities Master Plan and can connect progress to specifics in the Facilities Planning Manual.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0



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:

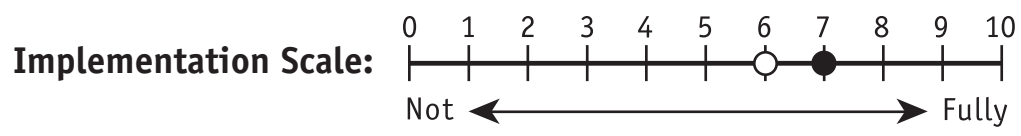
1. Interviews with Director of Facilities Management and Planning and Director of Maintenance and Operations
2. Cost Estimate Summary and Anticipated Time Schedule paperwork
3. Draft of Facilities Master Plan dated May 20, 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. In November 2002, 76% of voters authorized the college to issue \$100 million in general obligation bonds (Measure CC). Measure CC authorized funds to repair and renovate academic classrooms and job training facilities and upgrade safety security systems, electrical capacity, computer technology, energy efficiency, and leaky roofs.
2. The college has \$50 million in general obligation bonds yet to be issued. Reconciliation of the previously issued bonds was to begin in early December 2007. At the time of the May 2008 site visit, the reconciliation had not started and there was no estimated completion date.
3. At the time of the last site visit, El Camino Community College had hired two director positions, a Director of Facilities Management and Planning and a Director of Maintenance and Operations, to manage the facilities and maintenance department at Compton College. Both positions have been at the campus for less than a year, but have made some significant steps in planning for the campus. The Director of Facilities Management and Planning actively seeks matching state and local funds for proposed construction projects and other areas of facilities department maintenance. The Director has been utilizing the Web-based program database network, "Facilities Utilization, Space Inventory Options Net," or FUSION. College staff have used the network for documenting planning (including forecasting, capital outlay at the college and statewide level, and local assistance planning) and project management.
4. The college continues to rely on consultants to provide support to the director positions. This will continue as the college works its way through the reconciliation of expended bond funds and makes plans to issue and use the balance of the voter-approved bonds.

Standard Implemented: Partially

April 2007 Rating: 6
January 2008 Rating: 6
July 2008 Rating: 7



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:

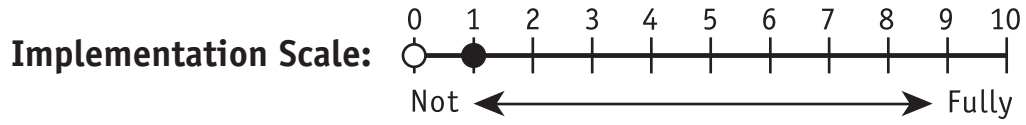
1. Interviews with site administrators
2. College documentation

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no status change to this standard. The college has not developed job descriptions, roles, and responsibilities for each position associated with facility planning and funding.
2. As of the May 2008 site visit, the Director of Facilities, Management, and Planning and the Director of Facilities, Maintenance, and Operations had been in their positions eight to ten months. The two directors have extensive experience in facilities planning and management, but have not trained existing employees to be able to support the directors. The two directors plan to have one or two Compton CC maintenance and operations personnel take advantage of staff development opportunities. However, to date, the training opportunities have not been made available. The two leaders in facilities planning and maintenance and operations should provide budget and opportunities for professional growth in the department.
3. At the time of the May 2008 facilities review, the college had not developed a system of on-going assessment and evaluation to determine whether departments associated with facilities planning and funding are properly staffed, properly functioning, and funded to meet evolving project servicing requirements.
4. The Maintenance and Operations Department continues to struggle to obtain sufficient funding for routine support services and maintenance, which impairs the ability to be properly staffed and supplied with materials needed to maintain the campus. The Director of Maintenance and Operations is consumed with the process of generating, tracking, and approving paperwork for basic services and support at the campus. Staffing support at the business operations or maintenance and operations level should be provided to assist the director in handling these general and routine-but-necessary processes.
5. The Director of Facilities, Management, and Planning actively seeks funding for campus construction, major projects, and developing the Facilities Master Plan for the campus.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1



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:

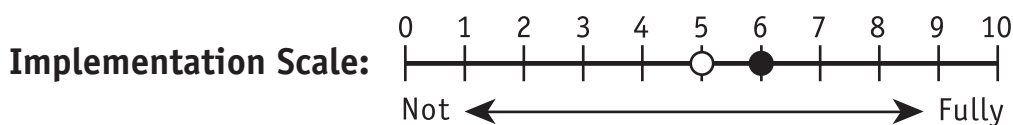
1. Interviews with site administrators
2. Documentation of draft Facilities Master Plan dated May 20, 2008, and Capital Facilities Projects and Spending Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the previous visit, Compton CC staff has focused a significant amount of time on gathering input and preparing the Facility Master Plan. The college has drafted a capital facilities projects plan that includes local and state funding for expenditures. As of the May 2008 review, the plan is divided into phases. Phase 1 addresses the college's priority to open and occupy the Learning Resource Center (LRC). Once the LRC becomes occupied, the next projects in Phase 1 will begin. At the time of the facilities review, the plan was still in draft form. The college should continue to develop and finalize the Facilities Master Plan.

Standard Implemented: Partially

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



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:

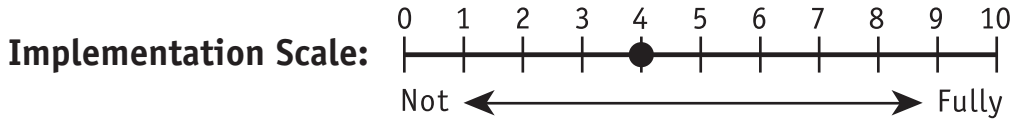
1. Interviews with site administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CC plans to issue voter-approved local bonds to move forward on the Facility Master Plan.
2. There has been no change to the staff training programs. The college has not established a training program in municipal financing for staff members in the Business Department who are responsible for overseeing capital facilities funds for expansion and modernization. These responsibilities continue to belong to the Director of Facilities, Management, and Planning and outside consultants. The current director is well qualified to manage the responsibility; however, the college should provide the appropriate training for staff so that the financial burden of utilizing outside consultants is minimized.

Standard Implemented: Partially

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



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:

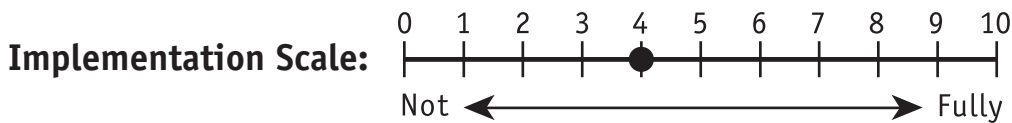
1. Interviews with site administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change to the staff training program for municipal financing. The current director is well-qualified to manage the responsibility. To date the college still needs to provide training in municipal financing for staff members in the business department responsible for overseeing capital facilities funds for expansion and modernization.

Standard Implemented: Partially

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



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:

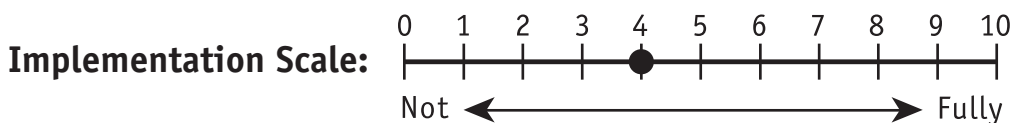
1. Interviews with site administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change since the last facilities review; the college still does not have a process to monitor the assessed valuation of taxable property within its boundaries.
2. The Director of Facilities, Management, and Planning and the Director of Facilities, Maintenance, and Operations possess most of the knowledge and skills regarding Facility Planning and the associated municipal financing issues. College staff still do not completely understand the relationship between assessed valuation and the issuance of general obligation bonds, and no staff training has been provided to date.
3. The college has not made any changes to develop staff training for municipal financing. The college has not sought training in municipal financing for staff members in the business department responsible for overseeing funds for the expansion and modernization of capital facilities.
4. As of the last facilities review, no documentation was provided that the college has continued to work with a financial advisor whose expertise is municipal financing for college/school districts in the state, and no status change was provided as of the May 2008 review.

Standard Implemented: Partially

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



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:

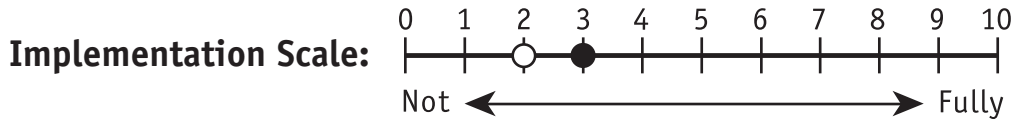
1. Review board policies
2. Interviews with staff
3. Review of college records and reports including the draft Facilities Master Plan dated May 20, 2008

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change in board policy since the last review; the college still has not established the recommended board policies and procedures that will allow prioritization of future projects.
2. As of the May 2008 facilities review, the college still has not provided documentation that staff has been assigned specifically for the management of the project teams (architect, construction manager, contractors, and inspectors) with the exception of the Director of Facilities, Management, and Planning who oversees these areas.
3. 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, input and keep them informed of the progress on the plan. The next Facilities Committee meeting was scheduled in June 2008. It is not clear what role the board and Special Trustee hold for the Facilities Committee. The board/Special Trustee should give the Facilities Committee direction regarding facility priorities that will meet the college's educational priorities.
4. College staff report that the Bond Oversight Committee's last meeting was October 9, 2007, but it will begin meeting again to discuss the sale of the remaining bonds.
5. The Facilities Master Plan, drafted and discussed at a board meeting in May 2008, will be the template used to establish project priorities and schedules. Progress in this standard is expected to increase as the Facilities Master Plan and associated capital improvements begin.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3



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
2. Interview with Director of Facilities, Management, and Planning
3. College's general ledger for Fund 41, Capital Outlay Projects (no new data provided at May 2008 visit)
4. Copy of Fund 41, Capital Outlay Projects budget
5. Copies of some claim reimbursement documents
6. Copy of board agenda dated August 23, 2005, that approved the five-year (2007-11) Construction Plan (no new approval provided at May 2008 visit)
7. Copy of Measure CC Bond Program and State Capital Outlay Program Progress and Budget Cost Report dated October 31, 2006 (no new data provided at May 2008 visit)

Progress on Implementing the Recommendations of the Recovery Plan:

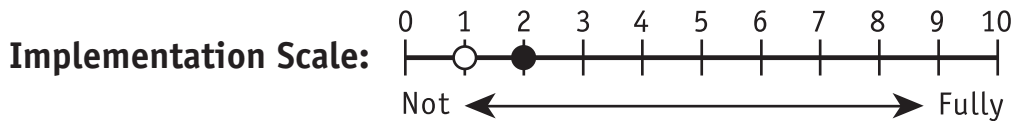
1. There has been no change to board policy since the last facilities review; the college has not established a board policy stating the college's goals for the use of scheduled maintenance and special repair program funds and prioritizing the types of projects.
2. Compton CCD management reports that it has drafted a scheduled maintenance plan for 2009-13 at the time of the last facilities review, but no procedure was documented to ensure that the plan is updated annually to remove projects completed during the year and to include projects that are due for scheduled maintenance and special repair funding. The Director of Facilities, Management, and Planning is maintaining the five-year plan on the database network FUSION, and is able to make updates and revisions on the network. A procedure should be developed to update the five-year construction plan annually.
3. College staff report that formal reports on the use of scheduled maintenance and special repair project funding can be created through the FUSION program. The college provided report documentation of the five-year plan, capital outlay projects, and scheduled maintenance through the FUSION program and other college documents. The college should continue to utilize these reports and ensure that the reports are created annually.
4. College administrators (mainly the Director of Maintenance and Operations) have continued to encounter delays in receiving accurate budget information. The lack of budget numbers has continued to hinder progress in completing maintenance and special repairs. The Director of Maintenance and Operations has made repeated attempts to obtain the correct budget amounts without success. As a result, the director spends a great deal of time engaged in

administrative paper work or meetings and is not able to utilize his time managing the Maintenance and Operations Department. At the time of the May 2008 facilities review, it appeared that this situation was becoming more critical since the fiscal year for 2007-08 was closing out and the director did not have access to any funds to make emergency repairs because a purchasing deadline had been imposed on all departments. The director felt compelled to use a college credit card to make necessary purchases, but then the credit card was suspended for purchasing. It was reported that the Maintenance and Operations Department should have access to one or two open purchase orders to make purchases against, but due to previous issues with purchase orders being invalid or not assigned to the correct fund, the assessment team was not confident that the director would have access to these funds.

Considerations and accommodations should be allowed, even at the end of the fiscal year, for the routine basic services in maintenance and operations areas.

Standard Implemented: Partially

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



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 17366]

Sources and Documentation:

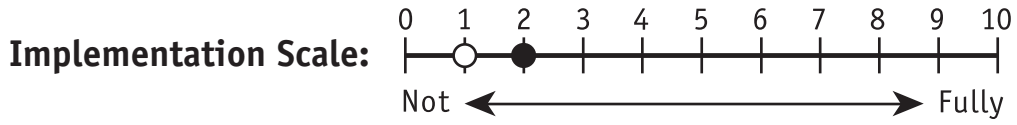
1. Interviews with staff
2. Reviewed minutes of the college's Bond Oversight Committee (no new data provided as of May 2008 site visit)
3. Reviewed summary and detail reports provided by BRJ & Associates as of October 31, 2006 (no new data provided as of May 2008 site visit)
4. Reviewed college's five-year scheduled maintenance plan for 2009-2013
5. Reviewed college's draft Facilities Master Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. A five-year scheduled maintenance plan was approved by the board in August 2005 and the staff reported it was revised this year for 2009-13. In addition, the college has developed a draft Facilities Master Plan that was presented to the board on May 20, 2008.
2. The college does not independently verify the information included in the monthly reports provided by the program and construction managers. The college has not verified the financial information that is included in the monthly reports against the financial system data. It was not clear at the time of the May 2008 site visit if monthly reports were provided by the program and construction managers since work and progress in this area has slowed and nearly ceased.
3. There was no documentation of monthly reports prepared by program and construction managers. These reports should include change order amounts and the percentage of the original projected amount.
4. The college has not completed any projects for maintenance and modernization for this year. The college reports that 2007-08 was a year of planning and, consequently, no monthly or quarterly reports are provided to the board showing the current status of the projects funded with scheduled maintenance and special repair funding. College staff reports that project proposals for the Allied Health building and other projects were submitted to the Chancellor's office and are in the process of being approved.
5. The Five-Year Scheduled Maintenance Plan has been updated for 2009-13. It should be accessible by college staff who need to refer to it regularly. It should include key information for staff to aid them in making decisions regarding the use of those funds and planning for maintenance needs. The Five-Year Scheduled Maintenance Plan should be reviewed and updated annually.
6. A report of all college construction projects is compiled on the FUSION network and some projects are in the stages of being approved for funding.

