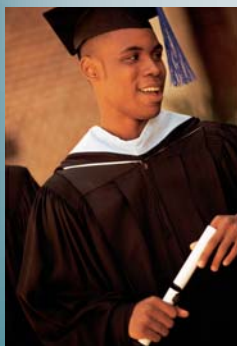


# Compton Community College District



**Comprehensive Review**  
April 2007



**CSIS** California School Information Services

# **Compton Community College District**

## **Comprehensive Review**

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# **Executive Summary**

# Executive Summary

## Introduction

The Compton Community College District is located in the city of Compton, Los Angeles County, California. Before 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.

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 Community College District. 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 Community College District 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 Community College District. The legislation also required the Fiscal Crisis and Management Assistance Team 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 Community College District and the El Camino Community College District. 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 Community College District, as Chief Executive Officer with respect to responsibilities for budget and finance, including the payroll, facilities, and for the employees of the Compton Community College District and the El Camino College Compton Center, for which the CCCD retains responsibility.

FCMAT's work with the Compton Community College District and the El Camino College Compton Center is intended to assist the district in improving its basic operations for an eventual return to local governance, and in taking the necessary steps to regain its accreditation.

What has occurred in the Compton Community College District is unprecedented and extremely complex. Compton College is the first California public community college to have lost its accreditation, had a Special Trustee assigned to administer the college district, had the suspension of the authority of its elected governing board authorized by legislation, and received a multimillion-dollar state loan to continue operations. Through its partnership with the El Camino Community College District, Compton is transitioning all of its instructional procedures and systems. The transition has caused confusion over reporting relationships, lines of communications, and the appropriate names and references for that part of the college now operating under the auspices of the El Camino Community College District as the El Camino College Compton Center and that part that still operates as the Compton Community College District.

As the district's progress is monitored during the ensuing six-month review periods, the operational systems and naming conventions will become refined and more systemic. Progress in such a massive undertaking may be slow at first, but FCMAT has every expectation that the Compton Community College District will make the progress necessary to return to local governance and to re-establish accreditation.

This report, the Compton Community College District Assessment and Recovery Plan, April 2007, provides the Fiscal Crisis and Management Assistance Team's comprehensive assessment of the district, with recommendations for the district to address as a recovery plan.



# Background

## 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 is scheduled to open in August 2007.

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

According to data from the Chancellor's Office of the California Community Colleges, the current 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 boundaries of the district. The 2000 Census shows that 58% of the adult population in the district is Hispanic and 23% of the population is white.

In terms of age of students, approximately 26% of the student population is age 19 or younger, 22% are 20 to 24 years old, 14% are 25 to 29 years old, 10% are 30 to 34 years old, 10% are 35 to 39 years old, 12% are 40 to 49 years old and 6% are age 50 or older. The gender breakdown of students at Compton is approximately 65% female and 35% male. A sizable portion of the students who attend the college demonstrate 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 Community College District 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. The current four members of the board have served together since December 2005. Three of the current members are serving their first terms and one is in the second term.

Currently, the board seat for Trustee Area 2 is vacant. In January 2006, the Compton CCD declared a vacancy on its board after a board member resigned. This member had been re-elected to another term on November 8, 2005, but did not execute the oath of office for the new term. The State Board of Education approved a petition to allow the election for that seat to occur in November 2007.

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 Community College District toward 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) notified Compton Community College that its accreditation would be terminated. 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 the Fiscal Crisis and Management Assistance Team (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 Community College District 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 is particularly important as no appreciable increases in enrollment by the residents of the Compton Community College District have 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 Community College District to proceed with negotiations for an agreement to



provide educational and related support services to the Compton Community College District. At the Compton CCD board meeting of August 22, 2006, the Special Trustee approved the Memorandum of Understanding (MOU) with El Camino Community College District to solidify the partnership between El Camino Community College District and Compton Community College District.

Under this MOU, the educational program offered on the Compton campus is provided under the auspices of El Camino College's accreditation. The El Camino College Compton Center maintains 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 is developed with input from the El Camino Community College District and approved by the Special Trustee of the Compton Community College District. There is an El Camino Community College District Academic Senate and a Compton Community College District Academic Senate.

El Camino College's operational objective is to bring the Compton Center into good standing with the Accrediting Commission for Community and Junior Colleges (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 academic 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 Community College District for matters related to personnel, policy, budget and finance, and facilities. Dr. Doris P. Givens began her tenure as Interim Provost/CEO at the Compton Center on August 15, 2006.

The visibility of the Provost/CEO must be heightened and the distinctions between the responsibilities of the Provost and the Special Trustee made 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 needs of students 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**

There are approximately 90 full-time equivalent faculty positions in the Compton Community College District, 100 classified staff full- and part-time positions, and 20 administrative positions. In the past three years, the district has had three interim lead administrators and three Special Trustees. Nearly all current administrators are serving in their roles on an interim basis. While almost all interviewees expressed a sincere commitment to helping the college regain accreditation and achieve fiscal recovery, the lack of administrative experience and stability will need to be addressed.

In the past several years, the Compton Community College District has not focused on communications to and an engagement of the public and community groups. Recovery for the college district is especially important, as students who are no longer attending classes at the Compton Center are not matriculating to other area community colleges. Many students rely upon public transportation to travel to campus. Therefore, there is a critical audience of potential students who must be identified, engaged and encouraged to re-enroll at the Compton Center.

The Compton Center and the Compton Community College District will face a period of adjustment as they work to establish an effective working relationship with the El Camino Community College District. The staffs of the Compton Center and the 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 Community College District also faces a unique and unprecedented situation for a public college of having board members who continue to be elected, but who are not vested with any authority to govern.

The district will also need to establish a campus-wide culture that values customer service and set clear expectations of staff responsiveness and accountability, which will help to win students back to the campus.

# 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 Community College District. FCMAT professional and legal standards are being used together with the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC), as Compton Community College District must not only strive to return to fiscal solvency and local governance but must also seek to reestablish its academic accreditation.

For each ACCJC Standard, appropriate FCMAT standards from the operational areas of Community Relations and Governance, Personnel Management, Academic Achievement, Financial Management and Facilities Management have been used to measure progress on the ACCJC Standards. 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. However, it is hoped that by addressing the recommendations made in this report, the 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 Compton Community College District'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

In preparing to conduct 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 process. FCMAT received several proposals from qualified agencies and selected the following agencies as 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 itself conduct the review of the district's financial management with the assistance of two consultants.

The FCMAT team partners included the following agencies and individuals.

## **Administration and Report Writing – Fiscal Crisis and Management Assistance Team**

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

## **Financial Management – Fiscal Crisis and Management Assistance Team**

- Anthony Bridges, Deputy Executive Officer, FCMAT
- Sheila Vickers, Associate Vice-President, School Services of California
- Rory Livingston, FCMAT Finance Consultant

## **Academic Achievement – California Curriculum Management Systems, Inc.**

- James Scott, Ph.D., Educational Consultant and President, 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, California Curriculum Management Systems, Inc.
- Olive McArdle Kulas, Ed.D., Educational Consultant and Director, California Curriculum Management Systems, Inc.
- William Streshly, Ph.D., Lead Auditor and Emeritus Professor of Educational Leadership, San Diego State University

## **Personnel Management – Ewing Consulting Services**

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

## **Facilities Management – School Services of California, Inc.**

- Ron Bennett, President & CEO
- Maureen Evans, Director, Management and Consulting Services
- Michele Huntoon, Associate Vice President
- Paul Woods, Vice President, Economics & Planning Systems
- Benjamin Dolinka, President, Dolinka Group, Inc.

## **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
- Judy Cias, Director, Policy Update & Assistant Legal Counsel
- Diane Greene, Senior Consultant/Writer
- Holly Jacobson, Assistant Executive Director, Policy Analysis & Continuing Education





## Return to Local Governance

Assembly Bill 318 amended Education Code Section 71093 to provide for the Board of Governors to authorize the chancellor to suspend the authority of the Board of Trustees of the Compton Community College District to exercise any powers or responsibilities or to take any official actions with respect to the management of the district. 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 conducted, and the recovery plan prepared.

This report has assessed the Compton Community College District using 335 professional and legal standards in five areas of district operations. These standards have been aligned to the four Accrediting Commission of Community and Junior Colleges (ACCJC) standards to develop specific recommendations for operational improvements that will prepare the district for a return to fiscal solvency and local governance, and enhance its readiness for the re-establishment of its accreditation. The scaled scores for all of the standards in each operational area provide a measure of the district's status regarding implementation of the standards at a specific point in time. Each standard was measured for completeness and a relative scaled score from zero (not met) to ten (fully met) was applied.

To focus the district's efforts on recovery, a smaller subset of these 335 standards was selected by FCMAT in consultation with the appointed Special Trustee. The standards were selected as having the most probability, if addressed successfully, in assisting the district with recovery. The 186 selected standards are identified in bold print in the Tables of Standards in later sections of this report, and will be the focus of each follow up six-month progress review. An average of the scores for the subset of standards in each of the ACCJC standards areas was determined. The averages of those scaled scores will become the baseline of data against which the district's progress can be measured over time, during subsequent six-month reporting periods.

The district is not required to reach a scaled score of 10 in each of the selected standards, but the district 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.

Therefore, 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 has been met in this particular area and that this operational area could be considered for return to the local district governing board. It is conceivable that the governing board will regain local authority on an incremental basis, as the criteria are met in each of the ACCJC standard areas.

The 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 conducted and the recovery plan prepared, and that future compliance is probable and sustainable.

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

## Recovery Plan

FCMAT assessed the district using 335 professional and legal standards for this April 2007 Compton Community College District Assessment and Recovery Plan, providing 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 successfully achieve recovery and a return to local governance. This subset of standards will be the focus of the ongoing six-month progress reviews conducted in the district. Although all professional and legal standards utilized in the comprehensive assessment process are important to any district's success, focusing on this identified subset of standards will enable the district to focus its efforts on returning to local governance and reestablishing 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, IV-B Leadership and Governance

186 of the 335 total standards make up the subset of standards.

Narratives for each of the 335 standards are provided in the following sections of this comprehensive report. The subset of standards is identified in bold print in the Table of Standards displayed in each ACCJC standard section. Subsequent six-month progress reviews will assess only the 186 identified subset of standards.

### Summary Table of Progress

An average of the identified subset of 186 FCMAT standards within each ACCJC standard area was calculated to provide a summary of the district's progress in that area. The average ratings for this April 2007 report of the identified subset of standards provide a baseline of data against which the district's progress can be measured over each six-month period of review. (Please see next page.)

<b>Standard</b>	<b>No. of Standards in Subset</b>	<b>Number of Standards Less than 4</b>	<b>Average Rating April 2007</b>
ACCJC Standard I-A Mission, and I-B Institutional Effectiveness	27	26	1.52
ACCJC Standard II-A Instructional Programs, II-B Student Support Services, and II-C Library and Learning Support Services	16	14	1.75
ACCJC Standard III-A Human Resources	40	36	1.35
ACCJC Standard III-B Physical Resources	41	28	2.32
ACCJC Standard III-C Technology Resources, and III-D Financial Resources	41	35	1.78
ACCJC Standard IV-A Decision-Making Roles, Processes, and IV-B Board, Administrative Organizations	21	17	2.10

# 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: financial management, academic achievement, personnel management, facilities management, and governance/community relations. FCMAT has 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), as provided in the body of this report. This section, however, provides a summary of the Compton Community College District's management of these five operational areas.

## Financial Management

### Overview

The circumstances under which the Compton Community College District is currently operating are unprecedented. It is understandable that there is some confusion about lines of authority and responsibility when one organization is essentially absorbing another organization that has been operating under separate governance, and at the rapid pace at which this has had to occur so that Compton's students could continue to be served.

Top management of the El Camino and Compton community college districts should work closely with the Special Trustee and the Chancellor's Office to refine and delineate the responsibilities of the respective positions of authority in both organizations. This should include specifying certain activities that can occur, such as personnel actions, budget revisions, and academic program changes, and determining the policies that govern the action, whether El Camino's or Compton's, and which positions have the authority and responsibility to authorize these activities. This information also needs to be communicated throughout both organizations so employees understand which policies are governing, and which positions have the authority to make decisions regarding operations. This should be accompanied by updated organizational charts and formal delegations of authority to the appropriate positions.

At the time of the review team's visit, the Business Office staff were confused regarding conflicting directions from Compton Community College District and El Camino Community College District, and there was no documentation containing the necessary specificity regarding governance, roles and responsibilities and oversight responsibilities between the agencies.

### Fiscal Operations

While Compton College has ceased to operate, the Compton Community College District is still a separate reporting entity to the state Chancellor's Office, and financial reporting, attendance and other compliance reporting is still being completed and submitted separately.

There are no written guidelines or instructions to staff for reporting responsibilities between the El Camino and Compton community college districts. The initial partnership agreement and plan focused on the accreditation requirements between the agencies and was silent on fiscal oversight. Perhaps due to the lack of clarity concerning fiscal oversight responsibilities, the El Camino Community College District proceeded to convert the Compton Community College District financial data from PeopleSoft to Datatel's Colleague Financials (CF) and HR/Payroll (HR) modules.

No written communication was provided regarding time lines, roles and responsibilities, modules, etc., to facilitate this transition. Normally, written communication and an implementation plan would be provided. The budgeting, accounting, and purchasing portions of the system have been partially implemented, with the remaining functions to be phased in over the next year.

It is very difficult to monitor budget-to-actual expenditures during this interim period. Staff members believe they need much more training on the new system, which is not yet being effectively used as a management and internal control tool. There is no time line for a normal implementation, nor a clear implementation plan for the installation or conversion processes.

At the time of the team's review, budget and expenditure data existed on two different financial systems and no written procedures existed to aggregate financial data for reporting purposes. No staff at either Compton or El Camino community college districts could validate the CCCD's current financial condition. The closing of the 2005-06 books reflected a negative \$5.3 million fund balance. However, after further review, obvious errors existed in the general ledger but no review process had taken place before the review by the district's Independent Auditor. No reports were being produced and staff had to utilize a series of downloads and excel spreadsheets to verify the CCCD's financial data for the 311Q Financial Reporting requirements to the Chancellor's Office. The current process provides for no parallel reporting and has bifurcated the CCCD's financial data between DataTel and PeopleSoft. Staff lack the proper training and support to extract financial reports from the DataTel system where only limited transactions existed (4000-6000 object codes) and therefore could not accurately identify if budgets were over/underexpended and if the need for budget transfers existed.

All school districts and community colleges in Los Angeles County require an interface with PeopleSoft software maintained by the Los Angeles County Office of Education for proper oversight and reporting responsibilities. This type of limited software implementation has further exacerbated the financial reporting and oversight problems for the Compton Community College District.

The CCCD has been unable to close its books with internal staff in any of the preceding three fiscal years. The district has required the assistance of private accounting firms and FCMAT to close those three fiscal years. Based upon the examination of the general ledger trial balance for the 2005-06 fiscal year, the CCCD has not been able to project the proper beginning and ending fund balances for the 2006-07 fiscal year.

Due to the recent transition and partnership with El Camino Community College District, the 2006-07 final budget was not filed on time with the Chancellor's Office. In accordance with the California Code of Regulations, Section 58305(d), the Annual Financial and Budget Report is to be completed on or before the 30th day of September.

The CCCD failed to file the 2005-06 CCFS-311Q and CCFS 311A that also includes the Gann Limit and Lottery calculations and the 2006-07 CCFS-311Q within the statutory time lines.

## **Internal Controls**

Internal controls are essential to the functioning of any organization to prevent significant errors, fraud and mismanagement of assets. A good system of internal controls allows management to rely on its systems, processes and procedures, and improves the predictability of outcomes. The CCCD has not established an internal auditor position and has no schedule of periodic audits of areas of



high risk for noncompliance. The CCCD should consider establishing an internal auditor position to develop an anti-fraud program and policies that include steps for a fraud investigation of a particular program, employee, or incident. The policies should include the proper internal controls for each department. The internal auditor should begin to train current staff in general accounting practices including procedures and schedules for closing of the books.

Interviewees expressed concerns that, in their opinion, some prior and current administrators and employees did not practice appropriate ethical and behavioral standards.

Board Policy 1.21, Nepotism Policy for the Board of Trustees and the President/Superintendent, dated February 22, 1994, and Board Policy 3.11, Nepotism Policy Regarding Employees (undated) address nepotism as it relates to members of the board and all employees that have employment, appointment, supervisory, or evaluative responsibilities. The policy states that a board member must make it known that a member of the immediate family is being considered for employment and that the member cannot be involved in the employment decisions and cannot supervise or evaluate that family member. This has the effect of tacit approval of the hiring of family members, when the practice should be discouraged. These policies should be modified to discourage the practice of hiring family members of the board and president.

Employees should be held accountable for ethical and appropriate behavior at all times, and employee discipline should be implemented in a fair and consistent manner. Ethical and behavioral standards should be made part of the ground rules for all standing committees; slogans or signs that promote ethical and behavioral standards might be displayed throughout the campus; and a recognition program might be established to recognize employees who demonstrate exemplary ethical and moral behavior.

## **Student Records**

Effective with the fall 2006 term, the Compton Center uses the El Camino Community College District's DataTel system to maintain student records. Students enroll and register, and student attendance is recorded, using El Camino's processes and system. Data in the system for Compton Center students is kept separate by assigning a separate college number to those students, and by allowing access by Compton Center staff members to Compton Center student records only. El Camino staff members generate census reports and positive attendance forms for Compton faculty and staff to complete and enter into the system. Any reports or forms not returned or completed appropriately are followed up on by El Camino staff.

The system used previously by the CCCD is still available to access historical student records. The longer term plan is to implement a separate DataTel system for the CCCD and use that system as its student records system, including converting the historical student records to that system. This was slated to begin in December 2006, but no completion date was specified.

## **Payroll**

The processing of payroll and benefits is still accomplished using the PeopleSoft system. The new financial system, El Camino's DataTel, does not contain any payroll transactions, so the budget does not reflect actual payroll encumbrances and expenditures. At the time of the team's visit, business office employees were manually entering the payroll and benefits expenditure data into DataTel. There is a sense of urgency in converting payroll over to the El Camino DataTel system so that the

budget can begin to be monitored from that system. However, there are concerns about the quality of position control and the accuracy of payroll with these significant changes occurring so swiftly.

The business office should ensure that there is a sufficient level of staffing for payroll and that payroll employees are qualified and appropriately trained to accomplish the duties in this area.

### **Accounting and Purchasing**

The most recent audit report for the year ended June 30, 2005, and the management letter dated October 24, 2005, included a significant number of findings related to unreconciled accounts, lack of documentation for accounting entries, incorrect posting of transactions and other unresolved errors, lack of appropriate supervision and oversight of budget and accounting activities, a low cash balance and lack of going concern, negative balances in some funds, insufficient records for and lack of control over fixed assets, and other issues with the accounting functions. Most of these issues were raised in the previous year's audit report and remained unresolved. The results of the audit for the year ended June 30, 2006, were not yet available at the time of the team's fieldwork.

The CCCD deals with a significant number of unauthorized purchases, where the vendor invoice appears or there is a request for reimbursement but no authorization before the purchase. These are serious departures from policy and result in a lack of budget control. The administration has sent correspondence to the rest of the campus that unauthorized purchases will result in suspension without pay. The team was unable to confirm whether or not this practice continued to occur and, if so, whether or not the consequences were rendered.

The Bid Threshold and Bond Requirements document created by the CCCD lists the types of projects that require bidding and bonds, with Public Contract, Civil, and Education Code citations. This document is provided as a reference for employees at the CCCD who have responsibilities for departments or projects that may need to use these procedures.

The CCCD's purchasing department is responsible for ensuring that all purchases are in compliance with Public Contract Code. The CCCD still conducts its own bidding processes, with review by El Camino. There were no concerns cited by interviewees or discovered during fieldwork in this area.

Because of the district's recent economic difficulties, there are no open purchase orders for maintenance. All purchasing for Maintenance and Operations is accomplished through the district's requisition/purchase order process or by the Associate Vice-President.

### **Associated Student Body Funds**

Even in the absence of formal administrative regulations and complete procedures, it appears that some standard procedures are being followed by the student body organization, based on some source documents that were provided during the team's fieldwork. For example, deposits to the Bursar's Office are being made almost daily, and requisitions are prepared upon approval at a student body meeting and signed by an officer of the student body organization, the advisor for the student body, and the dean.

Based on the condition of the financial records for the student body organization, it appears that employees in the business office are not adequately trained to appropriately handle and oversee the student body accounts.

## **Multiyear Projections**

The CCCD does not prepare comprehensive multiyear financial projections to determine the effect of current spending patterns on future years. While historically this has not been unusual for community college districts, the current financial condition of the CCCD and the decline in FTES make the need for multiyear projections more critical.

The use of multiyear financial planning promotes long-term fiscal stability. The CCCD has no way to evaluate (1) the accuracy of its financial projections, (2) the process for updating projections when assumptions change, and (3) whether and how projections are used to make decisions. Financial planning should include the current year budget, short- and long-range capital expenditure plans, and other long-term goals of the CCCD. No documentation was provided to the team that would demonstrate that methodologies were being utilized to promote long term fiscal planning. These concerns are expected to be addressed through the MOU with the El Camino Community College District.

## **Risk Management, Long-Term Liabilities**

The CCCD has risk management duties spread over two departments: Business Services and Human Resources. Human Resources manages the claims and reporting function, while Business Services supervises the fiscal and physical plant management.

The Property and Liability program and Workers' Compensation program are funded through two Community College JPAs. The Workers' Compensation Program utilizes Buckeye Administrators, while the balance of the colleges in the JPA utilize Keenan and Associates. Keenan is the administrator for the Property and Liability program.

The Workers' Compensation program is underfunded, as the district in the past has failed to transfer sufficient funds to cover anticipated claims. In 2005, the Workers' Compensation program was reviewed by Bay Actuaries, who found it to be underfunded and recommended a rate for 2005-06. The district did not make up for the funding deficit or transfer funds from the general fund to the self-insurance fund at the recommended rate.

The district's health and welfare benefits are obtained through LARISA, another JPA made up of California school districts.

## **Academic Achievement**

The review team assessed and analyzed the extent to which the El Camino College Compton Center's instructional operations conform to 42 FCMAT Academic Achievement standards. A comprehensive recovery plan was developed based on the assessment and analysis. The FCMAT Academic Achievement 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 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 Center to meet the ACCJC accreditation standards and regain its identity as Compton Community College with full ACCJC (WASC) accreditation.

To determine the status of the Compton Center's operations, the 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 conducted "snapshot" visits to a sample of classes over a three-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 review team found the El Camino College Compton Center to be in a state of crisis following the loss of ACCJC (WASC) accreditation in August 2006. A Memorandum of Understanding between the El Camino and Compton community college districts was executed on August 21, 2006, to salvage the Compton College campus by establishing it as a center of El Camino Community College. The MOU was a political compromise, and did not reflect sound organizational principles. In the words of one administrator, "Confusion reigns!" Although some faculty were described as "being in a state of denial," most expressed willingness to collaborate with their colleagues to survive the crisis.

The review team found relatively few classes in session, and many of the ones observed had few students. Of 480 sections originally offered for fall 2007, one-third were cancelled due to low enrollment. Of the remaining 323 sections, 87 had enrollments of fewer than 10 students, while 43 sections had over 40 students enrolled. The review team observed that actual attendance may be significantly less than these enrollment numbers.

Only one class of nine students was in session in the Business wing of the Technical building when the review team visited the campus on a Wednesday morning during the fall session. Another class of four students was waiting for the instructor to return to begin the class. Two automotive classes had a combined student count of four in attendance when visited. Later, one of the automotive students approached the review team in the quad area and explained, "Most of that equipment doesn't work. How can you expect people to come here if the stuff doesn't work?"

Interviews with administrators and faculty from both 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 instructional operations at the El Camino College Compton Center.

## **Planning Processes**

The review team was presented with adequate vision and mission statements from both El Camino and Compton community college districts. However, neither statement has been put into practice at the Compton Center. The team was furnished with two organizational charts: one for Compton Community College District, the other for El Camino College Compton Center. Both charts were inadequate and did not reflect the principles of sound organizational relationships. Similar inadequacies were noted for long-range goals and budget planning. Job descriptions were inadequate in content and linkage to the organizational charts. Since the team's fieldwork, an organizational chart has been developed that better reflects the staff relationships between the two agencies.

Most critical is that the Compton Center does not have a coherent, comprehensive planning process. Instead, an array of committees exists with overlapping planning responsibilities, some vague, some specific, depending on the committee. No process to link these planning bodies to produce a coherent plan exists.

## **Curriculum**

El Camino College board policies govern the curriculum at the Compton Center. These policies provide some of the elements of a sound operational framework for curriculum management. However, they do not require student learning outcomes 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 are not adequate to guide instruction, and are not adequately linked to assessment of student learning outcomes.

Instruction-related materials housed in the Compton Center library are not adequate to foster high levels of student learning. Instead, many of the materials are outdated and incomplete for a college collection. Furthermore, the library's process to engage the faculty in acquiring materials is not proactive. Many materials in the LRC are also outdated. The Compton Center did not have an operating bookstore at the time of the review team's visit. The team has since been informed that there is now an operating bookstore.

Technology is a stated high priority at the Compton Center, but the review team observed no consistent application of technological approaches in the teaching and learning processes. Progress is being made with regard to technology management, but planning for it is inadequate. Computer labs are underutilized. During the review team's visit, only 12% of the computers in the labs were in use.

## **Instructional Strategies**

Policies, catalogs, and handbooks provide adequate guidance at the center for educational access and guidance. However, during this period of crisis, planning has been suspended. In the past, efforts to provide equitable support to all students had not been successful. Problems included inappropriate expenditure of categorical funds, inadequate funding of tuition assistance, and inadequate funding of basic skills courses.

Learning outcomes in course outlines and syllabi were found to be unchallenging. The team reviewed 156 syllabi and found that most described the tasks students were to perform, but few described the context or conditions under which the tasks were to be performed or the standards the students were required to meet.

Visits to classes revealed that little active learning was taking place. Except in selected vocational classes, most students were involved in listening to lectures, performing some sort of seatwork, or taking tests or quizzes. High standards are communicated for student behavior, but not for academic work. Class sizes are so small in some cases that it is questionable that effective student learning can take place in courses where group interaction would be beneficial. Instructional activities were not varied to meet diverse student needs. Instead, the majority of instructional strategies observed were passive in nature with limited variation.

English language learners are placed in classes using placement assessment results that are not adequately diagnostic, resulting in wasted learning time when students need to be reassigned after the initial placement. Databases are not maintained to track English language learners to monitor compliance with state and federal regulations.

### **Assessment and Accountability**

Course syllabi used by the faculty are not well aligned with the approved courses of study. A variety of assessment tools are used by the faculty, but the linkage between assessment and learning outcomes is not well articulated. The most frequently identified assessment mode was multiple-choice tests. The review team found that assessments described in syllabi and courses of study did not align with course objectives. Many course syllabi do not contain course objectives and do not outline the assessment processes required.

Data for program evaluation and improvement are not available from the El Camino College Office of Institutional Research, and the Compton Center assessment office is not in operation. State and federal programs are administered by many different administrators, with no designated oversight responsibility for the accountability or coordination of communication of the available options to students and faculty.

### **Professional Development**

The Compton Center has no long-term professional development planning process in place. Professional development related to faculty knowledge and skills has not been provided. The only professional development provided by the center so far in the academic year was held on two flex days in August 2006, and was limited to familiarizing center employees with the organizational and curricular changes resulting from the new partnership with El Camino Community College District.

Evaluation of faculty with constructive feedback does not occur regularly at the Compton Center due to an excessive span of control and lack of adequate direction. The collective bargaining agreements are not being effectively implemented.

### **Learning and Support Services**

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. Other programs, such as Automotive Mechanics, are less well equipped. Some of the equipment in this latter program is unusable because of a lack of essential parts.

The library lacks formal procedures to gather input from the faculty regarding the library's collection and acquisitions. The library also has not aggressively addressed the quality criteria for college libraries specified by the ACCJC for accreditation.



## **Personnel Management**

AB 318 authorized the Chancellor to suspend the powers and duties of the elected school board for the Compton Community College District, and to assume and delegate to the Special Trustee the powers and duties of the CCCD Personnel Commission that the Chancellor determines are necessary to manage the district's personnel functions. The Special Trustee serves as the board regarding personnel actions.

At the time of the team's visit it was not clear whether the Personnel Commission rules and regulations would continue to apply, or if the policies and procedures of the Human Resources Division of El Camino College, which does not operate under the merit system, would apply. Collective bargaining between the Compton Community College District (Special Trustee) and the employee organization representing classified personnel will need to occur. Negotiations will be required on a variety of topics that were previously the purview of the Personnel Commission based on its powers and authority granted by California Education Code.

### **Organization**

To provide training for the newly appointed Dean of Human Resources of the Compton Center and to assist in implementing the El Camino personnel practices at the center, the entities agreed to temporarily assign the Assistant Director of Human Resources for El Camino College to the Compton Center and temporarily assign the Dean of Human Resources of the center to El Camino College until June 2007.

The purpose is to foster a higher degree of professional development for the Dean of Human Resources serving the Compton Center and to facilitate implementation of the sound business/ Human Resources practices and procedures of El Camino College at the center. At the time of this review, this arrangement had only been in place for a few weeks and the details surrounding implementation of El Camino practices were in a very preliminary state.

Five employees in the Human Resources Division are located at the center. This includes one employee who formerly worked with the Personnel Commission office.

Monthly staff meetings are scheduled for the five-person Human Resources Division, but meetings should be held weekly during this transition period. A calendar of Human Resources events, reports, and deadlines also needs to be developed.

### **Collective Bargaining Units**

There are two bargaining units, both AFT organizations, one for classified and one for academic personnel. The contract for the academic unit expires in June 2007 and the groundwork for negotiations is being performed. The contract for the classified group expired in June 2006. The provisions of this contract are still in place because labor law dictates the continuation of bargaining unit members' rights and benefits during successor negotiations, even if not completed.

While the same AFT unions represent El Camino College employees, the contracts are separate and unique, thereby complicating the implementation of personnel practices from one organization to the other. Some of the provisions in current contract form contradict El Camino policies because the provisions reflect past practices of the Compton Community College District, its Personnel

Commission and board. At the time of the team's visit, these matters were under review.

## **Communications**

Very little reporting is provided by the Human Resources Division to management. Some basic reports dealing with recruitments, Workers' Compensation, staffing, training and others should be provided. There should also be a workable plan to cross-train staff members.

## **Employee Recruitment/Selection/Orientation**

While Compton Community College District had recruitment/selection policies and procedures for both classified and academic personnel, all processes are now under collaborative review to determine changes necessary to align them with El Camino practices. Very few policies, procedures and forms in place are considered permanent by Human Resources management. Some definite deficiencies in the recruitment processes must be corrected to encourage a consistent and competent recruitment effort.

The first round of employee orientation programs was scheduled for January 2007. The employment checklists for new employees have not been followed in the past, but procedures are in place to correct this problem and ensure that personnel files are complete.

## **Operational Procedures**

The physical layout of the Human Resources office at the Compton Center requires much work to improve the security of files and confidential materials. Employee files are incomplete, lack proper security and are being reorganized to meet El Camino College standards. Human Resources Division staff operate under past practices, recognizing that many changes to operations will be made.

There are no current individual desk manuals since the relationship with El Camino is so new. Likewise, there is no updated policy and procedural manual governing Human Resources activities in the classified or academic areas.

There are no current job descriptions for staff other than the most recent hires. No staffing formulas are maintained by the Human Resources Division although a position control system exists.

A major issue for the Compton Center is the lack of data for leave balances for all employees. There is a substantial unfunded liability with this matter since balances appear to be overstated.

## **State and Federal Compliance**

Improvement is needed in employee fingerprinting procedures center-wide. A complete review of specific personnel policies needs to be conducted to ensure compliance with state and federal laws.

With one exception, past concerns with respect to the qualifications of faculty members to teach in assigned subject areas have been clarified, and steps are under way to ensure that files are complete and accurate.

Job descriptions are not current and do not exist for some positions. Training programs are absent that would ensure proper implementation of policies regarding such matters as sexual harassment.

## **Use of Technology**

The Compton Center Human Resources Division staff utilizes state-of-the-art desktop computers, but is not very sophisticated in terms of use of the Web, applicant tracking and other software that could facilitate Human Resources operations especially in recruitment/selection. The acquisition of an applicant tracking system should be a high priority.

## **Staff Training**

There is no systematic program for identifying training needs for district employees. While some programs are contemplated for the next several months, there is no program to ensure that staff or management training occurs, and there is insufficient budget for this activity. Training programs dealing with diversity, sexual harassment, performance evaluation and general management skills should be offered as soon as possible.

## **Evaluation/Due Process Assistance**

There is no automated system in place to alert the center staff when performance evaluations are due. The faculty has not been evaluated in the recent past. There will likely be a new evaluation form and procedure to follow as the center migrates to El Camino College practices, and carefully presented training programs should be developed to implement and monitor these activities. Employees also need to know their rights with respect to performance reviews. According to the bargaining agreement, employees rated as less than satisfactory should be provided with a performance improvement plan.

## **Employee Services**

There is no employee recognition program in place at the center. The center communicates well to employees on employee benefit matters. Other communications to management and employees are insufficient at this time. Plans are in progress to improve communications, but it is too early in the relationship with El Camino College to observe much in this area. Poor communications exist with the Payroll unit, which appears to be in crisis given the recent loss of both permanent employees.

## **Employer/Employee Relations**

The center has not performed a recent review of salaries and must consider the interplay between its classification/salaries and those of El Camino, given that two bargaining units must be considered. Negotiations were just getting started during the team's fieldwork with obvious and careful scrutiny of options. The classified contract expired on June 30, 2006.

The district must negotiate a variety of topics that were previously the purview of the Personnel Commission such as classification/reclassification, testing, selection and promotion, wage and salary administration, leave and disciplinary procedures and others.

## **Employee Benefits/Workers' Compensation**

The employee benefits program is well-presented to employees and appears to be well-controlled in terms of timely open enrollments and communications. The Workers' Compensation program generally follows required guidelines but does not provide management with sufficient and timely reports in this high visibility area.

# Facilities Management

The Compton Community College District is undergoing a transition of major proportions. Passage of a local facilities bond, receipt of state matching funds, and construction of the associated projects have presented both opportunities and challenges. Some very good practices were observed by the review team and some practices that need substantial remediation.

## Planning and Construction

The primary concern with the planning and construction process is the lack of CCCD staff with knowledge of the processes and procedures. The CCCD is far too dependent on consultants for following the procedures for funding and approvals.

The Compton Community College District employs an uncommon management structure for its facilities projects. For large projects like the Learning Resource Center (LRC), the CCCD uses a construction manager, at risk, for construction, and a project management team of three consultants to represent the CCCD on the project.

The project manager performs many of the oversight and management functions that a college district's staff would normally be expected to perform. Much of the construction documentation, including change orders, was in the possession of the project manager, not the CCCD. The team believes that the CCCD has abdicated some of its responsibilities in this area.

Given the limited CCCD staff available to perform these functions, this arrangement may be advantageous to the district but can lead to potential internal control problems requiring greater vigilance by the CCCD leadership. Since the project manager provides continuity for the facility program, there is no avenue for the CCCD to increase its capacity to assume and perform these functions.

## Physical Plant

The location, general appearance and functionality of the campus are conducive to the learning environment. Most facilities are not overcrowded, there is adequate parking, and there is the capacity for sharing facility use with the community.

Of primary concern, however, is the lack of written policies and procedures that provide for the condition of the physical plant and the safety of the campus. Although the campus is in good physical shape, the lack of written policies and procedures can easily result in necessary tasks and responsibilities being left unattended when there is high staff turnover, as has recently occurred.

The Compton Community College District needs to develop written processes and procedures 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 provide adequate tracking of inventories, equipment, and maintenance tasks. Board policies are outdated and are often not supported by procedures or operational practices. The unusually high staff turnover in this area is exacerbated by the lack of written procedures, so that new employees have little guidance in performing their work.

## **Facilities, Maintenance, and Operations**

Control of CCCD processes and scheduling of work could be improved. The work order system is manual. The district does not have an automated system to track work order status or determine the amount of time, supplies, and equipment used in completing a work order. It is not clear what work orders are outstanding or completed from the information provided by the current system.

The CCCD is monitoring all projects funded with bond funds, but there is no structure that includes all projects undertaken by the CCCD at any given time. The current program and construction managers monitor the bond projects and provide weekly and monthly reports. However, CCCD staff conduct no independent review in the financial system of the information presented to the Bond Oversight Committee and the Special Trustee. These reports should include information on all current and/or upcoming projects, as well as those in the planning and design stages.

Technology needs should be identified in the planning and design stages before construction. The latest construction and other recent modernization projects did not provide an avenue for input from the Technology Department during or after the planning and design stage. Projects are delayed because of cabling needs that were not understood or missed in the planning stage.

Most of the standards in the facilities assessment area were partially implemented. Staff efforts in many areas were inconsistent, and many processes lacked documentation.

## **Energy Conservation Policies**

The CCCD does not have a policy specifically addressing energy conservation. In a physical inspection of the newest building on campus, the LRC, it was evident that energy conservation was not taken into account.

## **Bidding Practices**

The CCCD bidding process is generally conducted in accordance with legal requirements and, in most cases, serves the district well. Change orders are either approved in advance or ratified by the Board/Special Trustee. Bid award documents reviewed were very complete, as were bid packages provided to prospective vendors.

However, once a bid has been awarded, almost complete control of the process rests with consultants. Even the change order documentation was in the possession of the project manager, not the CCCD. Compton Community College District is the legal entity responsible for bidding and construction, and should be more selective in delegating powers and authority to outside consultants.

The transfer of staff from the Compton Community College District to the El Camino Community College District has affected the workflow and vendor payment. Construction contracts are extremely vulnerable when invoice payments are delayed. Increasing staff capacity in the organization is critical for tracking projects, monitoring completion dates and ascertaining financial status. The CCCD should review the staff transfers to ensure that the appropriate staff is in place at the level required to minimize any potential bottleneck in workflow or financial effect to the CCCD if funds are not accessed in a timely manner.

## **Community Involvement**

The CCCD has a very active Bond Oversight Committee that uses the Web site very well to keep the public informed. During the bond campaign, the CCCD developed good informational materials and continues to rely on a supportive community.

Additionally, community groups are active users of the CCCD's facilities. The procedures for adherence to the Civic Center Act were generally good, with one major exception. To establish appropriate rates for at-cost and fair-market-value users, the CCCD is required to perform a study of costs. That study has not been completed, so it cannot be determined whether current charges are appropriate.

## **Policies and Procedures**

The CCCD is in need of improved communication, written processes and procedures, and updated board policies. The CCCD does not have an employee specifically responsible and accountable for facilities management; outside contractors provide these services with little or no involvement from the CCCD.

The lack of written processes or institutional memory for all phases of facilities, maintenance and operations will likely result in dependence on outside consultants for years to come. Having written policies, procedures, and documentation available for staff is especially important during this time of fiscal insolvency and transition.



# **Governance and Community Relations**

## **Communications**

The flow of information from the Compton campus is generally poor, both internally among staff and externally between the district and the community. The Compton Community College District no longer has a Public Information Officer or other staff on campus with specific responsibility for communications.

The Compton Community College District does not have a strategic, comprehensive communications plan. A marketing and communications plan for the El Camino College Compton Center has been drafted by staff at El Camino College, which is an important first step, but staff at the Compton Center must feel ownership of the plan for it to be successfully implemented. Internal communications appear to be inconsistent and not always carefully planned. Because of the fiscal issues faced by the district and the instability of its leadership in recent years, the resulting district culture has been to address crises as they arise, without providing an opportunity to initiate plans to prevent the crises from occurring in the first place.

Faculty and staff members indicated concerns about the lack of two-way internal communications. The instability of district leadership and changes in personnel and job roles have created a vacuum of information. Some indicated that rumors are now more prevalent. Some staff also reported a lack of opportunity, outside of board meetings, to voice their opinion and give input on matters.

One of the few regular means of communications that has been implemented by the center is a biweekly newsletter from the Provost to communicate important messages to students, staff and the community. However, other methods of communications should be developed to consistently communicate information about campus operations and issues.

At the direction of the ACCJC, separate Web sites are maintained for the El Camino Compton Center and the Compton Community College District. The information on the sites is inconsistent, incomplete and not easily navigated; thus, the sites are underutilized.

On a positive note, spokesperson and media relations protocols appear to be understood and adhered to by district staff. However, the district has not effectively initiated efforts to generate positive news coverage about the district's programs, students and staff.

The Compton Community College District must develop a comprehensive plan that identifies goals for internal and external communications, target audiences, strategies for reaching those audiences, and an accountability mechanism for raising awareness about the plan and implementing it. The plans developed by El Camino College are a good framework from which to work. A wide range of staff and students should be involved in the development of the comprehensive communications plan. Responsibilities for the implementation of these plans must be made clear and will require the support of all staff for long-term sustainability.

## **Community Relations**

Involving the community in campus activities has not been the district's highest priority. Members of the community believe they are not made to feel as if they have ownership in the programs at Compton. Individual interaction between faculty and students is inconsistent. Some faculty initiate



and place great emphasis on outreach, and these faculty members are recognized and highly regarded. However, other faculty make few or no efforts to interact with students, nor have they been encouraged to do so.

Many interviewees stated that students don't know how to navigate the center's organization and that identifying the appropriate individuals to contact for a particular need is difficult. Interviewees indicated that a lack of customer service is pervasive, as the district culture has tolerated staff members not responding to inquiries or requests. Even the students with the most sophisticated knowledge of the center's hierarchy sometimes struggle to obtain resources and get the answers they need. Students who choose not to engage in that level of persistence tend to just give up.

The district should make a strategic effort to engage more students and community members. The application for citizens to apply for membership on the Advisory Committee, created by AB 318 to provide input to the Special Trustee, is now available. This group of seven individuals, including five citizens, one student, and one faculty member, should be utilized to re-engage the community in important matters of policy and to reinforce opportunities for two-way communications. The Compton Center should also identify other specific ways to involve potential students and other members of the community in campus activities and ensure that such efforts align with district goals.

### **Community Collaboratives and District Committees**

Efforts to form partnerships and collaboratives with community organizations, agencies and businesses have not been a high priority for the Compton Community College District in recent years. The district participates in some positive and successful partnership programs, such as the one with Major League Baseball. However, some interviewees indicated that the attention on financial issues and the loss of accreditation prevented resources from being directed toward developing and sustaining partnerships.

The staff and administration of CCCD has, at times, worked closely with the K-12 school districts within the district's boundaries and with the Compton Chamber of Commerce, various ethnic Chambers of Commerce and other public agencies. To better serve the needs of students and the community, the district should develop and implement a coordinated strategy for building community collaboration and partnerships. This strategy should align partnership-building to the district's key goals and identify roles and responsibilities of key staff members.

The Associated Student Body and Academic Senate/Faculty Council continue to meet, as does the Shared Governance Council, with representatives from a variety of staff, faculty and student groups.

An Enrollment Management Task Force has been convened, as has a Web Task Force. The impressions of interviewees varied as to the usefulness of these groups. The district should review its committee structure to ensure that it effectively uses and supports committees to provide broad-based input in support of the district's key goals. The role of the Advisory Committee in these efforts will also be critical.

### **Policy**

In the past year, very little evidence of policy review or adoption was seen in the minutes from board meetings. Policy-making appears to have been a very low priority of the board in the past, and recent board meeting agendas reflect very few scheduled opportunities to review, discuss or adopt policy.

Although the board adopted the Community College League of California model template policies in June 2005, the documentation provided by the district only included a board policy manual dated 2003. Without written, easily accessible policies customized to meet the needs and conditions of Compton, it will be impossible for administrators, faculty, and staff to know and consistently implement proper procedures and protocols.

The district must ensure that an up-to-date, accurate, and complete written board policy manual exists. A process for the regular, systematic review of existing policies and adoption of new policies should be implemented. This process must also allow for meaningful public input into policies. The Special Trustee should implement a plan for the development of a policy manual that reflects local needs; the district's goals and mission; and input from faculty, staff, students and the community. The Special Trustee should also reaffirm the goals of the district and work with the Provost/CEO to demonstrate a clear distinction between the responsibility of the board to set goals and make policy and the role of staff to use those goals and policies as the basis for developing specific plans of action, procedures and protocols.

To ensure that adopted policies are easy to find, clearly understood and consistently applied, the district should revisit its system of categorizing and indexing policies, and document the adoption date of each specific policy in the policy manual. Technology should be employed to provide access to the updated policy manual for all staff, students, and the community at large.

### **Board Roles/Boardsmanship**

The authority of the Board of Trustees of the Compton Community College District was suspended by the Chancellor as authorized by AB 318. The Chancellor appointed a Special Trustee who serves as the governing authority of the district and conducts public meetings. Members of the board no longer sit on the dais at public meetings, but some do attend and avail themselves of the opportunity to testify during public comment sessions. Because of the unique and unprecedented situation in the Compton Community College District, the members of the Board of Trustees are still struggling to find a way to meaningfully engage at public meetings and identify ways to demonstrate their eagerness and capacity to perform the duties for which they were elected.

In a FCMAT report released in October 2004, it was reported that the Board of Trustees was overly involved in the district's day-to-day operations and interfered in matters that were the responsibility of the Superintendent/President or other staff. The board members had begun a series of training sessions with the Community College League of California on board governance before their authority was suspended. Engaging in additional training on the importance of effective governance will help board members understand the appropriate responsibilities of their role.

As part of the policy review process, the district must establish clear policies and protocols related to budget development and oversight. The board and staff must understand their roles in this area, and intervention must be swift when board members or staff do not follow the policies.

The vision and goals of the district were developed several years ago and consist of generic goals used to communicate district priorities. The Special Trustee should revisit these goals to ensure that they accurately reflect the priorities of the district and align to the work of the district. A long-term strategy should be developed involving the board, faculty, staff, students and the community in processes to periodically update the district's vision/mission and goals.

## **Board Meetings**

Board meetings of the Compton Community College District are unique; only the Special Trustee and Interim Provost/CEO participate in the business of the meeting. Some of the elected members of the board attend the meetings and provide input during the public comment portion, but have no official role in the meetings. The meetings generally follow processes described in board bylaws and are consistent with legal requirements. Agendas are posted in accordance with law, and opportunities for public input are provided at meetings. Some interviewees indicated a desire to have access to the complete agenda materials, including background attachments, further in advance of the meeting.

The Special Trustee has been respectful of the staff and public at meetings. The Special Trustee is adequately prepared for meetings and generally adheres to the requirements of the Brown Act as it applies to closed sessions. In the past year, board meetings have focused almost entirely on budget matters and fiscal recovery, keeping the campus open, and working through operational issues with El Camino Community College District. In time, board agendas might focus on issues directly tied to academic achievement.

# **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.

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

<b>A. Mission</b>		
<b>Standard to be Addressed</b>		April 2007 Rating
<b>Policy - Community Relations and Governance Standards</b>		
4.1	Policies are well written, organized and readily available to all members of the staff and to the public.	2
4.6	<b>Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.</b>	2
<b>Planning Process - Academic Achievement Standards</b>		
1.1	<b>A common vision of what all students should know and be able to do exists and is put into practice.</b>	2
1.2	The administrative structure of the college promotes student achievement.	1
1.3	<b>The college has long-term goals and performance standards to support the improvement of student achievement.</b>	0
<b>Curriculum - Academic Achievement Standards</b>		
2.3	<b>The college has clear and valid objectives to promote student learning and a process for curriculum development.</b>	4
<b>Instructional Strategies - Academic Achievement Standards</b>		
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	<b>Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident.</b>	1
3.5	<b>The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.</b>	1

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

## **ACCJC Standard I-A: Institutional Mission and Effectiveness**

### **FCMAT Community Relations/Governance Standard 4.1 - Policy**

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#### **Professional Standard:**

Policies are well written, organized and readily available to all members of the staff and to the public.

#### **Sources and Documentation:**

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

#### **Findings:**

1. The Compton Community College District's written policy manual reflects policies most recently updated in 2003. While the board adopted the template policies of the Community College League of California in 2005, those policies were never customized nor were they disseminated or documented. This action was taken in response to FCMAT's earlier report in 2004 that indicated that some policies promoted inappropriate activities.

The district continues to subscribe to the external policy services from the Community College League of California that provides information about changes in law as well as sample policies and administrative regulations. However, the district must take action to ensure that this tool is effectively used in revising existing policies and developing and adopting new policies that are needed to reflect current law and district practice. In the future, the Special Trustee must aggressively pursue a protocol for the regular review of policies and a practice for their effective implementation.

2. The district's policy manual is organized around 10 categories: Board of Trustees, Management Employees, Contracts and Personnel Policies, Academic Employees, Classified Employees, Student Affairs, Academic Affairs, Business Affairs, Campus Safety/Campus Security, and a Miscellaneous category.
3. A hard-copy manual was obtained from the district. It does not appear that the policies contained in the manual could easily be obtained by the public or by staff without making a specific request.
4. In general, staff members noted that board policy has not been a top priority for the district during the past few years of fiscal crisis and loss of accreditation. Members of the public had opportunities to provide input during board meetings; no other regular avenues for soliciting public input were evidenced. For those topics of most importance to staff or the public, the district should develop additional methods to solicit broad-based input on proposed policies.

Staff does not have a tool to ensure their access to updated policies. While the 2003 Policy Manual of the Compton Community College District is accessible on the district's web site, it is not clear that staff is aware of how to access the document. Technology should be employed more effectively to provide access to the policy manual for all staff, students, and the community at large.



5. A number of findings were made with regard to the policy manual dated 2003 supplied by the district. One overarching concern was that the policies in section 10, “Miscellaneous Policies,” appeared as though they could be properly categorized under the other existing categories or under newly created headings to make the information easier to find. Other concerns included the policy on travel, as the rates for per diem reimbursement were substantially higher than the reimbursement rates publicized by the Internal Revenue Service. While a policy and form exist for discrimination complaints, it was unclear whether these were widely understood or recognized as a resource by students. The vision statement that appears in the policy manual dated 2003 reads as a list of desired outcomes, not as a statement that provides a broad, aspirational image of the future that the district is aiming to achieve. Additionally the institutional goals are overly broad and not measurable. The separate course requirement policies for speech, fine arts, English, counseling, general education, and computer literacy lacked the context of other student requirements. Additional examples of policies that could be created, expanded or refined include the reporting of crimes and weapons on campus; student computer access/email, internet, network usage; the inclusion of Associated Student Body policies and catastrophic leave.

The board adopted policies on the naming of buildings and censure on June 21, 2005. Board policy 1.7 regarding agendas and board meetings was adopted on July 26, 2005. Board policies 7.3 - catalogs, and board policy 8.24 - fees for class schedules were adopted August 23, 2005. However, the changes to these policies were not apparent in the documents provided.

On June 8, 2005, the board adopted a mission statement. The CCCD Special Trustee should revisit this mission statement, with input from the community, faculty, staff and students, to ensure that it continues to meet the current needs of the campus and accurately reflects the priorities of fiscal recovery and the reapplication for accreditation.

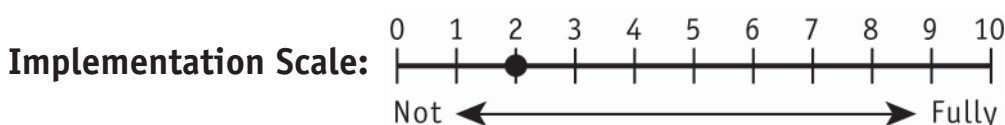
### Recovery Plan Recommendations:

1. 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.
2. Take full advantage of technological opportunities to provide more convenient access to district policies for the board, staff and public.
  - a. The policy manual should be made easily available and accessible to all staff, and be searchable, including a keyword index and links to related laws and valuable policy resources.
  - b. District policies should be made available online. The Special Trustee should execute plans to add the district policies to the district’s web site.

### Standard Implemented: Partially

April 2007 Rating:

2





## ACCJC Standard I-A: Institutional Mission and Effectiveness

### FCMAT Community Relations/Governance Standard 4.6 - Policy

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#### 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

#### Findings:

1. It is clear that the members of the board did not follow the district's policies in the past, specifically BP 1.2, which addresses the delegation of authority to the President. Because the policy manual is not widely available, it has not been utilized as a resource by staff when a question or concern arises. Therefore, it is also unclear that policies have been consistently or effectively implemented across the campus.
2. It does not appear that policies are routinely or consistently referenced at meetings as part of the decision-making or reporting process.
3. While the 2003 Policy Manual of the Compton Community College District is accessible on the district web site, it is not clear that staff know how to access the document.

#### Recovery Plan Recommendations:

1. Hold all district and site staff 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.
  - a. The Special Trustee should communicate to all staff his expectations regarding the consistent implementation of policies.
  - b. Accountability should be maintained through periodic reviews of critical policies and through the staff evaluation process.

#### Standard Implemented: Partially

April 2007 Rating:

2

Implementation Scale:



## **ACCJC Standard I-A: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 1.1 Planning Process—Vision**

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#### **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. College vision statement, Compton Community College District Board Policy 1.5-1.6
2. One hundred fifty-six course syllabi and a sample of course outlines of record
3. Interviews with eight faculty members
4. El Camino Community College Catalog

#### **Findings:**

1. The Compton Community College District had a detailed vision and mission statement containing the vision, mission, core values, and practices along with vision and mission statements for each major instructional division, the library, the learning resource center, and the counseling division. These statements do not align with the El Camino Community College District's vision and mission statement.
2. A review of 156 course syllabi from nine major instructional areas revealed little evidence that either of the vision statements has been implemented in the instructional division. Course syllabi and the course outlines of record do not reflect, directly or indirectly, the vision statements.
3. There is no evidence that the vision statement is put into practice, though the statement appears to have been developed to provide overall direction for students' learning. Additionally, student learning outcomes (SLOs) at the institutional or program levels do not reflect the vision of the Compton Center.

#### **Recovery Plan Recommendations:**

1. Collaborate with El Camino Community College to develop an appropriate mission statement for the El Camino College Compton Center. Due to the loss of accreditation, use the El Camino Community College District vision and mission statement as a starting point to align the statements.
2. Conduct a review of course outlines of record and course syllabi by the instructional division to incorporate appropriate parts of the aligned vision in each type of document.
3. Reinforce the aligned vision at faculty and staff meetings and through documents such as course syllabi that students receive.
  - a. Use the aligned vision as a starting point when instructional programs undergo periodic program review.
  - b. Place copies of the vision or mission statement in classrooms and other places where students gather.

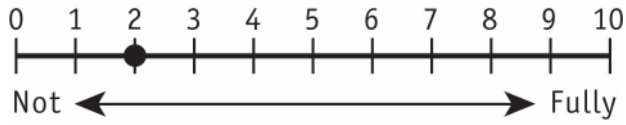
- c. Ensure that the institutional and program level SLOs reflect the intent of the vision and mission of Compton Center and that those SLOs are reinforced and complemented in course outlines of record and course syllabi.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## ACCJC Standard I-A: Institutional Mission and Effectiveness

### FCMAT Academic Achievement Standard 1.2 - Planning Process - Administrative Structure

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#### Professional Standard:

The administrative structure of the college promotes student achievement.

#### Sources and Documentation:

1. Agreement Between Compton Community College District and the Compton Community College Federation of Employees Certified Unit
2. Compton College Institutional Self Study Report in Support of Reaffirmation of Accreditation, Educational Master Plan, and the Student Equity Plan
3. Compton District Board Policy 1.10, Board Standing Committees
4. Compton District Board Policy 2.2, Administrative Evaluation Process, requires “clear and complete job descriptions that include all job-related skill requirements are prepared for each position ...”
5. Compton District Board Policy 2.7, Institutional Standing Committees, describes the committee structure of the district
6. El Camino Board Policy 1200, The El Camino College Vision, Mission, Philosophy, Values and Guiding Principles, amended 1-22-02
7. El Camino College Compton Center Organizational Chart, Academic Year 2006-2007, 10/03/06 and Compton Community College Organizational Chart, Academic Year 2006-2007, 10-03-06
8. Interviews with: (1) the Special Trustee and administrators of the Compton Community College District, (2) the Vice President for Academic Affairs, El Camino Community College District, and (3) administrators and managers of the El Camino College Compton Center
9. Memorandum of Understanding (MOU) between the El Camino Community College District and the Compton Community College District, August 21, 2006
10. Sample job descriptions for key staff and instructors

#### Findings:

1. The staff provided two organizational charts for the Academic Assessment review team. Neither clearly or accurately depicted relationships among employees of the El Camino Community College District and the Compton Community College District. Since the review team’s visit an organizational chart has been developed that more clearly defines the organization under the El Camino Community College District.
  - a. **Chain of Command.** Key administrators answer to more than one supervisor in two different organizational structures. For example, the Compton Center Provost/CEO answers to the Special Trustee of the Compton district in her role as CEO, and to the President of the El Camino Community College District in her role as Provost of the Compton Center. The Compton Center Academic Deans answer to the Center Provost and to the El Camino Vice President, Academic Affairs. The early organizational chart provided to the team did not show these dual reporting relationships and did not accurately depict the chain of command because functions, rather than positions, were shown below the level of the academic deans.

- b. **Span of Control.** The span of control for academic deans is so large that it substantially decreases the deans' ability to effectively evaluate delivery of instruction in the classroom and, thereby, satisfy contractual obligations to the faculty. The Agreement Between Compton Community College District and the Compton Community College Federation of Employees Certificated Unit requires half of faculty members to be evaluated annually and provided meaningful feedback to improve their job performances. This means that the two Compton Center academic deans must evaluate approximately 35 faculty and ten other employees each year. Further, these excessive spans of control are exacerbated by the demands on the deans' time caused by the conditions of instability accompanying the establishment of the Compton Center.
- c. **Full Inclusion of Essential Functions.** The administrative structures of the Compton Center and the Compton District that support the center lack an institutional research capability. This capability is currently not provided by any other entity. The absence of a functioning institutional research element is an obstacle to the collection, analysis, and dissemination of student and program performance data that could be used by the faculty to improve student achievement and support systems. Although not required on the organizational chart, the committee structure—essential to the administration of postsecondary educational organizations—is in limbo at the Compton Center. Academic committee functions are the province of El Camino Community College. This is inconsistent with the provisions of paragraph 5 of the MOU, which requires that the faculty employed by the Compton Community College District are “accorded appropriate professional standing in academic and professional matters as they relate to the Compton Center.”
- d. **Logical Grouping of Functions.** Functions depicted on the organizational chart are not grouped logically. It is expected that an organization with the responsibility for operating the Compton Center would control the resources necessary to carry out that mission. This is not the case. The El Camino Community College District is responsible for operating the Compton Center, and the Compton Community College District budgets the funds necessary to operate the center. Compton Center administrators reported that this arrangement has caused conflicts and confusion among the center's staff. Also, it often slows the pace of operations while staff members obtain clarification regarding financial management issues that arise pertaining to campus operations.
- e. **Scalar Relationships.** Positions carrying similar authority, responsibilities, and pay are depicted at different levels on the organizational chart. Examples follow:
- The Dean of Student Affairs is portrayed above the level of the two academic deans. “Admissions and Records” is portrayed on the same level as academic department heads.
  - The Manager of Accounting (shown as “Fiscal” on the organizational chart) is depicted on the same level as her supervisor, the Director of Fiscal Affairs (identified on the chart as “Operations”).
  - The Director of CalWORKS is depicted several steps below the Director of Fiscal Operations, yet they are in the same salary range.
2. At least 13 key supervisory positions affecting students have not been filled by a permanent employee for up to two years. Some of these positions are filled by temporary employees

who have been incumbents for a short time. In interviews with the review team, staff members complained about the uncertainty created by the long-term employment of “interim” faculty and staff in key positions, personnel turnover in those positions, and the resulting inability to establish effective, long-term working relationships that contribute to organizational effectiveness and, ultimately, to the welfare of students. The history of the following positions illustrates the magnitude of the problem:

- Superintendent/President. Prior to her recent departure, the incumbent was an “interim” for two years.
  - Dean, Academic Affairs. The position has not had a permanent employee for two years. The interim incumbent had been on the job less than a month at the time of the review team’s visit.
  - Dean, Student Affairs. The position was vacant for two years; the new interim dean arrived in August 2006.
  - Dean, Vocational Education. The position was vacant for two years; the new interim dean arrived in August 2006.
  - Dean of Nursing. The position has had an interim incumbent since October 2005.
  - Dean, Human Resources. The position has had an interim dean for two years.
  - Director, CalWORKS. The position has been vacant for two years; the new interim director recently arrived.
  - Director, Title V - Institutional Development. The position was created in February 2005 and has had an acting director since February 2006.
  - Director, TRIO Programs. This is a new position. The incumbent has been the interim director for three months.
  - Director, Student Life. The position was vacant for two years; the new interim director arrived in August 2006.
  - Director, Athletics. The position was vacant from October 2005 until October 2006, when the current interim director arrived.
  - Director, Enrollment. An interim director held the position for two years until June 2006 when it was filled on a temporary basis by a consultant.
  - Director, Special Programs and Services. The position was vacant for nine months until the interim director arrived in August 2006.
3. Many of the job descriptions reviewed did not satisfy the review team’s criteria. Job descriptions are the building blocks of the organizational structure and identify administrative responsibilities for student achievement and other tasks. Job descriptions describe tasks that must be completed for the organization to accomplish its mission as well as qualifications necessary to perform those tasks. They also document the relationship of one position to another and the responsibilities for curriculum design and delivery and curriculum support tasks. Properly written job descriptions provide each employee with clear direction as to his/her authority and responsibilities in the organization. This direction is necessary for the organization to maintain constancy of purpose. Without good job descriptions, an organization cannot be sure that all mission-essential tasks are accounted for or that it has a sound basis for hiring or evaluating personnel.

To assess the quality of job descriptions, the review team examined a sample of 24 job descriptions for faculty, directors, and/or senior administrators, using the following four criteria:

- Qualifications (education, training, experience, and ability to meet the physical demands of the position).

- Immediate links to the chain of command. Supervisor and supervisees are identified. No employee should have more than one supervisor.
- Functions, duties and responsibilities.
- Relationship to the curriculum (where relevant), with statements regarding alignment of the curriculum and expectations regarding its design and delivery.

There were five possible ratings on the four criteria. They are shown here:

<b>Review Team's Rating Indicators for Job Descriptions</b>	
<b>Rating</b>	<b>Explanation</b>
Missing	No statement made.
Inadequate	Statement made, but it is incomplete and missing sufficient details.
Adequate	The statement is more or less complete, usually missing curricular linkages or sufficient detail regarding curricular linkages/alignment.
Strong	A clear and complete statement, including linkages to curriculum where appropriate or if not appropriate, otherwise quite complete.
Exemplary	A clear, complete statement with inclusive linkages to curriculum indicated in excellent scope and depth.

Auditors' assessments of job descriptions are shown below:

**Review Team's Assessment of Job Descriptions  
El Camino College Compton Center, November 2006**

<b>Title</b>	<b>Qualifications</b>	<b>Chain of Command</b>	<b>Responsibilities</b>	<b>Relationship to Curriculum</b>
Administrative Dean, Academic Affairs	Inadequate	Inadequate	Adequate	Strong
Associate Vice President of College Operations	Inadequate	Inadequate	Inadequate	NA
Business Instructor	Strong	Inadequate	Strong	Strong
Child Development Instructor	Strong	Inadequate	Inadequate	Inadequate
Counselor	Adequate	Inadequate	Inadequate	Inadequate
Curriculum Specialist	Inadequate	Inadequate	Inadequate	Adequate
Dean, Human Resources	Inadequate	Inadequate	Strong	NA
Dean, Human Services (Nursing)	Inadequate	Inadequate	Exemplary	Exemplary
Dean, Student Affairs	Inadequate	Inadequate	Strong	NA
Director, CalWORKS	Adequate	Adequate	Strong	NA
Director, Child Development	Inadequate	Adequate	Strong	Adequate
Director, Enrollment Management	Adequate	Adequate	Exemplary	NA
Director, EOPS/CARE	Strong	Adequate	Exemplary	Adequate
Director, Financial Aid	Adequate	Adequate	Exemplary 1	NA
Director, Fiscal Affairs	Strong	Inadequate	Strong	NA
Director, Learning and Library Resources	Strong	Inadequate	Exemplary	Adequate



<b>Title</b>	<b>Qualifications</b>	<b>Chain of Command</b>	<b>Responsibilities</b>	<b>Relationship to Curriculum</b>
Director, Special Programs and Services	Adequate	Adequate	Exemplary	Adequate
Director, Student Life	Inadequate	Inadequate	Strong	Adequate
Director, Student Support Services	Inadequate	Inadequate	Inadequate	Inadequate
English Composition Instructor	Strong	Inadequate	Exemplary	Exemplary
Computer Office Technology Instructor	Strong	Inadequate	Exemplary	Exemplary
Preschool Instructor	Adequate	Inadequate	Strong	Strong
Programs Services Supervisor	Adequate	Strong	Exemplary	Adequate
Project Director, Title V	Adequate	Adequate	Adequate	NA

This table shows that of the 24 job descriptions examined, 17 were inadequate in one or more categories. The reasons were varied:

- Qualifications were inconsistent with responsibilities. For example, the Dean of Human Resources was not required to have a degree or experience in that area of expertise; the Dean of Nursing was not required to have a nursing degree; the Curriculum Specialist was required to comply with state and federal laws, but knowledge of those laws was not among the required job qualifications.
- Supervisors and/or positions supervised were not specified or did not exist. According to the job description, the Dean for Academic Affairs reports to the Superintendent-President, a position that did not exist on the organizational chart at the time of the review team's visit. In fact, the Dean reports to both the Compton Center Provost and the El Camino Vice President for Academic Affairs.
- Responsibility statements were too vague to determine what the incumbent was to accomplish (example: Associate Vice President of College Operations).

The job descriptions also lacked a common format.

### **Recovery Plan Recommendations:**

1. Develop organizational charts that clearly and accurately portray the relationships among the El Camino Community College District, the Compton Community College District and the El Camino College Compton Center. The charts should be approved by the parties to the MOU and reflect key management positions in the organization down to the program management and division level. Organizations and functions manuals should be developed for each division and program management entity to reflect the functions performed, individuals responsible and accountable, and criteria for productivity measurement.
  - a. Clarify as many of the chain of command issues as possible in any interim agreements prior to the re-accreditation of El Camino College Compton Center as Compton Community College. Under the oversight of El Camino Community College District, return the supervisory functions of the El Camino College Compton Center to center employees as soon as practical to prepare them to take full charge of their operations upon accreditation.

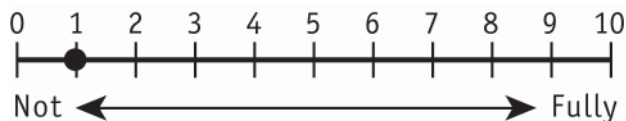
- b. Reorganize the faculty and staff to limit the span of control for supervisory personnel to a manageable number of supervisees consistent with the workload and time available. Limit the span of control to a reasonable number of supervisees consistent with workload and time available.
  - c. Provide an institutional research service for the El Camino College Compton Center that addresses the unique needs of the center and its clientele. Comply with paragraph 5 of the MOU by including district-employed center faculty on committees at El Camino Community College District in instances where deliberations affect the Compton Center. The immediate goals should be to mentor the Compton Center faculty in effective procedures and outcomes of committee deliberations and, ultimately, to reactivate the committee structure of the Compton Center in anticipation of re-accreditation.
  - d. Establish standard operating procedures and clear lines of authority for financial decisions to eliminate employee confusion and delay in executing Compton Center fiscal operations.
  - e. Revise the organizational chart to accurately depict employees with the same authority, responsibility, and pay on the same levels.
2. Promptly replace interim supervisors holding key positions with permanent employees to give the Compton Center the necessary stability to function effectively. Require current employees to compete for their positions so that the best possible candidates can be selected and the weaknesses that led to the withdrawal of accreditation can be eliminated.
3. Revise or prepare a job description for each authorized position. The ACCJC made a similar recommendation (see Compton College Institutional Self Study Report in Support of Reaffirmation of Accreditation). Descriptions should contain the following elements:
- Qualifications (education, certification, experience, and physical requirements).
  - Immediate links to the chain of command. All employees should know their supervisors and whom they supervise. No employee should have more than one supervisor. Eliminate general references to employees supervised (e.g., all assigned staff) and give the titles of positions supervised by the incumbent.
  - Functions, duties and responsibilities.
  - Where relevant, identify responsibilities for design and delivery of curriculum.
- Job description titles should be consistent with the position titles shown on the organizational chart and in organization and functions manuals.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard I-A: Institutional Mission and Effectiveness**

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

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton Community College Board policies: 1.6, Vision Statement/Institutional Goals; 1.5, Mission Statement; and 7.2, Grading Policy and Standards of Scholarship.
2. El Camino College Board policies 1200, El Camino College Vision, Mission, Philosophy, Values and Guiding Principles, and 4220, Standards of Scholarship.
3. Educational Master Plan 2005-2010, Compton Community College.
4. Matriculation Program Plan, August 2005, Compton Community College.
5. Student Equity Plan 2005-2010, December 2005, Compton Community College.
6. MOU Between the El Camino Community College District and the Compton Community College District, August 21, 2006.
7. Interviews with: (1) the Special Trustee and administrators of the Compton Community College District, (2) the Vice President for Academic Affairs, El Camino Community College District, and (3) administrators and managers of the El Camino Community College District Compton Community Education Center.

#### **Findings:**

1. Both the Compton Community College District and El Camino Community College District had policies that contained nearly identical long-term goals and performance standards supporting the improvement of student achievement.
2. The Compton Community College District plans support long-term goals for improved student achievement. Based on its long-term goals, district staff had developed plans applicable to the unique student population now served by the Compton Center. These plans were adequate in many (but not all) respects. They were comprehensive, supported by data, and had long-term goals and performance standards focused on improving student achievement. These plans were set aside when the MOU establishing the Compton Center went into effect on August 22, 2006. The El Camino Community College District, which operates the Compton Center, has not had time to develop plans to pursue long-term goals for the Compton Center campus.

The parties to the MOU told review team members that the academic and financial crises that resulted in the loss of accreditation were continuing and that the staff and faculty had not yet reached the stage where generating plans to carry out long-term goals was possible. The parties remain in a crisis management mode, attempting to stabilize academic and support operations necessary to enhance student learning and establish stability at the Compton Center.

## Recovery Plan Recommendations:

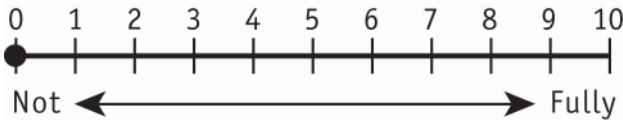
1. Both parties to the MOU should cooperate to refine their long-term goals and performance standards so that they are congruent and will not require revision for accreditation of the Compton Center while it operates under El Camino or when the Compton Center is examined for re-accreditation.
2. Long-term planning should not be delayed until the crises plaguing the Compton Center abate. The process of re-accreditation is a lengthy one that requires long-term goals and plans. Further, long-term goals and plans to achieve them can provide a bridge from crisis to conditions of stability. Given that the ongoing crises provide little time for planning, and the lack of familiarity and experience of the El Camino main campus faculty and staff with the population served by the Compton Center, the prior plans prepared by the Compton district should not be summarily dismissed due to the creation of the Compton Center. Joint committees composed of Compton district and El Camino College faculty and staff should scrutinize those plans to determine if some or most of their elements can be salvaged. This cooperative action could save all parties time and effort.

## Standard Implemented: Not Implemented

April 2007 Rating:

0

Implementation Scale:



## **ACCJC Standard I-A: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 2.3 - Curriculum – Management and Quality**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. El Camino College Board Policy 4020.1, 1200, 4260.1, 1600, 3410, 4045
2. Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II-A
3. Curriculum Handbook for El Camino College
4. Compton Community College Recommended Sequence of Courses for each division
5. El Camino College Compton Center fall 2006 schedule of classes
6. El Camino Compton Center Course Outlines of Record
7. Compton Community College Vision and Mission Statements
8. El Camino College Compton Center Course Syllabi
9. Compton Center job descriptions for personnel responsible for design and delivery of curriculum
10. Compton Community College Educational Master Plan
11. Compton Center Faculty Bargaining Unit Contract

#### **Findings:**

1. No board policy governing the Compton Center explicitly requiring SLOs for all courses offered was presented to the review team. ACCJC Standard II-A.1c requires, “The institution identifies student learning outcomes for courses, programs, certificates, and degrees ...” The Curriculum Handbook for El Camino Community College describes the process and procedure for developing, revising, and approval of course outlines of record. The requirement for a course outline of record for every course offered at the Compton Center is implied in this handbook but not explicitly stated. Course outlines of record were presented to the review team for most of the 245 courses offered at the center for fall 2006.
2. Curriculum management for the Compton Center does not include all of the elements considered by the review team as essential in providing guidance for curriculum design and delivery. Three areas key to curriculum management but absent from current center curriculum management planning are the following:
  - A design for a comprehensive professional development program linked to curriculum design and delivery.
  - Overall assessment procedures to determine student mastery of student learning outcomes.
  - Approaches by which tests and assessment data will be used to strengthen curriculum and instruction.

The following table lists the quality criteria for curriculum management planning and the review team’s assessment of El Camino College Compton Center Curriculum Management.

<b>Quality Criteria for a Curriculum Management Planning Framework and Review</b>		
<b>Team Assessment</b>		
<b>El Camino College Compton Center, Fall 2006</b>		
<b>Characteristic</b>	<b>Adequate</b>	<b>Inadequate</b>
<b>Design and Delivery:</b>		
1. Describes the philosophical framework for the design of the curriculum (interdisciplinary learning, shared experiential learning, challenging and rigorous, critical thinking).	X	
2. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members.	X	
3. Presents the format and components of aligned course outlines.	X	
4. Directs Title 5 requirements be included in the curriculum.	X	
5. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery.		X
<b>Review:</b>		
6. Identifies a periodic cycle of curriculum review of all subject areas.	X	
7. Describes the timing, scope, and procedures for curriculum review.	X	
8. Presents procedures for monitoring curriculum delivery.	P*	
<b>Assessment:</b>		
9. Specifies overall assessment procedures to determine curriculum effectiveness.		X
10. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction.		X
<b>Dissemination:</b>		
11. Establishes a communication plan for the process of curriculum design and delivery.	X	
P* = Partially satisfied		

The review team found the center’s curriculum management planning adequate on eight characteristics and inadequate on three characteristics. The following was noted concerning the 11 characteristics described above:

**Characteristic 1:** El Camino Board Policy 1200, the El Camino Community College Vision, Mission, Philosophy, Values and Guiding Principles, lists educational opportunities to include mastery of basic skills, achievement of Associate Degrees in Arts and Sciences, transfer to baccalaureate institutions, acquisition of necessary career education and skills. Stated institutional goals for El Camino Community College include maintaining optimal academic standards. Compton Community College vision and mission statements maintain that college practices include the following: “Make use of collaborative learning strategies in the context of the classroom experience, with demonstrated pedagogical value and effectiveness for the students served by the college.” The Compton Community College vision statement states, “Promote interdisciplinary learning, shared experiential learning and contemporary approaches to the new world of information technology; strive to develop world citizens measurably



aware of and skilled in analytical reasoning and problem solving, in scientific methodology, and in quantitative analysis.”

**Characteristic 2:** The Curriculum Handbook for El Camino Community College, through its bylaws and Development/Review Flow Chart defines the responsibilities of faculty representatives, curriculum committee chair, the Division Curriculum Technical Review Committee (DCC), the College Curriculum Committee (CCC), the president-superintendent, board of trustees, and the Curriculum Office. The review team was presented with Compton Center job descriptions for personnel responsible for curriculum and instruction. Center job descriptions presented to the review team did not always include responsibilities for curriculum development and implementation.

**Characteristic 3:** The Curriculum Handbook for El Camino Community College provides guidelines for each of the components of the course outline of record to include: course description, course objectives, outline of subject matter, methods of evaluation, coursework, instructional methodology, texts and materials, and conditions of enrollment. The Curriculum Handbook for El Camino Community College provides a sample of a correctly completed course outline of record as a model for curriculum development. In addition, the handbook contains guidelines for curriculum preparation/review for the distance education addendum to the course outline of record (in compliance with El Camino Community College Board Policies 1600 and 3410, Title 5 sections 504 and 508). The Curriculum Handbook presents best practices for writing each of the sections of the course outline of record. Sections included are catalog description, class schedule description, need/justification, objectives/student outcomes, prerequisite skills, course content, assignments, methods of instruction and evaluation, and texts and instructional materials (per Title 5 regulations).

**Characteristic 4:** The Curriculum Handbook for El Camino Community College references Title 5 requirements. The template used for the course outline of record, CCC Form 1, references Title 5, Section 5502 with respect to pre- or co-requisites. Title 5 requirements are also referred to in the handbook section entitled “Guidelines for Curriculum Preparation/Review: Proposal for New Course.” Compton Center divisions have developed recommended sequence of course documents in keeping with Title 5 requirements. These documents have not been aligned with the new center course outlines of record.

**Characteristic 5:** Professional development planning for the Compton Center is inadequate (see also FCMAT Standards 5.1 and 5.2). The review team was not presented with Compton Community College board policy directing professional development or a current center professional development plan. El Camino College Board Policy 1200 recognizes its stated institutional goal to “Support continuous professional development for faculty and staff.” The Curriculum Handbook for El Camino Community College includes a sample course outline of record with instructions throughout regarding its correct completion. For example, under the section for course objectives, the instructions state, “Begin with verbs that require cognitive outcomes and illustrate critical thinking (Refer to Bloom’s Taxonomy).”

**Characteristic 6:** The Curriculum Handbook for El Camino Community College contains a curriculum review timeline for the 2006 fall semester. The timeline lists the subject areas to be reviewed, when due to the curriculum office, when distributed to CCC reps, and when reviewed at the CCC meeting.



**Characteristic 7:** According to El Camino Community College Board Policy 4020.1, Curriculum Review and Approval, “Content review is necessary for the establishment of any new prerequisite, co-requisite, recommended preparation, or enrollment limitation and for the verification or the removal of any existing prerequisite, co-requisite, recommended preparation, or enrollment limitation.” El Camino Community College Board Policy 4045, Textbooks, does not speak to alignment of materials to course content. The Curriculum Handbook for El Camino Community College explicitly describes the procedures for developing course outlines of record, new course and course revision, and other curricular decisions. A flow-chart of these procedures is included. It does not, however, include procedures for review and approval of faculty-created course syllabi.

**Characteristic 8:** This characteristic is partially adequate. The Compton Community College Center Faculty Bargaining Unit Contract describes responsibilities and procedures for faculty and administrator performance evaluation and for constructive feedback to improve instruction. The contract states that the major aim of evaluation is to improve instruction and educational services to students. However, constructive feedback for improving job performance is not consistently offered across the divisions (see also FCMAT Standard 5.7).

**Characteristic 9:** The review team was not presented with overall assessment procedures to determine curriculum effectiveness either at the division level or at the course level (see also FCMAT Standards 4.2 and 4.3). Assessments in course outlines of record are not aligned explicitly to course objectives (see also FCMAT Standards 2.4, 4.2, and 4.3). ACCJC Standard II-A.1c states, “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.”

**Characteristic 10:** The review team was not provided board policy, procedures or requirements for Compton Center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. The center has no functional institutional research department to assist in collecting, disaggregating, analyzing and disseminating data for curriculum and program improvement and increasing student achievement (see also FCMAT Standard 1.2).

**Characteristic 11:** The Curriculum Handbook for El Camino Community College is in essence a communication plan with its flowchart of curricular processes, procedures for board approval, and bylaws for faculty representation. Given Compton Community College District’s new partnership with El Camino Community College for curriculum and instruction, it becomes especially important to communicate curricular issues regularly to the faculty and administrators of the El Camino College Compton Center.

3. Center course outlines of record do not provide sufficient information to guide instruction. The Compton Community College Educational Master Plan refers to system-wide student learning outcomes when it defines the matriculating student as “a world citizen measurably aware of and skilled in analytical reasoning and problem solving, in scientific methodology, in quantitative analysis, in multicultural awareness, in formal and informal presentational strategies, in computer applications and information gathering techniques, in attention to self-discipline and health, in methods of team building and community improvement, and in the appropriate utilization of tools needed for active participation in an evolving democracy.

Each one of these outcomes informs every class, every program, and every course. Like classes work particularly well in this context, since they naturally support common threads of learning contained in the SLOs (student learning outcomes).”

El Camino Community College personnel stated that they have not yet developed system-wide student learning outcomes. It is their stated intention to develop new student learning outcomes for each course derived from the new system-wide student learning outcomes in keeping with ACCJC standards. The review team found that all of the Compton Center course outlines of record were developed using the same format and including the same components. The Child Development 10 course outline of record was selected for analysis because it is included in the Curriculum Handbook for El Camino Community College and serves as a model for developing all Compton Center course outlines. To determine quality, the review team rated this course outline of record on each of five criteria described in the following table:

### Quality Curriculum Criteria

<b>Criteria</b>	<b>Description</b>
<b>One</b>	<b>Clarity and Validity of Objectives</b>
	0 no goals/objectives present
	1 vague delineation of goals/learner outcomes
	2 states tasks to be performed or skills/concepts to be learned
	3 states for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning
<b>Two</b>	<b>Congruity of the Curriculum to Testing/Evaluation</b>
	0 no evaluation approach
	1 some approach of evaluation stated
	2 states skills, knowledge, concepts which will be assessed
	3 each objective is keyed to college performance evaluation
<b>Three</b>	<b>Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes</b>
	0 no mention of required skill
	1 states prior general experience needed
	2 states prior general experience needed in specified level
	3 states specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across courses)
<b>Four</b>	<b>Delineation of the Major Instructional Tools</b>
	0 no mention of textbook or instructional tools
	1 names the basic text/instructional resource(s)
	2 names the basic text/instructional resource(s) and supplementary materials to be used
	3 states for each objective the “match” between the basic text/instructional resource(s) and curriculum objective
<b>Five</b>	<b>Clear Linkages (Strategies) for Classroom Use</b>
	0 no linkages cited for classroom use
	1 overall, vague statement on linkage for approaching the subject
	2 provides general suggestions on approach
	3 provides specific examples on how to approach key concepts/skills in the classroom

The table below shows the review team’s ratings of the Child Development 10 course outline of record. The course outline was assigned values of zero to three (low to high) on each of the five criteria as described in the table above. A maximum of 15 points is possible; guides receiving a rating of 12 or more points are considered strong or adequate for meeting Academic Achievement review team criteria. The mean ratings for each criterion and the mean for the total guide ratings were then calculated.

**Rating of Child Development 10 Model Course Outline of Record  
El Camino College Compton Center, Fall 2006**

<b>Criteria</b>	<b>Rating</b>
Clarity and Validity of Objectives	2
Congruity of the Curriculum to Testing/Evaluation	1
Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes	3
Delineation of the Major Instructional Tools	2
Clear Linkages (Strategies) for Classroom Use	1
<b>Total</b>	<b>9</b>

This table demonstrates the following:

- The overall rating of the Child Development 10 course outline of record is 9, considered inadequate to guide instruction.
- Components in need of the most revision are approaches to assessment and clear linkages (strategies) for classroom use.
- Course objectives are stated as student outcomes in behaviorally measurable terms. To receive a 3 for this criterion, time spent learning must be stated for each objective to validate the estimated time it takes to learn all course content. The course outline of record states approximate times allotted in weeks for major topics. This criterion was rated 2.
- The course outline of record provides some approach to evaluation or assignments such as “multiple choice,” “essay,” “True/False,” or “report” but does not provide a one-to-one match between student objectives and assessment. Congruity of the Curriculum to Testing/Evaluation was rated 1.
- Prerequisites, co-requisites, recommended preparation, and enrollment limitations are specified in the course outline of record. Delineation of prerequisites was rated 3.
- Required texts are listed with title, author, publisher and date. To receive a 3 the course outline of record must state the “match” between the basic text/instructional resource(s) and curriculum objective or student learning outcome. For example, for a given objective, page numbers or chapters in the text would be noted. Alignment in this area is critical at the course syllabus level. This criterion was rated 2.
- The course outline of record lists vague statements of planned instructional activities (e.g., lecture, media, field trips). A rating of 3 is given for providing specific examples on how to approach key concepts/skills. This criterion was rated 1.

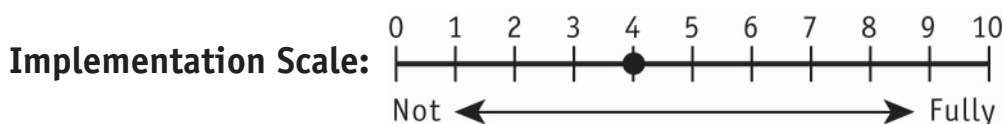
**Recovery Plan Recommendations:**

1. Revise board policy to include a requirement that a course outline of record and faculty-created syllabus is filed for every course offered.