Standard Implemented: Partially

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



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:

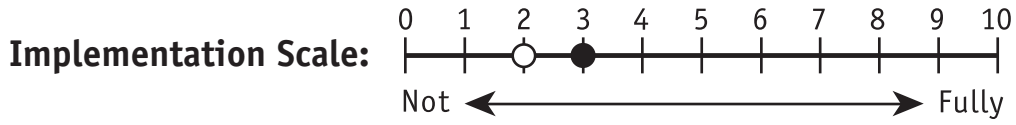
1. Interviews with Director of Maintenance of Operations and Director of Facilities Management and Planning
2. Detail reports provided by program and construction managers as of October 31, 2006 (no new data provided as of May 2008 visit)
3. Reports provided from the FUSION network

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a comprehensive report that is all-inclusive for all projects and funding sources as an internal tracking mechanism. College staff reports that many, if not most capital projects are recorded on the FUSION network. The Director of Maintenance and Operations reports that the department maintains a spreadsheet that tracks the completed and ongoing projects. At the last facilities review, the college reported that draft policies had been written for tracking the progress of individual projects and other related management functions under evaluation, that no status change has occurred on the draft policies, and that no action has been taken to date.
2. The Director of Maintenance and Operations maintains a comprehensive spreadsheet for each project and vendor with which the department contracts. Review of the provided documentation shows that the director approves and forwards the invoices to the college accounting department in a timely manner, in many cases within one to two weeks of receiving an invoice or charge for projects or materials. The director reports that issues often arise with purchase orders or fund balances that create problems in the accounting department, and then the invoice is not paid in a timely manner. Also, the director reported that, in most cases, he is not made aware of these billing issues, which can create problems if the director attempts to contract with the vendor for additional services, projects, or materials and finds the invoice is unpaid. The director reports that these issues are common and makes it difficult to present the college as a responsible institution with which to contract for services, projects, or materials. The director's valuable time is consumed by these accounting issues, trying to ensure that the projects move forward and that the invoices are paid on time. In addition, building the capacity of staff for tracking projects and monitoring completion dates and financial status continues to be essential to the continued progress of the college.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3



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:

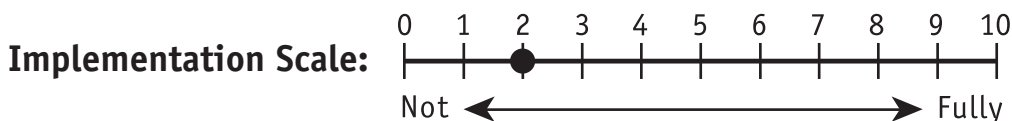
1. Interviews with Director of Facilities Management and Planning
2. Detail reports provided by program and construction managers as of October 31, 2006 (no new data provided as of May 2008 visit)
3. Physical inspection of new construction and modernization projects on campus

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a comprehensive report that is all-inclusive for all projects and funding sources as an internal tracking mechanism. College staff reports that many, if not most capital projects are recorded on the FUSION network. The Director of Maintenance and Operations reports that the department maintains a spreadsheet that tracks the completed and ongoing projects. At the last facilities review, the college reported that draft policies had been written for tracking the progress of individual projects and other related management functions under evaluation, that no status change has occurred on the draft policies, and that no action has been taken to date.
2. As previously reported, in 2007-08 no modernization projects have occurred. The college continues to identify that planning to include furniture and equipment in planned modernization needs to occur, but no plan has been developed to date to implement this inclusion. The college should address furniture and equipment items in the final Facilities Master Plan.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2



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:

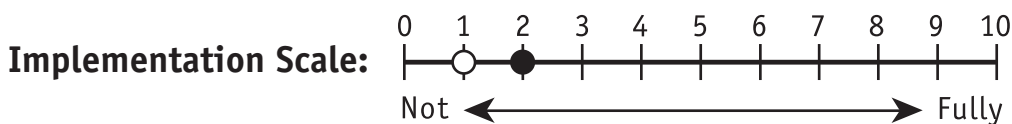
1. Interviews with staff
2. Interviews with Director of Facilities, Management and Planning
3. Detail reports provided by program and construction managers as of October 31, 2006 (no new data provided as of May 2008 site visit)
4. Physical inspection of college campus facilities and randomly selected classrooms
5. Technology Plan
6. Draft Facilities Master Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change to the Technology Plan since the last facilities review. With the development of the draft Facilities Master Plan, the Technology Plan may need to be reviewed and possibly revised to reflect the proposed infrastructure upgrades and campus development. As recommended in the last review, specific information regarding the college's infrastructure needs prior to the architectural stage of construction and modernization should be expanded to require technology involvement in the very early stages of the new construction and/or modernization of an existing building. As the draft Facilities Master Plan is developed further and finalized, the Technology Department should be involved in the early stages of construction design.
2. There has been no change to the process for reviewing both the databases for the inventory and the electrical spaces. The college did not provide any documentation that the databases are being reviewed by someone who knows the application used by the college. As recommended in the last review, the appropriate staff should be included on the design and planning committee.

Standard Implemented: Partially

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



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 is knowledgeable of procedures within the Division of the State Architect (DSA).

Sources and Documentation:

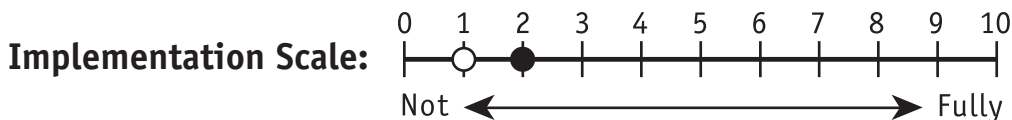
1. Interviews with college staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. Two directors, the Director of Facilities, Management and Planning and the Director of Maintenance and Operations, have extensive DSA experience, but the college still needs to assign staff to monitor the facilities project team (architect, construction manager, contractors, and inspectors) as new construction and major projects begin.
2. There have been no changes in regard to the DSA training for college staff. The college has not provided training on basic knowledge about DSA procedures and requirements to staff. The college has identified the need for training, and plans to enroll staff in the DSA Academy, but no action has been taken to date. The college also reported that the training has not occurred because the college has not started any new construction projects. It is crucial to provide college staff with DSA training so that the knowledge is within the college institution.

Standard Implemented: Partially

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



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:

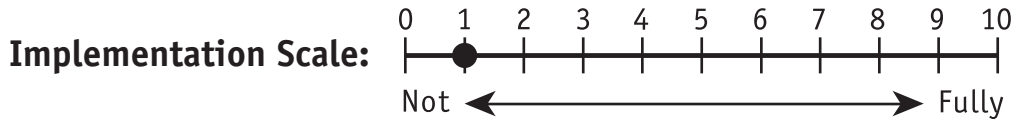
1. Interviews with site administrators
2. Detail reports provided by program and construction managers as of October 31, 2006 (no new data provided as of May 2008 site visit)
3. Physical inspection of college campus facilities and randomly selected classrooms

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college should carefully plan for construction management needs for all its projects. Bond funds are maintained by an outside program and construction management firm, but other active projects should be incorporated into a tracking system that provides the necessary information to enable management decisions to be made regarding construction projects. At the time of the site visit, no new projects were under way. However, the college was going to begin working with in-house staff and the management firm to reconcile the use of already-issued bond monies. The reconciliation was scheduled to begin in early December 2007. As of the May 2008 site visit, the reconciliation had not started and a time line had not been set.
2. There have been no new construction projects completed since the Director of Facilities, Management and Planning was hired in 2007.
3. Before new projects or construction begin, the college should establish procedures to evaluate the ongoing effectiveness of its in-college versus outside construction management relationship. The results of this evaluation should guide the amount and degree of future use of outside construction management services.
4. To date, the college has not provided professional training related to project and construction management for staff involvement in the construction phase of projects. The two directors have professional training and experience related to project and construction management. The directors recognize the need to provide training to existing staff for continuity in future project development and completion.
5. The Bond Oversight Committee has not met since October 9, 2007, because bond activity was suspended. College staff report that the next meeting is scheduled for June 2008. At this time, the Bond Oversight Committee's meeting minutes should be accessible at all times and posted to the college's Web site. As of the last review, the minutes had not been posted on the college's Web site per the team's previous recommendation. As previously reported, posted minutes would be easily accessible and would inform the community and other oversight agencies regarding the use of bond funds.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1



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:

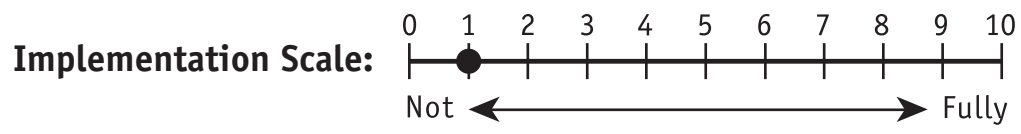
1. Interviews with Director of Facilities Management and Planning, and Director of Maintenance and Operations
2. Detail reports provided by program and construction managers as of October 31, 2006 (no new data provided as of the May 2008 site visit)

Progress on Implementing the Recommendations of the Recovery Plan:

1. As reported in the last review, the maintenance of records is an internal control function that should be established by the college and continued into the future for all construction projects approved by the board or the Special Trustee. These records should be as comprehensive as possible, including drawings and maintenance of project records. At the last facilities review, the college reported that the implementation of an electronic and paper document archive had occurred, and would be utilized on future projects. No change has been made to this standard because no new construction projects have occurred for 2007-08. For all future projects, the recommendations should be implemented.
2. In the last review report, the college reported the implementation of a paper archive, but the physical location of the records was not known and the college did not provide documentation of the archive. The physical location of the records should be relatively close to the facilities department or the department that will be responsible for all records to ensure monitoring.
3. The college reports that the implementation of CAD and other relevant document standards will be used for future projects, but no status change has occurred in this area because no new projects have been started since the last review.
4. The college has not implemented a system for recording the check-out of plans to ensure responsibility/accountability for their return.
5. There is no progress or change in the standard because the college is planning the next phases for projects.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1



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:

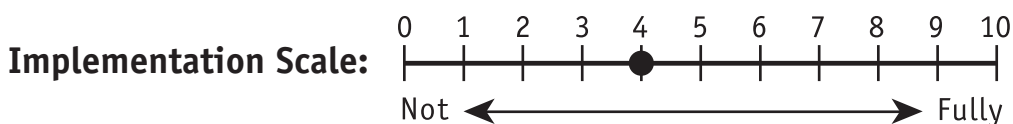
1. Board policy
2. Interviews with college staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. As reported in the last review, no documentation was provided to support an updated certification to the county as to which positions requiring conflict of interest statements have been designated by the board.
2. The Interim Provost reported that conflict-of-interest statements were collected at the start of the 2007-08 school year. Some staff employed by El Camino Community College who work at the Compton College Center reported that it was unclear where to submit a conflict-of-interest statement. A procedure 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.
3. No documentation was provided that the college had obtained signed departure documents from departing employees. There was no change in this area from the last report.
4. There was no documentation provided for signed conflict-of-interest statements for all new employees as required.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 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 firm, BRJ & Associates
3. Interviews with site administrators

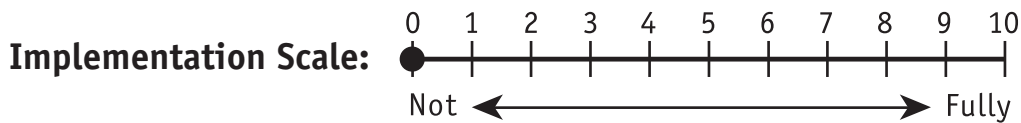
Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last review, there has been no change to board policy. The college has not established a board policy specifically to address the nature of energy and energy conservation or to describe how it will be applied.
2. As recommended in the last facilities review, the following items should be addressed in board policy at a minimum:
 - a. Board commitment to energy efficiency.
 - b. Direction to administrators to aggressively implement the policy.
 - c. Energy management as a high priority in new construction, modernization, equipment replacement or repair projects.
 - d. A list of energy design criteria for use by design teams working for the college. This should be incorporated in the existing design standards for the college.
 - e. Energy efficiency through alternate funding for all campuses, or other sites where classes are held, that are not part of state-funded modernization.
 - f. Specific items for implementation.
 - g. Turning off all heating and ventilation systems when classes end for the day.
 - h. Keeping all systems off on weekends and holidays.
 - i. Holding after-class and weekend meetings in portable buildings, so large centralized systems do not have to run for a meeting in one classroom.
 - j. Shutting off lights whenever a room becomes unoccupied.
 - k. Morning warm-up of a campus site at the latest possible time to properly heat classrooms.
 - l. Checking all rooms at appropriate times to ensure lighting, heating, and ventilation have been turned off, with documentation regarding the check times.
 - m. A designated energy coordinator to implement the policy at each campus and other sites.
 - n. Turning on stadium lights (football, soccer, and baseball) during daytime hours only for repairs and lamp replacement.
 - o. The possibility of maintaining dark campuses at night after the last staff member leaves.
 - p. Holding chief campus administrators responsible and accountable for the results of the energy program at their campus.
 - q. Including energy education curriculum at all levels and disciplines.

- r. Implementing an energy accounting system, reviewing bills monthly and annually, and tracking the success of the program.
 - s. Sharing savings with individual campuses based on their success in an operational energy saving program.
 - t. Expanding the energy management system to control all HVAC systems and exterior lighting where cost effective.
3. At the time of the last facilities review, the college identified the need for an energy audit and energy conservation program, and had proposed such a program. At the time of the May 2008 facilities review, no action had been taken.
 4. The college recently created the draft Facilities Master Plan. The college should ensure that a plan for energy conservation is addressed in the final Facilities Master Plan.

Standard Implemented: Not Implemented

April 2007 Rating: 0
 January 2008 Rating: 0
 July 2008 Rating: 0



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:

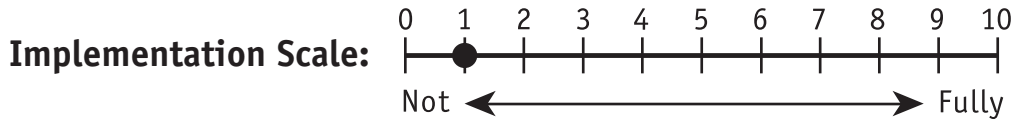
1. College design standards provided by BRJ & Associates Program Managers
2. Interviews with Director of Facilities Management and Planning, and Director of Maintenance and Operations

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change to this area since the last facilities review. The college still has not produced the recommended separate Energy Design Criteria section of the design standards. As recommended in the previous report, it should include standards for lighting, HVAC, controls, insulation and other envelope-related measures, orientation, generation, renewable sources of energy, and criteria for comparing and accepting energy efficient design. There are many sources for this type of information, such as the state's Collaborative for High Performance Schools (CHPS) program. There are also many sources outside the state. At the last facilities review, the college reported it was evaluating the CHPS program for adoption and implementation into its modernization and new construction program, but no action has occurred. A copy of CHPS' Best Practices Manual 2006 was provided to the review team. As of the May 2008 facilities review, no further action had been taken on the CHPS program. The college should attempt to incorporate the CHPS program into the final Facility Master Plan.
2. The college has not been able to complete the Learning Resource Center (LRC) and take beneficial occupancy. As a result, the college has not made progress to ensure that the new LRC building is part of the BACtalk system for energy efficiency to be maintained throughout the campus. The college is undergoing remediation and college staff estimates that the LRC should open in 18 months.
3. There has been no change to the college's progress in obtaining input from college stakeholders regarding energy efficiency. The college had a plan to include energy efficiency in project reviews at the Facility Committee meetings, but no action had occurred at the time of the site visit. The Facility Committee meetings were suspended after the last facilities review as the Facilities Master Planning Steering Committee took precedence to draft the Facilities Master Plan. The Facility Committee will begin holding meetings again in June 2008. The following stakeholders should be included at the Facility Committee meetings to provide input regarding energy efficiency:
 - a. Technology Department
 - b. Faculty
 - c. Administration
 - d. Shared governance member
 - e. Community member
 - f. Possible local energy municipality member

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1



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 Director of Maintenance and Operations, and 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:

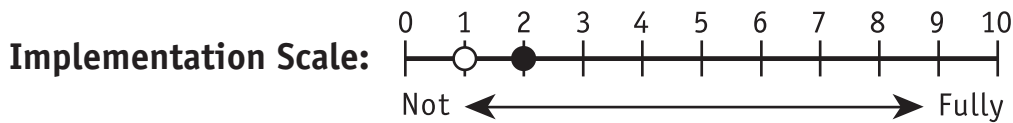
1. During the last review, many custodial and grounds staff reported lacking adequate supplies and functioning equipment and staff was performing maintenance tasks without all necessary tools, materials, or equipment. This seriously hindered their ability to complete maintenance tasks in a timely and professional manner. During the May 2008 review, college staff reported that additional supplies and equipment were ordered and one new mower was purchased while repairs were made to the other equipment. In addition, an inventory control program was implemented by the Scheduler. The Scheduler took inventory of the tools and created tool kits that are assigned to each staff member for specific work orders by the Scheduler. The staff member who receives the tool kit must return it to the Scheduler. Even with the additional tools and supplies and the inventory control program in place, the department still struggles to keep adequate supplies and functioning equipment because the department budget has been decreasing every year. The budget for 2008-09 is proposed to be only 65% of the 2007-08 budget, which college staff reports was not adequate. The Director of Maintenance and Operations reports great difficulty even in obtaining the annual department budget.
2. The college has implemented a tool kit policy as detailed above. In addition, over summer 2008, the Maintenance and Operations Department plans to close five restrooms and convert the spaces to small supply closets. College staff reports that the supply closets will be inventoried every two weeks, and, at that time, the supplies will be replenished. As reported in the last facilities review, pilfering of supplies has been a past issue, so the college must continue to implement additional inventory control systems and maintain the established control systems to ensure materials are ordered as needed and equipment and tools are accounted for.

3. Since the last facility review, the college filled the position of Scheduler in the Maintenance and Operations Department. The Scheduler processes all work requests and assigns maintenance and operations staff to each project.

4. As of the May 2008 site visit, the college had not fully developed the work order system. College staff report they are awaiting an electronic scheduling software program to move the work order system fully online. Currently, the Scheduler processes and tracks all work orders through e-mail and paper copy. College staff reports it is a priority for the 2008-09 year to implement the electronic scheduling software program.