2. Revise the Curriculum Handbook for El Camino Community College to include all of the elements of a comprehensive curriculum management planning framework below:
  - a. Describes the philosophical framework for the design of the curriculum
  - b. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members
  - c. Presents the format and components of aligned course outlines
  - d. Directs the inclusion of Title V requirements in the curriculum
  - e. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery
  - f. Identifies a periodic cycle of curriculum review of all subject areas
  - g. Describes the timing, scope, and procedures for curriculum review
  - h. Presents procedures for monitoring curriculum delivery
  - i. Specifies overall assessment procedures to determine curriculum effectiveness
  - j. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction
  - k. Establishes a communication plan for the process of curriculum design and delivery
  
3. Revise course outlines of record for all courses offered at the Compton Center.
  - a. Develop system-wide student learning outcomes.
  - b. Revise course outlines of record for alignment with newly developed system-wide student learning outcomes.
  - c. Revise the recommended sequence of courses documents for each center division to reflect the revised center course outlines of record.
  - d. Revise course syllabi to align with revised course outlines of record.
  - e. To ensure deep alignment, include the following elements in each course outline of record and course syllabus:
    - Specify student learning outcomes to be performed and skills to be learned for each course with time spent learning each skill. Course content can then be validated in terms of the estimated time required to teach student learning outcomes.
    - State explicit methods of assessment for each course student learning outcome.
    - Continue to specify prerequisites, co-requisites, recommended preparation, and enrollment limitations.
    - State the “match” between the basic text/instructional resource(s) and each student learning outcome.
    - Provide suggested best practices classroom strategies (as well as strategies for using technology) for key concepts and skills.

**Standard Implemented: Partially**

April 2007 Rating: 4



## **ACCJC Standard I-A: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 3.1 - Instructional Strategies - Equal Educational Opportunities**

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#### **Legal Standard:**

The college provides equal access and educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).

#### **Sources and Documentation:**

1. Compton District equity policies: 6.5, Matriculation; 6.6, Policy on Open Courses, Prerequisites, Corerequisites (sic), Recommended Preparation and Limitations on Enrollment; 6.9, Student Equity; 6.11, Tuition (Enrollment Fees); 6.13, Waiver of Fees for School District Students; and 7.1, Academic Affairs: Certificate and Degree Programs.
2. El Camino College equity policies: 3410, Nondiscrimination; 4055, Academic Accommodations for Students with Disabilities; 4260.1, Prerequisites and Other Limitations on Enrollment; 5052, Open Enrollment; and 5300, Student Equity.
3. Compton Community College Student Handbook and Planner 2005-2006 provides students with a variety of information and admission requirements, waiver of prerequisites, financial aid and opportunities to attain degrees certification and transfer to four-year postsecondary institutions.
4. Compton College Student Equity Plan, December 2005.
5. Compton College Enrollment Plan, 2005-2006 (Undated).
6. Minutes of the Budget Committee August 2005, Compton Community College District.
7. EOPS and CARE Fiscal Review, Compton College, Summary Report (May 2005).
8. Interviews with Compton Center staff, faculty, and students.

#### **Findings:**

1. Policies, catalogues, and handbooks for both the Compton and El Camino community college districts provide adequate guidance and/or information for educational access and equity.
2. The only plans relevant to the standard that were provided for examination by the review team were those prepared by Compton College. They dealt with student equity and enrollment for what has become the Compton Center. The review team was told that these plans had been set aside with the establishment of Compton Center under the umbrella of El Camino College. As noted above in this report, these plans had many strong points, including the fact that they were prepared expressly to address the needs of Compton Center clientele.
3. The Institutional Self Study Report in Support of Reaffirmation of Accreditation noted that past efforts to provide equal access to educational opportunities and equitable support to students had not been consistently successful. The following examples were cited:
  - a. Inappropriate expenditures of categorical funds designed to support more financially needy students (see also FCMAT Standard 1.5).
  - b. “[I]nadequate funding” for tuition assistance, even though 80% of the student body receives financial aid. In a recent student survey, 23% of the respondents rated financial aid below average or poor.

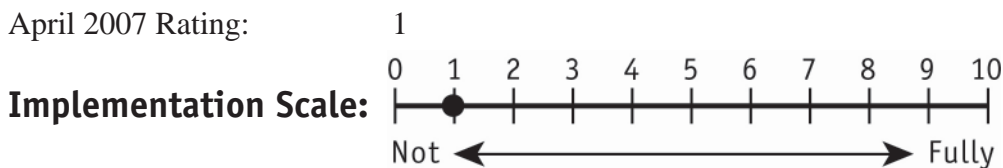
- c. Under-funded learning laboratories.
- d. Although only 54.7% of incoming freshmen had achieved above the basic skill level, basic skills instruction had received “inadequate funding.” Further, basic skills courses have been ineffective in preparing students to access higher-level courses.
- e. A quarter of students surveyed rated academic advising as below average or poor.
- f. African-Americans have lower program completion rates than their ethnic contemporaries.
- g. Male enrollment is too low when compared to the Compton Center’s service area population.

**Recovery Plan Recommendations:**

1. Continue to publicize access and equity opportunities in policies, catalogs, and handbooks.
2. The Compton and El Camino community college districts’ faculties and staffs should conduct joint evaluations of Compton College’s Student Equity Plan and the Enrollment Management Plan to determine which elements can be salvaged and then implement them.
3. Take the following additional actions to improve educational access and opportunity for all students:
  - a. Provide faculty and staff training concerning the management and control of categorical funds.
  - b. Fund financial aid consistent with the needs of the student population.
  - c. Fully fund learning laboratories consistent with student needs.
  - d. Fund basic skills instruction consistent with student needs and improve quality to increase the success rate of basic skills students in higher-level courses in the same areas in which they have had basic skills instruction.
  - e. Improve academic advising by automating and monitoring individual educational plans.
  - f. Improve enrollment of males by executing the strategies in the Compton Enrollment Management Plan and through intensive outreach programs.

**Standard Implemented: Partially**

April 2007 Rating:





## **ACCJC Standard I-A: Institutional Mission and Effectiveness**

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

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton Community College board policies: 3.2, Academic Records and Procedures; 7.4, Remedial Coursework Limit; 7.9, Expansion of English Curriculum; 7.7, Speech Course Requirement; 7.8, Fine Arts Requirement; and 7.12, General Educational Requirements
2. El Camino board policies: 1200, the El Camino Vision, Mission, Philosophy, Values, and Guiding Principles; 3530, 4055, Academic Accommodations for Students With Disabilities; 4220, Standards of Scholarship; 4025, Philosophy for Associate Degrees and General Education; and 4255, Student Progress Early Alert and Referrals; and 5120, Transfer Center
3. Course outlines and syllabi approved by El Camino College
4. Interviews with Compton Center and El Camino College administrators
5. EOPS and CARE Fiscal Review, Compton College, Summary Report (May 2005)

#### **Findings:**

1. El Camino College administrators told the review team that formal student learning objectives (SLOs) did not exist, but were being developed. Policies did contain some challenging student learning outcomes (see also FCMAT Standard 3.5). Learning outcomes in course outlines and syllabi were not challenging in most instances. The review team examined 156 syllabi approved for Compton Center use. Most syllabi merely described a task to be performed by students. Few stated the context or conditions under which the task was to be performed or the standard that the student was required to meet (e.g., calculate with 100% accuracy).
2. The review team was unable to assess the quality of learning goals students had set for themselves in individual educational plans (IEPs) because the staff provided no samples in response to the team's request. Counselors were unable to verify that each enrolled student had an IEP. With the exception of individual paper records for each student, there was no database that could be consulted to determine if each student had an IEP. In a May 2005 external audit of the EOPS and CARE programs, the auditor noted that 40% of student files examined did not contain the required IEP, or the IEP was not complete.

#### **Recovery Plan Recommendations:**

1. The Compton Center and El Camino Community College faculties should collaborate in the development of student learning outcomes (SLOs) that state the task, context (conditions), and standards of performance and require the full range of college-level cognitive skills. Those SLOs should be included in course outlines and course syllabi.



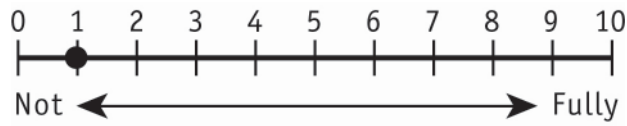
2. The Compton Center staff should:
  - a. Automate individual student education plans.
  - b. Establish and/or enforce controls that require students to complete and update their IEPs at appropriate times.
  - c. Automatically generate periodic reports of students who have not completed their plans and take action to have IEPs prepared.
  - d. Conduct a random check of the quality of those individual education plans and, where appropriate, advise students to set more challenging achievement goals.

**Standard Implemented: Partially**

April 2007 Rating

1

**Implementation Scale:**



## **ACCJC Standard I-A: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 3.5 - Instructional Strategies - Expectations for Students**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton Community College Board Policies 3.2, Academic Records and Procedures; 6.7, Standards of Student Conduct, 6.7, Disciplinary Review Board; 7.4, Remedial Coursework Limit; 7.9, Expansion of English Curriculum; 7.7, Speech Course Requirement; 7.8, Fine Arts Requirement; and 7.12, General Educational Requirements
2. Compton Community College Student Handbook and Planner 2005-2006
3. El Camino Community College Board policies: 1200, The El Camino Vision, Mission, Philosophy, Values, and Guiding Principles; 3530, Weapons on Campus; 3540, Sexual and Other Assaults on Campus; 4055, Academic Accommodations for Students with Disabilities; 4220, Standards of Scholarship; 4025, Philosophy for Associate Degrees and General Education; and 4255, Student Progress Early Alert and Referrals; and 5120, Transfer Center
4. El Camino College Compton Center Spring 2007 Schedule of Classes (online)
5. Student Equity Plan 2005-2010, December 2005, Compton Community College
6. Course syllabi
7. Interviews with Compton Center faculty, staff, and students

#### **Findings:**

1. High academic and behavioral expectations are documented in the policies of both the Compton and El Camino community college districts.
2. Behavioral expectations are communicated to students in publications that students are required to read as part of the normal process of registering for courses: the college catalogue, course catalogue, and the Student Handbook and Planner. However, as a rule, course syllabi do not address behavior expectations.
3. Catalogues and handbooks communicate academic standards to students (e.g., what level of work earns a particular grade; the number of credits required for graduation). They do not communicate the expectation that all students must perform at a high level of academic competence (e.g., acquire analytical skills, think critically, and communicate clearly and precisely). Most syllabi provide even less information regarding expectations; some even lack coherent student learning and course outcomes and objectives (see also ACCJC Standard I, FCMAT Standard 3.2).
4. Individual educational plans are required of each student. The review team requested samples to determine if high expectations were reflected in students' goals. The documents were not provided.

5. Student performance measures did not mirror high academic expectations. Documents provided by the Compton Center faculty and staff indicated that:
  - Most students who have taken a basic skills course in English or mathematics at the Compton campus have not passed a more advanced course in these same disciplines, and the success rate has declined over the years.
  - Cohort studies of students at the Compton campus and other community colleges indicate that the degree completion rate for Compton students has remained well below the state average for community colleges (see Educational Master Plan).
  - Compton Center students do not have a strong tradition of transferring to four-year colleges (see Student Equity Plan).
6. In interviews, faculty indicated that they had high expectations for students and communicated them to students in class. The small, non-representative sample of students interviewed stated that their work at the Compton Center was challenging. However, most classroom instruction observed by the review team did not demand a great deal of student effort (see also FCMAT Standard 3.12).

The review team concluded that while high behavioral expectations are communicated to students, this is not the case for academic expectations. Further, overall measures of student achievement do not reflect high learning expectations.

### **Recovery Plan Recommendations:**

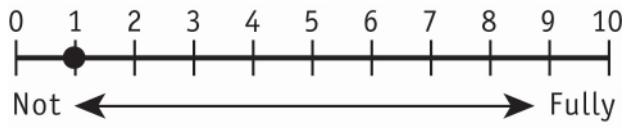
1. Continue to communicate the expectations expressed in policies.
2. Continue to include the behavioral expectations in catalogs and handbooks. Modify syllabi to include high academic expectations and make reference to the behavioral expectations in the college catalog and student handbook.
3. Modify catalogs and handbooks to include high academic expectations as well as academic standards.
4. Monitor the quality of individual educational plans to determine if students do hold high expectations for their academic performance goals.
5. Pursue the strategies in the Educational Master Plan to improve basic skills instruction, increase degree and certificate completion rates, and raise transfer rates.
6. Poll students to: (1) identify their criteria for high behavioral and academic expectations and (2) determine if they perceive that the faculty and staff are communicating those expectations for high standards to the student body. Use the survey data to shape staff and faculty communications. Use the faculty evaluation process and professional development activities to generate more challenging classroom teaching.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**





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

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*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.*

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

**B. Improving Institutional Effectiveness**

<b>Standard to be Addressed</b>		<b>April 2007 Rating</b>
<b>Community Relations/Governance Standards – Communications</b>		
<b>1.1</b>	<b>The college has developed a comprehensive plan for internal and external communications, including media relations.</b>	<b>1</b>
<b>1.2</b>	<b>Information is communicated to the staff at all levels in an effective and timely manner.</b>	<b>2</b>
<b>1.3</b>	<b>Staff input into college operations is encouraged.</b>	<b>1</b>
1.4	Media contacts and spokespersons who have the authority to speak on behalf of the college have been identified.	2
<b>1.5</b>	<b>Individuals not authorized to speak on behalf of the college refrain from making public comments on board decisions and college programs.</b>	<b>2</b>
<b>Parent and Community Relations - Community Relations/Governance Standards</b>		
2.3	The college has developed and annually disseminates procedures on the handling of complaints of unlawful discrimination.	2
<b>2.4</b>	<b>Students' and community members' complaints are addressed in a fair and timely manner.</b>	<b>2</b>
2.7	Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.	1
<b>Community Collaboratives - Community Relations/Governance Standards</b>		
<b>3.1</b>	<b>The board and president support partnerships and collaborations with community groups, local agencies, and businesses.</b>	<b>2</b>
<b>3.2</b>	<b>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.</b>	<b>3</b>
<b>Policy - Community Relations/Governance Standards</b>		
4.1	Policies are well written, organized and readily available to all members of the staff and to the public.	2

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



<b>ACCJC Standard I-B Standard to be Addressed</b>		April 2007 Rating
4.2	<b>Policies and administrative regulations are up to date and reflect current law and local needs.</b>	2
4.3	<b>The board has adopted all policies mandated by state and federal law.</b>	1
4.6	<b>Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.</b>	2
<b>Planning Processes - Academic Achievement Standards</b>		
1.2	The administrative structure of the college promotes student achievement.	1
1.3	<b>The college has long-term goals and performance standards to support the improvement of student achievement.</b>	0
1.4	<b>The college directs its resources fairly and consistently to accomplish its objectives.</b>	0
<b>Curriculum - Academic Achievement Standards</b>		
2.2	Policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Governing Board.	8
2.3	<b>The college has clear and valid objectives to promote student learning and a process for curriculum development.</b>	4
2.4	<b>A process is in place to maintain alignment among standards, practices and assessments.</b>	1
2.10	<b>The college has adopted a plan for integrating technology into curriculum and instruction.</b>	2
2.11	The college optimizes all funding to install technology in classrooms and offices.	4
<b>Instructional Strategies - Academic Achievement Standards</b>		
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	<b>Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident.</b>	1
3.5	<b>The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.</b>	1
3.11	<b>Class size and faculty assignments support effective student learning to achieve student learning outcomes.</b>	2

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

<b>ACCJC Standard I-B Standard to be Addressed</b>		April 2007 Rating
3.12	<b>Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.</b>	1
<b>Assessment and Accountability - Academic Achievement Standards</b>		
4.1	<b>The college has developed content and learning standards for all subject areas that are understood and followed by college faculty.</b>	3
4.2	<b>Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).</b>	1
4.3	<b>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.</b>	1
4.4	<b>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.</b>	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
<b>Professional Development - Academic Achievement Standards</b>		
5.1	<b>Professional development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.</b>	1
5.2	<b>Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.</b>	1
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	<b>Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.</b>	1

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

## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Community Relations/Governance Standard 1.1 - Communications**

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#### **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
3. Community member interviews
4. District policies
5. District web site
6. Newsletters

#### **Findings:**

1. The Compton Community College District does not have a comprehensive communications plan. A draft of an external communications and marketing plan has been drafted by staff at El Camino College, and this document will be a useful framework for that aspect of the overall communications plan that Compton must develop.
2. The district does not have policies or administrative regulations in place specifically addressing communications and/or media relations.
3. There is no public information officer or other staff member specifically responsible for communications on the Compton campus.
4. The Compton Bulletin, a weekly newspaper with a circulation of approximately 38,000, is home delivered to every address in the city of Compton, with additional rack delivery in Compton, Lynwood, Carson and Hawthorne. The Los Angeles Times and LA Weekly have also provided some coverage in the past. In the past several years, the college had made very few proactive efforts to build media relations and generate positive coverage of the college's programs.
5. Interviewees said that in past years they received information about the college primarily from what they read in the local newspaper; from newsletters and e-mail from the President; and, frequently, through word of mouth or contact with other employees. Although the district has e-mail communications, it does not appear to be used very effectively or efficiently by all departments or at all levels of the campus organization. There are two web sites affiliated with the Compton campus, one for the district that contains information useful to alumni and information about board meetings and facilities. The other web site is designed for the Compton Center and contains information about the academic program and contains many links back to the El Camino College web site. In the future, the web sites should be utilized more effectively to communicate with the public and with students. A Web Task Force is being convened by El Camino College communications staff, and the work of that task force should result in improvements and innovations to develop stronger communications.

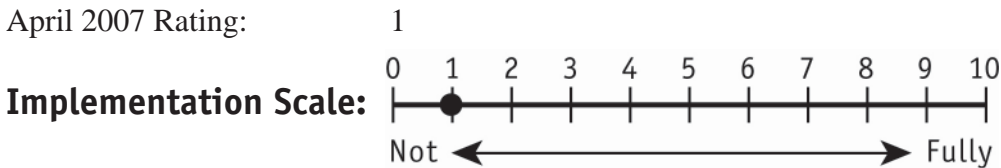
6. The lack of regular, informative communications by the district was identified by many interviewees as a major problem. The campus will need to improve both its external and internal communications to build staff morale, better engage the community, and rebuild student enrollment.

**Recovery Plan Recommendations:**

1. Develop a comprehensive, long-term communications plan that encourages proactive internal and external communications.
  - a. The plan should be developed with input from staff, faculty, students, and community members.
  - b. The communications plan should be organized around priority issues. For those issues identified as priorities, the plan should delineate target audiences, strategies for reaching those audiences, persons responsible for each activity, and timelines.
  - c. The plan should specifically consider strategies to improve overall public perceptions of the college, strengthen media relations and strengthen communications with all parents.
  - d. The plan should be adopted by the Special Trustee.
  - e. The plan and aligned materials such as protocols and procedures should be distributed to all faculty and staff in a timely and efficient manner.
  - f. A process for maintaining current lists of media contacts and community leaders should be established.
  
2. Implement the strategies in the communications plan in a coordinated and timely manner.
  - a. Provide more proactive information to the media about important district issues, programs and activities, highlighting positive developments.
  - b. Communications/public relations staff should be responsible for tracking communications efforts and regularly reporting to the Special Trustee and others regarding the status of implementation.
  
3. The Special Trustee or designee should develop specific, measurable goals to judge success and use these indicators to periodically evaluate the effectiveness of communications efforts. An analysis of progress made toward reaching these goals should be developed and used to make necessary refinements and improvements in the communications plan.
  - a. Use surveys, focus groups or other methods that encourage participants to freely give their opinions about district performance. Such assessments should be aligned with critical issues and key messages identified in the district’s communications plan.

**Standard Implemented: Partially**

April 2007 Rating:



**ACCJC Standard I-B: Institutional Mission and Effectiveness**  
**FCMAT Community Relations/Governance Standard 1.2 - Communications**

**Professional Standard:**

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

**Sources and Documentation:**

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

**Findings:**

1. At this time, the Compton Community College District does not have a comprehensive communications plan that includes procedures and systems to ensure that information is provided to staff (see also FCMAT Standard 1.1).
2. Faculty and staff have primarily received district information through staff meetings, word-of-mouth, board meetings, direct supervisors, colleagues, employee organizations, and the local newspaper. Faculty members receive much of their information about district matters through the Academic Senate or from their employee organization communications.
3. Staff and faculty indicated that they do not always receive consistent, reliable information. The campus frequently operates in crisis mode. With immediate problems as top priorities, the Compton administrators and staff are unable to plan strategies and anticipate problems. Interviewees also indicated that the new organizational reporting relationships do not always result in the ability to find answers to questions or to resolve problems. Without clear lines of authority, communicating where to go for particular information is made even more difficult.

**Recovery Plan Recommendations:**

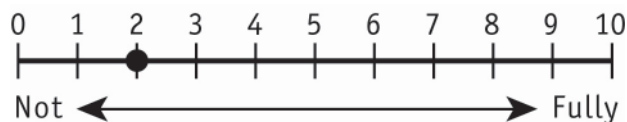
1. As the Compton Community College District develops and implements its comprehensive communications plan, it should emphasize strategies for ongoing internal communications to staff at all levels.
  - a. Discussion and feedback on internal communications issues should become an ongoing topic at staff meetings.
  - b. Feedback from all staff should be sought regularly to strengthen communications.
2. Staff in all departments should be held accountable for responding to requests for information or assistance from students and from other staff.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



**ACCJC Standard I-B: Institutional Mission and 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

**Findings:**

1. At this time, the Compton Community College District does not have a comprehensive communications plan that includes strategies for encouraging input and feedback from staff.
2. Few formal opportunities exist for staff and faculty to provide input except for board meetings. In the past year, the district has not made use of committees and task forces as opportunities to obtain broad-based input.
3. Over the past few years, administrators of Compton Community College did not provide widespread, significant opportunities for a wide cross-section of staff to provide input on issues. Some staff did provide input at board meetings.
4. Faculty and staff have not been consistently engaged in the policy development or review process.

**Recovery Plan Recommendations:**

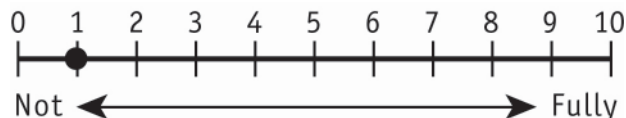
1. Internal communications strategies should address opportunities for communications and suggestions from faculty and staff to their supervisors, administrators, and the Special Trustee.
2. Expand opportunities for all staff to provide input regarding district operations. Reassure the staff and faculty that they are welcome to offer their input and suggestions. The Provost/CEO could conduct town hall meetings or other campus-wide forums to engage faculty and staff and to allow for two-way communication.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**





**ACCJC Standard I-B: Institutional Mission and Effectiveness**  
**FCMAT Community Relations/Governance Standard 1.4 - Communications**

**Professional Standard:**

Media contacts and spokespersons who have the authority to speak on behalf of the college have been identified.

**Sources and Documentation:**

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

**Findings:**

1. The Compton Community College District does not currently have a communications plan that delineates roles and responsibilities regarding spokespersons or media relations procedures.
2. The board has not adopted policies regarding media inquiries. However, it appears that the common practice for staff is to route inquiries to the Office of the Provost/CEO.

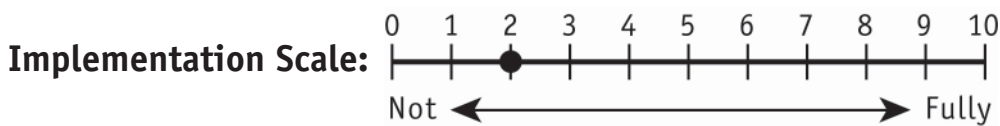
**Recovery Plan Recommendations:**

1. Clarify in writing the roles and responsibilities of faculty, staff, and the administration with respect to responding to media and public inquiries and serving as spokespersons.
2. Inform all staff in writing as to the protocols and procedures regarding public and media inquiries. It should be clarified when inquiries should be sent to the Office of the Provost/CEO or to the communications department at El Camino College.
3. Assign responsibilities for media relations and ensure that all requests receive a prompt response.
4. The Special Trustee should create a policy and issue direction to staff regarding media contacts and responsibility for communications. As part of any customer service training that is offered, key front-line staff of the Compton Community College District might also receive basic training in dealing with media inquiries.

**Standard Implemented: Partially**

April 2007 Rating:

2



**ACCJC Standard I-B: Institutional Mission and 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. Board member interviews
- 2. Staff interviews

**Findings:**

- 1. Awareness among staff about protocols for district spokespersons is minimal.
- 2. Staff has, at times, had to respond to calls from the media. It was unclear to staff whether in all of these instances they were authorized to speak on behalf of the district.
- 3. Individual board members appear to clearly understand the need to distinguish when they are speaking on behalf of the district or as individuals.

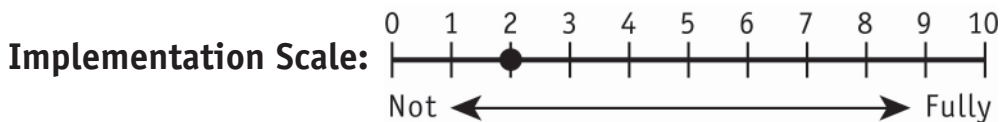
**Recovery Plan Recommendations:**

- 1. When district protocols regarding media contacts have been clarified and distributed, ensure that staff and board members follow these protocols to improve the coordination of communications and present a coherent district message.

**Standard Implemented: Partially**

April 2007 Rating:

2



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Community Relations/Governance Standard 2.3 - Community Relations**

#### **Legal Standard:**

The college has developed and annually disseminates procedures on the handling of complaints of unlawful discrimination.

#### **Sources and Documentation:**

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

#### **Findings:**

1. Written complaint procedures for student grievances are contained in board policies 6.15. Complaints for discrimination are addressed in BP 3.7, which is inaccurately entitled “Sexual Harassment,” but includes the form that applies to discrimination complaints on the basis of age, disability, sex, religious, racial, sexual and other harassment. Both of these policies were last adopted in 2003. Although the board adopted template policies in 2005, these policies are not documented and were not made available to the audit team.

The complaint procedure materials do not appear to substantially reflect current state regulations. While they ensure confidentiality, protect against retaliation, and specify the person who will receive and investigate complaints, the materials do not address available civil law remedies and appeals procedures nor do they clarify that the procedures are for complaints about the failure to comply with federal and state laws, including types of unlawful discrimination and applicable programs.

2. The Compton Center includes information about complaint procedures in the student handbook.

There is no evidence that employees routinely receive information or training on the discrimination procedures.

3. While the district subscribes to external policy services that provide updated sample policies and regulations as changes in law occur, the review, customization and updating of policies has not occurred in the past year.

#### **Recovery Plan Recommendations:**

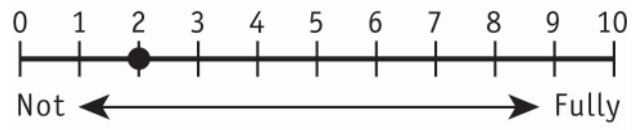
1. Review and update the complaint procedures to ensure that the procedures fulfill the requirements of current law.
  - a. Use the external policy services and/or other resources to update the complaint form procedures.
  - b. Regularly monitor any changes in law pertaining to complaint procedures.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



**ACCJC Standard I-B: Institutional Mission and 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

**Findings:**

1. The Compton Community College District's policy manual includes complaint procedures but it is not clear that these procedures are universally understood or utilized (see also FCMAT Standard 2.3).
2. Complaint procedures are made available to students through the student handbook. Nevertheless, students and community members interviewed did not seem to be widely aware of these or other formal complaint procedures and may not know who to contact on campus.
3. Among students interviewed, there was a strong sense of frustration about having to escalate concerns to the highest levels to get an appropriate and timely response. Student leaders expressed their concern that navigating the structure of the college is vexing to most students. While some staff can be very helpful and responsive, as a whole, the college has been slow to respond to complaints or did not initially acknowledge criticisms.

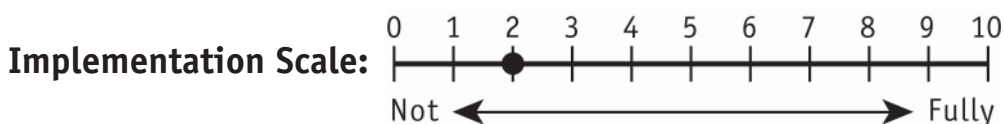
**Recovery Plan Recommendations:**

1. Ensure that staff are aware of all complaint procedures and are capable of informing parents and community members about them.
  - a. Staff members who frequently interact directly with students should receive training in effective techniques for customer service, including complaint resolution.
2. Hold staff accountable for the fair, consistent and thorough implementation of the complaint procedures.

**Standard Implemented: Partially**

April 2007 Rating:

2



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Community Relations/Governance Standard 2.7 - Community Relations**

#### **Professional Standard:**

Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.

#### **Sources and Documentation:**

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

#### **Findings:**

1. Encouraging community involvement is generally a very low priority for the Compton Community College District. It is not clear what role volunteers might play, other than serving on advisory councils and oversight committees.
2. Recruitment of volunteers is primarily driven by particular groups for specific events. Some groups actively reach out to involve volunteers while others are less assertive. No evidence of a formal, coordinated recruitment program or other support was apparent.
3. There is no standard for the training/orientation of volunteers.
4. The Compton Community College District does not have board policies addressing volunteerism, nor are there materials to address the recruitment, orientation/training or specific ways in which volunteers can be meaningfully involved.

#### **Recovery Plan Recommendations:**

1. Provide a framework for recruiting volunteers.
  - a. Involve other key staff, faculty, students and community members in developing a coordinated plan for recruiting volunteers, including untapped sources such as businesses and community groups.
  - b. Review and expand policies and regulations on volunteer assistance to address recruitment, training/orientation and appropriate roles of volunteers.
  - c. Consider adding information to the web site and other printed materials regarding volunteerism.
2. Provide training/orientation for volunteers in the specific responsibilities they will be asked to perform, particularly those that involve student contact or instruction.
3. Periodically assess the effectiveness of the volunteer assistance program.
  - a. Review the current duties of volunteers and ensure that volunteers play a meaningful role that contributes to the educational program, enhances student safety or provides another critical service.

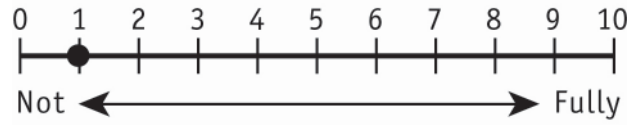
b. Provide an annual report to the Special Trustee regarding the increase or decrease in the number of volunteers and the efforts undertaken to recruit them.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**





## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Community Relations/Governance Standard 3.1 - Community Collaboratives and District Committees**

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#### **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

#### **Findings:**

1. There does not appear to be formal coordination of partnership-building efforts, nor a goal or strategy for enhancing collaboration. Interviewees indicated that a plan to engage potential partners is planned for the spring.
2. Individually, board members are engaged in community outreach with different constituencies.
3. The Compton Community College District has some interaction with city governments that fall within its boundaries, various Chambers of Commerce and Major League Baseball.
4. Some interviewees indicated that the district has been ineffective at engaging potential partners to collaborate on programs to benefit students.

#### **Recovery Plan Recommendations:**

1. Develop a coordinated strategy for building community collaborations and partnerships that serve students and facilitate sharing of resources.
  - a. The strategy should be linked to the district's goals.
  - b. The strategy should identify roles and responsibilities of the board and key staff, including designation of a coordinator to follow up on the implementation of the strategy.
2. The Special Trustee and appropriate staff should be assertive and creative in initiating partnerships and relationships with community groups, agencies and businesses.

The Special Trustee or designee should initiate contacts with appropriate community agencies and organizations to invite their participation in meetings designed to develop a common vision for the community and consider ways in which community services may be coordinated.

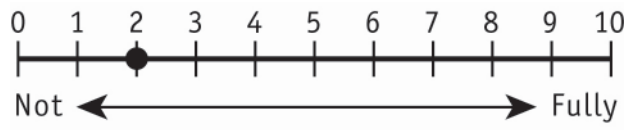
3. Regularly provide information about district partnerships to the community and staff and make regular reports about partnerships at board meetings.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Community Relations/Governance Standard 3.2 - Community Collaboratives and District Committees**

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#### **Professional Standard:**

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 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. District policies

#### **Findings:**

1. The Compton Community College District has had standing committees of the board in the past, but these groups were ineffective and are no longer meeting.
2. A Citizens Bond Oversight Commission, established by the passage of a facilities bond measure, includes community members.
3. The Academic Senate/Faculty Council and Shared Governance committees continue to meet. These groups operate effectively, but are sometimes limited in their ability to be responsive by the nature of the relationship between El Camino College and the Compton Community College District.
4. The Special Trustee has developed plans to recruit members of the community to participate in the Advisory Committee created by AB 318 to provide input and advise on decisions and actions at the Compton Community College District.
5. Interviewees acknowledge that it is often difficult to recruit interested individuals, and the small pool of interested parties is often not particularly diverse.

#### **Recovery Plan Recommendations:**

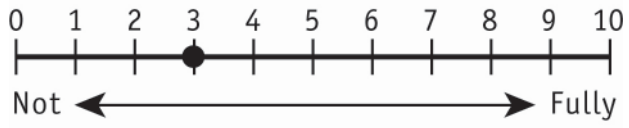
1. Review the existing committee structure within the context of the district's key goals.
2. Implement strategies to involve a broad cross-section of community members on the Advisory Committee.
  - a. Continue to disseminate information about the purpose, responsibilities and successful results of the group to the community and staff to ensure understanding of the important role in advising the Special Trustee the group will play.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Community Relations/Governance Standard 4.1 - Policy**

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#### **Professional Standard:**

Policies are well written, organized and readily available to all members of the staff and to the public.

#### **Sources and Documentation:**

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

#### **Findings:**

1. The Compton Community College District's written policy manual reflects policies last updated in 2003. While the board adopted the template policies of the Community College League of California in 2005, those policies were never customized nor were they disseminated or documented.

The Compton Community College District continues to subscribe to the external policy services from the Community College League of California that provide information about changes in law as well as sample policies and administrative regulations. However, it is imperative that the district take action to ensure that this tool is effectively used in the revision of existing policies and development and adoption of new policies that are needed to reflect current law and district practice. In the future, the Special Trustee must aggressively pursue a protocol for the regular review of policies and a practice for their effective implementation.

2. The Compton Community College District's policy manual is organized around 10 categories: Board of Trustees, Management Employees, Contracts and Personnel Policies, Academic Employees, Classified Employees, Student Affairs, Academic Affairs, Business Affairs, Campus Safety/Campus Security, and a Miscellaneous category.
3. A hard-copy manual was obtained by request from the Compton Community College District. It does not appear that the policies contained in the manual could easily be obtained by the public or by staff without making a specific request.
4. In general, staff members noted that board policy has not been a top priority during the past few years of fiscal crisis and loss of accreditation. Members of the public had opportunities to provide input during board meetings; no other regular avenues for soliciting public input were evidenced. For those topics of most importance to staff or the public, the district should develop additional methods to solicit broad-based input on proposed policies.

Staff does not have a tool to ensure they have access to updated policies. While the 2003 Policy Manual of the Compton Community College District is accessible on the district web site, it is not clear that staff know how to access the document. Technology should be employed more effectively to provide access to the policy manual for all staff, students, and the community at large.

5. A number of findings were made with regard to the policy manual dated 2003. The policies in section 10, "Miscellaneous Policies," appeared as though they could be properly categorized

under the other existing categories or under newly created headings to make the information easier to find. In the policy on travel, the rates for per diem reimbursement were substantially higher than the reimbursement rates publicized by the Internal Revenue Service. While a policy and form exist for discrimination complaints, it was unclear whether these were widely understood or recognized as a resource by students. The vision statement that appears in the policy manual dated 2003 reads as a list of desired outcomes, not a broad image of the future that the district aims to achieve. Additionally the institutional goals are overly broad and not measurable. In the case of course requirements, the separate policies for speech, fine arts, English, counseling, general education, and computer literacy were not cohesive or lacked the context of other student requirements. Additional examples of policies that could be created, expanded or refined include the reporting of crimes and weapons on campus; student computer access/email, internet, network usage; the inclusion of Associated Student Body policies and catastrophic leave.

While the board adopted policies on the naming of buildings and censure (June 21, 2005), board policy 1.7 - agendas and board meetings (July 26, 2005), board policy 7.3 - catalogs, and board policy 8.24 - fees for class schedules (August 23, 2005), the changes to these policies were not apparent in the documents provided.

On June 8, 2005, the board adopted a mission statement. The Special Trustee should revisit this mission statement, with input from the community, faculty, staff and students, to ensure that it continues to meet the current needs of the campus and accurately reflects the priorities of fiscal recovery and the reapplication for accreditation.

### Recovery Plan Recommendations:

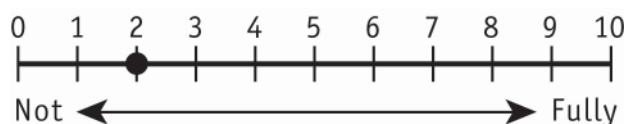
1. Conduct a complete review of the policy manual to ensure that the policies are up-to-date, reflect current law, and meet the needs and circumstances of the Compton Community College District. Policies should also contain administrative regulations and procedures for staff to follow to ensure consistent application.
2. Provide more convenient technological access to district policies for the board, staff and public.
  - a. The policy manual should be made easily available and accessible to all staff, and be searchable, including a keyword index and links to related laws and valuable policy resources.
  - b. Policies should be made available online. The Special Trustee should execute plans to add the policies to the district's web site.

### Standard Implemented: Partially

April 2007 Rating:

2

Implementation Scale:



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Community Relations/Governance Standard 4.2 - Policy**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

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

#### **Findings:**

1. It does not appear that a comprehensive review and update of policy has regularly occurred. The Compton Community College District's written policy manual reflects policies last updated in 2003. While the board adopted the template policies of the Community College League of California in 2005, those policies were never customized nor were they disseminated or documented.
2. The appendices to the policy manual list the adoption dates of policies, and indicate that some policies may have been last updated 20 or more years ago.
3. Since 2005, the district has subscribed to the Community College League of California's external policy services that provide information about changes in law as well as sample policies and administrative regulations.

#### **Recovery Plan Recommendations:**

1. Establish a process and timeline for conducting a review of the policy manual to provide consistent direction to staff, students and the public and ensure compliance with current law.
  - a. Use the sample policies as a starting point for reviewing the policies and administrative regulations and customize the templates to reflect local needs, circumstance and practices.
  - b. Establish priorities and a schedule for policy review and revision (e.g., beginning with mandated policies, with the oldest policies, with specific sections or with policies that have the most impact on student learning).
2. Establish a process to ensure continual monitoring and regular updating of policies once the policy manual is brought up to date.
  - a. Use currently available external resources, staff and legal counsel to trigger the need for policy reviews based on changes in law.
  - b. Hold staff accountable for regularly reviewing policies related to their areas of operation and making policy recommendations that meet local needs.

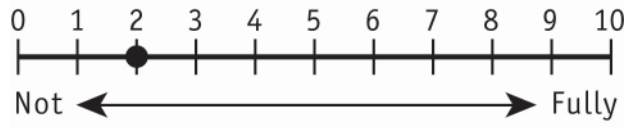


**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



**ACCJC Standard I-B: Institutional Mission and Effectiveness**  
**FCMAT Community Relations/Governance Standard 4.3 - Policy**

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**Legal Standard:**

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

**Sources and Documentation:**

1. District policies

**Findings:**

1. While the board adopted all of the template policies recommended by the Community College League of California, the policies were not customized to reflect local circumstances, needs or practices. Furthermore, the documentation of these policies is not available. Therefore, the policies of the Compton Community College District do not adhere to state and federal mandates.
2. As a subscriber to external policy services, the district regularly receives a list of policies mandated by law as well as sample policy language that would fulfill those mandates.

**Recovery Plan Recommendations:**

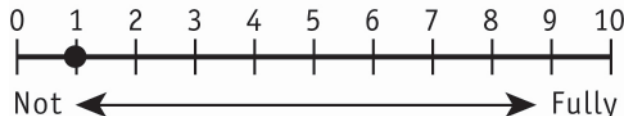
1. Update the policies of the Compton Community College District and develop procedures and administrative regulations to ensure full compliance with mandates of state and federal law.
  - a. Establish a process and timeline for conducting a review of all mandated policies.
2. Establish a process to ensure continual monitoring and regular updating of mandated policies once the policy manual is brought up to date.
  - a. Customize the template policies to reflect local need and practice. The updated policies must be widely distributed to staff and made available to the public to share the information. The district must be far more attentive to this issue and should rely upon the external resources that are already available, such as template policy and advice from legal counsel.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



**ACCJC Standard I-B: Institutional Mission and Effectiveness**  
**FCMAT Community Relations/Governance Standard 4.6 - Policy**

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**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

**Findings:**

1. In the past, members of the board did not follow the policies of the district, specifically BP 1.2, which addresses the delegation of authority to the President. Because the policy manual is not widely available, it has not been utilized as a resource to be referred to by staff when a question or concern arises. Therefore, it is also unclear that policies have been consistently or effectively implemented across the campus.
2. It does not appear that policies are routinely or consistently referenced at meetings as part of the decision-making or reporting process.
3. While the 2003 Policy Manual of the district is accessible on the district web site, it is not clear that staff is aware of how to access the document.

**Recovery Plan Recommendations:**

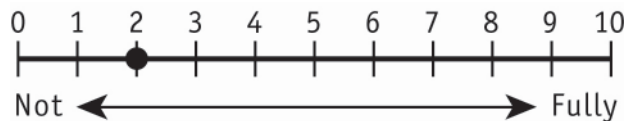
1. Hold staff accountable for adhering to policies. If a policy ceases to meet the district’s needs or is perceived to be enforced unevenly, initiate a review and revision of the policy.
  - a. The Special Trustee should communicate to all his staff his expectations regarding the consistent implementation of policies.
  - b. Accountability should be maintained through periodic reviews of critical policies and through the staff evaluation process.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 1.2 - Planning Process - Administrative Structure**

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#### **Professional Standard:**

The administrative structure of the college promotes student achievement.

#### **Sources and Documentation:**

1. Agreement Between Compton Community College District and the Compton Community College Federation of Employees Certified Unit
2. Compton College Institutional Self Study Report in Support of Reaffirmation of Accreditation, Educational Master Plan, and the Student Equity Plan
3. Compton Board Policy 1.10, Board Standing Committees
4. Compton District Board Policy 2.2, Administrative Evaluation Process
5. Compton Board Policy 2.7, Institutional Standing Committees
6. El Camino Board Policy 1200, the El Camino College Vision, Mission, Philosophy, Values and Guiding Principles, amended 1-22-02
7. El Camino Community College Compton Center Organizational Chart, Academic Year 2006-2007, 10-03-06 and Compton Community College Organizational Chart, Academic Year 2006-2007, 10-03-06
8. Interviews with: (1) the Special Trustee and administrators of the Compton Community College District, (2) the Vice President for Academic Affairs, El Camino Community College District, and (3) administrators and managers of the El Camino College Compton Center
9. Memorandum of Understanding (MOU) between the El Camino Community College District and the Compton Community College District, August 21, 2006
10. Sample job descriptions for key staff and instructors

#### **Findings:**

FCMAT Academic Achievement Standard 1.2 was also selected to address ACCJC Standard I-A. The findings are discussed under ACCJC Standard I-A on pages 8-12.

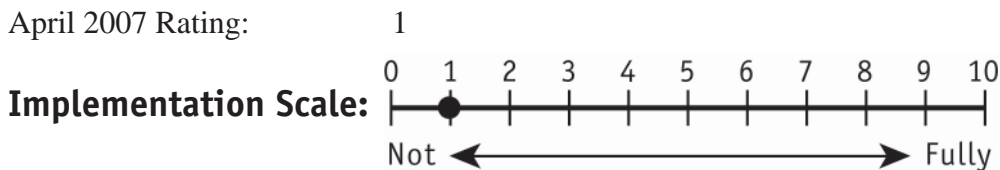
#### **Recovery Plan Recommendations:**

1. Develop organizational charts that clearly and accurately portray the relationships among the El Camino Community College District, the Compton Community College District and the El Camino College Compton Center. The chart should be approved by the parties to the MOU and reflect key management positions in the organization down to the program management and division level. Organization and functions manuals should be developed for each division and program management entity to reflect the functions performed, individuals responsible and accountable, and criteria for productivity measurement.
  - a. Any interim agreements prior to the re-accreditation of El Camino College Compton Center as Compton Community College should clarify as many of the chain of command issues as possible. Under the oversight of El Camino Community College District, supervisory functions of the El Camino College Compton Center should be returned to center employees as soon as practical to prepare them to take full charge of their operations upon accreditation.

- b. Reorganize the faculty and staff to limit the span of control for supervisory personnel to a manageable number of supervisees consistent with the workload and time available.
  - c. Provide an institutional research service for the El Camino College Compton Center that addresses the unique needs of the center and its clientele. Comply with paragraph 5 of the MOU by including district-employed center faculty on committees at El Camino Community College District in instances where deliberations affect the Compton Center. The immediate goals should be to mentor the Compton Center faculty in effective procedures and outcomes of committee deliberations and, ultimately, to reactivate the committee structure of the Compton Center in anticipation of re-accreditation.
  - d. Establish standard operating procedures and clear lines of authority for financial decisions to eliminate employee confusion and delay in executing Compton Center fiscal operations.
  - e. Revise the organizational chart to accurately reflect scalar relationships. Depict employees with the same authority, responsibility, and pay on the same levels.
2. Promptly replace interim supervisors holding key positions with permanent employees to give the Compton Center the necessary stability to function effectively. Current employees should be required to compete for their positions so that the best possible candidates can be selected and the weaknesses that led to the withdrawal of accreditation can be eliminated.
  3. Revise or prepare a job description for each authorized position. The ACCJC made a similar recommendation (see Compton College Institutional Self Study Report in Support of Reaffirmation of Accreditation). Descriptions should contain the following elements:
    - Qualifications (education, certification, experience, and physical requirements).
    - Immediate links to the chain of command. All employees should know their supervisors and whom they supervise. No employee should have more than one supervisor. Eliminate general references to employees supervised (e.g., all assigned staff) and give the titles of positions supervised by the incumbent.
    - Functions, duties and responsibilities.
    - Where relevant, identify responsibilities for design and delivery of curriculum.
    - Job description titles should be consistent with the position titles shown on the organizational chart and in organization and functions manuals.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

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

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton Community College board policies: 1.6, Vision Statement/Institutional Goals; 1.5, Mission Statement; and 7.2, Grading Policy and Standards of Scholarship
2. El Camino College board policies 1200, El Camino College Vision, Mission, Philosophy, Values and Guiding Principles, and 4220, Standards of Scholarship
3. Educational Master Plan 2005-2010, Compton Community College
4. Matriculation Program Plan, August 2005, Compton Community College
5. Student Equity Plan 2005-2010, December 2005, Compton Community College
6. MOU between the El Camino and Compton Community College Districts, August 21, 2006
7. Interviews with (1) the Special Trustee and administrators of the Compton Community College District, (2) the Vice President for Academic Affairs, El Camino Community College District, and (3) administrators and managers of the El Camino Community College District Compton Community Education Center

#### **Findings:**

FCMAT Academic Achievement Standard 1.3 was also selected to address ACCJC Standard I-A. The findings are discussed under ACCJC Standard I-A on page 14.

#### **Recovery Plan Recommendations:**

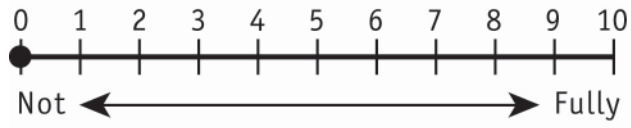
1. Both parties to the MOU should cooperate to refine their long-term goals and performance standards so they are congruent and will not require revision for accreditation of the Compton Center while it operates under El Camino College or when it is examined for re-accreditation.
2. The process of re-accreditation is lengthy and requires long-term goals and plans to achieve them. These goals and plans can provide a bridge from crisis to stability. Given that the ongoing crises provide little time for planning, and the lack of familiarity and experience of the El Camino main campus faculty and staff with the population served by the Compton Center, the prior plans prepared by the Compton district should not be summarily dismissed. Joint committees composed of Compton district and El Camino College faculty and staff should scrutinize those plans to determine if some or most of their elements can be salvaged. This could save all parties time and effort.

## Standard Implemented: Not Implemented

April 2007 Rating:

0

**Implementation Scale:**





## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 1.4 - Planning Process - Resources**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton Community College Board Policy 1.10, Board Standing Committees, identifies the Finance/Budget and Planning Committee as an organ of the Board of Trustees
2. Compton Community College Board Policy 2.7, Institutional Standing Committees, describes the committee structure of the district and states that one of the functions of the Budget Committee is to determine “what ... will be the most effective utilization of district resources in view of the stated goals and objectives of the college.”
3. Compton Community College Board Policy 8.1, Budget, requires the budget to reflect “the educational needs of the college.”
4. Educational Master Plan, 2005-2010, Compton College
5. Institutional Self Study Report in Support of Reaffirmation of Accreditation, Compton College.
6. Interviews with: (1) the Special Trustee and administrators of the Compton Community College District, (2) administrators and managers of the El Camino College Compton Center
7. MOU Between the El Camino Community College District and the Compton Community College District, August 21, 2006
8. Student Equity Plan, Compton College
9. Minutes of the Budget Committee 2005 and 2006, Compton Community College District

#### **Findings:**

There was no mechanism in place for the Compton Center to provide for fair and consistent allocation of resources to accomplish educational objectives.

1. The entities identified in policies, plans and other documents as responsible for allocating resources to accomplish objectives did not reflect the reality of the state takeover of the district. Resource allocation decisions were made by the State Special Trustee under emergency financial conditions that existed at the time of the review team’s visit.
2. The Compton District Educational Master Plan, 2005-2010, prepared under the supervision of the State Special Trustee, indicated that an Institutional Effectiveness Committee (IEC) was responsible for allocating resources in accordance with Compton district priorities. The assessment team was informed that the IEC had been downgraded to a task force to prepare its bylaws and was not operational. Further, the Educational Master Plan had been set aside upon the establishment of the Compton Center under the academic supervision of El Camino College.
3. Records made available to the review team indicated that funds have not been allocated consistent with educational objectives:
  - The Institutional Self Study Report in Support of Reaffirmation of Accreditation (SSR) revealed that (1) “In recent years” the district had failed to comply with the California law requiring “half of all expenditures” to be directed to instruction, (2) there had been

“inadequate funding” for student support functions such as “tuition assistance, learning laboratories, and Basic Skills instruction,” and (3) “[Compton College] lacks a process... for monitoring student achievement or making recommendations which would improve student learning.”

- The Compton Community College Budget Advisory Committee Meeting Minutes, August 18, 2005, and the EOPS and CARE Fiscal Review, Compton College Summary Report indicated that categorical funds provided to enhance student welfare were misspent (see also ACCJC Standard II-B, FCMAT Standard 1.5).

4. Interviews with Compton Community College District and El Camino College Compton Center administrators revealed that management of financial and human resources was in a crisis mode, due to the district’s loss of accreditation and resulting loss of students. Administrators expressed the opinion that systematic planning to accomplish objectives could not begin until Compton Center was academically and financially stable.

**Recovery Plan Recommendations:**

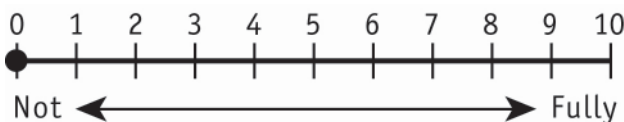
1. As soon as permanent staff is hired, the entities identified in Compton district policies, plans, and other documents as responsible for setting priorities and allocating resources should be reactivated. They could serve as recommending bodies to the Provost or her designees with regard to educational objectives and resource allocations. The Provost should establish a master list of those bodies and their functions to avoid duplicating responsibilities.
2. The Institutional Effectiveness Committee (now task force) should complete its bylaws and perform the functions described in the Educational Master Plan.
3. Staff should establish and implement controls to ensure compliance with the laws governing categorical funds so they are spent as intended. The deans, together with the Compton district’s chief financial officer and the appropriate committees, should establish and rank educational priorities and recommend resource allocations for consideration by the Compton Center Provost.
4. The Compton Community College District and Compton Center leadership should not wait to establish systematic planning and programming activities. The organizations and processes for establishing objectives and priorities and allocating resources should be established now to elicit faculty and staff participation in rational decision-making, to train them, and to facilitate the transition to local governance.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



**ACCJC Standard I-B: Institutional Mission and Effectiveness**  
**FCMAT Academic Achievement Standard 2.2 - Curriculum – Policy Review**

**Professional Standard:**

Policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Governing Board.

**Sources and Documentation:**

1. El Camino College Board Policy 4020.1 (formerly 6123), Curriculum Review and Approval
2. Curriculum Handbook for El Camino College
3. Minutes and Agendas of El Camino College Board Meetings

**Findings:**

1. Compton Center policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Board of Trustees of El Camino College. El Camino College Board Policy 6123, Curriculum Review and Approval, states, “The college faculty, through the Academic Senate, will be responsible for making all recommendations on curricular matters to the Vice President-Instruction. After review, the Vice President-Instruction shall forward these recommendations to the President for submission to the Board of Trustees.” The Curriculum Handbook for El Camino College includes a “College Curriculum Committee Development/Review Flow Chart” in which the Board of Trustees approves/disapproves curriculum related matters presented to them by the President. A review of El Camino College board minutes and agenda verified that the Board of Trustees reviews and approves policies regarding curriculum, course offerings, and instruction and has done so for at least the last four years.
2. At some future time after local governance is restored, the Compton Community College Board of Trustees will be expected to perform the same function for the Compton Community College.

**Recovery Plan Recommendations:**

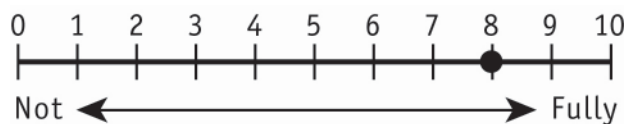
1. Continue with the process and procedures for the El Camino Community College District Board of Trustees’ approval of policies regarding curriculum, course offerings, and instruction for the Compton Center.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8

**Implementation Scale:**



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 2.3 - Curriculum – Management and Quality**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. El Camino College Board Policy 4020.1, 1200, 4260.1, 1600, 3410, 4045
2. Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II-A
3. Curriculum Handbook for El Camino College
4. Compton Community College Recommended Sequence of Courses for each division
5. El Camino College Compton Center fall 2006 schedule of classes
6. El Camino College Compton Center Course Outlines of Record
7. Compton Community College Vision and Mission Statements
8. El Camino College Compton Center Course Syllabi
9. Compton Center job descriptions for personnel responsible for design and delivery of curriculum
10. Compton Community College Educational Master Plan
11. Compton Center Faculty Bargaining Unit Contract

#### **Findings:**

FCMAT Academic Achievement Standard 2.3 was also selected to address ACCJC Standard I-A. The findings are discussed under ACCJC Standard I-A on pages 16-22.

#### **Recovery Plan Recommendations:**

1. Revise Compton Center board policy to require that a course outline of record and faculty-created syllabus is filed for every course offered.
2. Revise the Curriculum Handbook for El Camino Community College to include all of the elements of a comprehensive curriculum management planning framework below:
  - a. Describes the philosophical framework for the design of the curriculum
  - b. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members
  - c. Presents the format and components of aligned course outlines
  - d. Directs Title V requirements to be included in the curriculum
  - e. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery
  - f. Identifies a periodic cycle of curriculum review of all subject areas
  - g. Describes the timing, scope, and procedures for curriculum review
  - h. Presents procedures for monitoring curriculum delivery
  - i. Specifies overall assessment procedures to determine curriculum effectiveness

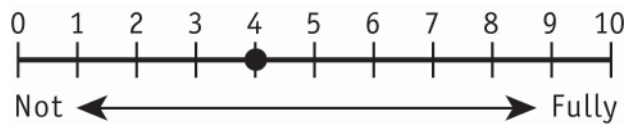
- j. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction
  - k. Establishes a communication plan for the process of curriculum design and delivery
3. Revise course outlines of record for all courses offered at the Compton Center.
- a. Develop system-wide student learning outcomes.
  - b. Revise course outlines of record for alignment with newly developed system-wide student learning outcomes.
  - c. Revise the recommended sequence of courses documents for each center division to reflect the revised center course outlines of record.
  - d. Revise course syllabi to align with revised course outlines of record.
  - e. To ensure deep alignment, include the following elements in each course outline of record and course syllabus:
    - Specify student learning outcomes to be performed and skills to be learned for each course with time spent learning each skill. Course content can then be validated in terms of the estimated time required to teach student learning outcomes.
    - State explicit methods of assessment for each course student learning outcome.
    - Continue to specify prerequisites, corequisites, recommended preparation, and enrollment limitations.
    - State the “match” between the basic text/instructional resource(s) and each student learning outcome.
    - Provide suggested best practices classroom strategies (as well as strategies for using technology) for key concepts and skills.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 2.4 - Curriculum - Alignment**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. ACCJC Standards
2. El Camino College Board Policy 4045
3. Curriculum Handbook for El Camino College
4. El Camino College Compton Center course outlines of record
5. El Camino College Compton Center Faculty Bargaining Unit Contract
6. Compton Community College Faculty Handbook
7. El Camino College Compton Center faculty-created course syllabi

#### **Findings:**

1. The process for ensuring that course syllabi created by faculty at the El Camino College Compton Center are aligned in content and context with the course outlines of record is not adequate. The center's Faculty Bargaining Unit Contract requires, "Each evaluatee (sic) shall furnish to the division chair a syllabus developed from the course outline and approved by the appropriate division chair and Administrative Dean of Academic Affairs for each course the instructor is assigned to teach." This contract does not state specifically that objectives listed on the syllabi will be aligned with objectives on the course outline of record. The contract states, "The following information shall be included in the syllabus:
  - Objective(s) of course;
  - Course content;
  - Major topics, concepts and skills to be taught;
  - Anticipated dates for the presentation of each content area;
  - Method and frequency of evaluating student performance in the course;
  - Required and recommended texts;
  - Class attendance policy."

The Compton Community College Faculty Handbook requires that "all instructors must use the course outline as the basic guide for planning and teaching the course assigned." The Curriculum Handbook for El Camino College makes no specific reference to format or components of the faculty-generated course syllabi; neither does it require alignment of the course objectives, instructional practices, and assessment. The review team found that the course objectives in the syllabi do not always align with the course outline of record objectives. Of the sample of 36 syllabi reviewed, 20 had no objectives or were not behaviorally measurable objectives as identified in the course outline of record. In addition some syllabi did not contain all the objectives listed in the course outline of record (see also ACCJC Standard II, FCMAT Standard 3.4, and ACCJC Standard I, FCMAT Standard 4.2).

2. The process for ensuring that the written, taught and tested curricula in center syllabi are aligned is inadequate. Deep alignment occurs when curriculum documents include specific examples of how the tests approach, define, and assess knowledge and skills. In addition, there must be clear linkages with instructional strategies.

- a. 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 student learning outcomes. The objectives listed in many course syllabi are not written as behaviorally measurable objectives, rendering alignment to assessments difficult to demonstrate student progress toward attaining mastery of the learning.
- b. Alignment of textbooks and supplemental materials is inadequate (see also ACCJC Standard I-A, FCMAT Standard 2.3). El Camino College Board Policy 4045, Textbooks, defines responsibilities for the adoption of textbooks and states, “All texts, films and other printed or electronic materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of record.” Syllabi reviewed by the review team name the basic text/instructional resource(s) and supplementary materials to be used but do not state for each objective the “match” between the basic text/instructional resource(s) and course objective. This element is critical to ensuring continuity should students transfer out of one course to the same course with a different instructor.
- c. Linkage of instructional strategies with course objectives is inadequate. Many of the syllabi examined contained general statements regarding instructional strategies. Some syllabi did not refer to instructional strategies but, instead, listed suggested student assignments. In addition, the center’s professional development program is inadequate as a means to provide the faculty with the knowledge and skills to improve instruction (see also FCMAT Standard 5.2).

### Recovery Plan Recommendations:

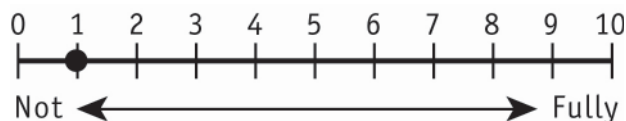
1. Update the Curriculum Handbook for El Camino College to include explicit requirements and processes for faculty-created syllabi course objectives to align in content and context to the course outline of record. Require objectives in syllabi submitted by faculty at the beginning of each course to the division chair to be aligned in content and context to course outline of record objectives.
2. Develop and implement a process where faculty are required and provided professional development to create comprehensive syllabi in which course student learning outcomes are deeply aligned with instruction and assessments. Consider revising El Camino College Board Policy 4045 to explicitly require alignment of selected textbooks to course student learning outcomes in content and context. Require that all faculty-created syllabi contain the following:
  - a. Assessments aligned with each behaviorally measurable student learning outcome
  - b. A match between the basic text/instructional resources and each course student learning outcome
  - c. Specific examples on how to approach key concepts/skills in the classroom

### Standard Implemented: Partially

April 2007 Rating:

1

Implementation Scale:





## ACCJC Standard I-B: Institutional Mission and 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. Compton Community College District board policies
2. El Camino College District board policies
3. Compton Community College Educational Master Plan, Technology Plan
4. Classroom observations
5. Faculty Handbook
6. Visits to classrooms, labs, the library, and the learning resource center (LRC)
7. Interviews with the Library Services Coordinator, the Learning Resources Center Coordinator, librarians, Compton Center administrators, the Special Trustee, faculty, and students.

#### Findings:

1. The review team examined Compton Community College Board Policy 1.6, Vision Statement/ Institutional Goals, and found that technology is a high priority. Vision Statement #4 states, "Steps need to be taken to keep Compton Community College on the cutting edge of technology." However, team members observed no consistent application of technological approaches in the teaching and learning process, except in those few areas where technology was the primary learning tool, i.e., the PLATO labs and Computer Information Science classes.
2. The review team also found that planning for the use of technology is inadequate. The following table summarizes the strengths and weaknesses of the Compton Center technology program.

#### Quality Criteria for Instructional Technology Program and Review Team's Assessment Compton Center, November 2006

Criteria	Adequate	Inadequate
1. Board policy or administrative regulation for technology		X
2. Clear statement of program philosophy/vision	X	
3. Comprehensive view of technology	X	
4. Needs Assessment		X
5. Measurable student goals and objectives		X
6. Ongoing student assessment		X
7. Ongoing program assessment		X
8. Comprehensive faculty training including measurable standards with a focus on equipment, applications, and integration		X
9. College-wide equipment standards	X	
10. Internet Access standards	X	
11. Role of school library	X	
12. Implementation budget	X	
13. Maintenance budget	X	

The review team found the Compton Center technology program to be inadequate on six criteria and adequate on seven criteria. The following was noted:

**Criterion 1:** Although the board's vision statement recognizes the importance of technology, no policy adequately directs the development and implementation of instructional technology at the Compton Center. However, a draft policy has been prepared, and the MIS faculty planned to submit it to the board by the end of December 2006.

**Criterion 2:** The Educational Master Plan provides a clear vision for instructional technology to develop skills and use tools to enhance curriculum implementation, support assessments and increase the access of information for the students and faculty.

**Criterion 3:** Leaders of the MIS and library services view instructional technology in the Compton Center as a delivery system that will change the way students learn and teachers teach. Students, teachers and administrators will develop skills to retrieve, organize, use, collect and present information effectively.

**Criterion 4:** The strategic planning undertaken by the Compton Center does not reflect an adequate needs assessment. The document does not identify the status of the system's present technology resources, nor is there an analysis of the system's capacity to achieve goals and objectives.

**Criterion 5:** The Technology Plan lacks measurable student goals and objectives to guide instructional planning.

**Criterion 6:** There appears to be no assessment of student achievement in technology tracked over time.

**Criterion 7:** The Compton Center does not appear to monitor the frequency of use or effectiveness of software and hardware used in the center.

**Criterion 8:** In-service training is available for all college faculty. However, a large percentage remains untrained, according to library and MIS personnel. One administrator commented, "We have a large group of 'seasoned' faculty who have eluded technology." Goal 5 of the Technology Plan 2005-2010 proposes to enhance the computer skills of faculty and staff.

**Criterion 9:** Campus equipment is standardized. Purchases are supervised by MIS.

**Criterion 10:** The Compton Center's MIS personnel as well as school site administrators attend to Internet access regulations for students.

**Criterion 11:** Librarians play an important role in technology usage in the Compton Educational Center.

**Criterion 12:** Budgets have adequately funded the mission and objectives of the technology program.

**Criterion 13:** College computers are adequately maintained.

## Recovery Plan Recommendations:

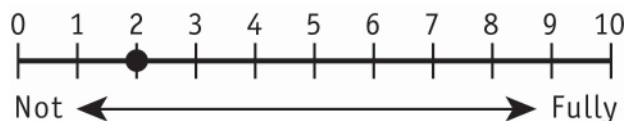
1. Develop for El Camino Community College District board adoption a policy clearly defining the mission and philosophy of the Compton Center's educational technology program.
2. Require regular reports from each building division/department chair regarding the integration of computer skills and technology into the daily instructional program.
3. Using the Technology Plan 2005-2010 as a starting point, develop a comprehensive, long-range technology plan that addresses the quality components specified below:
  - A technology philosophy including the Compton Educational Center's technology mission statement.
  - Ongoing assessment of 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, instructional integration
  - Campus-wide equipment standards
  - An implementation budget
  - A maintenance budget
4. Survey the administrators and faculty to determine current levels of technology proficiency at the Compton Center, and design professional development strategies to address immediate deficiencies.
5. Encourage every faculty member to develop competency using computers to enhance instruction.
6. 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.
7. Require periodic reports regarding the level of faculty technological competence and the integration of technology within the curriculum.

### Standard Implemented: Partially

April 2007 Rating:

2

Implementation Scale:



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 2.11 - Curriculum - Technology Funding**

#### **Professional Standard:**

The college optimizes all funding to install technology in classrooms and offices.

#### **Sources and Documentation:**

1. Compton Community College District board policies
2. Strategic Plan for Technology 2005-2010
3. Compton Community College Educational Master Plan
4. Classroom observations
5. Visits to classrooms, labs, the library, and the learning resource center
6. Interviews with the Management Information Services (MIS) Director, Library Services Coordinator, the Learning Resources Center (LRC) Coordinator, Compton Center administrators, the Special Trustee, faculty, and students

#### **Findings:**

1. Technology related purchases are required to meet minimum specifications provided by MIS, and all purchases are reviewed by the chief MIS officer to ensure cost effectiveness and compliance with minimum specifications.
2. The computer labs are underutilized. During one visit, only 44 students were observed working in labs equipped with a combined total of 384 computers. At the same time, the library is not adequately equipped with technology in good working order. The review team concluded that the priority setting procedures in the budget development process should be reviewed.

#### **Recovery Plan Recommendations:**

1. Use the strategic planning process to upgrade the priority setting and budget processes for technology. Design and implement procedures to accomplish the following:
  - Identify technology programs and group them into broad areas of need or purpose served.
  - Assemble all budgetary information related to each technology program area.
  - Assign costs directly to the division or department to permit better tracking of costs and benefits.
  - Make a clear determination as to how computers will be used to advance curricular goals.
  - Link new acquisition of hardware and software, professional development, and use of computer technology directly to the Compton Educational Center's goals.
  - Conduct an annual review of technology programs in conjunction with the budget approval process to consider terminating programs that do not advance the Compton Center's goals.
  - Require curriculum budget areas to be built considering the priorities of the Compton Center's technology plans. To facilitate sound decisions, link each budget request to an evaluation of past performance and expenditures.
  - Require all faculty who submit budget requests for technology to present an explanation of how allocations will permit accomplishment of the goals, objectives, and priorities of the technology program in measurable terms.

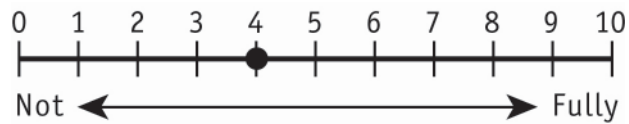
2. Consider implementing a technology budget review process that includes appropriate Compton Center administrators, all division and department chairs and the appropriate faculty organizations to evaluate budget requests and rank them. Budget allocations ranked by priority should be presented to the board with a detailed cost-effectiveness evaluation to support recommendations.
3. Following budget adoption, ensure that appropriate administrators monitor program expenditures and effectiveness as measured by completion of objectives, goal accomplishment, and cost/benefit factors.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 3.1 - Instructional Strategies - Equal Educational Opportunities**

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#### **Legal Standard:**

The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).

#### **Sources and Documentation:**

1. Compton District equity policies: 6.5, Matriculation; 6.6, Policy on Open Courses, Prerequisites, Corerequisites (sic), Recommended Preparation and Limitations on Enrollment; 6.9, Student Equity; 6.11, Tuition (Enrollment Fees); 6.13, Waiver of Fees for School District Students; and 7.1, Academic Affairs: Certificate and Degree Programs
2. El Camino College equity policies: 3410, Nondiscrimination; 4055, Academic Accommodations for Students with Disabilities; 4260.1, Prerequisites and Other Limitations on Enrollment; 5052, Open Enrollment; and 5300, Student Equity
3. Compton Community College Student Handbook and Planner 2005-2006 provides students with a variety of information on admission requirements, waiver of prerequisites, financial aid and opportunities to attain degrees certification and transfer to four-year postsecondary institutions
4. Compton College Student Equity Plan, December 2005
5. Compton College Enrollment Plan, 2005-2006 (Undated)
6. Minutes of the Budget Committee August 2005, Compton Community College District
7. EOPS and CARE Fiscal Review, Compton College, Summary Report (May 2005)
8. Interviews with Compton Center staff, faculty, and students

#### **Findings:**

FCMAT Academic Achievement Standard 3.1 was also selected to address ACCJC Standard I-A. The findings are discussed under ACCJC Standard I-A on pages 23-24.

#### **Recovery Plan Recommendations:**

1. Continue to publicize access and equity opportunities in policies, catalogs, and handbooks.
2. The Compton and El Camino districts' faculties and staffs should conduct joint evaluations of Compton College's Student Equity Plan and the Enrollment Management Plan to determine which elements can be salvaged, and then implement them.
3. Take the following additional actions to improve educational access and opportunity for all students:
  - a. Provide faculty and staff training concerning the management and control of categorical funds.
  - b. Fund financial aid consistent with the needs of the student population.
  - c. Fully fund learning laboratories consistent with student needs.

- d. Fund basic skills instruction consistent with student needs and improve quality to increase the success rate of basic skills students in higher-level courses in the areas in which they have had basic skills instruction.
- e. Improve academic advising by automating and monitoring Individual Educational Plans.
- f. Improve enrollment of males by executing the strategies in the Compton Enrollment Management Plan and through intensive outreach programs.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**





## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

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

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton Community College board policies: 3.2, Academic Records and Procedures; 7.4, Remedial Coursework Limit; 7.9, Expansion of English Curriculum; 7.7, Speech Course Requirement; 7.8, Fine Arts Requirement; and 7.12, General Educational Requirements
2. El Camino Community College board policies: 1200, The El Camino Vision, Mission, Philosophy, Values, and Guiding Principles; 3530, 4055, Academic Accommodations for Students With Disabilities; 4220, Standards of Scholarship; 4025, Philosophy for Associate Degrees and General Education; 4255, Student Progress Early Alert and Referrals; and 5120, Transfer Center
3. Course outlines and syllabi approved by El Camino Community College
4. Interviews with Compton Center and El Camino Community College administrators
5. EOPS and CARE Fiscal Review, Compton Community College, Summary Report (May 2005)

#### **Findings:**

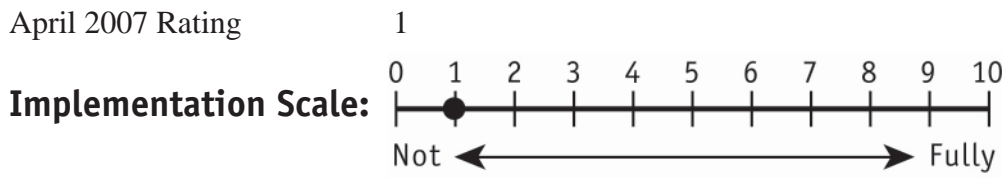
FCMAT Academic Achievement Standard 3.2 was also selected to address ACCJC Standard I-A. The findings are discussed under ACCJC Standard I-A on page 25.

#### **Recovery Plan Recommendations:**

1. The Compton Center and El Camino Community College faculties should collaborate in the development of student learning outcomes (SLOs) that state the task, context (conditions), and standards of performance and require the full range of college-level cognitive skills. Include those SLOs in course outlines and course syllabi.
2. The Compton Center staff should:
  - a. Automate individual student education plans.
  - b. Establish and/or enforce controls that require students to complete and update their IEPs at appropriate times.
  - c. Automatically generate periodic reports of students who have not completed their plans and take action to have IEPs prepared.
  - d. Conduct a random check of the quality of those individual education plans and, where appropriate, advise students to set more challenging achievement goals.

## Standard Implemented: Partially

April 2007 Rating



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 3.5 - Instructional Strategies - Expectations for Students**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton Community College Board Policies 3.2, Academic Records and Procedures; 6.7, Standards of Student Conduct, 6.7, Disciplinary Review Board; 7.4, Remedial Coursework Limit; 7.9, Expansion of English Curriculum; 7.7, Speech Course Requirement; 7.8, Fine Arts Requirement; and 7.12, General Educational Requirements
2. Compton Community College Student Handbook and Planner 2005-2006
3. El Camino College board policies: 1200, The El Camino Vision, Mission, Philosophy, Values, and Guiding Principles; 3530, Weapons on Campus; 3540, Sexual and Other Assaults on Campus; 4055, Academic Accommodations for Students with Disabilities; 4220, Standards of Scholarship; 4025, Philosophy for Associate Degrees and General Education; and 4255, Student Progress Early Alert and Referrals; and 5120, Transfer Center
4. El Camino College Compton Center Spring 2007 Schedule of Classes (online)
5. Student Equity Plan 2005-2010, December 2005, Compton Community College
6. Course syllabi.
7. Interviews with Compton Center faculty, staff, and students.

#### **Findings:**

FCMAT Academic Achievement Standard 3.5 was also selected to address ACCJC Standard I-A. The findings are discussed under ACCJC Standard I-A on pages 27-29.

#### **Recovery Plan Recommendations:**

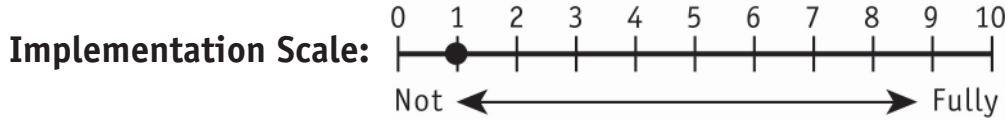
1. Continue to communicate the expectations expressed in policies.
2. Continue to include the behavioral expectations in catalogs and handbooks. Modify syllabi to include high academic expectations, and refer to the behavioral expectations in the college catalog and student handbook.
3. Modify catalogs and handbooks to include high academic expectations as well as academic standards.
4. Monitor the quality of Individual Education Plans to determine if students hold high expectations for their academic performance goals.
5. Pursue the strategies in the Educational Master Plan to improve basic skills instruction, increase degree and certificate completion rates, and raise transfer rates.

- Poll students to: (1) identify their criteria for high behavioral and academic expectations and (2) determine if they perceive that the faculty and staff are communicating those expectations for high standards to the student body. Use the survey data to shape staff and faculty communications. Use the faculty evaluation process and professional development activities to generate more challenging classroom teaching.

**Standard Implemented: Partially**

April 2007 Rating:

1



## ACCJC Standard I-B: Institutional Mission and Effectiveness

### FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

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#### Professional Standard:

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

#### Sources and Documentation:

1. Fifty-seven classroom visits
2. Nine faculty interviews
3. Review of statistical reports
4. Faculty Service Areas Audit
5. Fall 2006 Class Schedule
6. Interview with Associate Director of Human Resources

#### Findings:

1. The review team visited 57 classes. In some instances, class sizes were so small that it is questionable that effective student learning could take place, especially in courses where cooperative learning, peer interaction and group work would be beneficial to student learning. The average class size observed was 11 students, with a range of 1 to 45 students. Many classes operate well below capacity. Enrollment statistics indicated that of 43 discipline areas reviewed, 13 (30%) had enrollments of less than 40% of capacity. With the normal rate of student absences that occur throughout a semester, the actual number and percentage would be much higher.
2. The low enrollment experienced by the Compton Center this year is impacting the average class size and in some cases is adversely affecting learning. Enrollment statistics indicated that of approximately 480 course sections offered for fall 2006, fully one-third were cancelled due to low enrollment. Of the remaining 323 sections in operation, 87 had enrollments of fewer than 10 students, while 43 sections had over 40 students enrolled.
3. There is no standardized start time for classes with the change to a compressed schedule. The following chart illustrates that 42% of all course sections are offered in the mornings before noon, 20% are offered from noon to just before 5:00 pm, and 25% are offered in the evenings.

#### Compton Center 2006 Fall Schedule of Classes by Time of Day, November 2006

Time of Day	# of Sections Scheduled	% of Sections Scheduled
8:00-8:59 a.m.	69	15
6:00-6:59 p.m.	54	12
9:00-9:59 a.m.	51	12
10:00-10:59 a.m.	24	5
11:00-11:59 a.m.	48	10
1:00-1:59 p.m.	44	9
5:00-5:59 p.m.	41	8

<b>Time of Day</b>	<b># of Sections Scheduled</b>	<b>% of Sections Scheduled</b>
Noon-12:59 p.m.	41	8
Saturdays	24	5
7:00-7:59 PM	22	5
3:00-3:59 PM	19	4
4:00-4:59 PM	18	4
2:00-2:59 PM	16	3
6:00-6:59 AM	2	0
Totals	473	100

4. Most faculty assignments now appear supportive of achieving effective student learning. In August 2006, the Office of Human Resources conducted a Faculty Service Area (FSA) audit for full-time and adjunct faculty at the Compton Center and discovered that a number of faculty did not meet the minimum qualifications to teach in their assigned subject areas. It appears that most faculty in this situation were adjunct. In addition, it was unclear exactly how many faculty did not meet the minimum qualifications to teach in particular service areas. The numbers reported by some Compton Center personnel did not match the numbers identified in the FSA audit. However, the audit did not make it clear exactly how many faculty did not meet minimum qualifications. It was reported that a special assignment was designated for the full-time faculty in this situation and that the adjuncts were not rehired.

### **Recovery Plan Recommendations:**

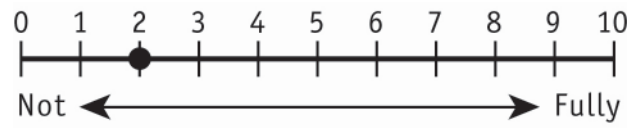
1. Manage the schedule of course offerings more efficiently to control the numbers of students enrolling in sections, to ensure a critical mass of students to maintain courses at acceptable levels of enrollments throughout the semester.
2. Require instructional leaders to more carefully develop and monitor semester schedules of classes and assist in the recruitment of students for classes. Investigate reducing the number of course sections offered, the total number of courses offered, combining sections of a course, and other approaches to help guarantee a critical mass of students in all courses. Consider the following suggestions for recruiting students:
  - a. Develop a comprehensive student recruitment plan for the Compton Center.
  - b. Involve instructional area leaders and faculty in the development and implementation of the plan.
  - c. In the plan, address the possibility of establishing an early registration system in feeder high schools.
3. Investigate how other colleges using the compressed calendar schedule classes throughout the week to see if a more standardized schedule of class offerings can be developed, particularly for class start and end times. Have instructional leaders screen the qualifications of all new faculty hires, both contract and adjunct, before employment. Through the Human Resources office, officially certify the minimum qualifications and FSAs before any faculty member is hired.

## Standard Implemented: Partially

April 2007 Rating:

2

**Implementation Scale:**





## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 3.12 - Instructional Strategies - Academic Achievement Standards**

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#### **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 Compton Center August 2006 Flex Day agendas
2. Compton Community College Professional Development Program Plan 2005-2006
3. Compton Community College Vision and Mission Statements
4. El Camino College Compton Center course outlines of record
5. ACCJC Standards
6. Sample of faculty and administrative performance evaluations
7. Compton Community College Faculty Handbook
8. Review team's class and computer lab observation data
9. Faculty and administrator interviews

#### **Findings:**

1. The faculty was given insufficiently focused direction to guide the implementation of varied instructional strategies that address their students' diverse needs and modify and adjust their instruction appropriately (see also FCMAT Standard 5.1). The ACCJC standards emphasize the need for innovative and non-traditional approaches to engage the 21st century student in successful learning. The Compton Community College Vision and Mission Statements document stipulates, "Make use of collaborative learning strategies in the context of the classroom experience, with demonstrated pedagogical value and effectiveness for the students served by the college." One division vision statement affirms, "We believe that formal lecture alone is not the only effective means in helping students to achieve learning outcomes ... experiential learning and competency-based skill development are viable and sometimes more appropriate." Professional development in the Compton Community College Professional Development Program Plan 2005-06 focused on the development of student learning outcomes (SLOs), Program Planning Review (PPR), and course outline updates for the faculty. In addition, there was a campus-wide effort for implementation of a new student information system, Datatel Colleague. The Compton Community College Professional Development Program Plan 2005-2006 references the National Staff Development Council (NSDC) in describing what professional development planning should include (see also FCMAT Standard 5.1). Included are references to a "focus on specific issues of curriculum and pedagogy ... in the context of actual classrooms" and "Develops, refines, and expands faculty's pedagogical repertoire, content knowledge, and the skills to integrate both."
2. Center course outlines of record do not provide instructors with adequate linkage to varied instructional strategies for guidance in their instructional planning (see also FCMAT Standards 2.3 and 2.4).

3. Evidence of ongoing faculty professional development in the use of varied instructional strategies was not presented to the review team. August 2006 Flex Day agendas examined by the review team did not contain professional development activities focused on improving instruction. The review team examined procedures for conference attendance but received no data that conferences are regularly attended across divisions (see also FCMAT Standards 5.1 and 5.2). Upon examining a 10% random sample of faculty performance evaluations, the review team found no instance where supervisors gave constructive feedback to faculty for improving instruction (see also FCMAT Standard 5.7).

In 57 classes visited over three days by the review team, the majority of instructional activities observed were passive in nature with limited variation in instructional strategies and resource use. The following table includes faculty activities in classes visited at the time of the observations.

**Snapshot Record of Faculty Activities During On-Site Visit  
El Camino College Compton Center, Fall 2006**

Division	# Classes Visited	At Desk		Lecture		Small Group		Q&A		Assisting		*Use Tech		**Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business Education	7	2	29	2	29	0	0	1	14	0	0	1	14	1	14
Comm/ Humanities	7	5	71	1	14	0	0	0	0	0	0	0	0	1	14
Creative, Perform./ Tech. Arts	1	0	0	0	0	0	0	0	0	0	0	1	100	0	0
ESL/ Foreign Language	3	0	0	3	100	0	0	0	0	0	0	0	0	0	0
Family Studies	3	0	0	0	0	0	0	0	0	0	0	0	0	3	100
Human Services/ Nursing	2	1	50	0	0	0	0	0	0	0	0	1	50	0	0
Math/ Science	18	4	22	7	39	0	0	3	17	0	0	1	6	3	17
Physical Education	1	0	0	0	0	0	0	0	0	1	100	0	0	0	0
Social Science	5	2	40	3	60	0	0	0	0	0	0	0	0	0	0
Tech. Studies	10	3	30	1	10	2	20	0	0	3	30	0	0	1	10
Totals	57	17	30	17	30	2	4	4	7	4	7	4	7	9	16

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

\*\* Other: Testing, giving reports, reading, watching film, not engaged in educational activity

The table below displays the type of activities in which students were involved at the time of the classroom visits.