Standard Implemented: Partially

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



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 covering the period July 1, 2003, through June 30, 2006 (new agreements not provided as of the May 2008 site visit)
3. Job descriptions
4. Sample employee evaluations

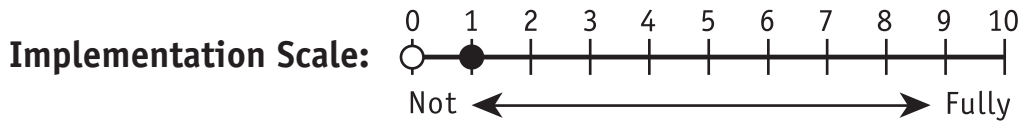
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a board policy to delineate requirements for the evaluation process since the last facilities review.
2. The college has not created an evaluation notification process so that mandatory evaluations are performed and submitted to Human Resources in a timely manner. At the last facilities review, the college reported a plan to complete all annual performance evaluations by November 2008.
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 that there are three teams of custodial staff, with two supervisors for the two day teams and a lead for the four-person night team. College staff reported an increase in morale and job performance with the creation of the team model. The supervisors' role includes providing the preliminary evaluation for the custodial staff. The Director of Maintenance and Operations also evaluates each employee. The current evaluation period ended April 30, 2008, but at the May 2008 facilities review some evaluations were not complete. College staff reported that the director had not received all of the preliminary evaluations from the supervisors and therefore could not complete the process. The college reports that the evaluations are a top priority and will be completed.
4. As of the May 2008 facilities review, 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.

5. The college reports it has started the annual evaluation process and provided sample completed evaluations, but it is unclear if any written evaluation procedures exist. As of the last report, the college reported that it planned to distribute to each employee copies of his/her completed evaluation and feedback from the supervisor. The college should implement this process.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1



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:

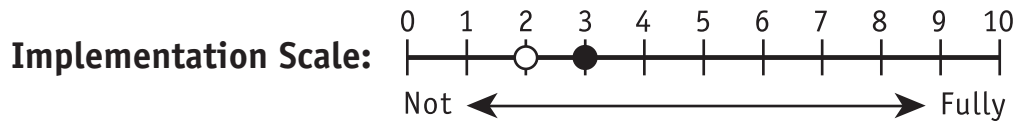
1. Board policy
2. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
3. Interview with site staff and custodial work leaders
4. Agreement between the college and Federation of Classified Employees, Local 3486 covering the period July 1, 2003, through June 30, 2006 (new agreements not provided as of the May 2008 site visit)
5. Job descriptions

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change to the process of reviewing of the duties and responsibilities of all positions. As reported in the last review, the review should occur at least once every two years, based on current board policy. No action has been taken to review the job duties and responsibilities or modify board policy if necessary.
2. The college has not implemented the recommended annual review with all classified staff of their job descriptions and anticipated duties so there is a clear understanding of what is expected of them and how they will be evaluated. At the time of the team's visit, college staff reported that for the custodial staff to keep the same pay schedule and responsibilities, college administrators changed the custodial staff job positions to utility maintenance workers, which allows more flexibility in job duties. The annual reviews of classified staff job descriptions and duties should be completed to ensure that staff are working under the appropriate job title.
3. The college administration should develop a procedure to discuss with staff which evaluation areas may be covered in the future, and how other duties will be assigned and approved as the annual evaluation process is established.
4. The college should continue to provide supplies and equipment to site staff to perform minor maintenance and operational tasks.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.8 - Facilities Maintenance and Custodial - Availability of Custodial Supplies and Equipment

Professional Standard:

Necessary staff, supplies, tools, and equipment for the proper care and cleaning of the college are available. To meet expectations, the college is adequately staffed, and staff is provided with the necessary supplies, tools, and equipment as well as the training associated with the proper use of such.

Sources and Documentation:

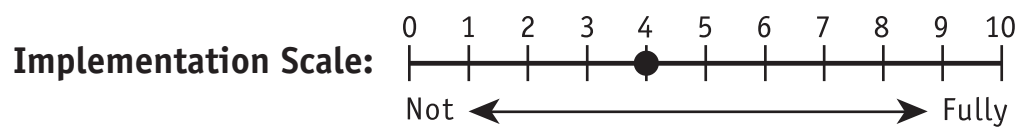
1. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
2. Interviews with site staff and custodial team leaders
3. Site observation of actual inventory

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 optimal level.
2. As of the May 2008 facilities review, the college had not yet developed minimum cleaning standards or provided in-service training that stresses the importance of meeting these minimum standards. The Director of Maintenance and Operations holds weekly meetings where safety and procedures briefings are discussed, but formal in-service training is needed.
3. As previously recommended, the college should add custodial staff for proper cleaning and maintenance of the campus as the college implements its recovery plan and increases enrollment.
4. As of the May 2008 facilities review, the college had not implemented training so 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 college reported a plan for hazardous materials training and appropriate job training for all staff in the last facilities review, but no training was provided. At the May 2008 facilities review, college staff identified the need to hold the job training, but no action has been taken to date.
5. The college has not specifically addressed evaluating the proper use of supplies and equipment to verify that operational personnel are following the training given to them. 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



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.9 - Facilities Maintenance and Custodial - Implementation of a Preventive Maintenance Program

Professional Standard:

The college has an effective preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of the completion of work by the supervisor of the maintenance staff.

Sources and Documentation:

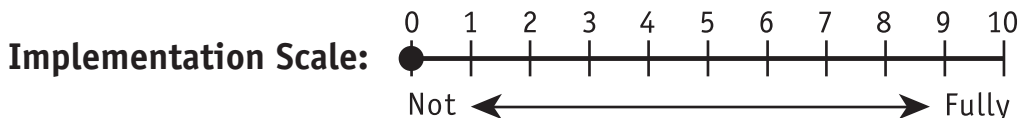
1. Board policy
2. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
3. Interview with site staff and custodial team leaders
4. Site observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. As of the team's most recent site visit, the college has not developed a board policy to emphasize the need for a preventive maintenance program and to designate the funding source to pay for the program.
2. The college has not implemented the electronic work order system to date, but reports that it is a top priority for 2008-09. Once the system is implemented, the college reports that it will accommodate and schedule preventive maintenance on a routine basis.
3. The college still lacks any formal process for identifying preventive maintenance needs. The college has identified the need to establish a preventive maintenance program, but no action has been taken to date.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0



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:

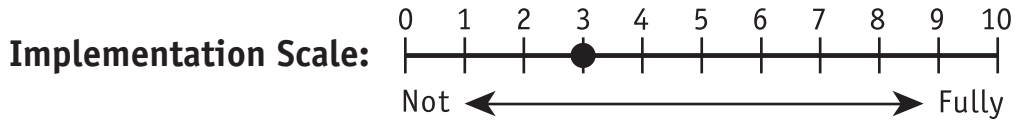
1. Board policy
2. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
3. Interview with site staff and custodial team leaders
4. Site observations verifying conditions of facilities

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Governing Board/Special Trustee has not revised/expanded the board policy to delineate that all sanitation hazards are to be corrected immediately.
2. As of the May 2008 facilities review, the college had not developed a standard process so that any health and safety hazard can be reported immediately to the Maintenance and Operations Department without having to create a work order to authorize the work to be performed. Currently, all work orders are submitted through e-mail and prioritized by the Scheduler. The college reports that the Scheduler ensures that all health and safety hazard repairs are the most important priorities. The college has not completed the improvement of the work request process to date. Safety or health hazards should continue to be corrected immediately.
3. The college has not provided in-service training for all college operational personnel on site safety and cleanliness.
4. Supervisors should periodically review the progress that college operational personnel are making in keeping the campus clean and free from sanitation hazards in addition to the annual evaluation process.
5. The college has started the annual evaluation process, but the process was not complete at the time of the latest site visit.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3



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:

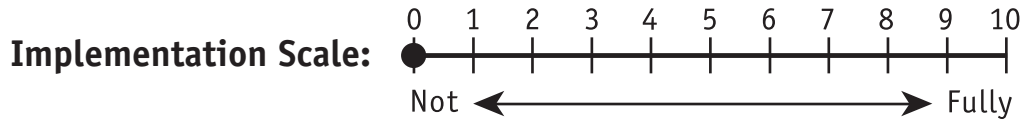
1. Board policy
2. Interview with Director of Maintenance and Operations, and Director of Facilities Management and Planning
3. Progress and budget cost reports dated October 31, 2006, from Measure CC Bond Program and State Capital Outlay Program (no new data provided as of the May 2008 visit)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has not developed a board policy delineating the various aspects of the planned program maintenance system. The board policy should set a minimum annual funding level for the system.
2. As of the May 2008 facilities review, there was no change to this area. Facility infrastructure program projects were included in the master plan submitted to gain state funding, but no planned program maintenance system has been developed. The college needs to establish which maintenance projects receive first priority in a financial crisis.
3. The college has not established a separate financial account for the planned program maintenance system to date. The college reports that it plans to establish an annual budget requirement and separate accounting to track spending in each critical area, but communication problems with the Accounting Department could make this difficult.
4. As of the team's latest visit, the Director of Maintenance and Operations has not been able to obtain the funding to complete the needed repairs for the 2007-08 year and reports that the department will be unable to complete all needed repairs in 2008-09 with the proposed budget reduction of 35%.
5. The Director of Maintenance and Operations has a clear vision of the work that needs to be done at Compton CCD, but is limited in staff and budgetary resources. Excessive time is spent on paperwork to process routine, basic services. Time is spent in this area rather than planning and strategizing for the long term. Business or operations support should be provided to eliminate the need for the director to manage routine clerical duties.
6. No evidence was found of a calendar of projects to determine whether contracting out may be necessary to accomplish all of the maintenance projects.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0



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:

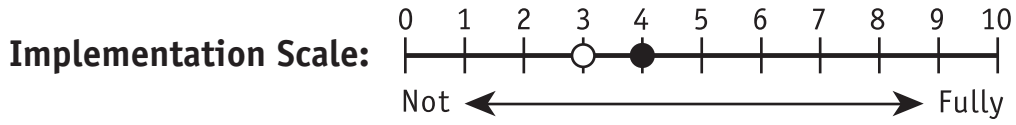
1. Interview with the Director of Maintenance and Operations, the Director of Facilities Management and Planning, and the Scheduler
2. Interviews with site staff
3. Work orders submitted by e-mail

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has reorganized the maintenance and operations staff and filled the Scheduler position. In the last facilities review report, the college reported that the Scheduler would implement a computerized work order system to track all work orders submitted, outstanding, and completed. The college reports that the computerized work order system has not been employed because of time constraint issues on the Director of Maintenance and Operations, and the need for a new work order program. The director reports that one of the department's major goals for the 2008-09 fiscal year is to adopt an electronic maintenance software program that would allow the Scheduler to track work orders and other functions of the department. At the time of the review in May 2008, the Scheduler was still receiving and tracking work orders through e-mail and paper copy. 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 prioritizing process as long as health and safety repairs are the top priority and all employees are held to the priorities. When the college adopts an electronic maintenance software program, it should continue to address the health and safety work orders first.
3. Until a computerized work order system is in place, the college should continue the current distribution of work orders, with the Scheduler emphasizing the performance of work orders based on the priorities of health and safety.
4. The college should require work orders for all requested work, with emergency repairs as the only exception. Work orders should be issued for all other work so that time on task and materials inventory can be kept. Until the electronic maintenance software program can be implemented, the Maintenance and Operations Department should continue to require work orders to be submitted either by e-mail or paper copy to the Scheduler.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 4



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

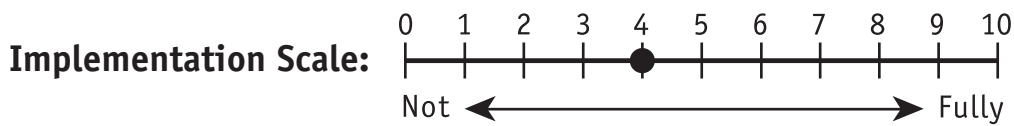
Progress on Implementing the Recommendations of the Recovery Plan:

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 draft 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 currently has a draft Facilities Master Plan that 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 draft 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 draft 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 needs and 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 draft Facilities Master Plan. The college should not make any necessary repairs to address the drainage issues until the replacement of campus infrastructure is completed.

6. A detailed grounds maintenance schedule is not in place. As of the latest facilities review, the campus reported that a plan for a schedule was being developed, but no action has been taken to date. As the schedule is developed, it is important to consider the fiscal impact associated with the implementation of this plan.

Standard Implemented: Partially

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



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 9.3 - Instructional Program Issues - Plan to Maintain Equality/Equity of District Facilities

Legal Standard:

The Governing Board of any college shall maintain 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.

Sources and Documentation:

1. Interviews with staff
2. Interviews with Director of Maintenance and Operations, and Director of Facilities Management and Planning
3. Inspection of campus
4. Draft of Facilities Master Plan dated May 20, 2008

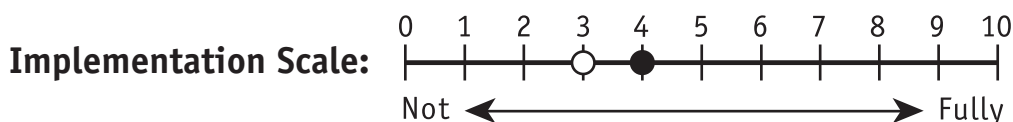
Progress on Implementing the Recommendations of the Recovery Plan:

1. A Facilities Master Plan was presented to the board in draft form on May 20, 2008. As of the May 2008 facilities review, the draft plan had not been finalized with time lines and cost estimates. The plan identifies building condition analysis, scheduled maintenance, and development options that can be modified to reflect the changing student enrollment numbers. As the college finalizes the Facilities Master Plan, it should ensure that standards with respect to the number and quality of facilities required to accommodate the delivery of instruction to students are addressed. As recommended in the last report, specific facility standards regarding priority needs should be identified as criteria that can be applied to requests that would include estimated costs, projected time frame, purpose, benefit, etc.

The college has divided the draft Facilities Master Plan into phases, but significant infrastructure upgrades and replacements will not occur until later phases because of the redevelopment of the campus footprint. The college must try to balance the priority projects with the long-range planning and development projects as it finalizes the Facilities Master Plan.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 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
2. Internal accounting records
3. Facility Fee Schedule dated January 2002
4. Facilities Use Application/Permit

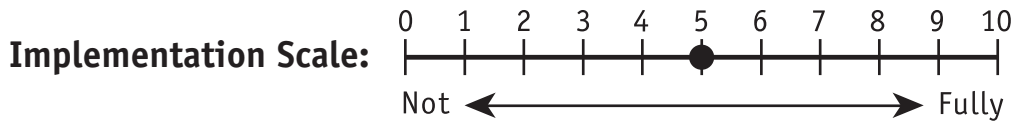
Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has identified the need to complete a comprehensive study of allowable costs and charges for community use of facilities. The college reported that the study was scheduled to begin very soon, but staff had not identified when it would begin. College staff reported that one of the outcomes of the study will be to provide the real cost for renting the facility, including the cost of custodial staff to set up for and clean up after the event. This would allow for the standardization of the facility use fees charged, and would ensure that the Maintenance and Operations Department is not incurring any unbudgeted overtime costs for staff. The college business office provided the most current fee schedule, which has not been revised since January 2002 and is out of date. The college should complete the comprehensive study and adjust the fee schedule to accurately reflect the true cost of usage. Once the study is complete, the results should be presented to the Governing Board/Special Trustee for discussion and adoption.
2. The college has identified the need to develop a plan for school facility use, but no action had been taken as of the May 2008 facilities review. As the college staff creates the plan for school facility use, staff should include or address the following items:
 - a. The college should conduct a formal cost justification study on the pricing of community use of college facilities.
 - b. The college should analyze the administrative costs incurred for community use of facilities and ensure that the fee charged to users does not exceed that amount.
 - c. The college should consider revising rates periodically to accurately reflect current costs of providing custodial services, utilities, and other services and to avoid a cycle of encroachment followed by large increases.
 - d. Academic use is now coordinated primarily by individual verification. The college should consider developing a calendar of regular usage for each facility. When use of a particular facility is requested, the person responsible for issuing permits could instantly identify by type, date, and location which facilities are available to meet that need.
 - e. The college should periodically review internal controls to ensure that all funds generated by community use of facilities are remitted to the general fund and not the foundation.

3. Community use of facilities is a function of the business office. Policy should require that the Director of Maintenance and Operations is informed of all events to allow adequate time to schedule custodial staff for the event.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 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.

- 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
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
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		

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

ACCJC Standard III-C Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating
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
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
17.10	Business office computers, computer screens, operating systems and software applications used for administrative system access are kept up to date.	8		

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

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. With the exception of historical student data maintenance, all current administrative information processing is performed on systems hosted by the El Camino Community College. This hosting arrangement is logical because it relieves Compton CCD staff of a variety of tasks associated with hardware and software maintenance.

The current distribution of core administrative information systems used by Compton CCD users is outlined below.

<u>Host Campus</u>	<u>System</u>	<u>Component/Module</u>
El Camino CC	Colleague	Student
	Colleague	General Ledger
	Colleague	HR/Personnel
	Colleague	AR and Cash Receipts
	Colleague	Purchasing
	Colleague	Demographics
	Colleague	Facilities
	Colleague	Scheduling
	Colleague	Workflow
Compton CCD	Colleague	Student (historical only)
Los Angeles COE	PeopleSoft	Payroll
	HRS	Human Resources (HRS)
	HRS	Position Control

Use of the LACOE-based People-Soft and HRS systems is limited to functions required to calculate payroll and benefits.

In addition to the use of Colleague, Compton CCD staff members make use of the LACOE-based PeopleSoft and Human Resource System (HRS) for production of payroll and benefits. The use of the LACOE systems is required for fiduciary oversight and fiscal monitoring. However, use of the LACOE and Colleague systems results in a situation where the district cannot take advantage of system integration features. For example, duplication of data input, reporting, and general ledger maintenance among the three systems (Colleague, PeopleSoft, and HRS) adds complexity and makes it impossible to use any system to its full potential.

- Four Compton CCD business office staff members who were temporarily relocated to the El Camino campus for training are scheduled to return to the Compton CCD campus on July 21, 2008. These positions consist of 2 FTE in Purchasing and 2 FTE in Accounts Payable.

The relocation of these four staff members to the Compton campus should result in improved daily operational communication and control. The transfer will leave only four remaining Compton CCD accounting staff members whose primary work location will continue to be the El Camino campus. These four staff members should be brought back to the Compton CCD campus as soon as possible. Job-alike training between cohorts at the two campuses should continue indefinitely as needed.

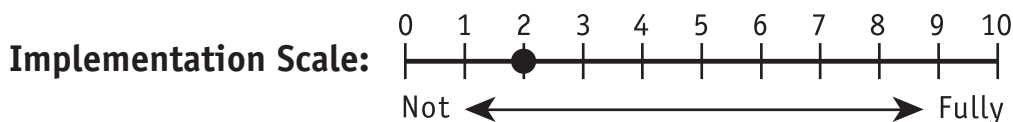
- The Compton CCD Network Manager works on an annual contract and has primary responsibility for all administrative and supervisory tasks associated with technology. The Network Manager collaborates with El Camino technology administrators as necessary to maintain good communications and improve technology operations between the two campuses. Several other Compton CCD technology positions need to be evaluated to determine if functions, duties or workload changes are needed.

The Network Manager position should be reclassified as a Technology Manager, with sole responsibility for all aspects of administrative and instructional technology at the Compton CCD. Additionally, the Technology Manager should be classified as a permanent employee rather than working on an annual contract. 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.

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 reorganization is necessary.

Standard Implemented: Partially

April 2007 Rating: 2
 January 2008 Rating: 2
 July 2008 Rating: 2



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:

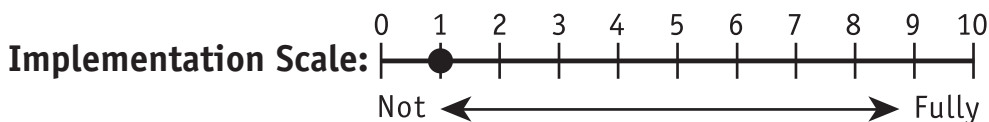
1. The district lacks a funded equipment replacement schedule. Many users are still assigned obsolete, underpowered equipment to perform their daily assigned duties. These computers cannot run updated operating systems that would offer increased productivity. Many systems have only 128 Mb (megabytes) of random access memory (RAM). Although technology support staff members have created an equipment replacement plan, the plan lacks funding. A plan should be implemented that identifies and schedules the replacement of obsolete computer equipment. A five-year replacement plan is a generally accepted industry standard. This would call for replacement of 20% of the district's computer equipment every year.

Although the Technology Department has a renewed focus on supporting classroom technology, approximately 30% of faculty members do not have a computer even though 200 new computers have been sitting in the warehouse for the past 18 months. Most computers in the school computer labs are antiquated, resulting in a higher than normal total cost of ownership. Despite infrastructure and connectivity problems in the classrooms, most of the computers likely could be refreshed by the new systems waiting in the warehouse.

The 200 computers currently sitting in the warehouse should immediately be retrieved, imaged, and distributed. A needs assessment should be conducted to determine how the computers could be most effectively distributed among Compton CC staff and faculty. The assessment should take into consideration every computer lab on the campus to determine what infrastructure and connectivity improvements are necessary. The majority of the new computers should be distributed to faculty rather than to classified staff.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1



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.

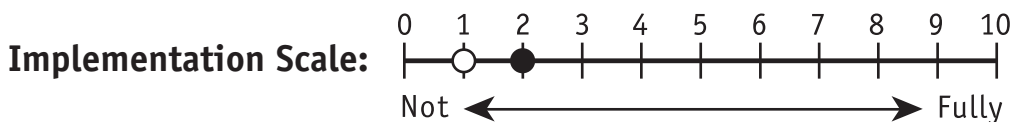
Progress on Implementing the Recommendations of the Recovery Plan:

1. There was little or no formal training in the use of the Colleague information system. Most user training has been conducted on the job for all administrative systems by working alongside cohorts at El Camino Community College. Several Compton CCD business office staff members expressed a desire for additional training in the use of the Colleague information system and general office applications such as e-mail.

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 also entail refresher as well as new user sessions.

Standard Implemented: Partially

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



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
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
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
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
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

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
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
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
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
2.5	Documents developed by the financial departments for distribution to the board, staff and community are easily understood.	3	3	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
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
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

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
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
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
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	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

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
5.7	The college has the ability to accurately reflect its net ending balance throughout the budget monitoring process. The 311A and 311Q reports provide valid updates of the college's net ending balance. The college has tools and processes that ensure that there is an early warning of any discrepancies between the budget projections and actual revenues or expenditures.	0		
5.8	The college utilizes formulas for allocating funds to departments/divisions. This can include staffing ratios, supply allocations, etc. These formulas are in line with the board's goals and directions, and are not overridden.	0		
Financial Management Standards -- Budget Development Process (Technical)				
6.1	The Budget Office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies the sources and uses of funds. Reasonable FTES and COLA estimates are used when planning and budgeting. The same process is applied to all funds.	0	1	1
6.2	An adopted budget calendar exists that meets legal and management requirements. At a minimum the calendar identifies statutory due dates and major budget development activities.	0		
6.3	Standardized budget worksheets are used to communicate budget requests, budget allocations, formulas applied and guidelines.	0		
Financial Management – Budget Adoption, Reporting, and Audits				
7.1	The college adopts its annual budget and files it with the Chancellor's Office within the statutory time lines.	0		

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

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

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
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
Financial Management Standards -- Attendance Accounting				
11.1	An accurate record of enrollment and attendance is maintained.	5	5	5
11.3	Students are enrolled and attendance reports are completed by staff and entered into the student information system in an efficient, accurate, and timely manner.	3		
11.5	Procedures are in place to ensure that enrollment and attendance accounting and reporting requirements are met for weekly student contact hours (WSCH), daily student contact hours (DSCH), credit, non-credit, high school concurrent enrollment, and positive attendance.	3	5	5
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

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
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
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
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
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

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
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
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
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		

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
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
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
14.3	Multiyear financial projections are prepared for use in the decision-making process, especially whenever a significant multiyear expenditure commitment is contemplated.	0		
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
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		

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
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		
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

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
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		
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
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
18.3	The college controls the use of facilities and charges fees for usage in accordance with college policy.	5	5	4
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
18.5	Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.	5	5	6

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
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		
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

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:

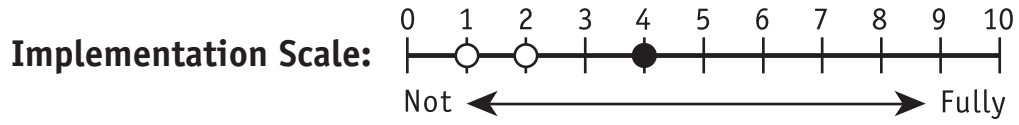
1. Compton CCD Policy Manual of the Board of Trustees (Draft, 2003)
2. Interviews with College Provost, Dean of Human Resources, El Camino Vice President of Business Services, Special Trustee, ECC Internal Auditor, ECC Chief Business Official
3. Action Plan and Areas of Responsibility Status Report for Audit Findings
4. Internal Audit Plan
5. Credit Card Audit and Corrective Action Plans

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board policies do not adequately address integrity or behavioral expectations. The board policies reviewed by the assessment team had not been updated since the last review. The Compton CCD has not 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. There is no policy regarding the roles and responsibilities of public officials related to conflicts of interest per Government Code Section 1090.
2. The Compton CCD (Special Trustee), Compton Center (Provost) and El Camino CCD administrators communicate their expectations to employees, and demonstrate integrity and ethical behavior in their daily activities. 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 process.
3. The Compton CCD and El Camino CCD have recently hired a new position of Internal Auditor to implement and evaluate action plans, establish and monitor internal controls, provide risk analysis, implement a fraud detection program and evaluate policies and procedures.

Standard Implemented: Partially

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



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)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The 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)

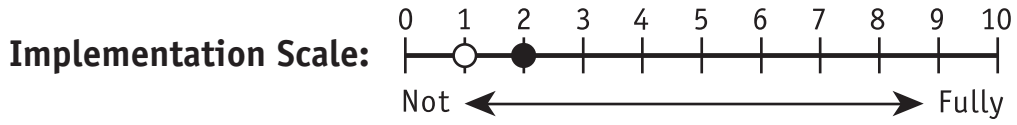
Because of the complex reporting structure, the Compton Center continues to evolve as an organization. The circumstances under which the Compton Center operates are unique, and lines of authority and responsibility have been clarified.

According to the original draft Memorandum of Understanding dated December 14, 2006, the Special Trustee should exercise, 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.

2. The Compton Center Associate Vice President of Business position has been recently vacated after a brief employment. This leadership position is critical to training, oversight and continued development of Compton business staff. The lack of full-time on-site supervision for this position has added to the organizational inefficiencies that exist. Since the team's on-site visit in May, a full-time Chief Business Officer has been hired by the Compton Center.
3. Most of the current Compton Community College business staff, including but not limited to accounts payable, purchasing, accounting and student body functions, had been moved to the El Camino College District for training and appropriate oversight. A transition plan to return these staff to Compton CCD, scheduled for this fall, is now in place with the hiring of the new Associate Vice President of Business Services, which should eventually lead to more efficient and effective service delivery levels.

Standard Implemented: Partially

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



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)

Progress on Implementing the Recommendations of the Recovery Plan:

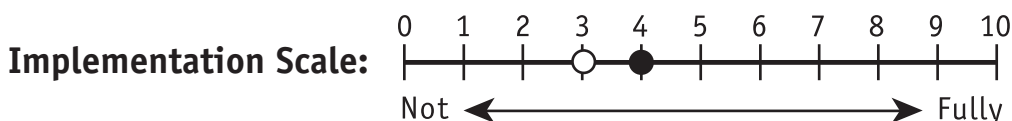
1. The collective bargaining agreement between Compton CCD and the certificated bargaining unit requires the performance evaluation instrument to be reviewed every six academic years for tenured employees. The team received written and verbal evidence that employees had received performance evaluations for the current period.

All classified employees in the Business Office have been evaluated for the 2007-08 fiscal year. However, the evaluation document does not contain measurement outcomes or follow-up time lines for employees who received a “Needs Improvement” evaluation.

2. Board Policy 2.1, Evaluation (undated), requires the annual performance evaluation of all management employees. Further, personnel policy and rules require annual evaluations of all classified employees, including managers. The review team could find no documentation that management employees had been evaluated during the past fiscal year.
3. No training or documentation materials were provided that training for all managers was performed on conducting employee performance evaluations. These trainings were to include written materials and sample forms for reference.
4. An evaluation process for both faculty and managers was developed by the Compton Center. The board approved the faculty evaluation process, but it has not been implemented to date. The management evaluation instrument has not been approved by the board.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 4
July 2008 Rating: 4



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, Dean of Human Resources, El Camino Vice President of Business Services, Special Trustee, ECC Internal Auditor, ECC Chief Business Official
4. Action Plan and Areas of Responsibility Status Report for Audit Findings
5. Internal Audit Plan
6. Credit Card Audit and Corrective Action Plans

Progress on Implementing the Recommendations of the Recovery Plan:

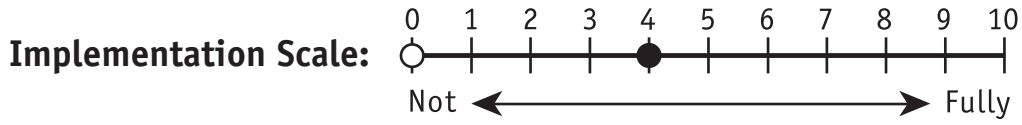
1. The principal mechanism for the deterrence of fraud or illegal practices is strong internal controls. Internal controls are the processes designed to provide reasonable assurance that the operations of the district are effective and efficient, the financial information produced is reliable and the district is operating in compliance with all applicable laws and regulations. Internal accounting controls have not been fully implemented. In February the college hired an internal auditor that will be shared between Compton and El Camino Community College. This position was created to protect against irregularities and illegal acts characterized by intentional deception and misrepresentation of material facts. Board policies have not been developed to properly address fraud prevention and conflict of interest.

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. The Internal Auditor has created an Action Plan and Areas of Responsibility Status report to track and monitor all audit exceptions. The plan includes weekly meetings with all key stakeholders to review and rank progress made by the college.

2. The Internal Auditor has conducted an internal review for credit card practices for the Maintenance and Operations Department. The report included inappropriate practices, findings and corrective actions for remediation. These recommendations include the immediate cancellation of the Bank of America credit card, and the need to develop a policy and procedure for the use of credit cards for appropriate purchases and supporting documentation.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 4



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. E-mail correspondence
2. Department memoranda
3. El Camino Community College Purchasing Manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. The newly hired Internal Auditor is in the process of developing written policies and procedures for the Business Department. Although the district has not yet developed new procedure manuals or similar resources for business-related functions, Compton CCD is using the El Camino Community College purchasing manual. The Internal Auditor conducts weekly meetings with key individuals to review and monitor the progress of the college's current and past audit findings.

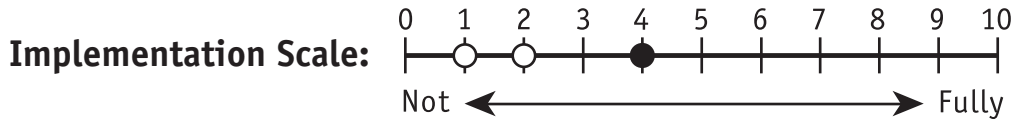
The Business Office staff at the Compton CCD has been split into two component units: 1) Operational functions consisting of cashiering, payroll, purchasing and accounts payable, and 2) General accounting consisting of budget development, budget monitoring, financial reporting, year-end closing and auditing. General meetings are held weekly by El Camino Community College, and organizational charts have been distributed to all staff regarding lines of authority.

Because of the complexity of the reporting structure, the Compton Center continues to evolve as an organization. The circumstances under which the Compton Center operates are unique; however, communication has improved since the last review period.

2. 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 El Camino Community College's established policies and procedures. The intent of these meetings is commendable and the direction to staff appears to conform with the language identifying El Camino Community College's fiscal oversight and responsibilities to manage only the Compton Center and not assume the fiscal service operations of Compton CCD.

Standard Implemented: Partially

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



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. 2007-08 tentative budget and final budget
2. 2007-08 CCFS 311Q
3. 2007-08 CCFS 311A
4. E-mail correspondence
5. Department memoranda
6. Board agenda
7. Budget Advisory Committee agenda

Progress on Implementing the Recommendations of the Recovery Plan:

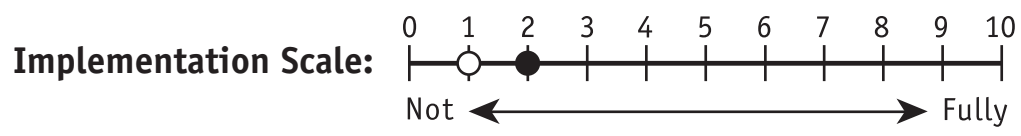
1. Documentation for the 2007-08 fiscal year indicates improved communications between the Special Trustee and Business Office staff. The Compton CCD and El Camino Community College management provided communications to the Special Trustee regarding budget information that included documents such as the tentative budget, final budget, Enrollment Management Plan and Form 311Q quarterly financial status reports.

No budget and financial information has been disseminated between the two entities, and communications remain unclear with regard to the tentative budget for the 2008-09 fiscal year. Assignments for budget preparation, assumptions and site level detail information have not been prepared. In a typical budgeting format, the tentative budget includes projected enrollment FTES, revenues and expenditures for unrestricted and restricted programs, and detailed information by site/location, department and educational program. This information is usually prepared in January or February and updated after the Governor's January and May revisions.

2. No evidence or supporting documentation exists to demonstrate that communications and direction for the 2008-09 tentative budget have been provided to the Special Trustee, who acts on behalf of the Board of Trustees.