**Snapshot Record of Student Activities During On-Site Visit  
El Camino College Compton Center, Fall 2006**

Division	# of Classes Visited	Seat-work		Q & A		Large Group Passive		Small Group		*Use Tech.		**Other	
		#	%	#	%	#	%	#	%	#	%	#	%
Business Education	7	1	14	1	14	2	29	1	14	1	14	1	14
Comm./Humanities	7	4	57	0	0	1	14	0	0/5	0	0	2	29
Creative, Perform./Techn. Arts	1	0	0	0	0	1	100	0	0	0	0	0	0
ESL/Foreign Language	3	0	0	0	0	3	100	0	0	0	0	0	0
Family Studies	3	0	0	0	0	0	0	0	0	0	0	3	100
Human Services/Nursing	2	0	0	0	0	0	0	0	0	0	0	2	100
Math/Science	18	0	0	3	17	9	50	1	6	0	0	5	28
Physical Education	1	0	0	0	0	0	0	0	0	0	0	1	100
Social Science	5	0	0	1	20	2	40	1	20	0	0	1	20
Techn. Studies	10	3	30	0	0	0	0	2	20	2	20	3	30
Totals	57	8	14	5	9	18	32	5	9	3	5	18	32

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

\*\*Other: Testing, giving reports, reading, watching film, not engaged in educational activity

The following observations were made concerning the faculty and student activities tables:

- During class visits by the review team, most instructional activities were limited in variety. Faculty were either lecturing (from their desk or standing at the front of the class) or at their desk occupied with other tasks in 60% of the classes visited. Faculty were observed in other activities (not present, monitoring tests, or not engaged in instructional activities) in 16% of the classes visited.
- Students were observed in large group passive activities in 32% of the classes. Students were involved in other activities (testing, giving reports, reading, watching film, not engaged in educational activity) in 32% of the classes visited. In 18% of classes visited, students were involved in small group work or in large group question and answer discussions with the instructor. Students were doing seatwork in 14% of classes visited.
- Use of technology by faculty for instruction was observed in just four of the 57 classes visited. Faculty were observed either using overhead projectors or conducting a PowerPoint presentation. Use of technology by students in other than computer labs was observed in three of the classes visited.
- The review team observed occasions during class visits where the instructor was not present for a scheduled class and where faculty and/or students arrived for the class well after the scheduled start time.
- The review team counted approximately 384 computers in the labs visited. A total of 44 students were observed using these computers during the visits (see also ACCJC Standard II-C, FCMAT Standard 6.2).

## Recovery Plan Recommendations:

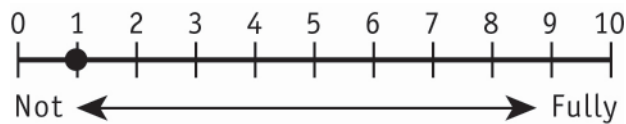
1. Develop a comprehensive, long-range professional development plan that is based on a careful analysis of data, is data-driven, and focuses on proven research-based approaches that have been shown to increase productivity.
2. Revise Compton Center course outlines of record to provide specific examples on how to teach key concepts/skills in the classroom to ensure deep alignment.
3. Provide professional development opportunities for faculty in the use of a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately. Require supervisors of faculty to provide regular, constructive feedback to faculty with regard to instructional methodology observed. Link professional development to performance evaluation.

## Standard Implemented: Partially

April 2007 Rating:

1

Implementation Scale:



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

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

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#### **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 Course of Study
3. Course Schedule Fall 2006
4. Interviews with administrators and faculty
5. Classroom observations
6. Current board policies for Compton Community College and El Camino Community College
7. Standards set by the Accrediting Commission for Community and Junior Colleges

#### **Findings:**

1. The Compton Center has developed content and learning objectives for all courses (see also FCMAT Standard 2.3), but the objectives are not followed well in course delivery (see also FCMAT Standard 2.4). Course syllabi that faculty use to drive delivery of a course show that the alignment of the content and learning objectives between the approved courses of study and the courses delivered is not well matched. From an analysis of a sample of courses of study and course syllabi, approximately 60% of syllabi do not adequately address the content and learning objectives of the approved course of study.
2. Board policy does not explicitly address the development of content and learning objectives for all courses in all subjects, nor does it provide direction for faculty to follow approved course objectives.

#### **Recovery Plan Recommendations:**

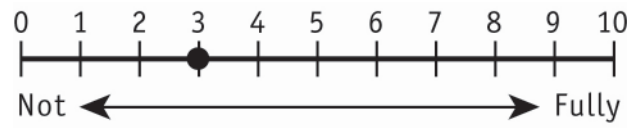
1. Establish an expectation that course syllabi and course delivery align teaching with the content and learning included in the approved courses of study ACCJC Standard II-A.6 states, "In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline."
2. Establish board policy to direct personnel to develop courses of study that specify content and learning objectives for each course in every subject. In this policy, direct faculty to follow course objectives in the delivery of approved courses.

## Standard Implemented: Partially

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 4.2 - Assessment and Accountability - Measurement of Learning Outcomes**

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#### **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 Course Outlines
3. Standards set by the Accrediting Commission for Community and Junior Colleges
4. Board policies for El Camino College Compton Center and El Camino Community College

#### **Findings:**

1. A limited variety of assessment tools are used by the faculty, but the linkage between assessment and learning outcomes is not well articulated.
  - El Camino College Compton Center course syllabi indicate that student achievement is measured through a variety of measurement tools that include instructor-made tests, quizzes, reports, and projects. The most frequently identified assessment mode is multiple choice tests. Identification of performance type assessments requiring students to apply learning in meaningful problem solving situations involving multiple cognitive processes is very limited.
  - During classroom observations, review team members observed students completing assessments that involved multiple choice items requiring cognition processes of mostly knowledge and comprehension.
2. Board policy does not specify the nature and use of assessment to measure student learning.

#### **Recovery Plan Recommendations:**

1. Establish an expectation that assessment tools measure intended learning outcomes for a course and that measurement tools include a variety of formats to evaluate learning across a range of cognitive processes from knowledge to synthesis, analysis, and evaluation.
  - a. Design assessments that are deeply aligned with the learning objectives included in the approved course outlines.
  - b. Expand the types of assessment formats used to include a range of cognitive processes and means of demonstrating learning that include authentic problem solving and application (see also FCMAT Standard 3.4).
  - c. Use Standard II-A.2a from the Accrediting Commission for Community and Junior Colleges to guide these efforts: “The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs.”
2. Develop and implement a board policy to direct Compton Center personnel in the design and use of assessment to measure student learning.

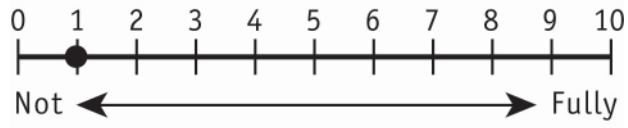


**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 4.3 - Assessment and Accountability - Alignment of Assessments and Use of Data**

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#### **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 Course of Study
3. Board policies for El Camino College Compton Center and El Camino College
4. Interviews with administrators and faculty
5. Standard established by the Accrediting Commission for Community and Junior Colleges

#### **Findings:**

1. Assessments described in course outlines and in course syllabi are not aligned with course objectives. Evaluation tools to examine the effectiveness of course sequences leading to higher levels of study do not exist.
  - While many course outlines indicate methods of evaluation, these methods typically list processes such as quizzes or essays, but do not link assessment to measuring the intent of the course outcomes. Many course syllabi do not include course objectives and do not delineate assessment of course objectives. Review team members compared a sample of course outlines with course syllabi and found that 60% of course syllabi do not include course objectives to communicate the outcomes of the course to students. Of the syllabi examined, 55% do not identify what learning will be measured. According to the standards established by the Accrediting Commission for Community and Junior Colleges (Western Association of Schools and Colleges), Standard II-A.1c, there is an 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.”
  - Review team members looked for the use of tools/methods to examine how sequences of courses are evaluated to help administrators and faculty determine if courses and programs leading to degrees and certificates are effective. There are no procedures in place to evaluate course or program effectiveness. Additionally, there is no process in place to evaluate developmental courses and courses for ESL to analyze how these course sequences are preparing students to advance to credit courses (see also FCMAT Standards 3.15 and 3.24 under ACCJC Standard II-B). According to Standard II-A.2e set by the Accrediting Commission for Community and Junior Colleges, “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.”

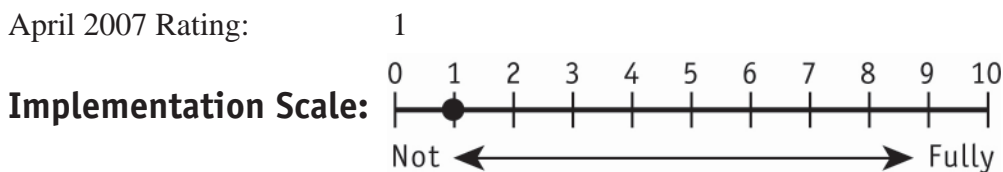
2. Resources are not currently available to support administrators and faculty in collecting data on course and program effectiveness due to the change in staffing and design of the Office of Institutional Research.
3. Board policy does not exist to direct the development of assessment tools to evaluate the quality and relevance of courses, programs, degree and certificate offerings.

**Recovery Plan Recommendations:**

1. Establish methods and procedures for measuring learning outcomes in approved courses and for using data to evaluate course and program goals:
  - Specify an expectation that all course outlines delineate assessment methods that are clear measures of course outcomes. Further, establish an expectation that all course syllabi describe course objectives and methods of measuring attainment of these outcomes.
  - Establish an expectation that faculty use assessment data to reteach students who need expanded opportunities to learn intended course outcomes. Use Standard II-A.1c established by the ACCJC as a reference.
2. Design tools and processes to evaluate course and program relevance and effectiveness. Refer to Standard II-A.2e set by the ACCJC. Include an examination of non-credit courses, particularly courses for ESL and basic skills, in terms of how these courses are used to accelerate students to credit courses. Establish a means to procure the full services of an Office of Institutional Research.
3. Establish board policy to direct the design of assessment tools to evaluate courses and programs for the purpose of monitoring relevance and quality.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 4.4 - Assessment and Accountability - Availability of Data**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton Community Educational Master Plan, 2005-2010
2. Interviews with the special trustee, administrators, and faculty
3. Document request for data on student learning
4. Board policies for El Camino College Compton Center and El Camino Community College
5. Standards established by the Accrediting Commission for Community and Junior Colleges

#### **Findings:**

1. Data are not collected on course or program effectiveness, so these data are not available to inform decision making for improved student learning.
  - The Office of Institutional Research that provides data collection and analysis for the El Camino College Compton Center is in transition and does not currently provide service to the administration and faculty.
  - Personnel at the El Camino College Compton Center could not provide requested data on student learning, cohort studies, program reviews, and post-graduate academic and career success rates.
  - The ACCJC standards for evaluating courses and programs are not implemented at the El Camino College Compton Center. Standard II-A.2f states, “The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning objectives 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.”
2. Board policy does not exist to direct the collection and use of data to evaluate the quality and relevance of courses, programs, and degree and certificate offerings.

#### **Recovery Plan Recommendations:**

1. Establish methods and processes for data collection and use.
  - Provide technical support via research and evaluation personnel for data collection and analysis and provide training for administrators and faculty in using data to address issues of student learning.
  - Establish the expectation that research and evaluation methods provide data to analyze such institutional areas as course and program effectiveness, cohort tracking, follow-up studies on graduates, transfer success rates in UC and CSU systems, and successful completion of degree and certificate programs by English learners.

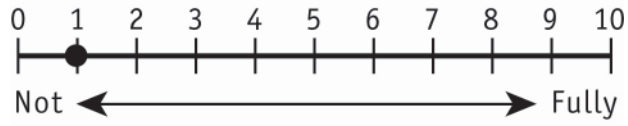
2. Establish board policy to direct personnel to use assessment tools to collect data on program effectiveness and to analyze data to evaluate relevancy and quality of courses and course sequences for degree and certificate attainment.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 4.10 - Assessment and Accountability**

#### **- State and Federal Accountability**

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#### **Professional Standard:**

The board and college understand the elements of state and federal accountability programs and communicate the availability of options and special services to students.

#### **Sources and Documentation:**

1. Interviews with administrators and faculty
2. Requested documentation on federal program plans, budgets, and evaluations
3. Compton Community College Policy Manual of the Board of Trustees, 2003
4. Compton Community College Student Handbook and Planner 2005-2006
5. Board policies for El Camino College Compton Center and El Camino Community College

#### **Findings:**

1. State and federal programs are administered by many different administrators with no designated oversight for accountability and coordination of communication of available options to students and faculty.
  - Several administrators manage categorical programs. No manager provides oversight or direction for these program administrators. No plans were presented showing how state and federal program delivery is structured, how funding is budgeted and expended, or how program effectiveness is measured.
  - Documentation of how service options are communicated to students was present in the Compton Community College Student Handbook and Planner 2005-2006, and in some brochures such as one prepared by California Work Opportunity and Responsibility to Kids Act (CalWORKS). There is no coordinated approach to ensure that students who qualify for services are aware of eligibility at registration. Specific offices are provided on campus to facilitate access to program information such as Educational Opportunity Programs and Services (EOPS), CalWORKS, Cooperative Agencies Resources for Education (CARE), Financial Aid, and the student support services program (TRIO), but the function and procedures in these offices are not coordinated to provide clear access for students.
  - Through interviews and student survey data, students expressed dissatisfaction with the customer service provided by the staff in some of these offices, particularly the Financial Aid Office.
2. Board policy does not address the management of state and federal accountability programs.

#### **Recovery Plan Recommendations:**

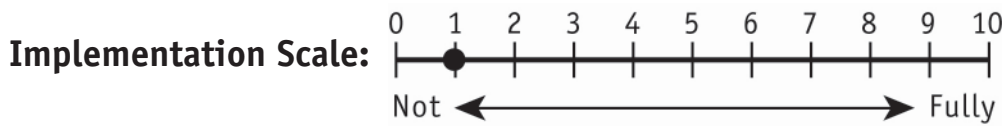
1. Establish policies and procedures for the administration and accountability of state and federal programs, and ensure that communication of services is provided to students at registration.
  - Establish board policies for the management and accounting of state and federal programs.

- Designate a manager with adequate knowledge and understanding of state and federal programs to oversee the administrators who manage these programs and require this manager to establish procedures for planning, budgeting, accounting, communication with students, and evaluation of each program.
- Require regular evaluation of services to students that includes an evaluation of timeliness of service, accuracy of information, and satisfaction surveys.
- Provide training on customer service etiquette to faculty and staff who serve students.
- Require regular reporting of services provided, funding management and use, and customer satisfaction.

**Standard Implemented: Partially**

April 2007 Rating:

1





**ACCJC Standard I-B: Institutional Mission and 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. Compton Community College Professional Development Program Plan 2005-2006
2. Compton Community College Educational Master Plan
3. Faculty and Classified Bargaining Unit Contracts
4. Curriculum Handbook for El Camino Community College
5. Sample of Compton Center administrator job descriptions
6. Compton Community College—Request for Conference Attendance
7. August 2006 Flex Day agendas
8. Interviews with Compton Center administrators and faculty

**Findings:**

1. El Camino College Compton Center professional development planning does not meet standard criteria for adequacy of design. However, some design elements of professional development planning were evident in the Compton Community College Professional Development Program Plan (PDPP) 2005-2006, Compton Community College Educational Master Plan, and other related documents. The PDPP was intended for the 2005-2006 year only, and the Compton Center has no current long-range professional development planning process in place. In accordance with the agreements set forth in the Memorandum of Understanding between El Camino Community College and Compton Community College District, the Compton Community College Educational Master Plan has been set aside; however, the review team found elements of professional development guidance in both the PDPP and the Educational Master Plan that are noteworthy. The table below presents the criteria and review team’s ratings of the El Camino College Compton Center professional development program against those criteria.

**Quality Criteria for Professional Development and Review Team’s Assessment**  
**El Camino College Compton Center, Fall 2006**

Criteria	Review Team Rating	
	Adequate	Inadequate
1. Has a policy which directs professional development efforts	P*	
2. Has a plan which provides a framework for integrating innovations related to mission		X
3. Has a professional development mission in place	P*	
4. Is built using a long-range planning approach		X
5. Fosters an expectation for professional growth	P*	
6. Provides for organizational, unit, and individual development in a systematic manner		X
7. Is for all employees	P*	

Criteria	Review Team Rating	
	Adequate	Inadequate
8. Expects each supervisor to provide professional development to faculty and staff		X
9. Focuses on organizational change - professional development efforts are aligned with the district's goals	P*	
10. Is based on a careful analysis of data and is data-driven	P*	
11. Focuses on proven research-based approaches that have been shown to increase productivity		X
12. Provides for three phases of the change process: initiation, implementation, and institutionalization		X
13. Is based on human learning and development and adult learning		X
14. Uses a variety of professional development approaches		X
15. Provides for follow up and on-the-job application necessary to ensure improvement		X
16. Requires an evaluation process that is ongoing, includes multiple sources of information, focuses on all levels of the organization, which is based on actual changed behavior		X
17. Provides for system-wide coordination and has a clearinghouse function in place		X
18. Provides the necessary funding to carry out professional development goals		X
<b>Percent satisfied</b>	33%	
P*= Partially satisfied. The criterion for professional development design, while satisfied, is found in documents that are no longer functioning as guidance for professional development at El Camino College Compton Center		

A professional development program is considered adequate in design when 70% of the criteria are satisfied. The table above illustrates that the planning design of the El Camino College Compton Center professional development program partially satisfied six of the 18 criteria, or 33%. Thus, professional development planning design was rated as inadequate to effectively guide the center's professional development program. Some of the criteria for professional development design rated as P\* had not been implemented (delivered) effectively. Implementation of the professional development planning guidance presented in center documents is dealt with separately in FCMAT Standard 5.6.

Comments concerning each criterion above include:

**Criterion 1:** No current professional development planning document or board policy directing professional development efforts was presented to the review team. The Compton Community College Educational Master Plan has been set aside as part of the Memorandum of Understanding between the Compton Community College District and El Camino Community College. However, the goals and action plans of the Educational Master Plan include this statement: "Enhance the skills of faculty and academic staff with specific staff development activities." The action plans for this goal include:

- “Provide all faculty and staff with regular and recurrent technical training sessions that update and enhance their technology skills.
- “Provide faculty and staff with professional development opportunities to enhance their computer skills ...
- “Facilitate faculty and staff participation in the implementation of the Datatel management information system.
- “Create and institute ‘The Compton Institute of Teaching and Learning,’ a centralized professional development clearinghouse that provides faculty and staff with specific on-campus training sessions, off-campus workshops and conferences, short-term courses for teaching and learning improvement both on and off-campus, and the like – all supported and funded by the institution on a regular basis as a more important evidence of flex day activities.” The review team received no information that this institute was implemented.

The PDPP references the National Staff Development Council (NSDC) in describing what constitutes a high quality and effective professional development program that will benefit all of its faculty and staff. The PDPP states, “In sum, the college strives to provide an effective professional development program.” The PDPP then lists desirable elements of the professional development program.

**Criterion 2:** A current plan that provides a framework for integrating innovations related to mission was not presented to the review team. The PDPP for 2005-06 describes professional development as falling into two broad categories: mandatory and discretionary. Mandatory training encompasses training in the standard software utilized by the college, sexual harassment and ethics. Additionally, new employees receive an orientation to the college’s rules, regulations, and shared common practices. New administrators receive training on contract provisions. Discretionary professional development is described as those areas all employees are encouraged to pursue, such as faculty learning in the enhancement of their curriculum and classified promotional opportunities. In Criterion 2, the Compton Community College Educational Master Plan action plan related to professional development was described. The plan also supports increasing opportunities for faculty to explore “innovations in group-based learning which community colleges are well positioned to develop.”

**Criterion 3:** The Compton Community College Educational Master Plan lists goals to define the mission of the college, one of which is: “To develop programs to ensure the continued professional growth of faculty and staff.” A professional development mission is implied when the PDPP references the ACCJC standards for professional development in stating, “The Compton Community College strives to provide a professional development program that is guided by a clearly stated purpose, written goals, and appropriate evaluation. The college’s professional development opportunities provide faculty and staff with knowledge and the skills to improve instruction and the curriculum to efficiently carry out the operational requirements of the college. Administrative support and training are provided to all faculty members new and returning; and administrators will be provided with appropriate training and support opportunities. All staff and professional development activities will include evaluation, which provides constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.”

**Criterion 4:** No evidence of a long-range planning approach was presented to the review team.

**Criterion 5:** No center board policy fostering an expectation for professional growth was presented to the review team. However, the first line of the introduction to the PDPP states, “Learning shall be expected of students and instructors and administrators in order to achieve a reciprocal process of accountability.” The PDPP also affirms, “Professional development for employees is not optional, especially in light of the ever changing demands of the community and the marketplace.” As mentioned for Criterion 2, faculty and classified personnel are encouraged at their own discretion to pursue professional development outside of what the college offers.

**Criterion 6:** The review team was not presented with evidence that center professional development provides for organizational, unit, and individual development in a systematic manner.

**Criterion 7:** The PDPP and Compton Community College Educational Master Plan call for professional development for administrators, faculty and classified staff. Mandatory and discretionary professional development and training activities were provided in 2005-2006 to all personnel. However, in interviews with faculty and administrators, few examples were provided of professional development they had received in recent years. In addition, the agenda for professional development provided by center administrators was limited to the two flex days in August 2006 (focusing on orientation of personnel to the changes in organizational and curricular processes and procedures due to the new partnership with El Camino Community College) and those activities listed in the PDPP for 2005-06.

**Criterion 8:** The review team was not provided with evidence that there are expectations for supervisors to provide professional development to faculty and staff. The review team examined a sample of administrator job descriptions provided by center personnel. None of the job descriptions examined contained an expectation that supervisors will provide professional development to faculty. Some of the job descriptions called for training assigned office staff.

**Criterion 9:** There is no current center professional development plan focused on organizational change and aligned with the center’s goals. However, the review team was informed that the current year flex day activities were used to orient the faculty and staff to the organizational changes due to the partnership between Compton Community College District and El Camino Community College. Both the PDPP and the Compton Community College Educational Master Plan reference the importance of professional development being aligned with the goals of the college. The PDPP states that the professional development program “Uses long-term professional development planning processes connected to the college’s educational master plan that reflects both college-based priorities and individual learning needs.”

**Criterion 10:** The review team was not given evidence that professional development is based on a careful analysis of data and is data-driven. The PDPP references the National Staff Development Council in stating, “Professional development derives from analysis of student learning of specific content in a specific setting” and “uses assessment and feedback via active monitoring of student learning and feedback on teacher learning and practice.” The PDPP states, “The assessment of professional development needs includes the identification of students’ knowledge and skill, and the educators’ knowledge and skill.” The review team was given no evidence that professional development is linked to performance evaluation.

**Criterion 11:** The PDPP references the National Staff Development Council’s view of professional development: “[Professional Development] Focuses on specific issues of curriculum and pedagogy that are derived from research ...” The review team was not given documentation that Compton Center professional development was derived from research. No system-wide process for evaluating professional development activity content for its research base exists at El Camino College Compton Center.

**Criterion 12:** The PDPP requires that the college professional development program “Develops, refines, and expands faculty’s pedagogical repertoire, content knowledge, and the skills to integrate both.” The review team was not given information showing that professional development for a given topic was provided multiple times to reflect the three phases of the change process: initiation, implementation, and institutionalization.

**Criterion 13:** The PDPP references the National Staff Development Council’s view that professional development “embodies a clearly articulated theory or model of adult learning.” The review team received no evidence of the use of a clearly articulated theory or model of adult learning to plan the few center professional development activities that were implemented between 2005 and the present.

**Criterion 14:** The review team was not given documentation that professional development is planned to provide a variety of professional development approaches.

**Criterion 15:** Center personnel did not provide the review team with documentation that either the center professional development program or the performance evaluation process as defined in the faculty or classified contract provides for follow up and on-the-job application necessary to promote improvement (see also FCMAT Standard 5.7).

**Criterion 16:** The PDPP requires that the professional development program “Builds in accountability practices and evaluation of professional development programs to provide a foundation for future planning.” Center administrators did not provide the review team with documentation that professional development is evaluated for effectiveness using multiple sources of information, focusing on all levels of the organization, and based on actual changed behavior.

**Criterion 17:** The center has a process for system-wide coordination of professional development but not one to serve as a system-wide clearinghouse function. Center administrators stated that the center has a Professional Development Committee that coordinates planning efforts with the Flex Day Committee. The review team asked for but was not given minutes or agendas of these committee meetings. Documentation for a clearinghouse function of these committees was not presented to the review team. The Compton Community College Educational Master Plan calls for the college to “Create and institute ‘The Compton Institute of Teaching and Learning,’ a centralized professional development clearinghouse that provides faculty and staff with specific on-campus training sessions, off-campus workshops and conferences, short-term courses for teaching and learning improvement both on and off-campus, and the like – all supported and funded by the institution on a regular basis as a more important evidence of flex day activities.” The organizational changes that transpired due to the Memorandum of Understanding with El Camino Community College at the beginning of this school year may have led to the center administration’s decision to set aside any plans they may have had for implementing



this institute. Center administrators stated that the center has no system-wide database of on-campus and off-campus professional development needed to monitor participation.

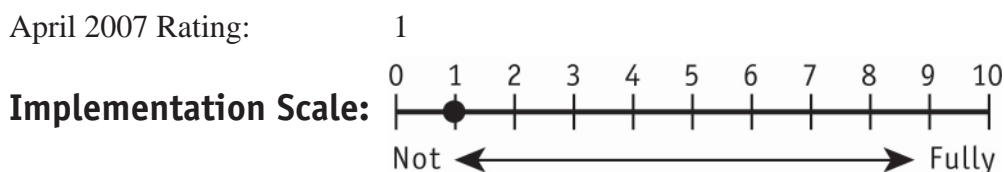
**Criterion 18:** The review team was presented with information through interviews with center administration and faculty that the protocol for approval of attendance and funding for off-campus conferences and workshops is not equitably or frequently applied across all divisions. In the absence of a system-wide database of professional development participation in off-campus conferences and workshops, the review team could not verify this information.

### Recovery Plan Recommendations:

1. Using the Compton Community College Professional Development Program Plan 2005-2006 and the Compton Community College Educational Master Plan as springboards, develop a comprehensive, long-range professional development plan that addresses all the quality components specified below:
  - a. Has a board policy that directs professional development efforts
  - b. Has a plan that provides a framework for integrating innovations related to mission
  - c. Has a professional development mission in place
  - d. Is built using a long-range planning approach
  - e. Fosters an expectation for professional growth
  - f. Provides for organizational, unit, and individual development in a systematic manner
  - g. Is for all employees
  - h. Expects each supervisor to provide professional development to faculty and staff
  - i. Focuses on organizational change; professional development efforts are aligned with the Compton Center's goals
  - j. Is based on a careful analysis of data and is data-driven
  - k. Focuses on proven research-based approaches that have been shown to increase productivity
  - l. Provides for three phases of the change process: initiation, implementation, and institutionalization
  - m. Is based on human learning and development and adult learning
  - n. Uses a variety of professional development approaches
  - o. Provides for follow up and on-the-job application necessary to ensure improvement
  - p. Requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization, which is based on actual changed behavior
  - q. Provides for system-wide coordination and has a clearinghouse function in place
  - r. Provides the necessary funding to carry out professional development goals

### Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 5.2 - Professional Development - Instructional Improvement**

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#### **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 August 2006 flex day agendas
2. Compton Community College Professional Development Plan 2005-2006
3. Compton Community College Educational Master Plan
4. Interviews with center administrators and faculty

#### **Findings:**

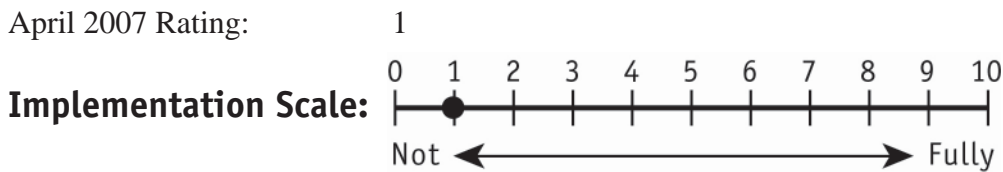
1. Professional development of knowledge and skills has not been provided for all center faculty and staff. The review team noted in Standard 5.1 some of the components of professional development planning design in the PPDP and the Compton Community College Educational Master Plan; however, few of the design components of these documents have translated into professional development for improved performance for center personnel. The following was noted by the review team:
  - a. The only professional development provided by the center so far in the 2006-2007 school year was on two flex days in August 2006. The agenda for these days were limited to familiarizing center personnel with the organizational and curricular changes due to the new partnership with El Camino Community College. The PDPP focused the few flex days and other professional development activities in 2005-06 primarily on orientation to the new Datatel system, various technology trainings, development of student learning outcomes, and revision of Compton Community College course outlines. The review team received sign-in sheets for the two August 2006 flex days but received no other evidence of actual implementation of planned professional development over two years. No evidence of multiple professional development opportunities to initiate, implement, and institutionalize a given topic was provided.
  - b. The review team received no documentation that professional development opportunities were linked with performance evaluation (see also FCMAT Standard 5.7).
  - c. System-wide coordination of professional development through the Professional Development Committee and Flex Day Committee was evident; however, a clearinghouse function for professional development does not exist (see also FCMAT Standard 5.1). The Compton Community College Educational Master Plan goal of developing an “Institute of Teaching and Learning” was not implemented.
  - d. There is no system-wide database of professional development activity participation to monitor professional development for equity across the divisions, with follow-up training. There is no institutional research department or office to assist in maintaining such a database.
  - e. The review team received no documentation that professional development activity evaluation was ongoing, used multiple sources of information, focused on all levels of the organization, or was based on actual changed behavior.

## Recovery Plan Recommendations:

1. Provide faculty and instructional staff from all divisions with professional development to equip them with the knowledge and skills to improve instruction and the curriculum.
  - a. Utilize flex days as appropriate for knowledge and skill professional development. Provide multiple professional development opportunities for all personnel to initiate, implement, and institutionalize a given topic. Focus on proven research-based approaches that have been shown to increase productivity. Base professional development on a clearly articulated theory or model of adult learning.
  - b. Link professional development opportunities with performance evaluation. Provide follow-up and on-the-job application as necessary to promote improvement.
  - c. Revise the responsibilities of the center's Professional Development and Flex Day committees to include a clearinghouse function for professional development. Revisit the "Institute of Teaching and Learning" concept for potential implementation as described in the Compton Community College Educational Master Plan.
  - d. Develop a database of campus and off-campus professional development participation to monitor on-campus professional development for follow-up and on-the-job application, as well as to ensure equitable and appropriate allocation of funds for conference attendance.
  - e. Require evaluation of all professional development activities using multiple sources of information, focusing on all levels of the organization and based on actual human behavior.

### Standard Implemented: Partially

April 2007 Rating:





**ACCJC Standard I-B: Institutional Mission and Effectiveness**  
**FCMAT Academic Achievement Standard 5.6 - Professional Development -**  
**Administrative Support**

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**Professional Standard:**

Administrative support and training are provided to all faculty members, and new faculty members and administrators are provided with training and support opportunities.

**Sources and Documentation:**

1. August 2006 flex day agenda
2. Interviews with Compton Center administrators and faculty
3. El Camino Community College and Compton Community College policies

**Findings:**

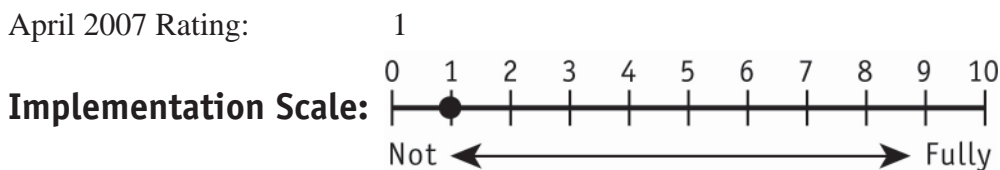
1. There is no system-wide policy or process for professional development for new center faculty other than an orientation to the center at the beginning of the school year. Some division chairs commented that they conduct follow-up orientation specific to their division with new faculty.
2. There is no system-wide database at the center to monitor on-campus and off-campus professional development participation and ensure that all center faculty and administrators are provided with training and support opportunities. The center has no institutional research department to assist in maintaining such a database.

**Recovery Plan Recommendations:**

1. Submit policy for El Camino Community College District board approval requiring that administrative support and training be provided to all center faculty members and administration. Include specific requirements for new faculty member and new administrator professional development.
2. Develop and maintain a system-wide database of professional development participation to monitor administrative support and training for all new and existing center faculty members and administrators.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard I-B: Institutional Mission and Effectiveness**

### **FCMAT Academic Achievement Standard 5.7 - Professional Development - Evaluation and Constructive Feedback**

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#### **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. Compton Community College Board Policy 4.10
2. Faculty and classified bargaining unit contracts
3. Ten percent random sample of administrator, faculty, and classified performance evaluations
4. Faculty Evaluation Schedule
5. Interviews with Compton Center administrators and faculty
6. Compton Community College Professional Development Program Plan 2005-2006

#### **Findings:**

1. The faculty performance evaluation process is not implemented consistently or in accordance with contractual procedures and timelines. Article X of the Faculty Bargaining Unit Contract describes the procedure for evaluating faculty. Article X, 10.6 of the contract states, "Upon three days' advance notice to the evaluatee (sic), the district-designated administrator or the evaluatee's immediate supervisor shall visit one or more classes, or the evaluatee's workstation, for the purpose of observation(s) and evaluation of performance." Data listing the dates when tenured, probationary, and adjunct faculty were last evaluated and the schedule for their next evaluation show that the timeline for faculty evaluation defined in the bargaining unit contract is not followed. A center institutional research department to assist in maintaining this database does not exist. Issues with center administrative structure and the large number of personnel supervised may have contributed to this inconsistency. Center administrators state that one dean is responsible for supervising approximately 35 full-time faculty and another 10 part-time faculty each year. Division chairs confirmed that deans have not regularly observed classroom performance of assigned faculty.
2. Constructive feedback for improving job performance is not consistently offered. Compton Board Policy 4.10, Evaluation of Faculty Personnel, states, "The purposes of the evaluation procedures are to improve instruction and performance and to encourage professional growth." The faculty bargaining unit contract states, "The major aim of evaluation is to improve instruction and educational services to students. The quest for the improvement of instruction is the goal of evaluation." Division chairs and faculty confirmed that faculty members receive a summary of completed performance evaluation by peers and students. That said, the summary seldom contains written constructive feedback to promote instructional improvement. While written feedback was given on most evaluations, the comments were not constructive. None of the 10% random samples of faculty performance evaluations included written constructive feedback. An example of typical non-constructive feedback written on faculty evaluations is "[faculty name] was observed conducting an effective question and answer discussion with the students." Most of the administrator evaluations reviewed contained

constructive feedback that encourages professional growth. An example of constructive feedback written on an administrative evaluation is, “In order to effectively maintain the budget for her division, [administrator name] must continue to advance her knowledge of the budgeting process.”

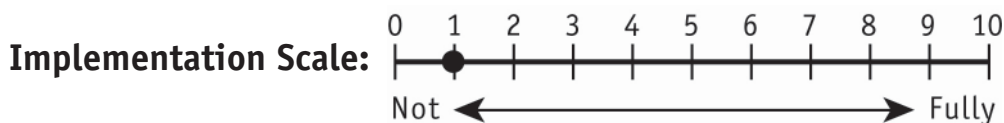
3. Professional development does not appear to be linked to performance evaluations. The Compton Community College Professional Development Program Plan 2005-2006 references the National Staff Development Council statement that professional development decisions are made using “assessment and feedback via active monitoring of student learning and feedback on teacher learning and practice.” The review team found no provision for follow up and on-the-job application necessary to ensure instructional improvement. The center has no current comprehensive long-range professional development plan requiring professional development to be based on an analysis of actual behavior in the workplace.

### Recovery Plan Recommendations:

1. Implement the faculty performance evaluation contractual procedures and timelines across all divisions. Maintain and monitor a database of dates in which tenured, probationary, and adjunct faculty were last evaluated and the schedule for their next evaluation to ensure adherence to contractual procedures and timelines.
2. Require written constructive feedback on all administrator and faculty evaluations to promote instructional improvement. Provide professional development for center supervisors of faculty on elements of effective performance evaluation, with particular emphasis on providing constructive feedback either written or orally to promote instructional improvement.
3. Develop for board approval a comprehensive long-range professional development plan that includes a process for basing professional development decisions on an analysis of actual behavior in the workplace.

### Standard Implemented: Partially

April 2007 Rating:



# **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.

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

<b>A. Instructional Programs</b>		
<b>Standard to be Addressed</b>		April 2007 Rating
<b>Planning Process - Academic Achievement</b>		
1.2	The administrative structure of the college promotes student learning outcomes.	1
<b>1.6</b>	<b>The college's planning process focuses on supporting increased student learning outcomes.</b>	<b>0</b>
<b>Curriculum - Academic Achievement</b>		
<b>2.1</b>	<b>The college, through its adopted policies, provides a clear operational framework for the management of the curriculum.</b>	<b>4</b>
2.2	Policies regarding curriculum and instruction are reviewed and approved by the Governing Board.	8
<b>2.3</b>	<b>The college has clear and valid objectives to promote student learning and a process for curriculum development.</b>	<b>4</b>
<b>2.4</b>	<b>A process is in place to maintain alignment among standards, practices, and assessments.</b>	<b>1</b>
<b>2.6</b>	<b>Sufficient instructional materials are available for students to learn.</b>	<b>1</b>
<b>2.10</b>	<b>The college has adopted a plan for integrating technology into curriculum.</b>	<b>2</b>
<b>Instructional Strategies - Academic Achievement</b>		
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
<b>3.2</b>	<b>Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident.</b>	<b>1</b>
<b>3.4</b>	<b>Students are engaged in learning, and they are able to demonstrate and apply their knowledge.</b>	<b>2</b>
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: Student Learning Programs and Services

### FCMAT Academic Achievement Standard 1.2 - Planning Process - Administrative Structure

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#### Professional Standard:

The administrative structure of the college promotes student achievement.

#### Sources and Documentation:

1. Agreement Between Compton Community College District and the Compton Community College Federation of Employees Certified Unit
2. Compton College Institutional Self Study Report in Support of Reaffirmation of Accreditation, Educational Master Plan, and the Student Equity Plan
3. Compton Board Policy 1.10, Board Standing Committees
4. Compton District Board Policy 2.2, Administrative Evaluation Process, requires “clear and complete job descriptions that include all job-related skill requirements are prepared for each position ...”
5. Compton Board Policy 2.7, Institutional Standing Committees, describes the committee structure of the district
6. El Camino Board Policy 1200, the El Camino College Vision, Mission, Philosophy, Values and Guiding Principles, amended 1-22-02
7. El Camino College Compton Center Organizational Chart, Academic Year 2006-07, 10-03-06 and Compton Community College Organizational Chart, Academic Year 2006-07, 10-03-06.
8. Interviews with (1) the Special Trustee and administrators of the Compton Community College District, (2) the Vice President for Academic Affairs, El Camino Community College District, and (3) administrators and managers of the El Camino College Compton Center.
9. Memorandum of Understanding (MOU) between the El Camino Community College District and the Compton Community College District, August 21, 2006.
10. Sample job descriptions for key staff and instructors.

#### Findings:

1. Organizational charts are inconsistent with sound organizational principles. The staff provided two organizational charts to the review team, neither of which clearly or accurately depicted relationships among employees of the El Camino Community College District and the Compton Community College District. Since the review team’s visit, an organizational chart has been developed that more clearly defines the organization under the El Camino Community College District.
  - a. **Chain of Command.** Key administrators answer to more than one supervisor in two different organizational structures. As examples, the Compton Center CEO answers to the Special Trustee of the Compton Community College District and, as Provost, to the President of the El Camino Community College District; the Compton Center Academic Deans answer to the center Provost in her capacity as Provost and to the El Camino Vice President, Academic Affairs. The earlier organizational chart provided to the team did not show these dual reporting relationships and did not accurately depict the chain of command because functions, rather than positions, were shown below the level of the academic deans.

- b. Span of Control.** The span of control for academic deans is so large that it substantially decreases the deans' ability to effectively evaluate delivery of instruction in the classroom and thereby satisfy contractual obligations to the faculty. The Agreement Between Compton Community College District and the Compton Community College Federation of Employees Certificated Unit requires half of faculty members to be evaluated annually and provided meaningful feedback to improve their job performances. This means that the two Compton Center academic deans must evaluate approximately 35 faculty and ten other employees each year. These excessive spans of control are exacerbated by the demands on the deans' time caused by the unstable conditions accompanying the establishment of the Compton Center.
- c. Full Inclusion of Essential Functions.** The administrative structures of the Compton Center and the Compton Community College District that support the center lack an institutional research capability. This capability is not provided by any other entity. The absence of a functioning institutional research element is an obstacle to the collection, analysis, and dissemination of student and program performance data that could be used by the faculty to improve student achievement and support systems.

Although not required on the organizational chart, the committee structure that is essential to the administration of postsecondary educational organizations is in limbo at the Compton Center. Academic committee functions are the province of El Camino Community College. This is inconsistent with the provisions of paragraph 5 of the MOU, which requires that the faculty employed by the Compton Community College District are "accorded appropriate professional standing in academic and professional matters as they relate to the Compton Center."

- d. Logical Grouping of Functions.** Functions depicted on the organizational chart are not grouped logically. An organization with the responsibility for operating the Compton Center should control the resources necessary to carry out that mission. This is not the case. The El Camino Community College District is responsible for operating the Compton Center, and the Compton Community College District budgets the funds necessary to operate the center. Compton Center administrators reported that this arrangement has caused conflicts and confusion among the center's staff. Also, it often slows the pace of operations while staff members obtain clarification regarding financial management issues that arise pertaining to campus operations.
- e. Scalar Relationships.** Positions carrying similar authority, responsibilities, and pay are depicted at different levels on the earlier organizational charts. Examples follow:
- The Dean of Student Affairs is portrayed above the level of the two academic deans. "Admissions and Records" is portrayed on the same level as academic department heads.
  - The Manager of Accounting (shown as "Fiscal" on the organizational chart) is depicted on the same level as her supervisor, the Director of Fiscal Affairs (identified on the chart as "Operations").
  - The Director of CalWORKS is depicted several steps below the Director of Fiscal Operations, yet they are in the same salary range.

These issues are being addressed since the team's visit.