Standard Implemented: Partially

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



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 2.4 – Inter- and Intra-Departmental Communications

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. 2007-08 Audit Report
2. Board policies
3. Flier posted regarding fraud prevention reporting

Progress on Implementing the Recommendations of the Recovery Plan:

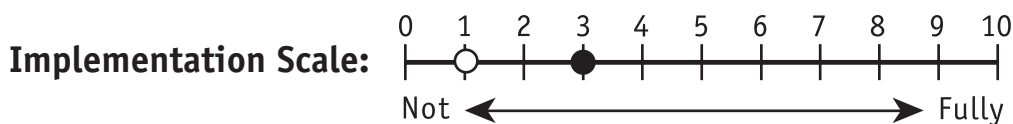
1. The internal control environment includes the integrity, ethical values and competence of personnel; the philosophy and operating style of management; the way management assigns authority and responsibility and organizes and develops its employees; and the attention and direction provided by the governing 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 in the process of developing formal policies and procedures that will provide an information 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



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 2.5 – Inter- and Intra-Departmental Communications

Professional Standard:

Documents developed by the financial departments for distribution to the board, staff and community are easily understood.

Sources and Documentation:

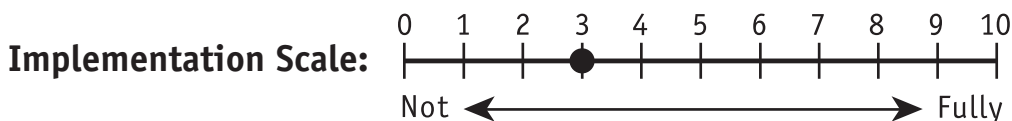
1. 2007-08 tentative and adopted budgets
2. 2007-08 CCFS 311A
4. E-mail correspondence
5. Department memoranda
6. Board agenda
7. Budget Advisory Committee agenda
8. Proposal for Partnership with the Compton Community College District

Progress on Implementing the Recommendations of the Recovery Plan:

1. The industry standards for the normal budget development process include a planning and budget development calendar. The document contains all the necessary key criteria to develop the budget in a timely and accurate manner. The team could not verify that a budget development calendar or model was utilized. It appears that this process is only delineated on paper and has had no bearing or effect on the actual budget development.
2. There was no evidence or documentation that demonstrated staff had either written or oral communications regarding the development of the 2008-09 tentative budget. No budget and financial information was disseminated between the two entities, providing further evidence that communications remain unclear among program and department managers. Department managers at the Compton CCD have not received a breakdown of their respective budgets to prepare for the 2008-09 fiscal year.
3. All 311Q Quarterly Financial Reports were prepared and presented by the Business Office staff to the Special Trustee on a timely basis.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3



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:

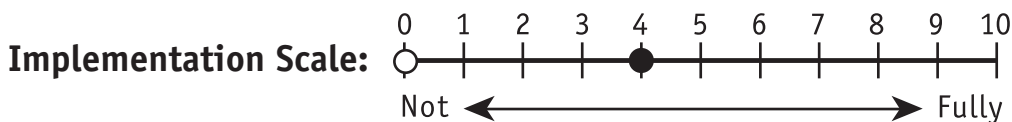
1. Interview with Internal Auditor
2. Departmental memoranda
3. Flyer posted regarding fraud prevention reporting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has established an internal audit function by hiring a full time Internal Auditor that will be shared by both colleges. This position reports directly to the Vice President of Business Services at El Camino College and is funded by the special appropriation from the Chancellor’s Office.
2. In interviews with the Internal Auditor, documentation was provided regarding the establishment of fraud prevention programs and procedures, an audit matrix and action plan, and the development of internal control policies and procedures.
3. Documentation was provided regarding the appropriate use of credit cards.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 4



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. Board policies
3. Interview with the Internal Auditor
4. Action Plan and Areas of Responsibility Status Report
5. El Camino Community College/Compton Internal Audit Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. Previous audit findings identified in the Financial Statement Findings and Recommendations section of the 2007-08 audit report have not been resolved. The report contained 29 findings for the current audit period. Also included in the 2006-07 audit are the prior year audit findings and status from the 2005-06 fiscal year:

Audit Finding Reference	Audit Category	Status
2006-1	General Fund Reserves, Cash Flow and Going Concern	Not Implemented
2006-2	Anti Fraud Program	Not Implemented
2006-3	CCFS-311 Reporting	Partially Implemented
2006-4	General Accounting and Internal Controls	Not Implemented
2006-5	Accounts Receivable	Not Implemented
2006-6	Capital Assets	Not Implemented
2006-7	Accounts Payable	Not Implemented
2006-8	Accrued Vacation	Partially Implemented
2006-9	Enrollment Fees	Not Implemented
2006-10	Self Insurance-Negative Fund Balance	Not Implemented
2006-11	Negative Fund Balance-Variou Funds	Not Implemented
2006-12	Associated Students	Not Implemented
2006-13	Students Activity Enrolled Census Date	Not Implemented
2006-14	CalWORKS	Not Implemented
2006-15	Enrollment Fees: Reporting	Not Implemented
2006-16	Matriculation: Reporting	Not Implemented

Audit Finding Reference	Audit Category	Status
2006-17	Minimum Conditions: Standards for Scholarship Reporting	Not Applicable
2006-18	Concurrent Enrollment	Not Applicable
2006-19	Open Enrollment	Not Applicable
2006-20	Non-Credit: Course Self-Assessment	Not Applicable
2006-21	Federal Payroll Distribution	Not Implemented
2006-22	Student Financial Aid-Federal Work Study Time Cards	Implemented
2006-23	Student Financial Aid: Pell Grant Distribution	Not Applicable
2006-24	Unallowable Costs	Not Implemented
2006-25	Internal Controls	Partially Implemented
2006-26	Supporting Documentation	Not Implemented
2006-27	Drawdowns	Not Implemented
2006-28	Sub Recipient Monitoring	Not Applicable
2006-29	Special Test and Provisions	Not Applicable
2006-30	Student Financial Aid Reporting	Not Applicable
2006-31	Internal Control Procedures for Student Aid Payments	Not Applicable
2006-32	Earmarking	Implemented

As shown in the status column, two findings have been implemented, three findings have been partially implemented, nine findings are classified as not applicable due to the loss of accreditation and the balance of 20 findings have not been implemented.

2. Because of the high turnover in Business Office staff, unfilled vacancies, lack of employee training, and governance changes resulting from AB 318 and the subsequent reassignment of Business Office staff to El Camino Community College, audit findings and recommendations have not been addressed in a timely manner. District responses include the admission, recognition and concurrence with the reported material weaknesses identified in findings as listed below. The report further states that the completion or any substantive implementation of the 2007-08 audit findings may not be evident until the completion of the 2007-08 audit.

Material Weaknesses

Material weaknesses are deficiencies in the district's internal controls that are so serious that errors or fraud may occur and not be detected in a timely manner by employees during the normal course of business. A material weakness may also be a violation of current laws or regulations. A material weakness is the most serious type of finding.

The findings in the 2007-08 Annual Financial Audit Report include the following:

Finding 2007-1	District Financial Condition Criteria
Finding 2007-2	Internal Control Structure
Finding 2007-3	Financial Accounting Software Criteria
Finding 2007-4	Capital Asset Accounting Criteria
Finding 2007-5	Workers' Compensation Liability Criteria
Finding 2007-6	Cash Clearing Account Criteria
Finding 2007-7	Segregation of Duties Criteria
Finding 2007-8	Bank Account Custody and Control Criteria
Finding 2007-9	Categorical Program Accounting Criteria
Finding 2007-10	Accounts Payable Accrual Criteria
Finding 2007-21	Program Reporting – Schedule of Expenditures of Federal Awards
Finding 2007-22	Allowable Costs/Costs Principals
Finding 2007-23	Cash Management

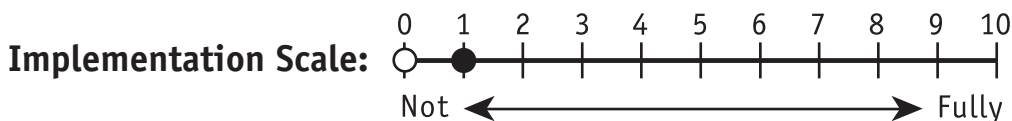
Continued measurable efforts are not evident in this area and could seriously impair the Compton CCD, Compton Center and El Camino Community College joint efforts to complete the milestone expectations for the accreditation process. Based on the funding available through AB 318, accelerated efforts to address the complete audit findings need to begin immediately. Much time has been spent in discussing and planning what strategies need to be employed to improve the financial reporting condition of the Compton CCD, yet the necessary concentrated efforts have not occurred.

There is a demonstrated lack of financial oversight and knowledge of generally accepted accounting principals in the business office. The staff lacks sufficient training and experience to bring the college's financial records up to date. An interim finance team needs to be assembled to help the college reconcile its current financial records immediately.

At the time of the team's fieldwork, the 2007-08 audit had not been completed. Therefore, it could not be determined if any of the findings from the 2005-06 or 2006-07 audit were corrected. On a positive note, El Camino Community College has recently hired an Internal Auditor who will be shared by both agencies. The Internal Auditor has developed an audit matrix to address all previous audit findings. This document will initiate the tracking and monitoring of progress related to all audit findings. This matrix includes an action plan for each audit finding that includes the responsible manager and institutes a weekly status report.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1



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:

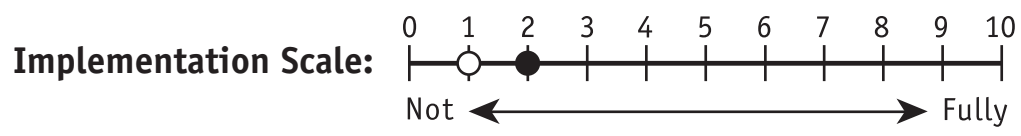
1. The Compton CCD has a generic policy manual that calls for a budget process consistent with the standard. There is no evidence of effort to customize the policy to meet the specifics of the district and its business practices
2. Draft Planning and Budget Development Calendar

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD has not developed a comprehensive budget policy with administrative regulations consistent with the standards and the needs of the El Camino/Compton partnership, including the accreditation standards.
2. The budget process, including a planning and budget development calendar, was developed by the Business Office for the 2008-09 fiscal year. The document contained all the necessary key dates and budget allocation worksheets to develop the budget in a timely and accurate manner. However, based upon the lack of follow-up and communication from the Business Office, the process is only delineated conceptually on paper and has had little or no effect on the actual budget process, preparation, and presentation to the Special Trustee.
3. According to the Accounting Manager, the budget allocation worksheets were not forwarded to the appropriate site managers until May 2008. The budget development process should commence no later than January preceding the next fiscal year. A Budget Advisory Committee has been formed and meets regularly under the direction of an interim Business Director. Compton Center is developing its multiyear budget projections and a budget plan according to the El Camino College standards and time lines. No comprehensive budget plan could be documented that aligns with the college's goals and financial recovery plan.

Standard Implemented: Partially

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



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:

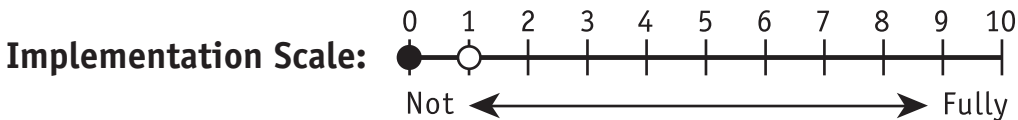
1. Compton Community College Policy Manual
2. Business Office files

Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no budget development and monitoring policy in place relevant to current and evolving conditions at Compton CCD. El Camino Community College proposes to develop a budget development model that will provide a direct correlation to the instructional, institutional and departmental areas. The model will require collaborative efforts by all three entities to meet the five-year plan and goal of the Compton CCD transition for accreditation purposes. There has been no progress in the actual implementation of a policy.

Standard Implemented: Not Implemented

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 0



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. Compton Community College Policy Manual
2. Business Office files
3. Staff Interviews
4. Finance Code and Procedures for ASB
5. DataTel Requisitions\Approver List
6. Dean of Student Services Budget Binder

Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no budget development process that uses resource allocation policies that are relevant to current and evolving conditions at Compton CCD. The process needs to provide both short- and long-range fiscal scenarios. This plan should include the impact of negotiations, short- and long-term commitments for debt, employee compensation costs, position control and other key factors that affect the budget process.

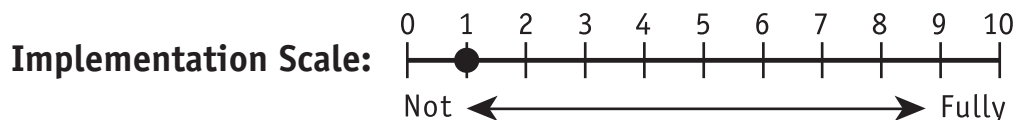
The Compton CCD has failed to create policies and procedures that facilitate development of a budget that is understandable, meaningful, reflective of college goals, and balanced in terms of revenues and expenditures, other than meeting the standard reporting requirements.

2. The development of the Compton Center budget proposed by El Camino Community College is guided by Section 18 of the MOU. Under the MOU, El Camino will provide fiscal and administrative oversight for the operation of the Center and all matters related to it. The budget for the Center will be jointly developed and approved by El Camino and the Compton CCD. Compton will continue to provide fiscal and administrative oversight of any activities of the district, which will be separate from and unrelated to the Center. In theory, this budget scenario closely relates to the intent of AB 318, but the team could find no documented evidence that these budget practices have been implemented to date.
3. The budget information provided to the team did not contain any carryover or calculations with regard to deferred revenue for the college's categorical programs.

4. While the Business Office did not provide detailed budget information regarding categorical programs, the Dean of Student Services had developed internal budget spreadsheets to track and monitor budget information from the DataTel financial software system.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1



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. Compton Community College Policy Manual
2. Business Office files
3. 2007-08 CCFS 311Q
4. Minutes from Budget and Planning committees
5. 2007-08 Annual Financial Audit Report

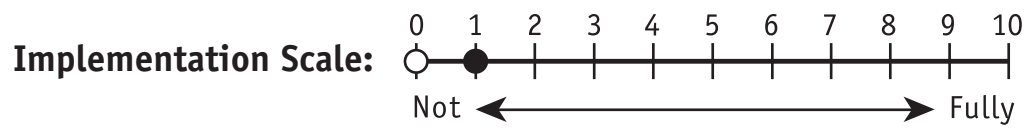
Progress on Implementing the Recommendations of the Recovery Plan:

1. There is no process for budget development in place relevant to current and evolving conditions at Compton CCD. The college continues to demonstrate a lack of adequate and necessary organizational structure to facilitate budget development and monitoring to ensure that technical budget assumptions are included. The process does not identify the sources and uses of funds, projected carryovers for categorical programs or the site expenditure budgets.
2. El Camino has proposed to coordinate the budget development schedule, assist with verification processes and ensure consistent budget development practices are used at both campuses. The process utilized by Compton College for 2007-08 and 2008-09 did not reflect proper coordination or demonstrate that a process was in place to forecast revenues, project expenditures or include carryovers that clearly identify the sources and uses of funds at the time of review.

Because of the lack of collaborative efforts by the Compton CCD Business Office staff and program managers, the projections were an abbreviated version of any normal budget process and only included administrative management in budget preparation. The budget in its simplest form reflects the basic requirements for the projected 2008-09 fiscal year but not the goals or priorities of the Compton CCD or the financial recovery plan. In May 2008, budget allocation worksheets were just being developed and distributed to program managers.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 1



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:

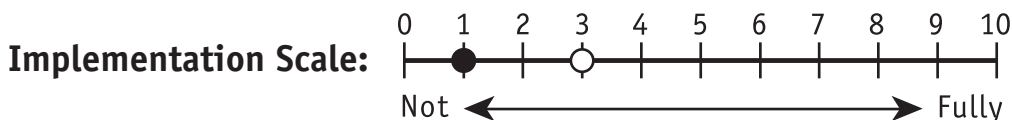
1. 2007-08 CCFS 311A and 311Q
3. E-mail correspondence
4. Department memoranda
5. Board agenda
6. 2007-08 general ledger trial balance

Progress on Implementing the Recommendations of the Recovery Plan:

1. Closing entries from the 2006-07 audit have not been posted to the general ledger. The district utilizes two separate financial systems, PeopleSoft and DataTel, which have not been reconciled this fiscal year. Closing general ledger balances from the PeopleSoft system for 2006-07 have not been posted to the beginning balances on the DataTel system. This calls into question the reliability and integrity of the college's financial reporting. Given the lack of information regarding the Compton CCD's ending fund balances, no evaluation or representation of material differences could be made regarding the accuracy of data presented to the Special Trustee. This lack of reconciliation between the two financial systems is a material weakness.
2. During the 2007-08 fiscal year, CCFS 311Q financial status reports were presented to the Special Trustee depicting the projected ending fund balance of the college for all unrestricted and restricted resources. Based on the findings in item one above, the reliability or accuracy of these financial reports is questionable. According to the 2006-07 Annual Financial Audit Report, the lack of timely reporting places the district at risk of misreporting activity and account balances.
3. The departure of the Chief Business Official in March 2008 created yet another leadership and technical void that affected Business Office performance in 2007-08. Recently, Compton CCD hired a new CBO with demonstrated experience in community college finance and accounting.

Standard Implemented: Partially

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



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:

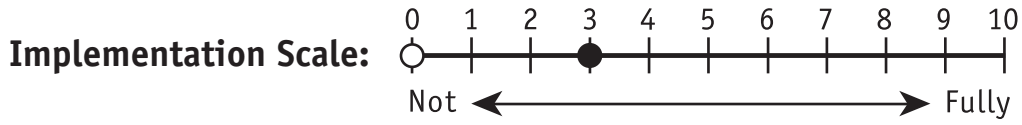
1. PeopleSoft financial reports
2. 2007-08 purchase orders
3. 2007-08 requisitions
4. DataTel financial reports
5. 2005-06 audit

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD, Compton Center and El Camino Community College have completed the implementation and conversion of the district's financial data from PeopleSoft to DataTel's Colleague Financials (CF) and HR/Payroll (HR) modules. El Camino staff have trained Compton Center site and department staff on online purchase requisitions and running budget reports. Performing these functions has reinforced site and department responsibility for program budgets. According to the Compton Accounting Manager, monthly budget reports are now being sent to all departments. The Business Office highlights any budget deficits that must be adjusted through a budget transfer to continue processing purchase requisitions.
2. The conversion of the payroll account code structure is complete and the HRS system payroll transactions are being imported into DataTel. There is no mechanism in the HRS system (Payroll) for a check against budget at the time the pay warrant is produced. Once the payroll system transactions are uploaded into both PeopleSoft and DataTel, staff can make a budget comparison.
3. Sites and departments have been trained to run their own budget reports and verify the appropriate budget for the fiscal year. The Compton CCD needs to continue discussions and training with departments regarding their specific budgets.
4. Online budget revisions should be implemented to allow more efficient, accurate and timely processing of budget transactions. The district should investigate instances where transactions were processed with insufficient budget funds available and should initiate proper controls so that it does not continue.
5. The goals and objectives of the El Camino/Compton partnership should be reviewed, and an immediate plan developed to provide the proper fiscal oversight needed for an agency receiving state intervention. All school districts and 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.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 3
July 2008 Rating: 3



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:

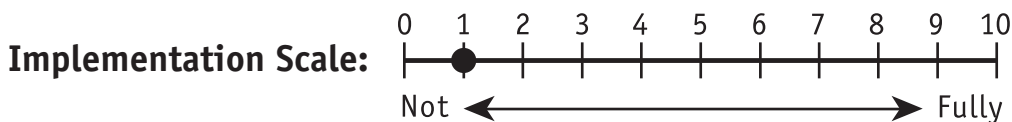
1. HRS position control data
2. PeopleSoft financial reports
3. DataTel Colleague documentation (no position control)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has loaded all employee data into the DataTel Colleague financial system. However, at the time of fieldwork, no verifiable documentation existed in the Business Department demonstrating that the proper internal controls and employee tracking was being performed.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1



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:

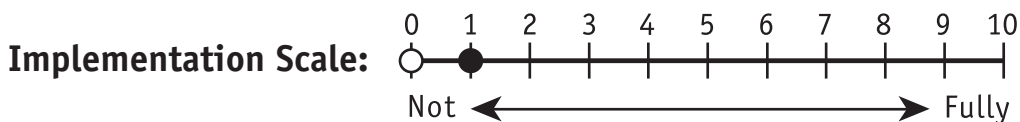
1. 2007-08 final budget
2. 2007-08 tentative budget
3. 2007-08 CCFS 311Q
4. 2007-08 CCFS 311A
5. E-mail correspondence
6. Department memoranda
7. Board agenda
8. Budget Advisory Committee agenda
9. Proposal for Partnership with the Compton Community College District
10. Dean of Student Services internal budget documents
11. Dean of Students Tentative Budget for 2008-09

Progress on Implementing the Recommendations of the Recovery Plan:

1. During review, it was determined that only the Dean of Student Services had developed internal budget documents to track and monitor one time revenues and expenditures for grant and/or categorical funds.
2. The team was unable to identify any specificity regarding one-time revenues or expenditures in the budget development process.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 1



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:

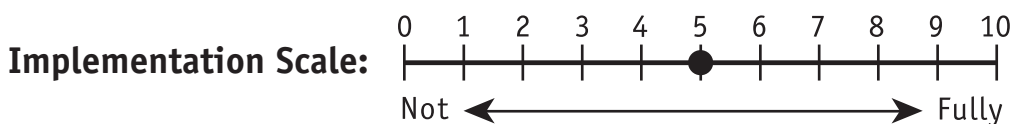
1. CCCD Report on Audit of Financial Statements (June 30, 2007)
2. CCFS 320 Apportionment Attendance reports (2007-08)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD's latest audit report, for the year ended June 30, 2007, cited issues in student enrollment fees, concurrent enrollment, open enrollment and attendance. All of these findings can affect the accuracy of the attendance reported to the state for apportionment. Most of these issues were unresolved findings from the prior year and are now being addressed with the implementation of the district's new financial reporting system.
2. The Compton College does not have procedures in place to monitor and track attendance rosters submitted by staff, and therefore puts the district's funding at risk by inaccurately reporting FTES generated. Procedures have not been implemented that require proper completion of attendance records, which further exacerbates an already deficient internal control as it relates to proper attendance reporting.
3. Compton CCD has begun managing its own DataTel student database separately from El Camino. Training assistance is being provided, and internal capacity is being built for the district's staff. Utilizing the designated processes from El Camino Community College will enhance the district's ability to resolve the outstanding audit findings. This process will ensure that the student enrollment and attendance records are accurately kept and adequately documented for state apportionment. It is difficult to measure progress without the completed audit for the 2007-08 fiscal year and findings and recommendations from the district's independent auditor.

Standard Implemented: **Partially**

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 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:

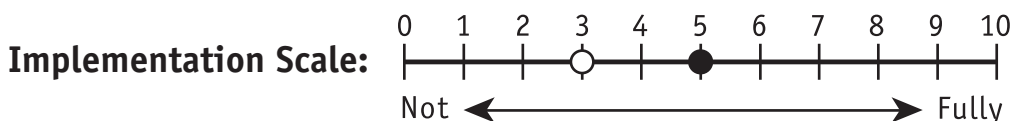
1. Sample weekly, daily and positive attendance census reports from El Camino CCD's DataTel system
2. Sample enrollment reports from El Camino CCD's DataTel system
3. El Camino College Compton Center 2007-2008 Enrollment and Registration Schedule
4. Sample positive attendance reports from El Camino's DataTel system

Progress on Implementing the Recommendations of the Recovery Plan:

1. The student enrollment and attendance system used for Compton's students changed as of fall 2006. El Camino's student enrollment, registration, and attendance processes, forms, and systems are used for Compton students. Compton CCD's data is kept separate using a separate college code in the database, and these efforts have resulted in a positive increase in the data's accuracy.
2. El Camino staff members utilize the college code in the database to generate a separate CCFS 320 attendance report to the state for Compton CCD. Based on some preliminary attendance reports generated from the system, the review team verified that a college code is used exclusively for the Compton CCD and data is being accumulated with a high degree of accuracy.
3. The evaluation for this standard is based on the use of El Camino's system and procedures. Once Compton CCD resumes full responsibility for maintaining the student database, the evaluation for this standard should exclude consideration of El Camino's process. It is difficult to measure progress without the completed audit for the 2007-08 fiscal year and findings and recommendations from the district's independent auditor.
4. 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



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:

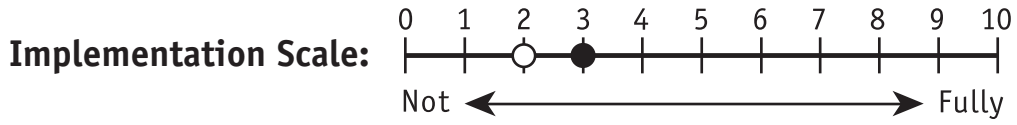
1. Various financial reports generated from PeopleSoft and DataTel
2. CCCD Report on Audit of Financial Statements (June 30, 2007)
3. Staff interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Review of the final trial balance for 2007-08 fiscal year generated from the financial system indicates that systems are not in place or enforced to ensure timely processing of financial activities or the appropriate closing entries. To be better prepared for the closing of the 2007-08 fiscal year and subsequent audit, the college must consider hiring an interim finance team to assist with updating and reconciling the college's financial records.
2. The latest audit report, for the year ended June 30, 2007, 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.
3. The Business Office completed a very rapid conversion to a new financial system, without adequate time or resources for planning, conversion, and training. In addition, some accounting transactions are recorded in the old system and others in the new system for the current fiscal year. It appears that accruals from the prior year have not been adjusted in the current year financial system. There are significant concerns about the accuracy and completeness of the data in either system, without adequate staff time and training for those using the systems.
4. Prior year closing financial transactions in the PeopleSoft system for 2006-07 are not posted to the DataTel system for 2007-08. It is anticipated that the auditor will review the 2007-08 financial closing records posted in the DataTel system. All financial transactions will need to be posted and reconciled correctly prior to this year's audit.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 3
July 2008 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:

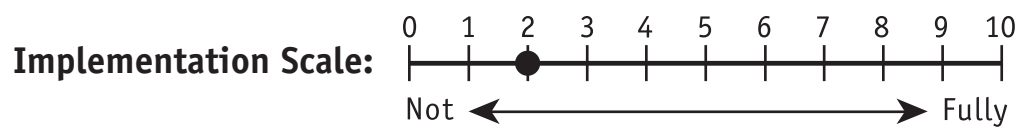
1. Various financial reports generated from PeopleSoft and DataTel
2. CCCD Report on Audit of Financial Statements (June 30, 2007)
3. Bank statements

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.
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 drawdowns against the line of credit are \$7,896,800 for 2007-08 and projected to be \$6,538,000 for 2007-08.
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. Based on the specific language contained in AB 318 regarding stabilization income and declining guarantee of FTES, the district could balance its budget by reducing expenditures and staff commensurate with the current FTES projection. This could lessen the need for the line of credit and reduce further debt financing to fund the district.
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



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:

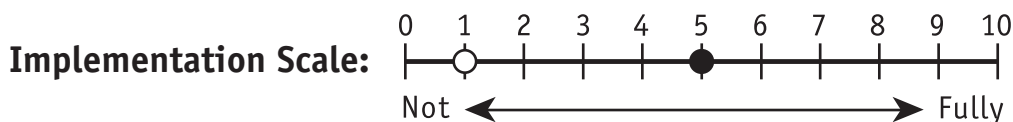
1. Various financial reports generated from PeopleSoft and DataTel
2. CCCD Report on Audit of Financial Statements (June 30, 2007)

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. LACOE 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



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:

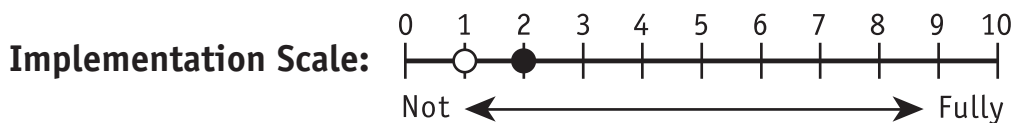
1. CCCD Report on Audit of Financial Statements (June 30, 2007)

Progress on Implementing the Recommendations of the Recovery Plan:

1. As evidenced by the number and subject matter of the findings in the most recent audit report, for the year ended June 30, 2007, there were 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 being posted to both the DataTel and PeopleSoft systems due to the interface requirements for payroll data. The DataTel system is used for the 2007-08 fiscal year to prepare 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. Based on the current and past audit findings and recommendations, it appears that the financial accounting and detail transactions are not properly supervised or reviewed by appropriate management personnel. The current Business Office staffing and organizational structure is deficient and lacks the demonstrated experience to properly process, record and post accounting transactions.

Standard Implemented: Partially

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



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:

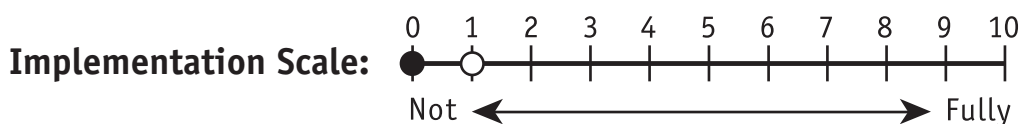
1. 2006-07 PeopleSoft Financial System Year-End Closing Procedures and Schedules (LACOE)
2. Year-End Financial Review Checklist (internal)
3. Journal entries and backup documentation
4. Closing trial balance and other financial reports from PeopleSoft and DataTel
5. Compton CCD Report on Audit of Financial Statements (June 30, 2007)

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 of the past two audit reports. Due to the status of the financial records, the college incurred an exorbitant amount of fees to complete the audit. Audit costs for the 2006-07 fiscal year exceeded \$190,000. A detailed checklist and extensive training would assist the staff and provide best practices for a complete and comprehensive close for the fiscal year.
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.

Standard Implemented: Not Implemented

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 0



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:

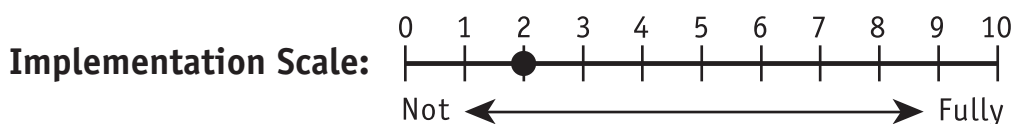
1. Board agenda items for purchases and for approval of bidding process
2. Compton CCD Report on Audit of Financial Statements (June 30, 2007)
3. Compton CCD Policy Manual of the Board of Trustees (Draft, 2003)
4. Bid Threshold and Bond Requirements (Compton CCD document dated April 2003)
5. Measure CC General Obligation Bonds with Independent Accountants' Report on Applying Agreed-Upon Procedures (dated June 30, 2007)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The team could not find evidence that board policies on purchasing and bidding practices have been updated.
2. The Center needs to establish policies and procedures to address and make corrective actions for ongoing audit findings.
3. It appears that several invoices have been submitted for payment that lacked verifiable documentation that construction activities have occurred. A procedure should be implemented that allows the Chief Business Official to sign off on work performed. Because the Compton CCD had no permanent CBO, the college President signed invoices for payment.
4. 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 intends to conduct a separate and independent audit of vendor invoices on the LLRC construction project.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2



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:

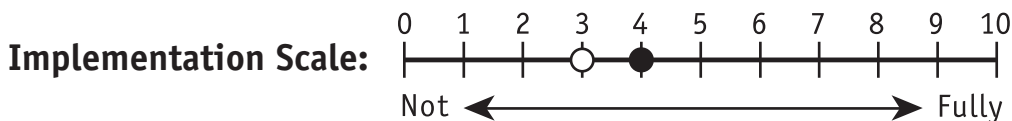
1. Associated Student Body Finance Policy and Procedures (undated)
2. Compton CCD Policy Manual of the Board of Trustees (Draft, 2003)
3. Associated Student Body Finance Code and Procedures

Progress on Implementing the Recommendations of the Recovery Plan:

1. No updates to board policies to provide overall guidance on the purpose, establishment, and conduct of a student body organization were provided other than the policies reviewed for the initial report. These policies should include as a subset the financial aspects of the student body organization’s operations.
2. A draft of the ASB Finance Code and Procedures is being utilized by staff and students as a baseline document. Administrative regulations are included, offering adequate guidance to ensure the consistent application of procedures.
3. Employees and students have been provided adequate training in the appropriate policies and procedures that govern ASB accounting.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 4



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:

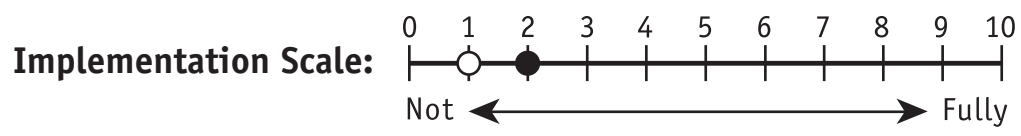
1. Associated Student Body Finance Policy and Procedures (undated)
2. Compton CCD Policy Manual of the Board of Trustees (Draft, 2003)
3. Compton CCD Report on Audit of Financial Statements (June 30, 2007)
4. Sample completed source documents and bank reconciliation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Dean of Student Services has established defined practices and procedures to ensure timely resolution of audit findings. Documentation from the Internal Auditor supports that audit findings are being addressed and procedures have been implemented to prevent future findings.
2. The Center should ensure that postings to the general ledger are timely and accurate. One employee is assigned full responsibility for ASB accounting. This has provided stability and consistency. However, the records are not reviewed by another employee or a manager. The lack of checks and balances in place to monitor this activity violates internal control procedures for appropriate separation of duties and creates a risk for misappropriation of assets.
3. At the time of fieldwork (May 2008), the bank account had been reconciled through March 31, 2008. The Center should establish time lines for bank reconciliations to make adjusting entries and verification of the correct cash balance.
4. Monthly financial statements have not been prepared in a timely manner and are not distributed to Business Office management, the student body president or the board. The Center should establish written guidelines to ensure that the financial statements are prepared in a timely manner and distributed to the appropriate personnel monthly.
5. The Business Office does not schedule periodic internal audits for student body funds. Internal audits can detect errors that could be corrected, thereby reducing audit findings. Additionally, internal audits provide management with some assurance that policies and procedures are properly followed by staff and students. Because an Internal Auditor was recently hired, it is anticipated that periodic audits will be conducted in the 2008-09 fiscal year.