2. At least 13 key supervisory positions affecting students have not been filled by a permanent employee for up to two years. Some of these positions are filled by temporary employees who have been incumbents for a short time. In interviews with the review team, staff members complained about the uncertainty created by the long-term employment of “interim” faculty and staff in key positions, personnel turnover in those positions, and the resulting inability to establish effective, long-term working relationships that contribute to organizational effectiveness and, ultimately, to the welfare of students. The history of the following positions illustrates the magnitude of the problem:
  - Superintendent/President. Prior to her recent departure, the incumbent was an “interim” for two years.
  - Dean, Academic Affairs. The position has not had a permanent employee for two years. The interim incumbent had been on the job less than a month at the time of the review team’s visit.
  - Dean, Student Affairs. The position was vacant for two years; the new interim dean arrived in August 2006.
  - Dean, Vocational Education. The position was vacant for two years; the new interim dean arrived in August 2006.
  - Dean of Nursing. The position has had an interim incumbent since October 2005.
  - Dean, Human Resources. The position has had an interim dean for two years.
  - Director, CalWORKS. The position has been vacant for two years; the new interim director recently arrived.
  - Director, Title V - Institutional Development. The position was created in February 2005 and has had an acting director since February 2006.
  - Director, TRIO Programs. This is a new position. The incumbent has been the interim director for three months.
  - Director, Student Life. The position was vacant for two years; the new interim director arrived in August 2006.
  - Director, Athletics. The position was vacant from October 2005 until October 2006, when the current interim director arrived.
  - Director, Enrollment. An interim director held the position for two years until June 2006 when it was filled on a temporary basis by a consultant.
  - Director, Special Programs and Services. The position was vacant for nine months until the interim director arrived in August 2006.
3. Many of the job descriptions reviewed did not meet the review standards. Job descriptions are the building blocks of the organizational structure and identify administrative responsibilities for student achievement and other tasks. Job descriptions describe tasks that must be completed for the organization to accomplish its mission as well as the qualifications necessary to perform those tasks. They also document the relationship of one position to another and the responsibilities for curriculum design and delivery and curriculum support tasks. Properly written job descriptions provide each employee with clear direction as to his/her authority and responsibilities in the organization. This direction is necessary for the organization to maintain constancy of purpose. Without good job descriptions, an organization cannot be sure that all essential tasks are accounted for or that it has a sound basis for hiring or evaluating personnel.

To assess the quality of job descriptions, the review team examined a sample of 24 job descriptions for faculty, directors, and/or senior administrators, using the following four criteria:

- Qualifications (education, training, experience, and ability to meet the physical demands of the position).
- Immediate links to the chain of command. Supervisor and supervisees are identified. No employee should have more than one supervisor.
- Functions, duties and responsibilities, and
- Relationship to the curriculum (where relevant), with statements regarding alignment of the curriculum and expectations regarding its design and delivery.

There were five possible ratings on the four criteria. They are shown here:

<b>Review Team's Rating Indicators for Job Descriptions</b>	
<b>Rating</b>	<b>Explanation</b>
Missing	No statement made.
Inadequate	Statement made, but it is incomplete and missing sufficient details.
Adequate	The statement is more or less complete, usually missing curricular linkages or sufficient detail regarding curricular linkages/alignment.
Strong	A clear and complete statement, including linkages to curriculum where appropriate or if not appropriate, otherwise quite complete.
Exemplary	A clear, complete statement with inclusive linkages to curriculum indicated in excellent scope and depth.

The review team's assessments of job descriptions are shown below:

<b>Review Team's Assessment of Job Descriptions</b>				
<b>El Camino College Compton Center, November 2006</b>				
<b>Title</b>	<b>Qualifications</b>	<b>Chain of Command</b>	<b>Responsibilities</b>	<b>Relationship to Curriculum</b>
Administrative Dean, Academic Affairs	Inadequate	Inadequate	Adequate	Strong
Associate Vice President of College Operations	Inadequate	Inadequate	Inadequate	NA
Business Instructor	Strong	Inadequate	Strong	Strong
Child Dev. Instructor	Strong	Inadequate	Inadequate	Inadequate
Counselor	Adequate	Inadequate	Inadequate	Inadequate
Curriculum Specialist	Inadequate	Inadequate	Inadequate	Adequate
Dean, Human Resources	Inadequate	Inadequate	Strong	NA
Dean, Human Services (Nursing)	Inadequate	Inadequate	Exemplary	Exemplary
Dean, Student Affairs	Inadequate	Inadequate	Strong	NA
Director, CalWORKS	Adequate	Adequate	Strong	NA
Director, Child Development	Inadequate	Adequate	Strong	Adequate
Director, Enrollment Mgmt.	Adequate	Adequate	Exemplary	NA

**Review Team’s Assessment of Job Descriptions  
El Camino College Compton Center, November 2006**

Title	Qualifications	Chain of Command	Responsibilities	Relationship to Curriculum
Director, EOPS/CARE	Strong	Adequate	Exemplary	Adequate
Director, Financial Aid	Adequate	Adequate	Exemplary	NA
Director, Fiscal Affairs	Strong	Inadequate	Strong	NA
Director, Learning and Library Resources	Strong	Inadequate	Exemplary	Adequate
Director, Special Programs and Services	Adequate	Adequate	Exemplary	Adequate
Director, Student Life	Inadequate	Inadequate	Strong	Adequate
Director, Student Support Services	Inadequate	Inadequate	Inadequate	Inadequate
English Composition Instructor	Strong	Inadequate	Exemplary	Exemplary
Computer Office Technology Instructor	Strong	Inadequate	Exemplary	Exemplary
Preschool Instructor	Adequate	Inadequate	Strong	Strong
Programs Services Supervisor	Adequate	Strong	Exemplary	Adequate
Project Director, Title V	Adequate	Adequate	Adequate	NA

This table shows that of the 24 job descriptions examined, 17 were inadequate in one or more categories. The reasons were varied:

- Qualifications were inconsistent with responsibilities. For example, the Dean of Human Resources was not required to have a degree or experience in that area of expertise; the Dean of Nursing was not required to have a nursing degree; the Curriculum Specialist was required to comply with state and federal laws, but knowledge of those laws was not among the required job qualifications.
- Supervisors and/or positions supervised were not specified or did not exist. According to the job description, the Dean for Academic Affairs reports to the Superintendent-President, a position that did not exist on the organizational chart at the time of the review team’s visit. In fact, the Dean reports to both the Compton Center Provost and the El Camino Vice President for Academic Affairs.
- Responsibility statements were too vague to determine what the incumbent was to accomplish (example: Associate Vice President of College Operations).

The job descriptions lacked a common format.

**Recovery Plan Recommendations:**

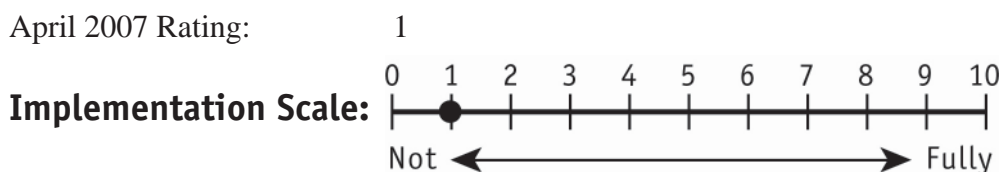
1. Develop organizational charts that clearly and accurately portray the relationships among the El Camino Community College District, the Compton Community College District and the El Camino College Compton Center. The charts should be approved by the parties to the MOU and reflect key management positions in the organization down to the program management and division level. Organization and functions manuals should be developed for

each division and program management entity to reflect the functions performed, individuals responsible and accountable, and criteria for productivity measurement.

- a. Any interim agreements prior to the re-accreditation of El Camino College Compton Center as Compton Community College should clarify as many of the chain of command issues as possible. Under the oversight of El Camino Community College District, supervisory functions of the Compton Center should be returned to center employees as soon as practical to prepare them to take full charge of their operations upon accreditation.
  - b. Reorganize the faculty and staff to limit the span of control for supervisory personnel to a manageable number of employees consistent with the workload and time available.
  - c. Provide an institutional research service for the El Camino College Compton Center that addresses the unique needs of the center and its clientele. Comply with paragraph 5 of the MOU by including district-employed center faculty on committees at El Camino Community College District in instances where deliberations affect the Compton Center. The immediate goals should be to mentor the Compton Center faculty in effective procedures and outcomes of committee deliberations and, ultimately, to reactivate the committee structure of the Compton Center in anticipation of re-accreditation.
  - d. Establish standing operating procedures and clear lines of authority for financial decisions to eliminate employee confusion and delay in executing Compton Center fiscal operations.
  - e. Revise the organizational chart to accurately reflect scalar relationships. Depict employees with the same authority, responsibility, and pay on the same levels.
2. Promptly replace interim supervisors holding key positions with permanent employees to give the Compton Center the necessary stability to function effectively. Current employees should be required to compete for their positions so that the best possible candidates can be selected and the weaknesses that led to the withdrawal of accreditation can be eliminated.
  3. Revise or prepare a job description for each authorized position. The ACCJC made a similar recommendation (see Compton College Institutional Self Study Report in Support of Reaffirmation of Accreditation). Descriptions should contain the following elements:
    - Qualifications (education, certification, experience, and physical requirements).
    - Immediate links to the chain of command. All employees should know their supervisors and whom they supervise. No employee should have more than one supervisor. Eliminate general references to employees supervised (e.g., all assigned staff) and list the position titles supervised by the incumbent.
    - Functions, duties and responsibilities.
    - Where relevant, identify responsibilities for design and delivery of curriculum.Job description titles should be consistent with the position titles shown on the organizational chart and in organization and functions manuals.

### Standard Implemented: Partially

April 2007 Rating:





## **ACCJC Standard II-A: Student Learning Programs and Services**

### **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. Compton Community College and El Camino College District policy manuals
2. Compton Community College Board Policy 2.2, Institutional Standing Committees, describes the committee structure of the district, including the Institutional Long Range Planning Committee, Budget Committee, Scholarship and Standards Committee, and Staff Development Committee, as well as their respective functions
3. Compton College plans: Educational Master Plan 2005-2010 (approved May 30, 2006), Student Equity Plan (December 2005), and Enrollment Management Plan, 2005-2006 (undated)
4. Compton Community College Budget Advisory Committee (BAC) meeting minutes, November 3, 2004
5. Interviews with (1) the Special Trustee and administrators of the Compton Community College District, (2) the Vice President for Academic Affairs, El Camino Community College District, (3) the Compton Center Provost, and (5) key administrators and managers of the Compton Center

#### **Findings:**

1. The policies and plans examined do not describe a coherent, comprehensive planning process. Instead, they identify an array of organizations with overlapping planning responsibilities, some vague, some specific, depending on the committee. The organizations and their functions are summarized below:
  - Institutional Long Range Planning Committee (ILRPC): coordinates “the creation, approval, and updating of the Campus Facilities Master Plan and the Educational Master Plan ...” (Compton Board Policy 2.2). According to the Compton Educational Master Plan, the ILRPC has “morphed to the ... Institutional Effectiveness Committee” (IEC), which contributes to budget planning in an unspecified way. The IEC has been downgraded to a task force while it develops operational bylaws.
  - Budget Committee (also called Budget Advisory Committee): recommends resource allocations based on “the most effective utilization of district resources in view of the ... goals and objectives of the college” (Compton Board Policy 2.7).
  - Curriculum Committee: “coordinates the planning of the instructional program” (Compton Board Policy 2.7).
  - Matriculation Committee: “publishes and disseminates, as well as oversees the implementation of the campus Matriculation Plan” (Compton Board Policy 2.7).
  - Student Equity Committee: “coordinates the compilation of a campus student equity outline and plan, including linkages with the Matriculation Plan; and oversees the implementation, revision, and campus acceptance of the plan” (Compton Board Policy 2.7).
  - Staff Development Committee: “develops and submits an annual [staff development plan and budget]” (Compton Board Policy 2.7).
  - Educational Planning Committee: “oversees all programs” (Compton Educational Master Plan) and “[ensures] that fiscal resources and planning serve the core educational objec-



tives laid out in the ... Educational Master Plan (Compton College Institutional Self Study Report in Support of Reaffirmation of Accreditation).

- Program and Planning Review (PPR) Committee: supervises the “review of academic and support programs” (Compton Educational Master Plan). The review team was given a template for the PPR, but no information on how this process and committee interacted with the other planning processes and committees.
- Shared Governance Committee (or Council): reviews academic and student services-related matters prior to decisions; reviews pertinent documents and plans; and participates in budget development along with the Budget Advisory Committee (Compton College Institutional Self Study Report in Support of Reaffirmation of Accreditation).
- The Compton District Office of Research and Planning was mentioned (Compton Educational Master Plan), but staff members stated that this office no longer exists.

In summary, many planning bodies were described, but no process to link them or to produce an overall operational plan was articulated.

2. The Compton College Educational Master Plan and Student Equity Plan were focused on improving student performance. However, the Compton Center and El Camino College officers and faculty told the review team repeatedly that: (1) all Compton District/College plans regarding academics had been set aside with the establishment of the Compton Center under auspices of El Camino Community College and (2) there was no organized planning process for the Compton Center.
3. The staff and faculty at Compton Center and at El Camino College stated that long-term planning was being suspended until the financial and academic crises currently affecting the Compton Center could be resolved. They also stated that their primary focus was on maintaining/regaining enrollment and financing. The Compton Center was served by a sound curriculum planning process housed at the El Camino College main campus (see also FCMAT Standard 2.3).

### **Recovery Plan Recommendations:**

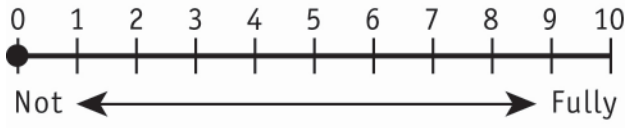
1. Create and/or revise policy and administrative instructions to clearly describe the planning process, the individuals and organizations responsible for planning (including committees) and their functions. Provide an overview and flowchart of the planning process to show how the responsible individuals 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.
2. Joint committees composed of Compton District and El Camino faculty and staff members should be authorized to scrutinize the Educational Master Plan, Student Equity Plan, and other plans prepared by the Compton Center faculty and staff to determine whether elements of those plans can be salvaged. This is more efficient than starting the planning process from the beginning.
3. As noted in Recommendations for Standard 1.4 under ACCJC Standard I, long-term planning to improve student achievement should not be delayed until the current financial and academic crises end. Long-term goals and planning should be initiated to provide a bridge from the current crises to conditions of stability and local governance.

## Standard Implemented: Not Implemented

April 2007 Rating:

0

**Implementation Scale:**



## **ACCJC Standard II-A: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 2.1 - Curriculum - 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 Community College District and El Camino Community College policy manuals
2. El Camino College policies: 40201, Curriculum Review and Approval, 4260.1, Prerequisites and Other Limitations on Enrollment, 6123, Curriculum Review and Approval
3. Curriculum Handbook for El Camino Community College

#### **Findings:**

1. Compton Community College District does not have a policy or collection of policies that provides a clear operational framework for curriculum management.
2. El Camino College policies regarding curriculum management apply to Compton Center. Those policies provide some, but not all of the elements of a sound operational framework for curriculum management. They do not require the linking of professional development with curriculum delivery, the identification of assessment as a measure of mastery of student learning objectives, or the use of assessment data to strengthen curriculum and instruction (see also FCMAT Standard 2.3).
3. The Curriculum Handbook for El Camino College has been approved by the Board of Trustees of El Camino College and carries the weight of policy. It contains many of the elements of sound curriculum management (see also FCMAT Standard 2.3).
4. The El Camino College faculty, administration, and board manage curriculum for the Compton Center in accordance with the agreement in the MOU that established the center. Few center faculty members play a role in that curriculum management process.

#### **Recovery Plan Recommendations:**

1. With a view to future Accrediting Commission for Community and Junior Colleges (ACCJC) re-accreditation, the Compton District should: (1) adopt a policy that contains the curriculum management characteristics specified in Exhibit 2.3.2 and (2) adopt and refine the Curriculum Handbook for El Camino College to meet the needs of its students, faculty and the ACCJC.
2. Revise the El Camino College Compton Center policies so that they comply with Recommendations in Standard 2.3.
3. Compton Center faculty members should be incorporated into the El Camino College curriculum management process to increase their expertise in this area. Plans should be made to give Compton Center faculty increased responsibilities for curriculum management with

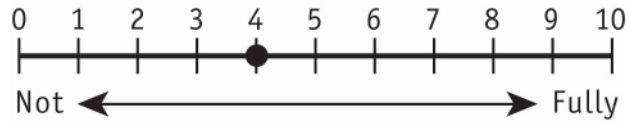
a view to transplanting the El Camino College curriculum management framework to the Compton district. This is essential to satisfy the provisions of the MOU that envisions the re-accreditation of the Compton Community College as a self-sustaining entity.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



**ACCJC Standard II-A: Student Learning Programs and Services**  
**FCMAT Academic Achievement Standard 2.2 - Curriculum - Policy Review**

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**Professional Standard:**

Policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Governing Board.

**Sources and Documentation:**

1. El Camino College Board Policy 4020.1 (formerly 6123), Curriculum Review and Approval
2. Curriculum Handbook for El Camino College
3. Minutes and agendas of El Camino College board meetings

**Findings:**

1. Compton Center policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Board of Trustees of El Camino College. El Camino College Board Policy 6123, Curriculum Review and Approval, states, “The college faculty, through the Academic Senate, will be responsible for making all recommendations on curricular matters to the Vice President-Instruction. After review, the Vice President-Instruction shall forward these recommendations to the President for submission to the Board of Trustees. The Curriculum Handbook for El Camino College includes a “College Curriculum Committee Development/Review Flow Chart” in which the Board of Trustees approves/disapproves curriculum related matters presented to them by the President. A review of El Camino College board minutes and agenda verified that the Board of Trustees reviews and approves policies regarding curriculum, course offerings, and instruction and has done so for at least the last four years.
2. In the future, the Compton Community College District board will be expected to perform the same functions for the Compton Community College.

**Recovery Plan Recommendations:**

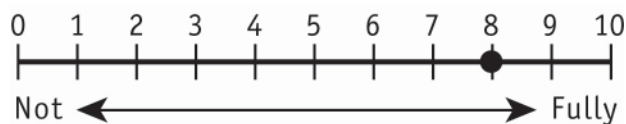
1. Continue with the process and procedures for El Camino Community College District board approval of policies regarding curriculum, course offerings, and instruction for the Compton Center.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8

**Implementation Scale:**



## **ACCJC Standard II-A: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 2.3 - Curriculum - Management and Quality**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. El Camino College Board Policies 4020.1, 1200, 4260.1, 1600, 3410, 4045
2. Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IIA
3. Curriculum Handbook for El Camino Community College
4. Compton Community College recommended sequence of courses for each division
5. El Camino College Compton Center fall 2006 schedule of classes
6. El Camino College Compton Center course outlines of record
7. Compton Community College vision and mission statements
8. El Camino College Compton Center course syllabi
9. Compton Center job descriptions for personnel responsible for design and delivery of curriculum
10. Compton Community College Educational Master Plan
11. Compton Center Faculty Bargaining Unit Contract

#### **Findings:**

1. No board policy governing the Compton Center explicitly requiring SLOs for all courses offered was given to the review team. ACCJC Standard IIA.1c states, “The institution identifies student learning outcomes for courses, programs, certificates, and degrees ...” The Curriculum Handbook for El Camino College describes the process and procedure for developing, revising, and approving course outlines of record. The requirement that there is a course outline of study record for every course offered at the Compton Center is implied in this handbook but not explicitly stated. Course outlines of record were given to the review team for most of the 245 courses offered at the center for fall 2006.
2. Curriculum management for the center does not include all of the elements considered by the review team as essential in providing guidance for curriculum design and delivery. Three areas key to curriculum management but absent from current center curriculum management planning are:
  - A design for a comprehensive professional development program linked to curriculum design and delivery.
  - Overall assessment procedures to determine student mastery of student learning outcomes.
  - Approaches by which tests and assessment data will be used to strengthen curriculum and instruction.

The following chart lists the quality criteria for curriculum management planning and the review team’s assessment of El Camino College Compton Center Curriculum Management.

**Quality Criteria for a Curriculum Management Planning Framework and Review Team Assessment  
El Camino College Compton Center, Fall 2006**

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

The review team found the center’s curriculum management planning adequate on eight characteristics and inadequate on three characteristics. The following was noted concerning the 11 characteristics described above:

**Characteristic 1:** El Camino Board Policy 1200, the El Camino College Vision, Mission, Philosophy, Values and Guiding Principles, lists educational opportunities to include mastery of basic skills, achievement of Associate Degrees in Arts and Sciences, transfer to baccalaureate institutions, acquisition of necessary career education and skills. Stated institutional goals for El Camino College include maintaining optimal academic standards. Compton Community College vision and mission statements maintain that college practices include the following: “Make use of collaborative learning strategies in the context of the classroom experience, with demonstrated pedagogical value and effectiveness for the students served by the college.” The Compton Community College vision statement states, “Promote interdisciplinary learning, shared experiential learning and contemporary approaches to the new world of information technology; strive to develop world citizens measurably aware of and skilled in analytical reasoning and problem solving, in scientific methodology, and in quantitative analysis.”

**Characteristic 2:** The Curriculum Handbook for El Camino College, through its bylaws and Development/Review Flow Chart, defines the responsibilities of faculty representatives, curriculum committee chair, the Division Curriculum Technical Review Committee (DCC), the College Curriculum Committee (CCC), the President-Superintendent, Board of Trustees, and the Curriculum Office. The review team was presented with center job descriptions for personnel responsible for curriculum and instruction. Center job descriptions presented to the review team did not always include responsibilities for curriculum development and implementation.

**Characteristic 3:** The Curriculum Handbook for El Camino College provides guidelines for each of the components of the course outline of record to include: Course description, course objectives, outline of subject matter, methods of evaluation, coursework, instructional methodology, texts and materials, and conditions of enrollment. The Curriculum Handbook for El Camino College provides a sample of a correctly completed course outline of record as a model for curriculum development. In addition, the handbook contains guidelines for curriculum preparation/review for a distance education addendum to the course outline of record (in compliance with El Camino College Board Policies 1600 and 3410, Title 5 sections 504 and 508). The Curriculum Handbook presents best practices for writing each of the sections of the course outline of record. Sections included are catalog description, class schedule description, need/justification, objectives/student outcomes, prerequisite skills, course content, assignments, methods of instruction and evaluation, and texts and instructional materials (per Title 5 regulations). For course objectives, the instructions state, “Begin with verbs that require cognitive outcomes and illustrate critical thinking (Refer to Bloom’s Taxonomy).”

**Characteristic 4:** The Curriculum Handbook for El Camino College references Title 5 requirements. The template used for the course outline of record, CCC Form 1, references Title 5, Section 5502 with respect to pre- or co-requisites. Title 5 requirements are also referred to in the handbook section titled “Guidelines for Curriculum Preparation/Review: Proposal for New Course.” Center divisions have developed recommended sequence of course documents in keeping with Title 5 requirements. These documents have not been aligned with the new center course outlines of record.

**Characteristic 5:** Professional development planning for the Compton Center is inadequate (see Standards 5.1 and 5.2). The review team was not given Compton Community College board policy directing professional development or a current center professional development plan. El Camino College Board Policy 1200 recognizes its stated institutional goal to “Support continuous professional development for faculty and staff.”

**Characteristic 6:** The Curriculum Handbook for El Camino College contains a curriculum review timeline for the 2006 fall semester. The timeline lists the subject areas to be reviewed, when due to the curriculum office, when distributed to CCC reps, and when reviewed at the CCC meeting.

**Characteristic 7:** According to El Camino College Board Policy 4020.1, Curriculum Review and Approval, “Content review is necessary for the establishment of any new prerequisite, corequisite, recommended preparation, or enrollment limitation and for the verification or the removal of any existing prerequisite, corequisite, recommended preparation, or enrollment limitation.” El Camino College Board Policy 4045, Textbooks, does not speak to alignment of



materials to course content. The Curriculum Handbook for El Camino College is explicit in describing the procedures for development of course outlines of record, new course and course revision, and other curricular decisions. A flowchart of these procedures is included. It does not, however, include procedures for review and approval of faculty-created course syllabi.

**Characteristic 8:** This characteristic is partially adequate. The Compton Community College Center Faculty Bargaining Unit Contract describes responsibilities and procedures for faculty and administrator performance evaluation and for constructive feedback to improve instruction. The contract states that the major aim of evaluation is to improve instruction and educational services to students. However, constructive feedback for improving job performance is not consistently offered across the divisions (see also FCMAT Standard 5.7 under ACCJC Standard I-B).

**Characteristic 9:** The review team was not presented with overall assessment procedures to determine curriculum effectiveness either at the division level or at the course level. Assessments in course outlines of record are not aligned explicitly to course objectives. ACCJC Standard II-A.1c states, “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.”

**Characteristic 10:** The review team was not provided board policy, procedures or requirements for center faculty to analyze class test data for student placement, intervention, or refinement of instructional plans. The center has no functional institutional research department to assist in collecting, disaggregating, analyzing and disseminating data for curriculum and program improvement and increasing student achievement.

**Characteristic 11:** The Curriculum Handbook for El Camino College is in essence a communication plan with its flowchart of curricular processes, procedures for board approval, and bylaws for faculty representation. Given the Compton district’s new partnership with El Camino College for curriculum and instruction, it is especially important to communicate curricular issues regularly to the faculty and administrators of the El Camino College Compton Center.

3. Center course outlines of record do not provide sufficient information to guide instruction. The Compton Community College Educational Master Plan refers to system-wide student learning outcomes when it defines the matriculating student as “a world citizen measurably aware of and skilled in analytical reasoning and problem solving, in scientific methodology, in quantitative analysis, in multicultural awareness, in formal and informal presentational strategies, in computer applications and information gathering techniques, in attention to self-discipline and health, in methods of team building and community improvement, and in the appropriate utilization of tools needed for active participation in an evolving democracy. Each one of these outcomes informs every class, every program, and every course. Like classes work particularly well in this context, since they naturally support common threads of learning contained in the SLOs (student learning outcomes).”

El Camino college personnel stated that they have not yet developed system-wide student learning outcomes. It is their stated intention to develop new student learning outcomes for each course derived from the new system-wide student learning outcomes in keeping with ACCJC standards.

The review team found that all of the center course outlines of record were developed using the same format and including the same components. The Child Development 10 course outline of record was selected for analysis because it is included in the Curriculum Handbook for El Camino College and serves as a model for developing all center course outlines of record.

To determine quality, the review team rated this course outline of record on each of five criteria described in the following table:

### Quality Curriculum Criteria

Criteria	Description
One	<p><b>Clarity and Validity of Objectives</b></p> <p>0 no goals/objectives present</p> <p>1 vague delineation of goals/learner outcomes</p> <p>2 states tasks to be performed or skills/concepts to be learned</p> <p>3 states for each objective the what, when (sequence within course/grade), how actual standard is performed, and amount of time to be spent learning</p>
Two	<p><b>Congruity of the Curriculum to Testing/Evaluation</b></p> <p>0 no evaluation approach</p> <p>1 some approach of evaluation stated</p> <p>2 states skills, knowledge, concepts which will be assessed</p> <p>3 each objective is keyed to college performance evaluation</p>
Three	<p><b>Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes</b></p> <p>0 no mention of required skill</p> <p>1 states prior general experience needed</p> <p>2 states prior general experience needed in specified level</p> <p>3 states specific documented prerequisite or description of discrete skills/concepts required prior to this learning (may be a scope and sequence across courses)</p>
Four	<p><b>Delineation of the Major Instructional Tools</b></p> <p>0 no mention of textbook or instructional tools</p> <p>1 names the basic text/instructional resource(s)</p> <p>2 names the basic text/instructional resource(s) and supplementary materials to be used</p> <p>3 states for each objective the “match” between the basic text/instructional resource(s) and curriculum objective</p>
Five	<p><b>Clear Linkages (Strategies) for Classroom Use</b></p> <p>0 no linkages cited for classroom use</p> <p>1 overall, vague statement on linkage for approaching the subject</p> <p>2 provides general suggestions on approach</p> <p>3 provides specific examples on how to approach key concepts/skills in the classroom</p>

The following table shows the review team’s ratings of the Child Development 10 course outline of record. The course outline was assigned values of zero to three (low to high) on each of the five criteria as described in the Quality Curriculum Criteria. A maximum of 15 points is possible; guides receiving a rating of 12 or more points are considered strong or adequate for meeting Academic Achievement criteria. The mean ratings for each criterion and the mean for the total guide ratings were then calculated.

**Rating of Child Development 10 Model Course Outline of Record  
El Camino College Compton Center, Fall 2006**

<b>Criteria</b>	<b>Rating</b>
Clarity and Validity of Objectives	2
Congruity of the Curriculum to Testing/Evaluation	1
Delineation of the Prerequisite Essential Skills, Knowledge, and Attitudes	3
Delineation of the Major Instructional Tools	2
Clear Linkages (Strategies) for Classroom Use	1
<b>Total</b>	<b>9</b>

This table demonstrates the following:

- The overall rating of the Child Development 10 course outline of record is 9, considered inadequate to guide instruction.
- Components in need of the most revision are approaches to assessment and clear linkages (strategies) for classroom use.
- Course objectives are stated as student outcomes in behaviorally measurable terms. To receive a 3 for this criterion, time spent learning must be stated for each objective to validate the estimated time it takes to learn all course content. The course outline of record states approximate times allotted in weeks for major topics. This criterion was rated 2.
- The course outline of record provides some approach to evaluation or assignments such as “multiple choice,” “essay,” “True/False,” or “report” but does not provide a one-to-one match between student objectives and assessment. Congruity of the Curriculum to Testing/Evaluation was rated 1.
- Prerequisites, corequisites, recommended preparation, and enrollment limitations are specified in the course outline of record. Delineation of prerequisites was rated 3.
- Required texts are listed with title, author, publisher and data. To receive a 3, the course outline of record must state the “match” between the basic text/instructional resource(s) and curriculum objective or student learning outcome. For example, for a given objective, page numbers or chapters in the text would be noted. Alignment in this area is critical at the course syllabus level. This criterion was rated 2.
- The course outline of record lists vague statements of planned instructional activities (e.g., lecture, media, field trips). A rating of 3 is given for providing specific examples on how to approach key concepts/skills. This criterion was rated 1.

**Recovery Plan Recommendations:**

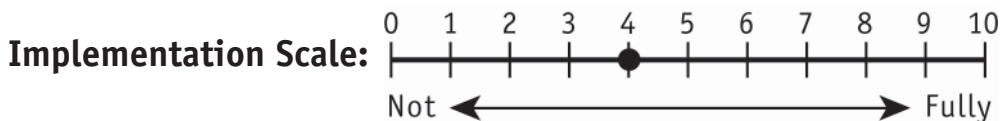
1. Revise center board policy to include a requirement that a course outline of record and faculty-created syllabus is filed for every course offered.
2. Update the Curriculum Handbook for El Camino College to include all of the elements of a comprehensive curriculum management planning framework below:

- a. Describes the philosophical framework for the design of the curriculum
  - b. Specifies the roles and responsibilities of the Board of Trustees, administration, and faculty members
  - c. Presents the format and components of aligned course outlines
  - d. Directs that Title V requirements are included in the curriculum
  - e. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery
  - f. Identifies a periodic cycle of curriculum review of all subject areas
  - g. Describes the timing, scope, and procedures for curriculum review
  - h. Presents procedures for monitoring curriculum delivery
  - i. Specifies overall assessment procedures to determine curriculum effectiveness
  - j. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction
  - k. Establishes a communication plan for the process of curriculum design and delivery
3. Revise course outlines of record for all courses offered at the center.
- a. Develop system-wide student learning outcomes.
  - b. Revise course outlines of record for alignment with newly developed system-wide student learning outcomes.
  - c. Revise recommended sequence of courses documents for each center division to reflect revised center course outlines of record.
  - d. Revise course syllabi to align with revised course outlines of record.
  - e. To ensure deep alignment, include the following elements in each course outline of record and course syllabus:
    - Specify student learning outcomes to be performed and skills to be learned for each course with time spent learning each skill. Course content can then be validated in terms of the estimated time required to teach student learning outcomes.
    - State explicit methods of assessment for each course student learning outcome.
    - Continue to specify prerequisites, corequisites, recommended preparation, and enrollment limitations.
    - State the “match” between the basic text/instructional resource(s) and each student learning outcome.
    - Provide suggested best practices classroom strategies (as well as strategies for using technology) for key concepts and skills.

**Standard Implemented: Partially**

April 2007 Rating:

4



## **ACCJC Standard II-A: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 2.4 - Curriculum - Alignment**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. ACCJC Standards
2. El Camino College Board Policy 4045
3. Curriculum Handbook for El Camino College
4. El Camino College Compton Center course outlines of record
5. El Camino College Compton Center Faculty Bargaining Unit Contract
6. Compton Community College Faculty Handbook
7. El Camino College Compton Center faculty-created course syllabi

#### **Findings:**

1. The process for ensuring that center faculty-created course syllabi are aligned in content and context with the course outline of record is not adequate. The center's Faculty Bargaining Unit Contract requires, "Each evaluatee (sic) shall furnish to the division chair a syllabus developed from the course outline and approved by the appropriate division chair and Administrative Dean of Academic Affairs for each course the instructor is assigned to teach." This contract does not state specifically that objectives listed on the syllabi will be aligned with objectives on the course outline of record. The contract states, "The following information shall be included in the syllabus:
  - Objective(s) of course;
  - Course content;
  - Major topics, concepts and skills to be taught;
  - Anticipated dates for the presentation of each content area;
  - Method and frequency of evaluating student performance in the course;
  - Required and recommended texts;
  - Class attendance policy."

The Compton Community College Faculty Handbook requires that "all instructors must use the course outline as the basic guide for planning and teaching the course assigned." The Curriculum Handbook for El Camino College makes no specific reference to format or components of the faculty-generated course syllabi; neither does it require alignment of the course objectives, instructional practices, and assessment. The course objectives in the syllabi do not always align with the course outline of record objectives. Of the sample of 36 syllabi reviewed, 20 had no objectives or were not behaviorally measurable objectives as identified in the course outline of record. In addition, some syllabi did not contain the entire set of objectives listed in the course outline of record (see also FCMAT Standard 3.4).

2. The process for ensuring that the written, taught and tested curricula in center syllabi are aligned is inadequate. Deep alignment occurs when curriculum documents include specific examples of how the tests approach, define, and assess knowledge and skills. In addition, there must be clear linkages with instructional strategies.

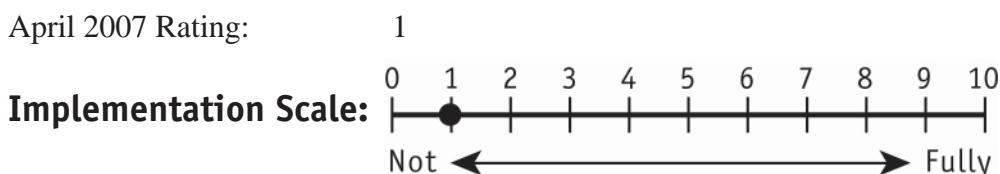
- a. Neither the course outline of record nor the course syllabi contain enough specific information about assessment to provide guidance in planning instruction so that students may demonstrate progress in meeting the student learning outcomes. The objectives listed in many course syllabi are not written as behaviorally measurable objectives, rendering alignment to assessments difficult to demonstrate student progress toward attaining mastery of the learning.
- b. Alignment of textbooks and supplemental materials is inadequate (see Standard 2.3). El Camino College Board Policy 4045, Textbooks, defines responsibilities for the adoption of textbooks and states, “All texts, films and other printed or electronic materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of record.” Syllabi reviewed by the review team name the basic text/instructional resource(s) and supplementary materials to be used but do not state for each objective the “match” between the basic text/instructional resource(s) and course objective. This element is critical to ensuring continuity should students transfer out of one course to the same course with a different instructor.
- c. Linkage of instructional strategies with course objectives is inadequate. Many of the syllabi examined contained general statements regarding instructional strategies. Some syllabi did not refer to instructional strategies but, instead, listed suggested student assignments. In addition, the center’s professional development program is inadequate as a means to provide the faculty with the knowledge and skills to improve instruction.

### Recovery Plan Recommendations:

1. Update the Curriculum Handbook for El Camino College to include explicit requirements and processes for faculty-created syllabi course objectives to align in content and context to the course outline of record. Require objectives in syllabi submitted by faculty at the beginning of each course to the division chair to be aligned in content and context to course outline of record objectives.
2. Develop and implement a process where faculty are required and provided professional development to create comprehensive syllabi in which course student learning outcomes are deeply aligned with instruction and assessments. Consider revising El Camino College Board Policy 4045 to explicitly require alignment of selected textbooks to course student learning outcomes in content and context. Require that all faculty-created syllabi contain the following:
  - a. Assessments aligned with each behaviorally measurable student learning outcome
  - b. A match between the basic text/instructional resources and each course student learning outcome
  - c. Specific examples on how to approach key concepts/skills in the classroom

### Standard Implemented: Partially

April 2007 Rating:





## **ACCJC Standard II-A: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 2.6 - Curriculum - Sufficient Materials**

#### **Professional Standard:**

Sufficient instructional materials are available for students to learn.

#### **Sources and Documentation:**

1. Tour of the library
2. Tour of the Learning Resource Center (LRC)
3. Tour of the Bookstore space
4. Interviews with eight faculty
5. Interview with LRC Director
6. Interview with Library Director
7. Interview with Instructional Dean

#### **Findings:**

1. Instruction related materials housed in the Compton Center library are not adequate to foster high levels of student learning. Instead, many of the materials are outdated and incomplete for a college level collection. Furthermore, the library is not proactive in its processes to engage the faculty in acquiring materials. The planned move, in the winter, to the new building provides the library staff with an opportunity to cull the collection and determine where it is weak. The library staff has not been proactive in soliciting faculty recommendations regarding instructional materials to be housed in the facility.
2. The Compton Center did not have an operating bookstore at the time of the review. There is a physical space for a bookstore and there was a private book retailer in the space for a very short time during the beginning of the fall semester. Currently students must go off campus to a bookstore in another community to purchase books and supplies for their courses. There have been serious problems for students trying to purchase books and supplies with financial aid vouchers with both the on-campus bookstore, when it was in operation, and the community bookstore.
3. Many instruction related materials in the Learning Resource Center are outdated and do not assist in fostering high levels of student learning. The exception to this finding is the PLATO software available for students enrolled in basic skills courses and some introductory general education courses.

#### **Recovery Plan Recommendations:**

1. Library staff, working with faculty, should assess the collection before the move into the new building to determine what materials should be moved and what should be discarded. Gaps in the collection should be identified and a plan developed to fill in the gaps over the next three to five years. Staff should utilize the Title V project grants writing opportunities to secure resources for new materials. Additionally, an organized outreach plan should be developed to involve faculty in collection decisions.



2. The Compton Center needs an on-campus bookstore. Through a contractual arrangement with a private company or some other type of arrangement, a bookstore should be available on campus to serve students.
3. The Learning Resource Center staff should cull the instructional materials before the move to the new building and develop a plan for the acquisition of new instructional materials. The staff should utilize the Title V project grant writing opportunities to secure resources for new materials.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



**ACCJC Standard II-A: Student Learning Programs and Services**  
**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. Compton Community College District board policies
2. El Camino Community College District board policies
3. Compton Community College Educational Master Plan, Technology Plan
4. Classroom observations
5. Faculty Handbook
6. Visits to classrooms, labs, the library, and the learning resource center (LRC)
7. Interviews with the Library Services Coordinator, the Learning Resources Center Coordinator, librarians, Compton Center administrators, the Special Trustee, faculty, and students.

**Findings:**

1. Compton Community College Board Policy 1.6, Vision Statement/Institutional Goals makes technology a high priority. Vision Statement #4 states, “Steps need to be taken to keep Compton Community College on the cutting edge of technology.” However, no consistent application of technological approaches was evident in the teaching and learning process, except in the few areas where technology was the primary learning tool, i.e., the PLATO labs and Computer Information Science classes.
  
2. The review team also found that planning for the use of technology is inadequate. The following table summarizes the strengths and weaknesses of the Compton Center Technology Program.

**Quality Criteria for Instructional Technology Program and Review Team’s Assessment  
 Compton Center, November 2006**

<b>Criteria</b>	<b>Adequate</b>	<b>Inadequate</b>
1. Board policy or administrative regulation for technology		X
2. Clear statement of program philosophy/vision	X	
3. Comprehensive view of technology	X	
4. Needs Assessment		X
5. Measurable student goals and objectives		X
6. Ongoing student assessment		X
7. Ongoing program assessment		X
8. Comprehensive faculty training including measurable standards with a focus on equipment, applications, and integration		X
9. College-wide equipment standards	X	
10. Internet Access standards	X	
11. Role of school library	X	
12. Implementation budget	X	
13. Maintenance budget	X	

The review team found the Compton Center technology program to be inadequate on six criteria and adequate on seven criteria. The following was noted:

**Criterion 1:** Although the board’s vision statement recognizes the importance of technology, no policy exists that adequately directs the development and implementation of instructional technology at the Compton Center. However, a draft policy has been prepared, and the MIS faculty plan to submit it to the board by the end of December.

**Criterion 2:** The Educational Master Plan provides a clear vision for instructional technology to develop skills and use tools to enhance curriculum implementation, support assessments and increase the access of information for the students and faculty.

**Criterion 3:** Leaders of the MIS and library services view instructional technology in the Compton Center as a delivery system that will change the way students learn and teachers teach. Students, teachers and administrators will develop skills to retrieve, organize, use, collect and present information effectively.

**Criterion 4:** The strategic planning undertaken by the Compton Center is not an adequate needs assessment. The document does not identify the status of the present technology resources in the system, nor is there an analysis of the system’s capacity to achieve goals and objectives.

**Criterion 5:** The Technology Plan lacks measurable student goals and objectives to guide instructional planning.

**Criterion 6:** No evidence was presented to the review team of assessment of student achievement in technology tracked over time.

**Criterion 7:** The review team found no evidence of monitoring the frequency of use or effectiveness of software and hardware used in the Compton Center.

**Criterion 8:** In-service training is available for all faculty at the center. However, a large percentage remains untrained, according to library and MIS personnel. One administrator commented, “We have a large group of ‘seasoned’ faculty who have eluded technology.” Goal 5 of the Technology Plan 2005-2010 proposes to enhance the computer skills of faculty and staff.

**Criterion 9:** Campus equipment is standardized. Purchases are supervised by MIS.

**Criterion 10:** The Compton Center’s MIS personnel as well as school site administrators attend to Internet access regulations for students.

**Criterion 11:** Librarians play an important role in the technology movement in the Compton Center.

**Criterion 12:** Budgets have adequately funded the mission and objectives of the technology program.

**Criterion 13:** Computers at the center are adequately maintained.

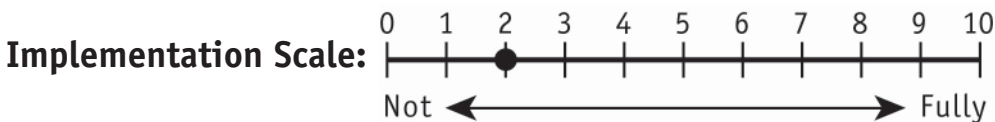
## Recovery Plan Recommendations:

1. Develop for board adoption a policy clearly defining the mission and philosophy of the Compton Center's educational technology program.
2. Require regular reports from each building division/department chair regarding the integration of computer skills and technology into the daily instructional program.
3. Using the Technology Plan 2005-2010 as a starting point, develop a comprehensive, long-range technology plan that addresses the quality components specified below:
  - A technology philosophy including the Compton Center's technology mission statement.
  - Ongoing assessment of 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.
  - Campus-wide equipment standards.
  - An implementation budget.
  - A maintenance budget.
4. Survey the administrators and faculty to determine current levels of technology proficiency at the Compton Center, and design professional development strategies to address immediate deficiencies.
5. Encourage every faculty member to develop competency using computers to enhance instruction.
6. 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.
7. Require periodic reports regarding the level of faculty technological competence and the integration of technology within the curriculum.

### Standard Implemented: Partially

April 2007 Rating:

2



## **ACCJC Standard II-A: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 3.1 - Instructional Strategies - Equal Educational Opportunities**

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#### **Legal Standard:**

The college provides equal access and educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors (EC 51007).

#### **Sources and Documentation:**

1. Compton Community College District equity policies: 6.5, Matriculation; 6.6, Policy on Open Courses, Prerequisites, Corerequisites (sic), Recommended Preparation and Limitations on Enrollment; 6.9, Student Equity; 6.11, Tuition (Enrollment Fees); 6.13, Waiver of Fees for School District Students; and 7.1, Academic Affairs: Certificate and Degree Programs
2. El Camino College equity policies: 3410, Nondiscrimination; 4055, Academic Accommodations for Students with Disabilities; 4260.1, Prerequisites and Other Limitations on Enrollment; 5052, Open Enrollment; and 5300, Student Equity
3. Compton Community College Student Handbook and Planner 2005-2006 provides students with a variety of information and admission requirements, waiver of prerequisites, financial aid and opportunities to attain degrees certification and transfer to four-year postsecondary institutions
4. Compton Community College Student Equity Plan, December 2005
5. Compton Community College Enrollment Plan, 2005-2006 (Undated)
6. Minutes of the Budget Committee August 2005, Compton Community College District
7. EOPS and CARE Fiscal Review, Compton Community College, Summary Report (May 2005)
8. Interviews with Compton Center staff, faculty, and students

#### **Findings:**

1. Policies, catalogs, and handbooks for both the Compton and El Camino Community College districts provide adequate guidance and/or information for educational access and equity.
2. The only plans relevant to the standard that were provided to the review team were those prepared by Compton Community College. They dealt with student equity and enrollment for what has become the Compton Center. The review team was told that these plans had been set aside with the establishment of Compton Center under the umbrella of El Camino Community College. These plans had many strong points, including the fact that they were prepared expressly to address the needs of Compton Center clientele.
3. The Institutional Self Study Report in Support of Reaffirmation of Accreditation noted that past efforts to provide equal access to educational opportunities and equitable support to students had not been consistently successful. The following examples were cited:
  - a. Inappropriate expenditures of categorical funds designed to support more financially needy students (see also ACCJC Standard II-B, FCMAT Standard 1.5).
  - b. “Inadequate funding” for tuition assistance, even though 80% of the student body receives financial aid. In a recent student survey, 23% of the respondents rated financial aid below average or poor.
  - c. Under-funded learning laboratories.

- d. Although only 54.7 percent of incoming freshmen had achieved above the basic skill level, basic skills instruction had received “inadequate funding.” Further, basic skills courses have been ineffective in preparing students to access higher-level courses.
- e. A quarter of students surveyed rated academic advising as below average or poor.
- f. African-Americans have lower program completion rates than their ethnic contemporaries.
- g. Male enrollment is too low in comparison to the Compton Center’s service area population.

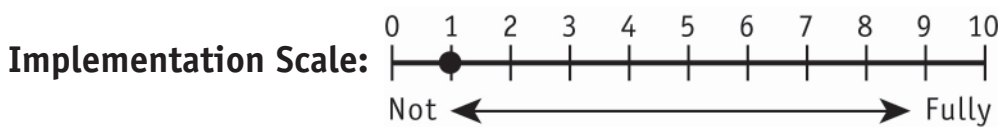
**Recovery Plan Recommendations:**

1. Continue to publicize access and equity opportunities in policies, catalogs, and handbooks.
2. The Compton and El Camino Community College districts’ faculties and staffs should conduct joint evaluations of Compton Community College’s Student Equity Plan and the Enrollment Management Plan to determine which elements can be salvaged and then implement them.
3. Take the following additional actions to improve educational access and opportunity for all students:
  - a. Provide faculty and staff training concerning the management and control of categorical funds.
  - b. Fund financial aid consistent with the needs of the student population.
  - c. Fully fund learning laboratories consistent with student needs.
  - d. Fund basic skills instruction consistent with student needs and improve quality to increase the success rate of basic skills students in higher-level courses in the same areas in which they have had basic skills instruction.
  - e. Improve academic advising by automating and monitoring Individual Educational Plans.
  - f. Improve enrollment of males by executing the strategies in the Compton Enrollment Management Plan and through intensive outreach programs.

**Standard Implemented: Partially**

April 2007 Rating:

1



## **ACCJC Standard II-A: Student Learning Programs and Services**

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

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton Community College board policies: 3.2, Academic Records and Procedures; 7.4, Remedial Coursework Limit; 7.9, Expansion of English Curriculum; 7.7, Speech Course Requirement; 7.8, Fine Arts Requirement; and 7.12, General Educational Requirements
2. El Camino Community College board policies: 1200, the El Camino Vision, Mission, Philosophy, Values, and Guiding Principles; 3530, 4055, Academic Accommodations for Students With Disabilities; 4220, Standards of Scholarship; 4025, Philosophy for Associate Degrees and General Education; and 4255, Student Progress Early Alert and Referrals; and 5120, Transfer Center
3. Course outlines and syllabi approved by El Camino College
4. Interviews with Compton Center and El Camino College administrators
5. EOPS and CARE Fiscal Review, Compton Community College, Summary Report (May 2005)

#### **Findings:**

1. El Camino Community College administrators told the review team that formal student learning objectives (SLOs) did not exist, but were being developed. Policies did contain some challenging student learning outcomes (see also ACCJC Standard I-A for Standard 3.5). Learning outcomes in course outlines and syllabi were not challenging in most instances. The review team examined 156 syllabi approved for Compton Center use. Most syllabi merely described a task to be performed by students. Few stated the context or conditions under which the task was to be performed or the standard that the student was required to meet (e.g., calculate with 100% accuracy).
2. The review team was unable to assess the quality of learning goals students had set for themselves in Individual Educational Plans (IEP) because the staff provided no samples in response to the team's request. Counselors were unable to verify that each enrolled student had an IEP. With the exception of individual paper records for each student, there was no database that could be consulted to determine if each student had an IEP. In a May 2005 external audit of the EOPS and CARE programs, the auditor noted that 40% of student files examined did not contain the required IEP, or the IEP was not complete.

#### **Recovery Plan Recommendations:**

1. The Compton Center and El Camino College faculties should collaborate to develop student learning outcomes (SLOs) that state the task, context (conditions), and standards of perfor-



mance and require the full range of college-level cognitive skills. Those SLOs should be included in course outlines and syllabi.

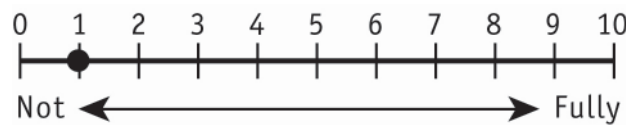
2. The Compton Center staff should:
  - a. Automate individual student education plans.
  - b. Establish and/or enforce controls that require students to complete and update their IEPs at appropriate times.
  - c. Automatically generate periodic reports of students who have not completed their plans and take action to have IEPs prepared.
  - d. Conduct a random check of the quality of those individual educational plans and, where appropriate, advise students to set more challenging achievement goals.

### Standard Implemented: Partially

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard II-A: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 3.4 - Instructional Strategies - Student Engagement**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Class visits (57)
2. Course syllabi (156)
3. Sample of course outline of record
4. Nine faculty and division chairperson interviews

#### **Findings:**

1. There was little active student learning taking place in the observed non-laboratory courses. In most class observations made, except in selected vocational-technical courses, students were taking tests/quizzes, listening to lectures or performing some type of “seat work.” Little use of cooperative learning, group work, or students actively engaged in answering or raising questions, making reports, or participating in active class discussions was observed. In most classrooms, learners were passive, not active (see also FCMAT Standard 3.12).
2. Application of student learning is generally confined to instructor-made or publisher-constructed multiple-choice tests, and some essay testing, writing assignments and/or problems to solve. Little evidence of authentic assessment of student application of learning was provided. This finding was based on the review of materials, including course outlines of record and syllabi, and faculty interviews.
3. A limited amount of application of student knowledge occurs sporadically in service learning activities, field experiences, labs, clinical experiences and practicums, which are typically associated with specific programs and disciplines, where these experiences are expected. In most other general education courses, the writing of papers and taking of tests appear to be the primary opportunities for students to apply their learning, according to a review of course outlines of record and syllabi.
4. There are a few “linked classes” offered. However, the “learning community” aspect of these efforts does not appear to provide students the opportunity to apply their knowledge, according to the review team’s perusal of syllabi and faculty interviews.

#### **Recovery Plan Recommendations:**

1. Design a comprehensive professional development plan that encourages more active learning on the part of all students. Utilize the Title V project grant writing opportunities to secure external funding to support faculty development. Consider some of the following suggestions:

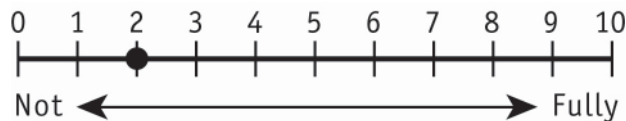
- a. Conduct workshops for faculty on student engagement in learning, using Compton Center faculty who are recognized as strong practitioners of active student learning classroom practices whenever possible.
  - b. Use active student learning benchmarks in evaluating faculty performance in the classroom.
  - c. Investigate the precepts of the “learning college” and determine their relevance to the Compton Center.
  - d. Involve instructional area leaders (deans and division/department chairs) in observing classes and working with faculty to foster greater active student learning.
  - e. Utilize the services of the Title V project to write grants to secure resources to foster innovations in active student learning in all subject fields.
2. Build additional opportunities for students to demonstrate and apply their learning in all classes, beyond the modes of taking tests and writing papers. Investigate authentic assessment approaches such as student portfolio development and presentations, simulations, problem-based learning, projects, and student presentations and integrate them into course syllabi and classroom practice where applicable. Make these efforts part of the faculty professional development plan noted above in recommendation one.
  3. Expand efforts to actively engage students in applying their learning. Involve faculty who are adept at using these techniques to teach their colleagues how to implement active student learning approaches. Consider the use of some or all of the following approaches:
    - a. community-based service learning
    - b. community-based action research projects
    - c. work experience opportunities
    - d. group projects
    - e. internships
  4. Investigate methods to build “learning communities” of students where they can apply their knowledge. Where possible, expand the use of “linked classes” and stress the importance of the community of learners within those cohort groups of students. Have faculty who are successfully implementing linked classes hold in-service training for other interested faculty. Also, consider the use of cooperative learning and peer tutoring within classes so students can apply their learning to help other students learn.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## ACCJC Standard II-A: Student Learning Programs and Services

### FCMAT Academic Achievement Standard 3.24 Instructional Strategies—Transfer Programs

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#### Professional Standard:

The college provides access and encourages student enrollment in transfer programs to four-year institutions of higher learning.

#### Sources and Documentation:

1. Transfer Center visit
2. Interview with Transfer Center Director
3. Transfer Center Annual Plan 2005-2006
4. Review of transfer oriented materials in the center
5. Transfer Level Course Syllabi
6. Compton Center Educational Master Plan
7. California Postsecondary Education Commission (CPEC) Pathways to Transfer report

#### Findings:

1. The Compton Center does not transfer large numbers of students to four-year institutions of higher learning. According to the CPEC Transfer Pathways report for 2004-05, six Compton students transferred to a University of California (UC) campus and 132 students transferred to a California State University (CSU) campus, for a total of 138 transfer students in that academic year.
2. The progression of students from basic skills courses to transfer level courses at the Compton Center does not support large numbers of transfer ready students. The Compton Community College District Educational Master Plan 2005-2010, Figure 7, illustrates that 1.5% of 1,130 students taking basic skills courses in mathematics successfully completed a credit course in mathematics within three years. The comparable percentage for basic skills English courses was 4.4% of 1,808 students. Most courses offered at the Compton Center are non-transferable courses. The table below reveals that 40% of all sections offered in fall 2006 were transfer-oriented courses. Only 20% of English sections and 11% of mathematics sections were transfer courses.

#### Compton Center Fall 2006 Schedule

##### Number and Percentage of Sections Offered by Course Type, November 2006

Course Type	# of Sections	% of All Sections	# of English Sections	% of English Sections	# of Math Sections	% of Math Sections	# of Telecourse Sections	# of Online Sections
Transfer	192	40	20	47	11	20	7	1
Basic Skills	94	20	23	53	44	80		
Voc-Tech	146	31	-					2
Other (Primarily PE)	42	9	-				1	
Totals	474	100	43	100	55	100		

3. The Compton Center Transfer Center lacks visibility on campus. It shares space with the Special Services/TRIO program. There is no sign on the outside of the building indicating the Transfer Center; instead the building is labeled the Welcome Center with signage for the Special Services and Upward Bound programs. The center has a conference room and desks for university representatives to utilize when they visit the campus.
4. The Transfer Center has two computers for students to access college and university information and to apply to universities online. There is one printer to print out information, but it was not working at the time of the visit. There were printed materials in the Transfer Center from universities about transfer opportunities, and the center sponsors visits from universities to recruit students. The center is not well stocked with transfer related materials.
5. The Transfer Center conducts two community-based programs to increase transfers to four-year universities. They are the High School Transfer Program and the Regional Transfer Collaborative.
6. A review of course syllabi in the General Education transfer area did not demonstrate any reference to the applicability of the courses for transfer purposes, except in one course.

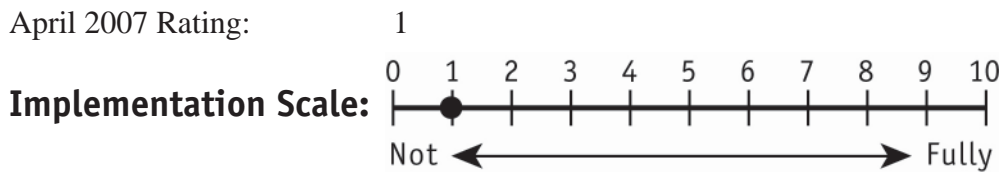
### **Recovery Plan Recommendations:**

1. Make the transfer function at the Compton Center a top priority when developing or revising the Educational Master Plan. Form a committee or task force to develop a plan to increase numbers of transfer students to UC and CSU campuses, as well as private universities. Develop benchmarks or milestones and evaluate the plan regularly. Also, address the following:
  - a. Utilize the Colleague student database system to identify transfer ready and near-transfer ready students to invite to the Transfer Center to learn about transfer opportunities.
  - b. Collaborate with faculty who teach advanced transfer level courses to orient their classes about transfer opportunities or distribute transfer information to their students.
  - c. Align curricula and standards with feeder high schools to reduce the numbers of students needing developmental education and increase the numbers ready for transfer level courses.
  - d. Investigate the California Partnership for Achieving Student Success (Cal-PASS) project to determine if a regional consortium among the local university(s), high schools and the Compton Center is a feasible vehicle for aligning curricula and standards.
2. Conduct a comprehensive study and analysis to determine why more students taking basic skills courses are not succeeding in transfer level courses, especially in English and mathematics. Instructional leaders and faculty in basic skills areas need to identify best practices, such as supplemental instruction, tutoring, curricular alignment, and learning communities to assist students in their progression from basic skills to transfer level courses. In addition, build support for the Learning Resources Center Tutoring program by:
  - a. Ensuring that salaries for tutors are competitive enough to draw qualified tutors.
  - b. Working with nearby universities, libraries, and community-based organizations to secure the services of volunteer tutors.
  - c. Scheduling full-time faculty into the Tutoring Lab as part of their load when their classes don't fill.

- d. Ensuring that the Tutoring Lab has copies of current textbooks in the basic skills courses and other courses with a heavy demand by students for tutoring services.
- 3. Give the Compton Center Transfer Center more visibility on campus. Work on the building signage to call attention to the center. Consider another space on campus for the Transfer Center, if possible, so it does not need to share space with other programs.
- 4. Fix the printer in the center or secure a working one. Obtain additional transfer materials from nearby universities and other materials related to transfer opportunities, such as Peterson's Guide to Colleges and Universities.
- 5. Monitor the effectiveness of the High School Transfer Program and the Regional Transfer Collaborative and continue these promising programs if they prove to be effective in increasing the numbers of students transferring to universities.
- 6. Faculty who teach transfer-oriented courses should provide some basic information about the transferability of their courses on their syllabi.

**Standard Implemented: Partially**

April 2007 Rating:







## **Standard II: Student Learning Programs and Services**

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*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.*

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

**B. Student Support Services**

**Standard to be Addressed**

April  
2007  
Rating

**Planning Process - Academic Achievement**

**1.5** **Categorical and compensatory program funds supplement students in their pursuit of postsecondary education.**

**0**

**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**

**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**

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

**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**

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**

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



## **ACCJC Standard II-B: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 1.5 - Planning Process - Categorical Programs**

#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton and El Camino Community College District policy manuals
2. Compton Community College Budget Advisory Committee Meeting Minutes, August 18, 2005
3. Compton Community College Employee's Personnel Policy and Procedures Handbook, revised September 2005
4. EOPS (Extended Opportunity Programs and Service) and CARE Fiscal Review, Compton Community College, Summary Report (May 2005)
5. Interviews with Compton Community College District and Compton Center administrators

#### **Findings:**

1. The Compton Community College District lacked written policy and administrative guidance for categorical funds and there was no systematic management and oversight of those funds. However, employees in the financial management office were able to explain the process they used to analyze and process reports.
2. It was not clear to some categorical fund managers how program management reports were to be prepared or what staff member in the finance office provided assistance and information regarding preparation of those reports.
3. Records indicated that categorical funds were not properly accounted for and had been expended for unauthorized purposes:
  - Compton Community College Budget Advisory Committee Meeting Minutes, August 18, 2005, revealed that CalWORKS funds "were used inappropriately" by the Child Development Center.
  - The EOPS and CARE Fiscal Review, Compton College, Summary Report (May 2005) itemized mismanagement of funds for those programs to include failure to document expenditures, failure to establish eligibility for students collecting benefits, and expenditures of more than \$8,000 for unauthorized purposes. The report also noted that overall accounting for categorical funds was inadequate and concluded with the following statement: "The accounting principles and practices of the [Compton] college/district are grossly inadequate and do not meet [state] requirements ..." The review team determined that the standard is not being met if this report accurately depicts how categorical funds are being managed at the Compton Center.

## Recovery Plan Recommendations:

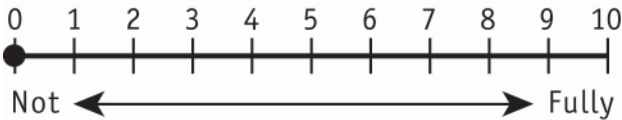
1. Prepare a board policy addressing the purposes and lawful uses of categorical funds. Prepare detailed administrative instructions regarding management and oversight procedures for categorical funds. Section 9 of the Compton Community College Employee's Personnel Policy and Procedures Handbook provides a foundation for administrative instructions. However, these instructions should be program-specific and describe authorized expenditures unique to the respective categorical funds. Distribute these policies and administrative instructions to the categorical fund managers and the financial management staff.
2. Provide appropriate training in categorical funds management for program managers, program staffs, and financial management personnel.
3. Employ/designate an employee with experience in categorical funds management to monitor categorical funds expenditures frequently and provide technical advice to categorical funds program managers.

## Standard Implemented: Not Implemented

April 2007 Rating:

0

Implementation Scale:



## **ACCJC Standard II-B: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 3.10 - Instructional Strategies - Student Conduct**

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#### **Professional Standard:**

Clearly defined student conduct practices have been established and communicated among the students, staff, board and community.

#### **Sources and Documentation:**

1. Compton Center Faculty Handbook
2. Compton Center Student Handbook
3. El Camino College Catalog
4. Compton Community College District Board Policy 6.7, 6.8
5. Interview with Acting Dean of Students
6. Course syllabi (156)
7. Eight faculty interviews
8. Two counselor interviews

#### **Findings:**

1. The El Camino College catalog has a comprehensive Standards of Conduct policy and Disciplinary Action procedures, which differ from the Compton Community College District board policies and from the Compton District Student Handbook.
2. The Faculty Handbook of the Compton district refers faculty to the college catalog and does not discuss student conduct or disciplinary procedures. It simply contains the heading “Conduct.”
3. Most Compton Center course syllabi do not have any information about student conduct. Some of the syllabi that had content about discipline practices did not follow or refer to Compton district board policy, the El Camino College catalog or the Compton Center Student Handbook. Other syllabi included a statement referencing the Compton Center Student Handbook. A review of 156 separate course syllabi showed that less than 10% included any information about student conduct practices.

#### **Recovery Plan Recommendations:**

1. Align the student conduct policies and procedures between El Camino Community College District and Compton Community College District. Consider the needs of the Compton Center when aligning the policies and procedures.
2. When the aligned student conduct policies and procedures are approved, place them in the Compton Center Faculty Handbook.
3. Create some model statements for student conduct to be placed in course syllabi that reflect the aligned student conduct policies and procedures, once they are approved. Instructional



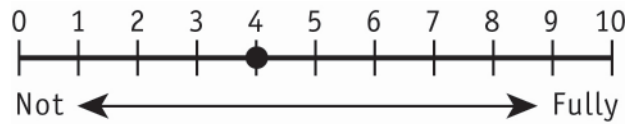
leaders should review course syllabi to see that some type of student conduct statement exists in all course syllabi. Faculty who have identified student conduct norms pertinent to their own courses and have placed these expectations in their syllabi should continue to do so, if these norms are not in conflict with the aligned student conduct policies and procedures.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



## ACCJC Standard II-B: Student Learning Programs and Services

### FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

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#### Professional Standard:

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

#### Sources and Documentation:

1. Fifty-seven classroom visits
2. Nine faculty interviews
3. Review of statistical reports
4. Faculty Service Areas Audit
5. Fall 2006 Class Schedule
6. Interview with Associate Director of Human Resources

#### Findings:

1. Class sizes, in some instances, were so small that it is questionable that effective student learning could take place, especially in courses where cooperative learning, peer interaction and group work would be beneficial to student learning. The average class size observed was 11 students, with a range from 1 to 45 students. Many classes are operating well below capacity. Enrollment statistics indicated that of 43 discipline areas reviewed, 13 (30%) had enrollments of less than 40% of capacity. With the normal rate of student absences that occur throughout a semester, the actual number and percentage would be much higher.
2. The low enrollment experienced by the Compton Center this year is impacting the average class size, which could adversely affect learning. Enrollment statistics indicated that of approximately 480 course sections offered for fall 2006, fully one-third were cancelled due to low enrollment. Of the remaining 323 sections in operation, 87 had enrollments of fewer than 10 students, while 43 sections had over 40 students enrolled.
3. With the change to a compressed schedule, there is no standardized start time for classes. The table below illustrates that 42% of all course sections are offered in the mornings prior to noon, 20% are offered from noon to just before 5:00 pm, and 25% are offered in the evenings.

#### Compton Center 2006 Fall Schedule of Classes by Time of Day, November 2006

Time of Day	# of Sections Scheduled	% of Sections Scheduled
8:00-8:59 AM	69	15
6:00-6:59 PM	54	12
9:00-9:59 AM	51	12
11:00-11:59 AM	48	10
1:00-1:59 PM	44	9
5:00-5:59 PM	41	8
Noon-12:59 PM	41	8
10:00-10:59 AM	24	5

<b>Time of Day</b>	<b># of Sections Scheduled</b>	<b>% of Sections Scheduled</b>
Saturdays	24	5
7:00-7:59 PM	22	5
3:00-3:59 PM	19	4
4:00-4:59 PM	18	4
2:00-2:59 PM	16	3
6:00-6:59 AM	2	-
Totals	473	100

4. Faculty assignments now appear supportive of achieving effective student learning. In August 2006, the Office of Human Resources conducted a Faculty Service Area (FSA) audit for full-time and adjunct faculty at the Compton Center and discovered that a number of faculty did not meet the minimum qualifications to teach in subject areas that they had been teaching. Most faculty in this situation were adjuncts. It was unclear exactly how many faculty did not meet the minimum qualifications to teach in particular service areas. The numbers reported by some Compton Center personnel did not match the numbers identified in the FSA audit. However, the audit did not make it clear exactly how many faculty did not meet minimum qualifications. It was reported that a special assignment was designated for the full-time faculty in this situation and that the adjuncts were not rehired.

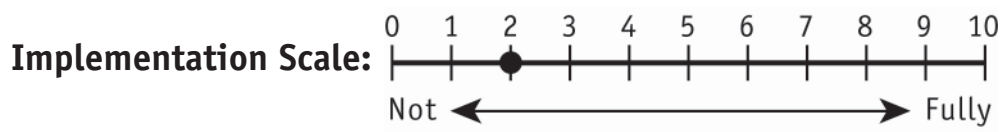
### **Recovery Plan Recommendations:**

1. Manage the schedule of course offerings more efficiently to control the numbers of students enrolling in sections, to ensure a critical mass of students to maintain courses at acceptable levels of enrollments throughout the semester.
2. Instructional leaders need to more carefully develop and monitor semester schedules of classes and assist in the recruitment of students for classes. Investigate reducing the number of sections of a course offered, the total number of courses offered, combining sections of a course, and other approaches to help guarantee a critical mass of students in all courses. The following suggestions are offered for recruiting students:
  - a. A comprehensive student recruitment plan needs to be developed for the Compton Center.
  - b. Instructional area leaders and faculty should be involved in the development and implementation of that plan.
  - c. The plan should address the possibility of establishing an early registration system in feeder high schools.
3. Investigate how other colleges using the compressed calendar are scheduling classes throughout the week to see if a more standardized schedule of class offerings can be developed, particularly for class start and end times. Screen the qualifications of all new faculty hires, both contract and adjunct, before employment. Have the Human Resources office officially certify the minimum qualifications and FSAs before any faculty member is hired.

## Standard Implemented: Partially

April 2007 Rating:

2



## **ACCJC Standard II-B: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 3.12 - Instructional Strategies - Academic Achievement Standards**

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#### **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 Compton Center August 2006 flex day agendas
2. Compton Community College Professional Development Program Plan 2005-2006
3. Compton Community College vision and mission statements
4. El Camino College Compton Center course outline of record
5. ACCJC Standards
6. Sample of faculty and administrative performance evaluations
7. Compton Community College Faculty Handbook
8. Review team's class and computer lab observation data
9. Faculty and administrator interviews

#### **Findings:**

1. The faculty was given insufficiently focused center-wide direction to guide the implementation of varied instructional strategies that address their students' diverse needs and modify and adjust their instruction appropriately (see also FCMAT Standard 5.1). The ACCJC standards emphasize the need for innovative and non-traditional approaches to engage the 21st century student in successful learning. The Compton Community College vision and mission statements document stipulates, "Make use of collaborative learning strategies in the context of the classroom experience, with demonstrated pedagogical value and effectiveness for the students served by the college." One division vision statement affirms, "We believe that formal lecture alone is not the only effective means in helping students to achieve learning outcomes ... experiential learning and competency-based skill development are viable and sometimes more appropriate ... " Professional development in the Compton Community College Professional Development Program Plan 2005-06 focused on developing student learning outcomes (SLOs), Program Planning Review (PPR), and course outline updates for the faculty. In addition, there was a campus-wide effort for implementation of a new student information system, Datatel Colleague. The Compton Community College Professional Development Program Plan 2005-06 references the National Staff Development Council (NSDC) in describing what professional development planning should include. Included are references to a "focus on specific issues of curriculum and pedagogy ... in the context of actual classrooms" and "Develops, refines, and expands faculty's pedagogical repertoire, content knowledge, and the skills to integrate both."
2. Center course outlines of record do not provide instructors with adequate linkage to varied instructional strategies for guidance in their instructional planning (see also FCMAT Standards 2.3 and 2.4).

3. Evidence of ongoing faculty professional development in the use of varied instructional strategies was not received by the review team. August 2006 flex day agendas did not contain professional development activities focused on improving instruction. The review team examined procedures for conference attendance but received no data that conferences are regularly attended across divisions (see also ACCJC Standard I-B, FCMAT Standards 5.1 and 5.2). A 10% random sample of faculty performance evaluations showed no instance where supervisors gave constructive feedback to faculty for improving instruction.

In 57 classes visited over three days, most instructional activities observed were passive in nature with limited variation in instructional strategies and resource use. The chart below includes faculty activities in classes visited at the time of the observations.

**Snapshot Record of Faculty Activities During On-Site Visit  
El Camino College Compton Center, Fall 2006**

Division	#Classes Visited	At Desk		Lecture		Small Group		Q & A		Assisting		*Use Tech.		**Other	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business Education	7	2	29%	2	29%	0	0%	1	14%	0	0%	1	14%	1	14%
Comm./ Humanities	7	5	71%	1	14%	0	0%	0	0%	0	0%	0	0%	1	14%
Creative, Perform./ Techn. Arts	1	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%
ESL/ Foreign Language	3	0	0%	3	100%	0	0%	0	0%	0	0%	0	0%	0	0%
Family Studies	3	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	3	100%
Human Services/ Nursing	2	1	50%	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%
Math/ Science	18	4	22%	7	39%	0	0%	3	17%	0	0%	1	6%	3	17%
Physical Education	1	0	0%	0	0%	0	0%	0	0%	1	100%	0	0%	0	0%
Social Science	5	2	40%	3	60%	0	0%	0	0%	0	0%	0	0%	0	0%
Tech. Studies	10	3	30%	1	10%	2	20%	0	0%	3	30%	0	0%	1	10%
Totals	57	17	30%	17	30%	2	4%	4	7%	4	7%	4	7%	9	16%
*Use Tech.: PowerPoint presentation, Using overhead projector, Showing film															
**Other: Instructor not present, monitoring testing, not engaged in instructional activities															

The following chart displays the type of activities in which students were involved at the time of the classroom visits (please see next page).

**Snapshot Record of Student Activities During On-Site Visit  
El Camino College Compton Center, Fall 2006**

Division	#Classes Visited	Seatwork		Q & A		Large Group Passive		Small Group		*Use Tech.		**Other	
		#	%	#	%	#	%	#	%	#	%	#	%
Business Education	7	1	14%	1	14%	2	29%	1	14%	1	14%	1	14%
Comm./ Humanities	7	4	57%	0	0%	1	14%	0	0/5	0	0%	2	29%
Creative, Perform./ Techn. Arts	1	0	0%	0	0%	1	100%	0	0%	0	0%	0	0%
ESL/ Foreign Language	3	0	0%	0	0%	3	100%	0	0%	0	0%	0	0%
Family Studies	3	0	0%	0	0%	0	0%	0	0%	0	0%	3	100%
Human Services/ Nursing	2	0	0%	0	0%	0	0%	0	0%	0	0%	2	100%
Math/ Science	18	0	0%	3	17%	9	50%	1	6%	0	0%	5	28%
Physical Education	1	0	0%	0	0%	0	0%	0	0%	0	0%	1	100%
Social Science	5	0	0%	1	20%	2	40%	1	20%	0	0%	1	20%
Techn. Studies	10	3	30%	0	0%	0	0%	2	20%	2	20%	3	30%
<b>Totals</b>	<b>57</b>	<b>8</b>	<b>14%</b>	<b>5</b>	<b>9%</b>	<b>18</b>	<b>32%</b>	<b>5</b>	<b>9%</b>	<b>3</b>	<b>5%</b>	<b>18</b>	<b>32%</b>
*Use Tech.: Following instructor PowerPoint on laptop, individual use of technical equipment													
** Other: Testing, giving reports, reading, watching film, not engaged in educational activity													

The following observations were made concerning the faculty and student activities listed above:

- During class visits, the review team found most activities to be limited in instructional variety. Faculty were either lecturing (from their desk or standing at the front of the class) or at their desk occupied with other tasks in 60% of the classes visited. Faculty was observed in other activities (not present, monitoring tests, or not engaged in instructional activities) in 16% of the classes visited.
- Students were observed in large group passive activities in 32% of the classes. The review team observed students in other activities (testing, giving reports, reading, watching film, not engaged in educational activity) in 32% of the classes visited. In 18% of classes visited by the review team, students were observed in small group work or in large group question and answer discussions with the instructor. Students were observed doing seatwork in 14% of classes visited.
- Use of technology by faculty for instruction was observed in just four of the 57 classes visited. Faculty were observed either using overhead projectors or conducting a Power-

Point presentation. Use of technology by students in other than computer labs was observed in three of the classes visited.

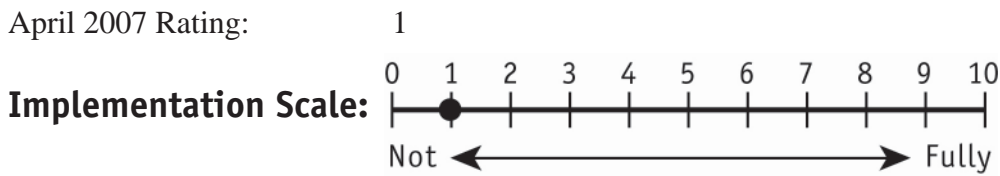
- The review team observed occasions during class visits where the instructor was not present for a scheduled class and where faculty and/or students arrived for the class well after the scheduled start time.
- The review team counted approximately 384 computers in the labs visited. A total of 44 students were observed using these computers during the visits.

### Recovery Plan Recommendations:

1. Develop a comprehensive, long-range professional development plan including all elements of a quality professional development plan that is based on a careful analysis of data, is data-driven, and focuses on proven research-based approaches that have been shown to increase productivity.
2. Revise Compton Center course outlines of record to provide specific examples of how to teach key concepts/skills in the classroom to ensure deep alignment.
3. Provide professional development opportunities for faculty in the use of a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately. Require supervisors of faculty to provide regular, constructive feedback with regard to instructional methodologies observed. Link professional development to performance evaluation.

### Standard Implemented: Partially

April 2007 Rating:





## **ACCJC Standard II-B: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 3.13 - Instructional Strategies - Professional Development for Special Needs**

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#### **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. El Camino College Compton Center August 2006 flex day agendas
2. Compton Community College Professional Development Program Plan 2005-2006
3. Interviews with Compton Center administrators and faculty

#### **Findings:**

1. Center-wide professional development planning guidance for the support of faculty on addressing special needs of students, language acquisition, timely interventions, and culturally responsive teaching is inadequate. The Compton Community College Professional Development Program Plan for the 2005-2006 school year showed that some attention was placed on the design and implementation of professional development planning. However, the 2005-2006 Professional Development Program Plan focused on the development of student learning outcomes, communication of updates to course outlines, and orientation to the new DataTel student information system.
2. Professional development opportunities for faculty on addressing special needs of students, language acquisition, timely interventions, and culturally responsive teaching are inadequate. August 2006 flex day agendas focused on orienting the faculty and staff to organizational and curricular changes associated with the new partnership between the Compton Community College District and El Camino Community College, and the formation of El Camino College Compton Center as a result. The review team was given no other documentation that professional development opportunities are provided to faculty on special needs, language acquisition, timely interventions, and culturally responsive teaching. Administrators and faculty asserted in interviews that Compton Center professional development has not been provided in these areas. In addition, administrators and faculty stated that conference attendance and reimbursement for conference costs are rare across all Compton Center divisions.
3. The review team observed few occasions where faculty of transfer classes addressed the special needs of students, timely interventions, or culturally responsive teaching.

#### **Recovery Plan Recommendations:**

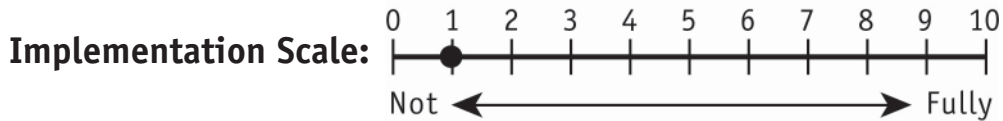
1. Develop a comprehensive, long-range professional development plan that is based on a careful analysis of data, is data-driven and focuses on proven research-based approaches that have been shown to increase productivity.

2. Provide all faculty with professional development and follow-up opportunities on addressing special needs, language acquisition, timely interventions, and culturally responsive teaching.
3. Require supervisors of faculty to provide regular, constructive feedback with regard to instructional methodologies observed. Link professional development to performance evaluation.

**Standard Implemented: Partially**

April 2007 Rating:

1



## **ACCJC Standard II-B: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 3.14 - Instructional Strategies -**

#### **Identification and Placement of English Learners**

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#### **Professional Standard:**

The identification and placement of English language learners into appropriate courses is conducted in a timely and effective manner.

#### **Sources and Documentation:**

1. Compton Community College Board Policy 6.9, Student Equity, November 30, 1993
2. Compton Community College Board Policy 7.4, Remedial Coursework Limit Policy, July 21, 1992
3. El Camino Community College board policies
4. Compton College Assessment Center Report
5. Educational Master Plan, Compton Community College, 2005-2010
6. Compton Community College District: Institutional Self Study Report in Support of Reaffirmation of Accreditation, April 2006
7. Interviews with staff and students

#### **Findings:**

1. English language learners are identified and placed in courses using placement assessment results that are not adequately diagnostic in nature, resulting in learning time wasted when students need to be reassigned after initial placement.
  - English language learners are identified and placed in courses using placement assessment results, but initial placement is limited to assessment results that include reading, grammar, and writing skills that do not adequately diagnose proficiency in the development of English language skills.
  - Timeliness of placement is hampered in some cases due to the need for faculty to verify appropriateness of placement based on instructor-made diagnostic measures that specify student level of proficiency in English. An assessment center report, prepared by the center staff, is provided to site counselors who make the initial placement. Students are placed in ESL courses ranging from oral conversation skills to reading and writing. Faculty verify the appropriateness of placement as they monitor learning in the course and reassign students if necessary to better serve their learning needs. Data on the number of students reassigned after initial placement have not been collected.
2. Board policy does not address a program for English language learners.

#### **Recovery Plan Recommendations:**

1. Refine the placement assessment for English learners to provide specific diagnostic data aligned to the course sequence for English learners to make appropriate initial placement. Use valid and reliable assessment tools to include oral skills as well as developmental skills in the acquisition of English as a second language.

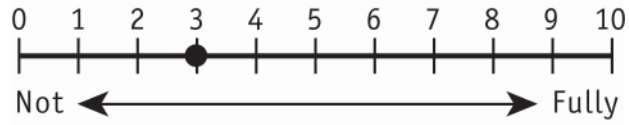
2. Develop and implement a board policy that provides direction to college personnel regarding a program for English language learners.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard II-B: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 3.15 - Instructional Strategies - Curriculum and Instruction of English Learners**

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#### **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 outline of record
3. El Camino College Compton Center Course Schedule for fall 2006
4. Classroom observations by review team members
5. Interviews with administrators, faculty, staff, and students
6. Grade distribution by course provided by Compton Center
7. Student Equity Plan, Compton Community College, December 2005
8. Compton Community College District Institutional Self Study Report in Support of Reaffirmation of Accreditation, April 2006
9. Compton Community College Educational Master Plan, 2005-2010
10. Compton Community College Policy Manual, 2003

#### **Findings:**

1. Data does not exist to evaluate whether curriculum and instruction at the El Camino College Compton Center prepares English language learners for transition to regular class settings and to achieve at high levels in all subjects.
  - Data cited in the Compton Community College Equity Plan, December 2005, and in the Compton Community College Master Plan, 2005-2010 does not extrapolate English learners from the rest of the population.
  - No data was presented to the review team that indicates tracking of the performance of English learners within ESL course sequences, developmental courses, courses leading to degrees or certificates, or the attainment of degrees and/or certificates (See also FCMAT Standard 3.24, Findings 2 and 3).
2. No board policy addresses a program of instruction for English language learners.

#### **Recovery Plan Recommendations:**

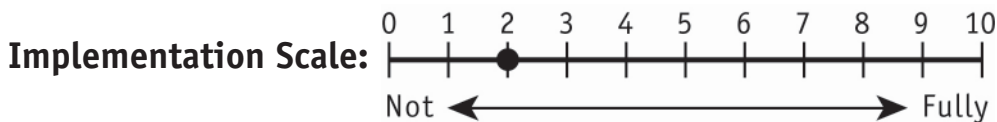
1. Establish a system to monitor the effectiveness of curriculum and instruction in preparing English language learners for transition to basic skills, credit, and transfer courses.
2. Design a system to track English language learners in courses taken and their rates of success.
3. Analyze the quality of the program for English learner students to ensure it provides access to attainment of course/degree completion:

- Re-examine the program provided for English learners to evaluate adequate progression of skill attainment to prepare English learners to access credit and transfer courses that lead to degree/certificate completion.
  - Examine the content and progression of the development of English language skills in ESL courses to ensure that the features of the English language are developed in an incremental and sequential manner that provides a coherent learning of a second language.
  - Design or procure diagnostic tools to monitor student development of English proficiency.
  - Establish measurable learning objectives for each ESL course and design assessment methods and tools to monitor student attainment of course objectives. (See Accreditation Standard IIA). Hold faculty and students accountable for attainment of course objectives.
  - Systematically monitor student progression from one level of ESL to another, and from ESL to basic skills courses and to transfer courses.
  - Establish intervention plans for students and monitor the quality of support services, such as tutorials and language laboratory.
  - Provide professional development for instructors to ensure that they have the skills necessary to build English language development skills in core ESL courses.
  - Provide professional development for all instructors to ensure that they incorporate English language development within content-based instruction and shelter English language as necessary to build access to specific discipline content.
  - Analyze the delivery of instruction to ensure that faculty attend to student learning needs and adjust instructional methodology to accommodate the learning needs of English language learners.
4. Develop and implement board policy that provides direction to college personnel in the design and delivery of a program of instruction for English language learners. Such a policy needs to delineate how the college program prepares these students for credit courses and provides access to degree and certificate programs.

**Standard Implemented: Partially**

April 2007 Rating:

2



## **ACCJC Standard II-B: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 3.16 - Instructional Strategies - English Language Learner Program Compliance**

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#### **Professional Standard:**

Programs for English language learners comply with state and federal regulations.