Standard Implemented: Partially

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



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:

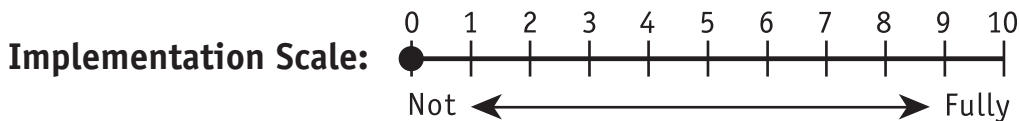
1. 2007-08 tentative and final budgets
2. 2007-08 tentative and final budgets
3. 2007-08 Financial Status Report 311Q

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD continues to be hampered by the lack of Business Office leadership and does not prepare multiyear financial projections.

Standard Implemented: Not Implemented

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0



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:

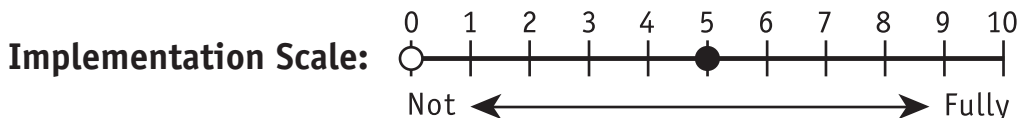
1. Business Office files
2. Audit reports dated June 7, 2007
3. Actuarial reports

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.
2. 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.
3. The annual financial audit report for the 2006-07 fiscal year reports a fund balance of -\$906,691. This amount has increased in one year from -\$522,686.
4. Retirees meeting eligibility requirements receive medical, dental and vision coverage not to exceed ten years. The college recognizes this other post-employment benefit (OPEB) on a pay-as-you-go-basis. The total expenditure for the OPEB was \$443,773 for the 2006-07 fiscal year. No actuarial data was provided regarding the unfunded liability for OPEB.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 5
July 2008 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. Human Resource Department files
2. Tentative bargaining agreement for certificated bargaining unit
3. Interviews of Business Office management
4. Calculations to support the cost of the certificated agreement

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton District has completed negotiations for the certificated bargaining unit for the 2007-08 fiscal year. Reopeners for 2008-09 have not been presented as of the time of this review. The reopeners include compensation and three articles.

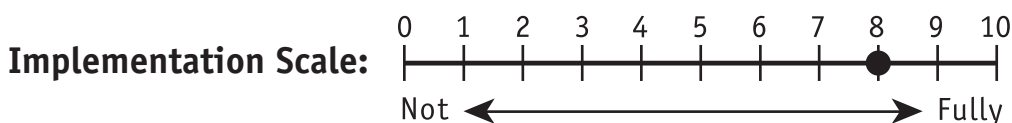
The classified bargaining unit has elected to delay negotiations pending the fiscal stability of the Compton CCD.

Standard Implemented: Fully - Substantially

April 2007 Rating: 8

January 2008 Rating: 8

July 2008 Rating: 8



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:

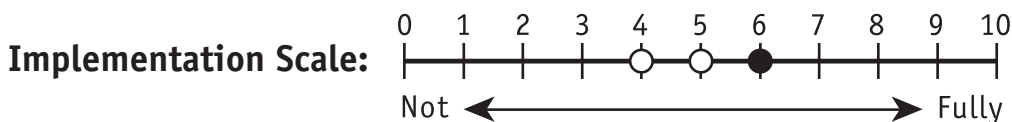
1. The Compton CCD budget, unaudited actuals, board policies and insurance policies
2. Staff interviews
3. Actuarial Review dated June 7, 2007
4. Safety Program Guidelines
5. Return to Work Program Guidelines

Progress on Implementing the Recommendations of the Recovery Plan:

1. Workers' compensation is still underfunded according to documents reviewed for the 2007-08 budget and 2006-07 Annual Financial Audit Report.
2. Management estimates that the unfunded liability for the current 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.
3. Compton CCD has joined the other colleges in the JPA for the administration of workers' compensation through 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 as evidenced by 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.

Standard Implemented: Partially

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

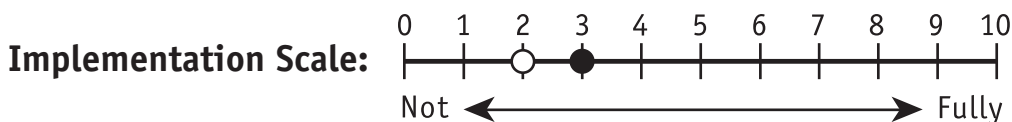
1. District documents
2. Staff Interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD Maintenance Department has abandoned the automated work order software system called School Dude. The system has been in place for the last five years but has not been accepted or utilized by faculty or staff. It does not track labor and material costs, total jobs in process or completed jobs. Sites and departments communicate either through e-mail or phone directly to the Facilities Department. The Maintenance Department has taken a proactive approach and conducts regular site visits. While the process does not meet the professional standard, marked improvements in site and building maintenance, bathrooms and campus safety are visible. The department is in the process of identifying a new automated work order system.
2. Any system change should parallel the decision-making process with the college's facilities master plan, which has been completed with the assistance from tBP Architects. Given the declining number of students, the facilities master plan could dictate different priorities and spending regarding maintenance programs for the buildings that are in use. Approximately 90% of the campus facilities are still being utilized during a period that has seen overall student enrollment decline more than 50%.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3



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:

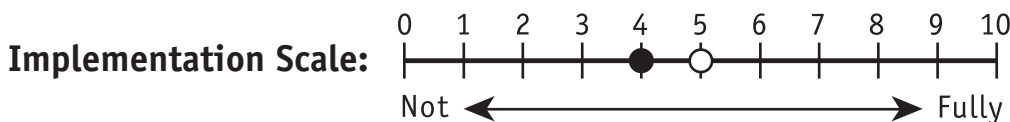
1. Compton CCD policies
2. Staff interviews
3. Interview with Internal Auditor

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district is in the process of 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 Department has completed the installation of an electronic key card system for the Math and Science wing and has plans to expand this installation to the Vocational Education building. This system has the ability to program entrance times and links each card to specific employee identification numbers. The system is centralized and can be controlled and monitored by the Maintenance Department.

Standard Implemented: Partially

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



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:

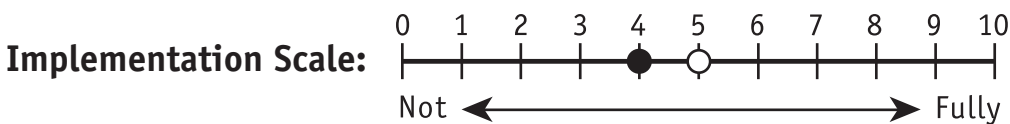
1. Compton CCD documents and employee interviews

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. Because open purchase orders have limited use, the district operates with one credit card and four internal fuel cards that are available only for emergency purchasing needs and fueling. 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. Because of the lack of a timely budget, the Maintenance and Operations Department has had to utilize alternative methodologies to track and maintain its operating budget. 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. Until a formal budget process and system training is implemented, departments are forced to use these alternative types of tracking methods.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 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:

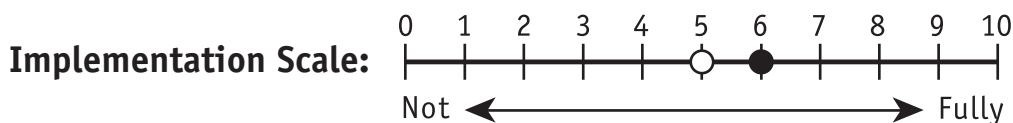
1. Compton CCD documents and employee interviews

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 appears to have a capable physical inventory system, although it is a manual system. The college anticipates acquiring and installing a new maintenance work order system. One of the considerations is whether the work order system can accommodate the inventory process for materials and equipment.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 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. Telephone interview with Compton CCD consultant preparing claims
2. Contract for services to prepare 2005-06 through 2006-07 claims

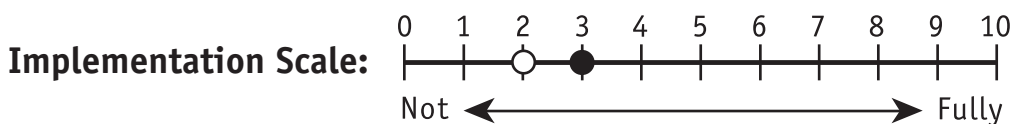
Progress on Implementing the Recommendations of the Recovery Plan:

1. Discussions were held with the Compton CCD consultant contracted to prepare the mandated cost claims. The 2005-06 claim was filed January 2008. The consultant expects to file the 2006-07 claim by October 2008.

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 on a timely basis to receive the maximum amount due the district.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3



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
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
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
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
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:

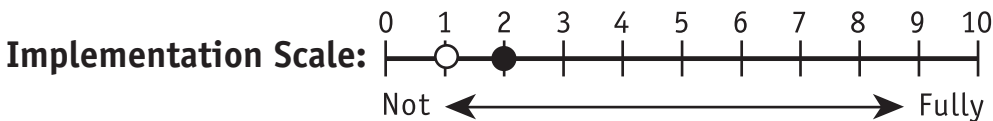
1. Faculty, staff, and administration interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change in the operations of the Compton Center’s task forces and committees. Therefore, it continues to be recommended that the district create opportunities for faculty and staff to communicate and provide suggestions to their supervisors, administrators and the Special Trustee. These opportunities should be part of the internal communications strategies that should be a part of the district’s comprehensive communications plan that is developed.
2. The district must continue to look at ways to expand opportunities for all staff to provide input regarding the district’s operations. Staff and faculty should be reassured that they are welcome to offer input and suggestions. Surveys and interviews should be conducted to determine the effectiveness of communication methods, and to seek input on how people would like to be engaged. A successful plan to improve communications at the Compton Center will require multiple means of gathering input and disseminating information – in print, in electronic forms, and through in-person meetings. A comprehensive plan for internal two-way communications must be developed and put into action.

Standard Implemented: Partially

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



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

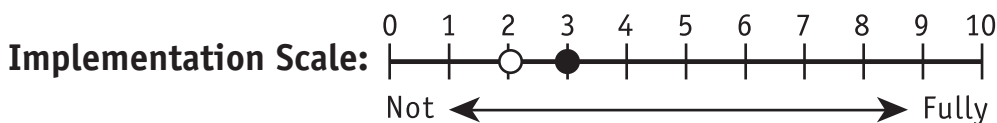
Progress on Implementing the Recommendations of the Recovery Plan:

1. A formal strategy to develop and sustain community partnerships has not been adopted. Since the last progress report, the Provost began to hold breakfast and lunch events in an attempt to engage groups within the local community, including pastors and business leaders. These events were generally regarded as successful, but do not appear to be part of a larger comprehensive strategy and plan of community outreach. Additionally, the Compton Center has worked to engage local high school students and counselors, but this should be just one aspect of a multipart approach to effectively engage as many segments of the potential student population as possible.

The Compton Center was a participant in a town hall meeting on the future of the campus, but the meeting was convened by the Mayor of Compton rather than being organized by the Compton Center or held in partnership with the city. The district should endeavor to enhance and solidify its outreach to community collaboratives and partnerships that serve students. Such a coordinated strategy could help make additional resources available to students and the community. The members of the elected board and of the Board of Advisors can begin to make the formal connections between the district and community groups, agencies and businesses. The district’s strategy should include a written plan that identifies the roles and responsibilities of the Special Trustee, administrators, and board. A coordinator should be designated to assess the effectiveness of the district’s implementation of the strategy.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

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

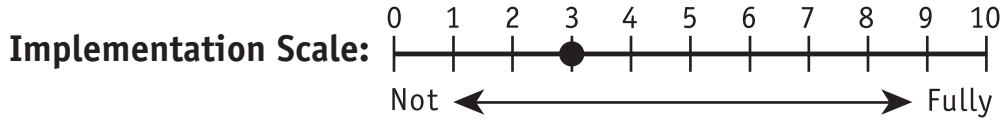
Progress on Implementing the Recommendations of the Recovery Plan:

1. A lack of clarity over responsibilities and decision-making between El Camino College and the Compton Community College District continues to be raised by interviewees. The resulting confusion over the proper role for committees sometimes hampers action. The proposed revision of the memorandum of understanding between ECC and CCCD is a means toward resolving some of this confusion, and continuing to clarify and address these concerns must be a key priority for the Compton Center to begin to demonstrate progress. The district should 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. Through more effective participation by stakeholders, the district will be better positioned to make progress toward its mission and goals.
2. The Special Trustee has continued to hold meetings of the Board of Advisors, whose membership has been structured to engage a broader cross-section of community members than past task forces and committees. The district has created written protocols and expectations for this body, and this information should be broadly shared with staff and the community. By understanding the goals of the Board of Advisors, there can be greater accountability toward achieving successful results.

Since the last progress report, the Provost began to hold breakfast and lunch events to try to engage groups in the local community, including pastors and business leaders. These events were generally regarded as successful, but do not appear to be part of a larger comprehensive strategy and plan of community outreach. Additionally, the process for interviewing Provost candidates and the composition of the search committee were cited by some interviewees as examples that successfully engaged broader campus and community representation.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3



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
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
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
5.3	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
5.4	The board makes decisions based on the study of all available data, including the recommendation of the president.	3	3	3
5.5	Functional working relations are maintained among board members.	1	1	3
5.6	Individual board members respect the decisions of the board majority and support the board's actions in public.	1	1	3
5.7	Functional working relations are maintained between the board and administration.	1	1	2
5.8	The board publicly demonstrates respect for and support for the district staff.	1	1	2

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
5.9	The board publicly demonstrates respect for public input at meetings and public hearings.	1	1	2
5.10	Board members respect confidentiality of information shared by the administration.	1	1	1
5.11	Board members do not involve themselves in operational issues that are the responsibility of the President and staff.	1	1	1
5.12	The board acts for the community and in the interests of all students in the district.	1	1	2
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
6.3	Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.	1	1	2
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	Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.	5	5	5
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
6.9	Board meetings focus on matters related to student educational attainment.	1	1	1

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:

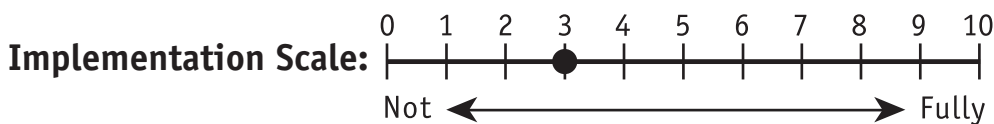
1. Board member interviews
2. Faculty, staff, and administration interviews
3. District policies

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. When public concerns are raised at meetings, the Special Trustee generally directs concerns to the Provost/CEO'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. The Special Trustee should reaffirm Board Policy 1.2 to validate and formalize the practice of referring concerns to the Provost/CEO.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.2 - Board Roles/Boardsmanship

Professional Standard:

Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties, functions, authority and responsibilities of members.

Sources and Documentation:

1. Interviews with administrators and board members

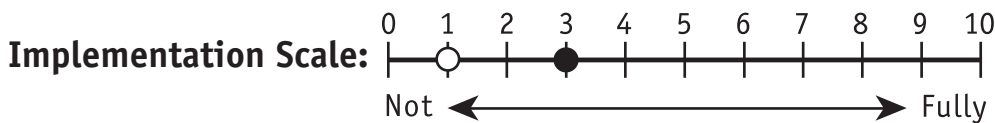
Progress on Implementing the Recommendations of the Recovery Plan:

1. The members of the elected board, along with the Special Trustee and Provost, have begun to engage in an agenda of training and professional development with a consultant from the Community College League of California. This training will address the areas of expectations, roles, and responsibilities for board members and provide a framework for operations at board meetings. The elected board members must commit to participating in these continuing education opportunities designed to help increase their understanding to effectively fulfill their governance responsibilities.

A policy addressing a continuing education agenda and/or the adoption of an annual schedule of workshops and conferences could be developed to help facilitate this process. Additionally, the members of the Board of Advisors should receive training, where appropriate, on the issues on which they advise the Special Trustee.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.3 - Board Roles/Boardmanship

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:

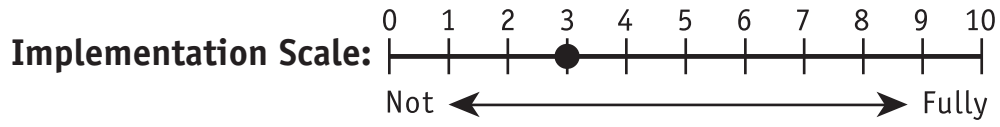
1. In the last six months, district action still has mainly been driven by prioritizing crisis issues as they arise rather than through planned action. While the district has a mission statement and goals, they do not appear to be the main strategic initiatives that drive decision-making. The district should create a strategic plan with specific objectives and ensure that processes are in place for measuring progress. While the creation of such a plan is a major undertaking that will take time, there should not be any delay in developing strategies for improvement. The district can no longer delay engaging in strategic long-range planning.

Involving the board, staff, students and the community in identifying the district's needs and updating the district's vision/mission and goals is a critical step in moving forward. The purpose of such planning should be to build the district's long-term capacity to sustain improvements once local authority is restored. To address this, the district's goals should be a routine part of board meeting agendas and could be tied to each action item on the agenda, with a notation of how the action item will affect achievement of the goals.

As part of the board members' continuing education opportunity that is guided by the CCLC consultant, the mission and vision of the district should be addressed. As these statements are revised to reflect the district's direction and priorities and ensure that the goals are aligned to its work, it will be important for the district to evaluate its progress toward achieving these goals, including whether the long-term staff capacity and resources to sustain progress are in place.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.4 - Board Roles/Boardmanship

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:

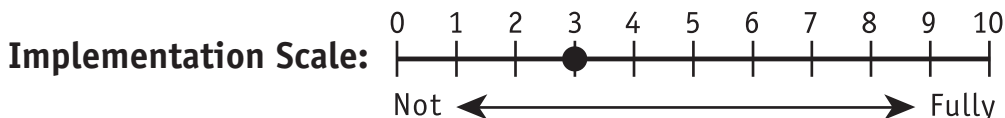
1. The Special Trustee continues to ask for reports and background data before reaching decisions at board meetings. Staff members provide reports and presentations at board meetings. Information is not always clear or well-explained for the benefit of the public. For example, an outside expert provided information with the presentation of the district’s draft facilities master plan. However, this item should have given the Provost an opportunity to offer context about the long-term plans for the campus, talk about communication and community outreach, and discuss academic engagement, all as a part of the conversation about facilities.

The Provost/CEO must work to improve the background materials provided to the Special Trustee and the public before board meetings. This should include 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. This information must be made available in advance of meetings, and provided to the public as well as to administrators, the board, and the Special Trustee.

2. Decisions continue to be made without all the necessary information. The district lacks much of the specific and accurate data it needs to make good decisions. A key focus for the district must be to continue building capacity to produce, understand, and analyze data to ensure accountability. The Board of Advisors and Board of Trustees should be given training to understand the types of questions to ask when reviewing information, to provide proper oversight.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.5 - Board Roles/Boardmanship

Professional Standard:

Functional working relations are maintained among board members.

Sources and Documentation:

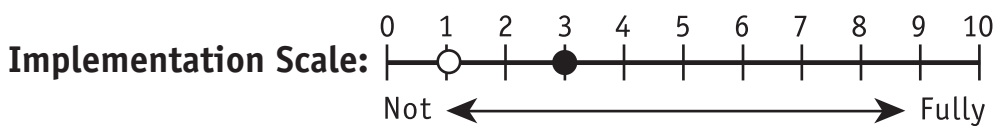
1. Interviews with staff, faculty, administrators and board members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. With an official role in the meetings to provide advice and feedback, board members should work together to ensure they are effectively fulfilling this advisory role. The training and professional development the board is engaged in with the Community College League of California should help them understand their roles and responsibilities as well as progress toward rebuilding the board's credibility, communicate in a professional and respectful manner, and focus the meeting agenda on matters related to student educational attainment.
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. As part of the CCLC training in which the board and Special Trustee are engaged, they should consider affirming a code of ethics to formalize the expectations for the conduct of the participants at the public board meetings.

Standard Implemented: Partially

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



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:

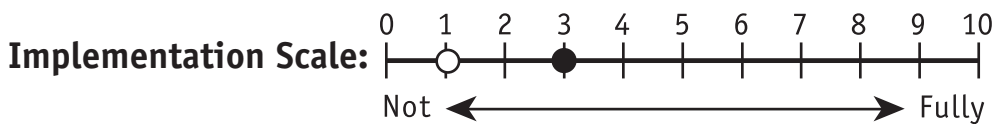
1. Interviews with staff, faculty, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. With an official role in the meetings to provide advice and feedback, board members should work together to ensure they are effectively fulfilling this advisory role. The training and professional development the board is engaged in with the Community College League of California should help them better understand their roles and responsibilities as well as progress toward rebuilding the board’s credibility, communicate in a professional and respectful manner, and focus the meeting agenda on matters related to student educational attainment.
2. The Special Trustee should consider affirming a code of ethics to formalize the expectations for the conduct of the participants at the public board meetings.

Standard Implemented: Partially

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



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:

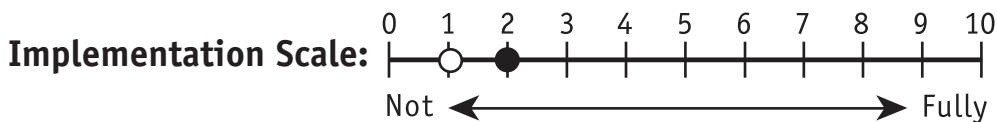
1. The Special Trustee continues to meet with elected members of the Board of Trustees before each board meeting. By providing the board with an opportunity to meet and discuss the agenda, and now to participate in the discussion at meetings, the relationship between the Special Trustee and the members of the board appears to have been sustained.

As one aspect of a plan to improve communications overall, the Provost/CEO should engage in regular, proactive communication with the El Camino College Board of Trustees about the business of the Compton Community College District. Currently, the reports to the El Camino board are mainly informal updates, and do not provide any opportunity for substantive conversation or discussion of policy where appropriate. When reinstated, the elected board of the Compton Community College District should engage in regular, proactive communication with the administration.

Additionally, the Special Trustee has initiated the meetings of the Board of Advisors, and has set written roles and expectations for the committee. By putting into place specific goals and desired outcomes, this group will be able to hold itself accountable, with the expectation having been set that functional working relationships will be maintained.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.8 - Board Roles/Boardmanship

Professional Standard:

The board publicly demonstrates respect for and support for the district staff.

Sources and Documentation:

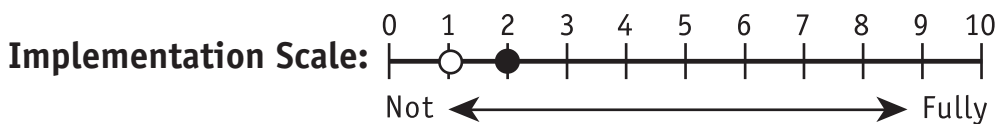
1. Interviews with staff, faculty, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. With an official role in the meetings to provide advice and feedback, board members should work together to ensure they are effectively fulfilling this advisory role. In general, the board acts in a professional and businesslike manner, and treats district staff who make presentations during the meeting respectfully. While the Provost/CEO and Special Trustee recognize the contributions of district employees during board meetings, the issue of low morale on the part of staff and faculty was mentioned by multiple interviewees during this progress report. District employees consistently voice a desire for greater advance communications and consultation before decisions are made. To improve employee morale, retain quality staff, and increase motivation, the district should develop a formal program for staff recognition. The Special Trustee, administrators and the board should ensure that positive employee performance is recognized.

Standard Implemented: Partially

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



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.9 - Board Roles/Boardmanship

Professional Standard:

The board publicly demonstrates respect for public input at meetings and public hearings.

Sources and Documentation:

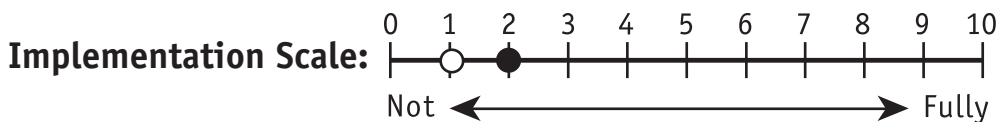
1. Interviews with staff, faculty, students, administrators and community members

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. With an official role in the meetings to provide advice and feedback, board members should work together to ensure they are effectively fulfilling this advisory role. Public hearings and forums on critical issues should continue to be a routine part of board meetings, allowing for meaningful opportunities for input by the public. The board is respectful and cordial, and a formal process for public engagement is beginning to be developed through the CCLC training. The Special Trustee should continue to ensure that these events 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



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:

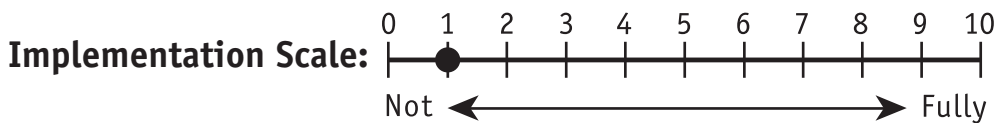
1. Interviews with staff, faculty, and administrators

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 should review confidentiality requirements and should be trained on the expectation to maintain the confidentiality of closed session items.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1



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

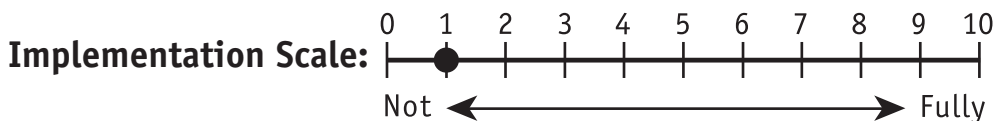
Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. With an official role in the meetings to provide advice and feedback, board members should work together to ensure they are effectively fulfilling this advisory role. The training and professional development the board is engaged in with the Community College League of California should help them understand their roles and responsibilities and progress toward rebuilding the board’s credibility, communicate in a professional and respectful manner, and focus the meeting agenda on matters related to student educational attainment.

As part of the comprehensive review of policy that should be undertaken, the Special Trustee should reaffirm the policy clarifying the separation in roles between the board and the Provost/CEO. Additionally, board members should continue to be committed to the continuing education opportunity of working with the Special Trustee and CCLC consultant on roles and responsibilities of effective board governance.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1



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:

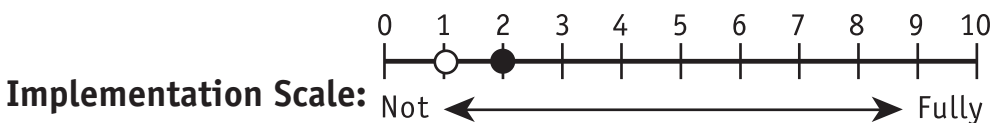
1. Interviews with staff, faculty, students, administrators and community members

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. While students and their educational attainment have not always been a consistent focus for the board, the board members are now using the opportunity to ask questions and raise concerns on behalf of their constituency. To demonstrate further progress in this area, the board members should partner more closely with students, and serve as a voice in public comment representing the needs of this diverse population. The recruitment and retention of students continues to be one of the most critical components of success for the district, and the board should make efforts to support specific programs being implemented to increase student enrollment. This area must be continually monitored and efforts refined.
2. The Special Trustee continues to meet with the Board of Advisors. He must ensure that the group from which he is soliciting input represents a diverse cross-section of the entire community of stakeholders in the district. The training and professional development the Special Trustee has engaged in with the members of the elected board, guided by the Community College League of California consultant, 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



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:

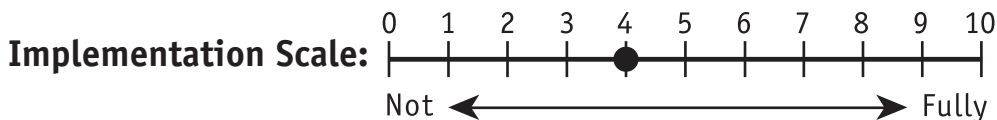
1. Board member interviews
2. Faculty, staff, and administration interviews
3. District Web site
4. District bylaws
5. Board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. While board meeting agendas continue to be posted near the Provost’s office in compliance with Government Code 54954.2 at least 72 hours prior to a regular meeting, the full agenda packet with background materials is frequently unavailable until the day of the meeting. These materials should be made available as early as possible to allow time to read, review, and analyze the information and recommendations. Meeting agendas are posted to the district’s Web site, although locating the information can be challenging. A comprehensive communications plan for the district must address this area of board meetings, board agendas, and meeting minutes.
2. As part of the comprehensive review of district policy, the Special Trustee should revise the following policies: Board Policy 1.7, Agenda and Meetings of the Board of Trustees, and Board Policy 1.9, Meetings of the Board.

Standard Implemented: Partially

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



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:

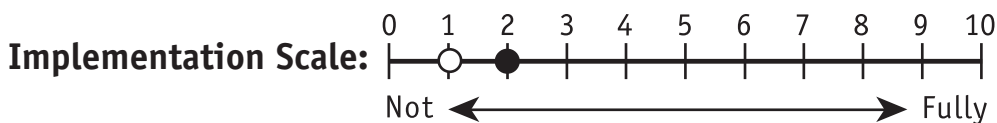
1. Interviews with administrators and board members
2. Review of board agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last progress report, the elected members of the advisory board have begun to sit at the dais during meetings. During meetings, the members of the board generally appear prepared and to have reviewed background materials in advance of the meeting. Nevertheless, the Provost/CEO must work with staff to increase the lead time for the creation of agendas. While the background documents and information in the agenda packets are distributed in a manner that complies with the law, these supplemental materials should be distributed as early as possible before each board meeting. The public should be able to access timely, accurate and meaningful background data for analysis in advance of the meetings. When reinstated as a governing body, board members should receive training about appropriate and effective board governance and accept responsibility for reviewing agenda materials before meetings.

Standard Implemented: Partially

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



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:

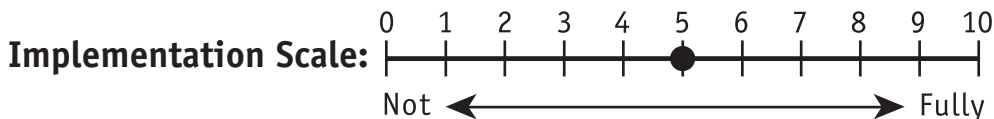
1. District policies/bylaws
2. Board agendas and minutes
3. Board member interviews
4. Faculty, staff, and administration interviews
5. Observations of board meetings

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. The Special Trustee should ensure that the 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



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:

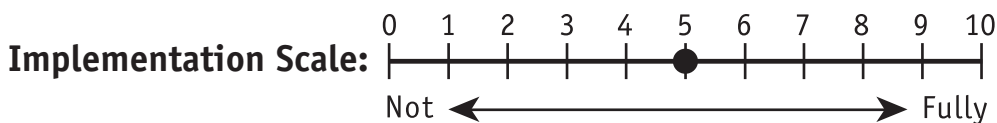
1. Board member interviews
2. Faculty, staff, and administration interviews
3. Community member interviews
4. Observations of board meetings
5. District bylaws
6. Board agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board meetings observed since the last progress report generally proceeded according to the agenda and were conducted in a businesslike manner. The Special Trustee provides 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 conduct themselves in a professional manner, participate in discussions and offer their 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



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:

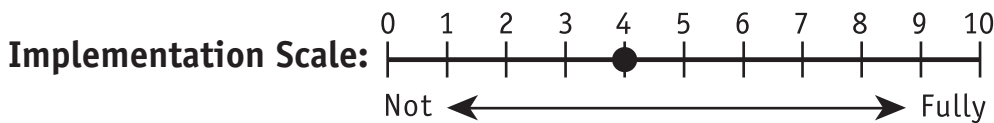
1. District bylaws
2. Board agendas and minutes
3. Observations of board meetings
4. Board member interviews
5. Faculty, staff, and administration interviews
6. Community member interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Public comment is 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 formalize the process for community input and public participation at board meetings by reaffirming the pertinent policies to reinforce the practices already in place.

Standard Implemented: Partially

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



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. Student educational attainment has not been the main focus of Compton Community College District board meeting agendas in the last six months. As noted in prior progress reports, board meeting agendas are most frequently focused on business issues including fiscal recovery, budget, and facilities. Agenda items sometimes also address pressing legal issues and ongoing operational issues such as the management of student enrollment. It remains rare for meetings to focus on policy or planning and analysis. The Special Trustee should ensure that matters related to the educational achievement of students are incorporated into board meetings more frequently. The Provost/CEO should develop meeting agendas that explicitly link the goals of the district to discussion items. The board agenda should define the objective for each item and its relationship to the overall goals of the district. The agenda should also be prioritized to allow for items of the greatest importance to have the most time and discussion devoted to them.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1