#### **Sources and Documentation:**

1. Document requested for program planning in compliance with state and federal regulations
2. Interviews with administrators and faculty
3. Online resources for Title V
4. Compton Community College, Title V, Part A, Hispanic-Serving Institutions Annual Report
5. Compton Community College Policy Manual, 2003

#### **Findings:**

1. Compton Center documentation on a program for English learners is limited. Given the documentation available, the programs for English language learners appear to comply with state and federal regulations.
  - English language learner students are assessed for appropriate placement in courses and are provided an array of opportunities to access support services such as tutoring and language laboratory. Non-credit courses allow access to pre-college skill development that prepares students for credit level courses. The faculty has no systematic approach for monitoring the movement of English learners from ESL/basic skills courses to credit and transfer courses to ensure timely progress toward attainment of degrees/certificates or matriculation to the CSU or UC system.
  - Access to services through state and federal programs is provided through the student handbook and a variety of offices managing specific programs.
2. Board policies for the El Camino College Compton Center and El Camino Community College do not address state and federal regulations affecting programs for English learners.

#### **Recovery Plan Recommendations:**

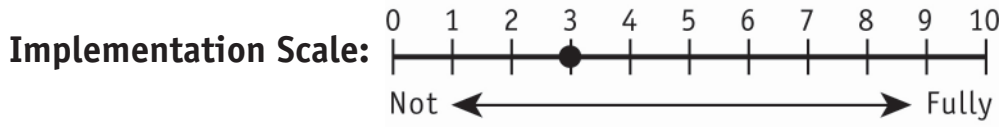
1. Refine the services provided through state and federal regulations to include:
  - A comprehensive program for English learners that addresses the timely progress of these students from ESL/basic skills courses to credit and transfer courses.
  - Provide faculty with assessment tools and data management to monitor English language development to accelerate the acquisition of English leading to access to credit and transfer courses.
  - Conduct regular annual/biannual evaluations of the programs for English learners to evaluate the effectiveness of services to accelerate these students toward degree and/or certificate completion.
  - Ensure that communication of services offered through state and federal programs is given to students during registration so students can maximize these opportunities.

2. Establish board policies to direct programs for English language learners in compliance with state and federal regulations.

**Standard Implemented: Partially**

April 2007 Rating:

3





**ACCJC Standard II-B: Student Learning Programs and Services**  
**FCMAT Academic Achievement Standard 3.18 - Instructional Strategies -**  
**Individual Educational Plans**

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**Professional Standard:**

Individual education plans are reviewed and updated on time.

**Sources and Documentation:**

1. Interviews with trustees, administrators, faculty and staff of El Camino College Compton Center and El Camino Community College
2. Document review, Compton Community College, Title V, Part A, Hispanic-Serving Institutions Annual Report
3. Current board policies for El Camino College Compton Center and El Camino Community College

**Findings:**

1. Individual educational plans for students with disabilities are up-to-date for the current year. Some errors in coding have been addressed and corrected.
2. Board policies for El Camino College Compton Center and El Camino Community College do not address the management of educational plans for students with disabilities.

**Recovery Plan Recommendations:**

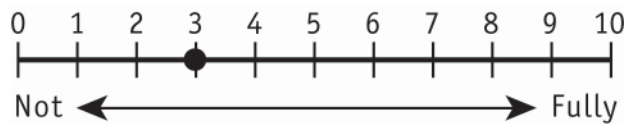
1. Provide training for administrators and staff on updates to regulations governing students with disabilities and ensure that documentation is accurate and completed in a timely manner.
2. Establish board policy to direct personnel in the management of individual educational plans for students with disabilities.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



**ACCJC Standard II-B: Student Learning Programs and Services**  
**FCMAT Academic Achievement Standard 3.26 Instructional Strategies—Counseling**

**Professional Standard:**

College counselors are knowledgeable about the individual student needs and work to support post-secondary education goals.

**Sources and Documentation:**

1. Counselor interviews
2. Educational plans
3. Interview with Division Chair of Counseling

**Findings:**

1. Compton Center counselors report that the new DataTel student management information system has enhanced their ability to work with students on their educational plans to support their postsecondary educational goals. However, the training for utilizing the DataTel Colleague system has been irregular and some counselors still are creating paper and pencil plans with their students.
2. The lack of systematic institutional research, in recent times, has made the counselors' understanding of student needs less accurate than in the past. Counselors reported that they no longer receive institutional reports on student demographics and characteristics.

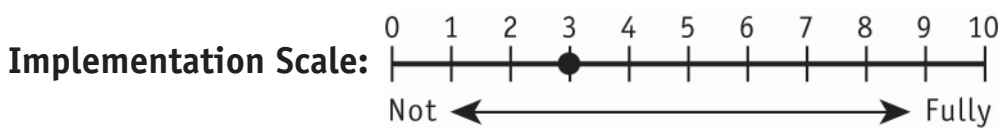
**Recovery Plan Recommendations:**

1. Ensure that every counselor is trained on the intricacies of utilizing the Colleague student database. Monitor and provide support for those counselors who have difficulty with the new system. Where feasible, utilize El Camino Community College counselors to conduct the training since they have had experience with the database. Make sure all counselors produce electronic educational plans and learn the intricacies of the Colleague database to provide students with accurate information concerning their progress toward accomplishing their educational goals.
2. Provide an institutional research service for the Compton Center to address the needs of the center's clientele.

**Standard Implemented: Partially**

April 2007 Rating:

3



## **ACCJC Standard II-B: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 3.27 - Instructional Strategies - Career Guidance**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Job Placement Career Center and CalWORKS brochure
2. Visit to Career Center
3. Employment Development Specialist interview

#### **Findings:**

1. Access to career guidance and counseling information is limited at the Compton Center although three departments offer job placement assistance for students, including the Career Center, CalWORKS and the Financial Aid office.
2. A small Career Center in the Technology building has two computers for student use, some written materials, including some in Spanish, and some career oriented books, many of which are over 10 years old and, in some cases, over 20 years old. An Employment Development Specialist is available in the center to work with students on job preparation skills, job searches, and job development.

The center sponsors at least two job fairs per academic year, bringing area employers to campus to meet with students.

3. A vocational counselor is located in the Technology building across the hall from the Career Center, with office hours four days a week and one evening a week. During the review team's visit there was no interaction between this counselor and the Career Center, and few students appeared to utilize the services of the counselor during the day hours. Furthermore, a review of the fall 2006 schedule of classes showed that approximately 40% of all vocational-technical course sections were offered in the evening hours.

#### **Recovery Plan Recommendations:**

1. Reassess the career guidance and counseling information systems at the Compton Center and delineate the duties among the different entities providing these services. Build a comprehensive career guidance and counseling approach to provide students with accurate and timely career information.
2. Collaborate with faculty who teach career-oriented courses to solicit up to date information about careers and require these faculty to provide their students with information about the career services on campus.

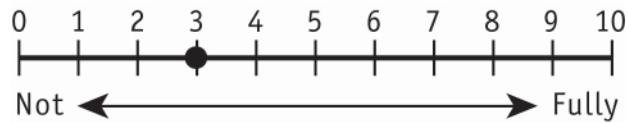
3. Cull the Career Center collection of career oriented materials and develop a schedule to replace dated materials. Take advantage of the Title V grant workshops on preparing grant proposals to secure external funding for updating Career Center materials.
4. Reassess the relationship between the vocational counselor and the Career Center and develop a plan to better utilize the resources and knowledge of both entities. Also, reassess the schedule of the vocational counselor and schedule coverage of the offices when students are most readily available, such as right before and after classes.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**





## **Standard II: Student Learning Programs and Services**

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*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.*



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

**C. Library and Learning Support Services**

<b>Standard to be Addressed</b>		April 2007 Rating
<b>Learning Support Services - Academic Achievement</b>		
<b>6.1</b>	<b>The college selects and maintains appropriate, current, and sufficient educational equipment and materials to support student learning.</b>	<b>3</b>
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
<b>6.5</b>	<b>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.</b>	<b>1</b>

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





## **ACCJC Standard II-C: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 6.1 - Learning Support Services - Equipment and Materials**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Compton Center Educational Plan
2. Compton Center Technology Plan
3. Visit to computer labs on campus

#### **Findings:**

1. The Compton Center has numerous well-equipped computer labs spread throughout the campus for student use. The Educational Master Plan identifies 19 different computer labs on campus, with three of those labs being open access. The plan also indicates that there are 509 computers in these labs. A Computer Lab Inventory (undated, but declared to be up-to-date) indicated that computers in the 19 labs were between one and four years old, with most of them one or two years old.

Observations by review team members showed that, in most labs, there was very little use (usually less than 20%) of the computers both in the day and evening time slots. Observations also noted that very few computers had signs on them indicating they were out of order.

2. The equipment in the labs associated with the Compton Center's technology programs is adequate in some programs and inadequate in other programs to support student learning. The equipment in labs associated with the Computer Information Sciences (CIS) program appears more than adequate. On the other hand, the equipment in the Auto Mechanics program does not appear to support student learning. This equipment is unusable in some instances because of a lack of parts or is not in proper working order in other instances.

#### **Recovery Plan Recommendations:**

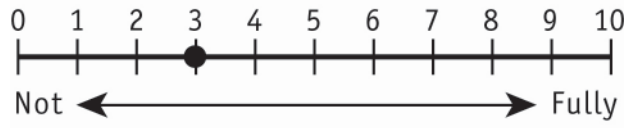
1. Maintain the current number and status of computer labs and computers and continue a replacement process that keeps computers up-to-date, especially as enrollment grows at the Compton Center.
2. Faculty and instructional leaders associated with every instructional program that utilizes equipment should conduct an equipment status study to document the condition and use of equipment in these programs. After this survey is conducted, a plan to replace, repair, and/or redeploy educational equipment should be developed for the entire Compton Center. Utilize the services of the Title V program to prepare grant proposals to help secure resources to purchase needed equipment. Also, work with area employers to secure donations of needed equipment.

## Standard Implemented: Partially

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard II-C: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 6.2 - Learning Support Services - Library Services**

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#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Letters responding to the 1999 accreditation library recommendations
2. Library Annual Data Survey dated 3/14/06
3. Faculty Handbook
4. Visits to labs, the library, and the learning resource center
5. Compton Community College District board policies
6. Compton Community College Educational Master Plan
7. Compton Community College Institutional Self Study Report, April 25, 2006
8. California Community Colleges Annual Data Survey for Libraries, March 14, 2006
9. Interviews with the Library Services Coordinator, the Learning Resources Center (LRC) Coordinator, librarians, Compton Center administrators, the Special Trustee, faculty, and students

#### **Findings:**

1. Compton Center students have access to library services and collections, a learning resource center, and several adequately-equipped computer laboratories. However, no process has been established to determine student learning needs to inform selection of library and learning support services, nor has the library established a process to assess the adequacy of its collection in terms of quantity, quality, depth, and variety.
2. Orientation classes are conducted by the librarians each semester. In the 2004-05 academic year, 1,676 students received training according to the state's Annual Data Survey for that year. However, the library faculty has not established a formal process for collecting data from the assessments of student outcomes and faculty input, to evaluate the effectiveness of their orientation programs.

#### **Recovery Plan Recommendations:**

1. Design and implement a formal procedure to assess the adequacy of the library collection in terms of quantity, quality, depth, and variety. Include this as a component of a comprehensive and systematic program design that seeks continuous improvement over time (See also FCMAT Standard 6.5). Include the following elements in the evaluation design:
  - Clear direction to appropriate faculty about their role in learning support services.
  - A calendar of library assessment activities including clearly assigned roles and responsibilities.
  - Identification of multiple purposes of library assessment, types of assessment, and appropriate data sources.
  - Clearly identified library assessment program parameters.

- Overall assessment procedures to determine collection adequacy and program effectiveness and specifications for analysis.
- Strategies for feedback to faculty, including library personnel.
- A strategy to assure proper use of the data.
- Clear links with the annual program planning processes.
- A provision for collecting library evaluation data over time.
- A rational budget including support for faculty training and assessment instrument development.
- A provision for evaluation of the library assessment plan.

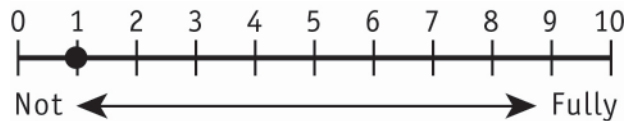
2. Design and implement a formal procedure to evaluate the effectiveness of the library's student training programs, including the orientation programs. Use the processes described in the above paragraph and detailed further in FCMAT Standard 6.5.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard II-C: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 6.3 - Learning Support Services - Access from Off-Site Locations**

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#### **Professional Standard:**

Students may access the college's informational systems from off-site locations.

#### **Sources and Documentation:**

1. Letters responding to the 1999 accreditation library recommendations
2. Library Annual Data Survey dated 3/14/06
3. Faculty Handbook
4. Visits to labs, the library, and the learning resource center
5. Compton Community College District board policies
6. Compton Community College Institutional Self Study Report, April 25, 2006
7. Compton Community College Educational Master Plan, Technology Plan
8. Interviews with the Library Services Coordinator, the Learning Resources Center Coordinator, librarians, Compton Center administrators, the Special Trustee, faculty, and students

#### **Findings:**

1. The review team found library policy statements about fines, lost books, and unaccompanied children, but nothing about student access to informational systems from off-campus.
2. The library faculty is considering an e-book collection beginning with reference books. However, informal surveys of the student body estimate that less than 50% of the students have access to computers at home.
3. Students may access the library's online holdings from any remote site. IDs and passwords for the online databases can be obtained from the library.

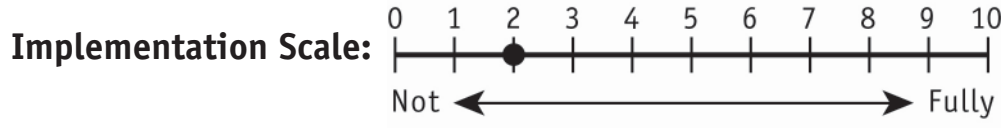
#### **Recovery Plan Recommendations:**

1. Develop and implement a comprehensive policy with specific procedures directing library operations, including off-campus access to informational systems. Include processes for assessing the program.
2. Follow through with current planning to provide augmented electronic access to the library's holdings including e-book reference books.
3. Design and implement a means to make computers available to more students for home use or provide information about the availability of computers in the community, such as in public libraries, community centers, and cyber cafes.

## Standard Implemented: Partially

April 2007 Rating:

2



## **ACCJC Standard II-C: Student Learning Programs and Services**

### **FCMAT Academic Achievement Standard 6.4 - Learning Support Services - Maintenance and Security**

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#### **Professional Standard:**

The college provides effective maintenance and security for its library, laboratories, and informational systems.

#### **Sources and Documentation:**

1. Compton Community College District board policies
2. Compton Community College Educational Master Plan, Technology Plan
3. Faculty Handbook
4. Visits to classrooms, labs, the library, and the learning resource center
5. Interviews with the Chief of Campus Police, Library Services Coordinator, Learning Resources Center Coordinator, librarians, Compton Center administrators, the MIS Director, the Special Trustee, faculty, and students.

#### **Findings:**

1. Current board policies are inadequate to direct effective maintenance and security for the library, laboratories, and informational systems at the Compton Center. A new policy has been drafted by MIS personnel. The review team was informed that the policy soon will be presented to the board for adoption.
2. The Chief of Campus Police stated that the Compton campus is virtually crime free. All buildings are equipped with silent alarms. Nine officers provide around-the-clock patrols for the 88-acre campus. Only one laptop was reported stolen in the last two years. No desktop computers have been lost.
3. The MIS Department is responsible for maintaining computers and computer labs. According to the MIS Director, computers are purchased with three-year maintenance agreements and with an appropriate physical security lockdown device to guard against theft. Although deemed generally satisfactory, the review team was told that everyday maintenance in the library is not thorough and timely.

#### **Recovery Plan Recommendations:**

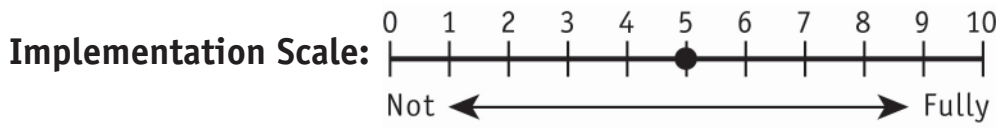
1. Submit for board adoption the new policy titled “Use of District and Educational Center Computing Resources.” In collaboration with the Compton Center administrators and deans, disseminate the regulations and information throughout the campus community. Oversee implementation of the regulations and procedures.
2. Continue to support the security measures currently in place.
3. Establish priorities to allow rapid service for computers and other technology assigned to library services.



**Standard Implemented: Partially**

April 2007 Rating:

5



**ACCJC Standard II-C: Student Learning Programs and Services**  
**FCMAT Academic Achievement Standard 6.5 - Learning Support Services - Library**  
**Evaluation**

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**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. Compton Community College District Institutional Self-Study Report in Support of Reaffirmation of Accreditation, April 2006
2. Compton Community College District board policies
3. Compton Community College Educational Master Plan, 2005-2010
4. Faculty Handbook
5. Visits to labs, the library, the learning resource center, and classrooms
6. Interviews with the Library Services Coordinator, the Learning Resources Center Coordinator, librarians, Compton Center administrators, the Special Trustee, faculty, and students

**Findings:**

1. Regular evaluation of library and learning support operations is necessary to ensure 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. The following table presents these quality criteria and a discussion of their status at the Compton Center:

**Accrediting Commission for Community and Junior Colleges (ACCJC)**

**Quality Criteria for Library and Learning Support Services and the Status of El Camino College Compton Center Operations, November 2006**

ACCJC Criterion	Status of the Compton Center	Criterion Met
<p><b>1. The institution supports the quality of its instructional programs by providing library and other support services.</b></p>		
<p><b>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></p>		

ACCJC Criterion	Status of the Compton Center	Criterion Met
<ul style="list-style-type: none"> <li>Information about student learning needs is provided by other instructional faculty and staff to inform selection of library resources.</li> </ul>	The library faculty and staff welcome input from the general faculty concerning collection development; however, no formal processes or procedures exist to gather faculty and staff input regularly.	No
<ul style="list-style-type: none"> <li>The institution assesses the effectiveness of its own library collection in terms of quantity, quality, depth, and variety.</li> </ul>	The library staff provides faculty and administrators with information about the library's collection, but no formal assessment of the effectiveness of the library collection exists.	No
<ul style="list-style-type: none"> <li>Necessary quality is determined by the institution.</li> </ul>	The library personnel report that they operate according to "unwritten institutional policy. Nothing exists in print."	No
<ul style="list-style-type: none"> <li>The institution has a means to know it has sufficient depth and variety of materials to meet the learning needs of its students.</li> </ul>	No formal processes or procedures exist to inform the library and learning support services concerning the depth and variety of materials to meet the learning needs of the institution's students.	No
<ul style="list-style-type: none"> <li>The library uses information to determine whether it is enhancing student achievement of identified learning outcomes.</li> </ul>	The library staff employs standard library assignments for the library course that is offered, and library assignments are designed for various courses. In addition, library assignments are given by various instructors. However, data are not collected over time in a methodical fashion to determine whether the program is enhancing student achievement of identified learning outcomes.	No
<p><b>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.</b></p>		
<ul style="list-style-type: none"> <li>The institution purports to teach all students specified information competencies and acts purposefully to teach these competencies.</li> </ul>	The library course and orientations are intended to engender among all students the necessary information competencies and learning outcomes.	Yes
<ul style="list-style-type: none"> <li>The institution assesses the competencies in information retrieval/use that it teaches students. The institution evaluates its teaching effectiveness and sets goals for improvement.</li> </ul>	The library staff depends primarily on observation to assess the competencies. No processes for evaluating teaching effectiveness are in place.	No

ACCJC Criterion	Status of the Compton Center	Criterion Met
<p><b>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.</b></p>		
<ul style="list-style-type: none"> <li>The hours of operation of the library promote accessibility.</li> </ul>	The library is open every day except Sunday.	Yes
<ul style="list-style-type: none"> <li>Electronic access to the library is available for students and faculty.</li> </ul>	The library is considering the acquisition of an e-book collection beginning with e-book reference books. The library's databases can be accessed from any remote site.	Yes
<ul style="list-style-type: none"> <li>All campus locations/all types of students/all college instructional programs are equally supported by library services and accessibility.</li> </ul>	The library staff attempts to listen to staff requests; however, no formal needs assessment and priority setting process is in place.	No
<p><b>d. The institution provides effective maintenance and security for its library and other learning support services.</b></p>	(See FCMAT Standard 6.4)	Yes
<p><b>e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services, it documents formal agreements and evaluates the performance of these services. The institution takes responsibility for all services provided directly or through contractual arrangement.</b></p>		
<ul style="list-style-type: none"> <li>Contracts exist when other sources provide support services for the institution, and processes exist to evaluate and ensure the quality of those contracted services. The institution gathers information to assess whether the services are being used.</li> </ul>	A contractual agreement for reciprocal borrowing exists with CSU Dominguez Hills. However, the library staff does not keep records concerning the extent of use by Compton Center students.	Partially

ACCJC Criterion	Status of the Compton Center	Criterion Met
<p><b>2. The institution evaluates library and other learning support services.</b></p>		
<ul style="list-style-type: none"> <li>The institution employs a variety of methods to evaluate its library and other learning support services with regard to use, access, and relationship of the services to intended student learning. The evaluation includes input by faculty, staff, and students.</li> </ul>	<p>The institution does not require the library or learning resource center to evaluate its operations. However, the institution conducts student surveys to determine satisfaction.</p>	<p>No</p>

**Recovery Plan Recommendations:**

1. Using the ACCJC quality standards as a guide, develop comprehensive program assessment and student assessment programs.
  - a. Consider using the following steps in the design and implementation of a program assessment component:
    - Systematically assess the current campus 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 due to goals not being achieved.);
    - Implement modifications based on adjustments made.

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 regularly scheduled basis afterward. Develop administrative regulations/procedures that spell out the appropriate implementation timelines, procedures, and monitoring expectations for all assessment efforts.

- b. Consider including some of the following in the design and implementation of a student assessment component:
      - Criterion-referenced tests for significant selected objectives for the purpose of assessing 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 improve-

ment. Be sure that assessments chosen will produce data that are needed for modifying instruction.

- Schedules and timelines linking results of assessments to a curriculum review and revision process on a continual basis.
- Other appropriate measures of student success, such as open-ended assessment items, performance-based demonstrations, and portfolios with clearly delineated measurement criteria.
- Expectations on 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.

Assign specific oversight responsibilities for student assessment and program evaluations to appropriate personnel in the library and learning resources division. Involve this person with appropriate center personnel to work on the assessment planning process over time.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



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

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*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.



<b><i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i></b>		April 2007 Rating
<b>A. Human Resources</b>		
<b>Organization and Planning - Personnel Management Standards</b>		
<b>1.1</b>	<b>An updated and detailed policy and procedures manual exists that delineates the responsibilities and operational aspects of the Human Resources Division.</b>	<b>1</b>
<b>1.2</b>	<b>The college has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees.</b>	<b>1</b>
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
<b>1.5</b>	<b>The Human Resources Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings.</b>	<b>1</b>
<b>Communications - Personnel Management Standards</b>		
<b>2.1</b>	<b>The Human Resources Division utilizes the latest technological equipment for incoming and outgoing communications.</b>	<b>2</b>
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
<b>2.3</b>	<b>The Human Resources Division provides an annual report of activities and services provided during the year.</b>	<b>0</b>
<b>2.4</b>	<b>The Human Resources Division staff is cross-trained to respond to client need without delay.</b>	<b>0</b>
<b>2.5</b>	<b>The Human Resources Division holds regularly scheduled staff meetings.</b>	<b>1</b>
2.6	Various publications are provided on a number of subjects to orient and inform various clients.	0

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

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
<b>Employee Recruitment/Selection - Personnel Management Standards</b>		
3.1	<b>The Governing Board provides equal employment opportunities for all people without regard to race, color, creed, sex, religion, ancestry, national origin, age, or disability.</b>	<b>1</b>
3.2	<b>Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.</b>	<b>1</b>
3.3	The job application form requests information that is legal, useful, pertinent, and easily understood.	1
3.4	<b>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.</b>	<b>0</b>
3.5	The college has developed materials that promote the college and community, are attractive, informative and easily available to all applicants and other interested parties.	0
3.6	The college has identified people to participate in recruitment efforts, and has provided them with adequate training to carry out the college's recruitment goals.	0
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	<b>The college systematically initiates and follows up on reference checking on all applicants being considered for employment.</b>	<b>1</b>
3.12	<b>Selection procedures are uniformly applied.</b>	<b>1</b>
3.13	<b>The college appropriately monitors faculty assignments and reports as required.</b>	<b>1</b>
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

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

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
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
<b>Employee Induction and Orientation - Personnel Management Standards</b>		
<b>4.1</b>	<b>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.</b>	<b>1</b>
4.2	The Human Resources Division has developed materials of the college's activities and expectations for new employee orientation.	4
<b>4.3</b>	<b>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.</b>	<b>1</b>
<b>Operational Procedures - Personnel Management Standards</b>		
<b>5.1</b>	<b>Personnel files are complete, well-organized and up to date.</b>	<b>1</b>
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
<b>5.3</b>	<b>The Human Resources Division has an operation procedures manual for internal department use in order to establish consistent application of personnel actions.</b>	<b>1</b>
<b>5.4</b>	<b>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.</b>	<b>1</b>
<b>5.5</b>	<b>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.</b>	<b>1</b>
<b>5.6</b>	<b>Wage and salary determination and ongoing implementation are handled without delays and conflicts (temporary employees, stipends, shift differential, etc.).</b>	<b>4</b>

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

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
5.7	<b>Regulations or agreements covering various types of leaves are fairly administered.</b>	4
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
<b>State and Federal Compliance - Personnel Management Standards</b>		
6.1	<b>Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees.</b>	1
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	<b>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.</b>	4
6.8	<b>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.</b>	1
6.9	<b>The college is in compliance with Title IX Policies on discrimination and Government Code 12950(a) posting requirements concerning harassment or discrimination.</b>	3
6.10	<b>The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).</b>	5
6.11	<b>The college is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications.</b>	2
6.12	<b>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.</b>	1

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

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
<b>6.13</b>	<b>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.</b>	<b>1</b>
<b>6.14</b>	<b>Current position descriptions are established for each type of work performed by certificated and classified employees.</b>	<b>1</b>
<b>6.15</b>	<b>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.</b>	<b>1</b>
<b>Use of Technology - Personnel Management Standards</b>		
7.1	An online position control system is utilized and is integrated with payroll/financial systems.	8
<b>7.3</b>	<b>The certificated and classified departments of the Human Resources Division have an applicant tracking system.</b>	<b>0</b>
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
<b>Staff Training - Personnel Management Standards</b>		
<b>8.1</b>	<b>The college has developed a systematic program for identifying areas of need for training for all employees.</b>	<b>0</b>
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
<b>8.5</b>	<b>The college provides training for all management and supervisory staff responsible for employee evaluations.</b>	<b>1</b>
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

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

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
8.7	The college develops handbooks and materials for all training components.	0
<b>Evaluation/Due Process Assistance - Personnel Management Standards</b>		
<b>9.1</b>	<b>The evaluation process is a regular function related to each employee and involves criteria related to the position.</b>	<b>2</b>
<b>9.2</b>	<b>Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers.</b>	<b>2</b>
9.3	The Human Resources Division provides a process for the monitoring of employee evaluations and the accountability reporting of their completion.	1
<b>9.4</b>	<b>The Human Resources Division has developed an evaluation handbook and provided due process training for managers and supervisors.</b>	<b>1</b>
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
<b>Employee Services - Personnel Management Standards</b>		
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

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

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
10.9	The workers' compensation unit is actively involved in providing injured workers with an opportunity to participate in a modified duty program.	1
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
<b>Employer/Employee Relations - Personnel Management Standards</b>		
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	<b>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.</b>	<b>1</b>
11.4	<b>The Human Resources Division provides a clearly defined process for bargaining with its employee groups (i.e., traditional, interest-based).</b>	<b>1</b>
11.5	<b>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.</b>	<b>1</b>
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
<b>Employee Benefits/Workers' Compensation - Personnel Management Standards</b>		
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: Resources**

### **FCMAT Personnel Management Standard 1.1 - Organization and Planning**

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#### **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 affecting policies and procedures
5. Human Resources Procedure Manual

#### **Findings:**

1. With respect to policies and procedures affecting classified personnel, the Compton Community College District had been operating under the rules and regulations established by the Personnel Commission, whose powers and duties were assumed by the Chancellor and delegated to the Special Trustee as authorized by AB 318. Many of the provisions in the collective bargaining agreement with the American Federation of Teachers (AFT), which expired in June 2006, reflect the policies of the Personnel Commission. El Camino College Human Resources personnel are in the process of redefining the policies and procedures to reflect their own methodologies in a non-merit system. It was clear that the plans to implement El Camino policies and practices were being carefully delineated by El Camino staff, including identification of the effects of inevitable changes in negotiations with the classified bargaining unit. However, these plans were clearly in the preliminary stages. The most recent intent is to continue the policies and procedures of the Personnel Commission office with the Acting Director serving as the commission. However, the current staff will be hard pressed to perform all the testing, job analysis and other practices of the commission.
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 with respect to academic personnel. The details of these relationships are still in the preliminary stages. However, the bargaining agreement with AFT is still in force for the center's faculty and will affect the nature and timing of changes in existing personnel practices regarding faculty.
3. The intent of El Camino College is to implement its policies and procedures at the Compton Center over a period of time. Since this is a complex and intricate endeavor, the plan is to move in high priority areas as quickly as possible, with a one- to two-year expectation for completing and implementing a detailed policy and procedure manual for the Human Resources Division. The planning for implementation is under way but should be considered preliminary at this point since design and research into current practices was initiated very recently.

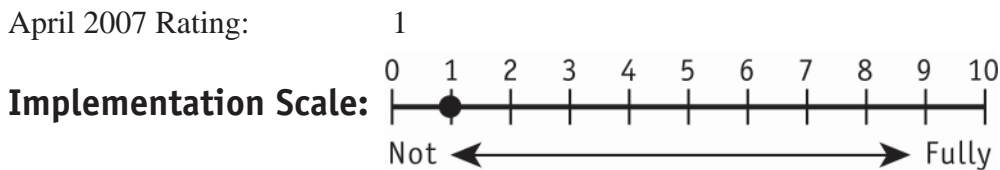
4. The current policies and procedures that are in place are fragmented and are not contained in a complete Human Resources Division manual. These policies and practices, however, represent the former operations of the Compton Community College, which operated under a separate Personnel Commission for specified matters affecting classified personnel and a Human Resources Division for academic personnel. The center is in the process of determining what needs to be changed to reflect El Camino College practices while developing implementation priorities and plans.

### Recovery Plan Recommendations:

1. Ensure that the El Camino Human Resources staff continues to develop its plans in collaboration with the Provost for implementing policies and practices for the Compton Center.
2. Publish a document as soon as possible to indicate the overall HR priorities by functional area, together with expected time frames.
3. Carefully link all parties involved with the negotiations process to ensure consistency with the intent of El Camino College for proposed changes in policies and procedures for both classified and academic personnel.

### Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 1.2 - Organization and Planning**

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#### **Professional Standard:**

The college has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees. [Note that for purposes of this standard, the review team interprets the word “board” to mean Special Trustee since the board has been set aside by AB 318. The review team interprets the word “administration” 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 currently in effect subject to official action of the Special Trustee
2. Interviews with the Special Trustee, Assistant Special Trustee and the Acting Dean of Human Resources
3. AB 318 regarding authority of former board policies and roles
4. Faculty, management and classified hiring procedures

#### **Findings:**

1. Currently, the Special Trustee serves as the board and has conducted open board meetings with a published agenda and minutes in what seems to be the same procedural manner as the former board. Personnel actions continue to be brought to the board for approval since Compton Community College District continues to have responsibility for the personnel and payroll allocated to the Compton Center.
2. In the absence of a Personnel Commission, actions requiring board approval for classified employees have been submitted by the Human Resources Division to the board (Special Trustee). In the recent past, most of these actions for classified personnel have been to appoint a former employee from the re-employment list for temporary assignments. Therefore, actions to date have not reflected the results of a complete recruitment involving changes in the recruitment process. The board’s responsibility has not changed with respect to personnel actions, but the Special Trustee is carrying out these responsibilities serving as the board. These responsibilities are clear with respect to hiring and dismissal of employees, and responsibility for these actions is understood to rest with the Special Trustee. The El Camino Board is not directly involved in these matters. In this sense, the role of the board is clear. Some areas to consider:
  - a. The Personnel Commission has been set aside. El Camino policies and procedures are being considered for use.
  - b. The El Camino board has not been interviewed to determine the extent to which the board understands the hiring, evaluation and dismissal processes and it is not involved in these actions.
  - c. The Special Trustee will approve new hires for classified or certificated assignments once the re-employment list expires or is inappropriate to use. For new positions, it is assumed that the hiring authority will remain with the Special Trustee.

3. With respect to the recruitment, hiring, evaluation and dismissal of academic personnel, similar issues exist. Academic positions have not been subject to recruitment in the recent past, and the center is still developing working relationships with the instructional leadership at El Camino College. A portion of that relationship involves determining staffing levels for instructional programs. There is an expectation among Compton Center faculty, emanating from statements allegedly made by the State Chancellor, that no faculty will be laid off for the 2006-07 fiscal year to permit proper assessment of course offerings and development of working relationships between El Camino College and the Compton Center.
4. Based on disappointing FTES for the fall semester, it does not seem prudent to maintain a faculty staffing level based on much higher enrollment expectations. Should the center determine that staffing changes are necessary, the required March 15 layoff notices should be sent if student loads persist at current levels.
5. It is clear that the Special Trustee, acting as the board, is operating consistently under his understanding of complex personnel matters.
6. The recruitment, hiring, evaluation and dismissal functions are not well understood by the district's administration since the Human Resources Division has not yet determined and published changes to existing policy based on the implementation of El Camino College policies and procedures. It may be several months before all the elements can be put in place and made consistent with collective bargaining agreements. Concerns in this area include:
  - a. A large percentage of existing management personnel are considered temporary or interim. Personnel evaluation cannot legitimately be performed by independent contractors, nor by temporary employees. The issue of which management personnel are empowered to evaluate subordinates is being evaluated and the response is unclear at this point.
  - b. The human resources personnel are working to develop a plan to accomplish documentation and training of administration in new policies and procedures affecting personnel actions. Since the relationship with El Camino College was only weeks old at the time of the team's review, nothing was in place to communicate changes in practices that would be required of management.

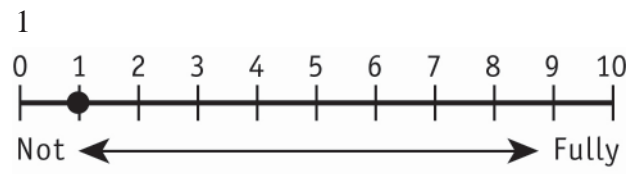
### **Recovery Plan Recommendations:**

1. Continue the center's planning process to develop and communicate policies and procedures with respect to personnel actions. Publish policies and procedures through El Camino College as they become finalized rather than waiting until a complete manual is developed. The complete manual may take more than a year to develop. However, the assignment of responsibilities to management is critical, requiring a high priority.
2. Clarify and communicate the intent of the State Chancellor regarding alleged assurances that faculty would not be laid off for the 2006-07 fiscal year.
3. Have the Acting Director of Human Resources meet with management and communicate management's ongoing role with respect to personnel actions until the final policies and procedures have been finalized.

**Standard Implemented: Partially**

April 2007 Rating:

**Implementation Scale:**



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 1.3 - Organization and Planning

#### Professional Standard:

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.

#### Sources and Documentation:

1. Interviews with Human Resources Division staff at the Compton Center and El Camino College
2. Mission statement for Human Resources last updated in 2006

#### Findings:

1. The existing mission statement for Human Resources was prepared by the former administration previous to the partnership with El Camino College and appears standard in terms of form but not necessarily relevant to current objectives.
2. There is no established practice to update the mission statement periodically although present management plans to initiate such a provision.
3. The mission statement has not been updated since the initiation of the partnership arrangement with El Camino College.

#### Recovery Plan Recommendations:

1. Conduct a collaborative review of the mission statement by Human Resources Division management at the center and at El Camino College to assure that objectives and plans are able to be drawn from the mission statement and that the statement endorses the future plans and changes involved in the implementation of El Camino HR practices.

#### Standard Implemented: Partially

April 2007 Rating:

1

Implementation Scale:



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 1.4 - Organization and Planning

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#### Professional Standard:

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.

#### Sources and Documentation:

1. Interviews with Human Resources management at the Compton Center
2. Organization charts for the center and for the Human Resources Division

#### Findings:

1. The Compton Center has recently published its first organization chart clearly depicting the entire center organization including the Human Resources Division reporting directly to the Provost. The chart shows all five employees of the division and identifies them by name and working title.
2. The Human Resources Division recently produced a functional organization chart with a clear delineation of functions assigned to each staff member.
3. Division employees have a clear idea of what is currently assigned to them, recognizing that the division may restructure assignments once the partnership arrangements have settled.

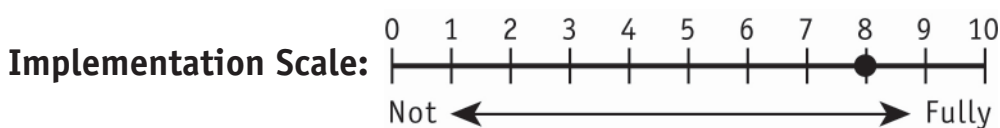
#### Recovery Plan Recommendations:

None needed. Continue to update the chart to reflect any changes.

#### Standard Implemented: Fully - Substantially

April 2007 Rating:

8



## ACCJC Standard III-A: 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 and memoranda prepared in the Human Resources Division regarding key dates

#### Findings:

1. There are currently no periodic calendars prepared by Human Resources and distributed to the management group indicating key dates for activities, reports due or other purposes. Most key dates are communicated within the Human Resources Division, but there is no evidence of a master calendar that brings together the important dates from each function.
2. The Human Resources Division sends occasional reminder memos to staff regarding deadlines for activities, reports or other key dates.
3. Since the initiation of the partnership with El Camino College, there are regular staff meetings held once per month for communication and planning.

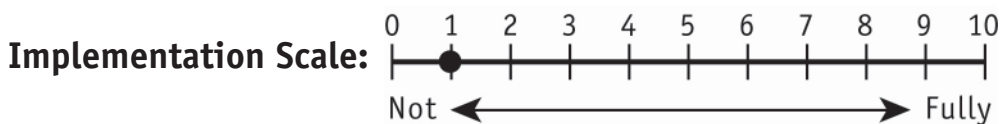
#### Recovery Plan Recommendations:

1. Develop a master calendar of important dates and activities for publication within the division and across the organization. Update the calendar at each regular staff meeting, with clear accountability for follow-up assigned to staff members.
2. Especially during periods of change, hold staff meetings weekly at a prescribed time so that calendars can be cleared for this important opportunity for communication, planning and coordination of activities. Prepare minutes of these staff meetings to specify responsibilities and actions determined during staff meetings.

#### Standard Implemented: Partially

April 2007 Rating:

1





## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 2.1 - Communications**

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#### **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

#### **Findings:**

1. The division utilizes 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.
2. The division has access to the Internet on equipment that is current and fast.
3. The division has insufficient copy machine capability not linked to the computer system.
4. The division does not use an applicant tracking system and no terminal is available for applicants to complete an application form in the Human Resources Office.

#### **Recovery Plan Recommendations:**

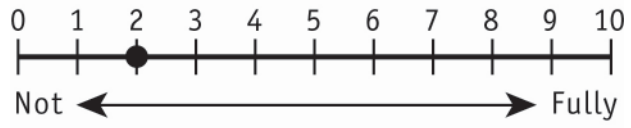
1. The technology equipment is adequate. Update the duplicating equipment and link it to the individual workstations to allow printing directly from workstations.
2. Once an applicant tracking system is in place, consider making terminals available in the lobby of the Human Resources Office to facilitate application input.
3. Conduct an equipment (hardware and software) inventory/assessment in the Compton Center Human Resources Division, in coordination with the El Camino Community College District. Ensure that equipment and supportive systems are sufficient to efficiently and effectively perform its operations using current technology.
4. Task the Compton Center Human Resources Division with ensuring that the district's long-range technology plans include a comprehensive Human Resources component.
5. Identify and commit (within the overall financial priorities of the district) the budget resources to identify, evaluate and acquire technology and operational systems for the Human Resources Division.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 2.2 - Communications**

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**Professional Standard:**

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.

**Sources and Documentation:**

1. Interviews with division staff
2. Organization charts and communication materials provided by the Human Resources office
3. Office of Human Resources information sheet

**Findings:**

1. There is a center-wide organization chart that displays each of the five employees in the Human Resources Division. The chart accurately shows reporting relationships and working titles of the division's employees.
2. There is also a current functional organization chart in place, although the Acting Director reports that the intent is to alter the chart once assignments are clear and the division's working relationship with El Camino College are better defined.
3. There is a listing of services and designated individuals to contact.

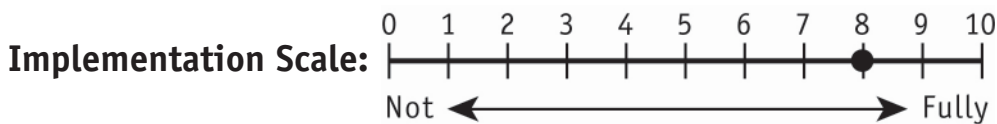
**Recovery Plan Recommendations:**

1. None needed.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 2.3 - Communications**

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**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 Acting Director
2. Materials provided by the staff regarding past practices

**Findings:**

1. There is no recollection by staff that annual reports were prepared by the division or by the Personnel Commission.
2. There is no evidence that reports were ever submitted to the board or the commission regarding human resources activities for any period.

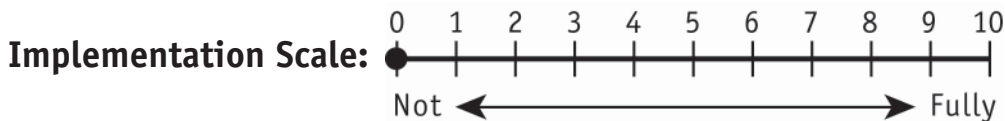
**Recovery Plan Recommendations:**

1. Initiate a monthly division reporting to the Provost regarding such matters as vacancies, number of applicants, positions filled, terminations and other data such as Workers' Compensation claims, legal updates, collective bargaining matters, grievances and other requested information from the Special Trustee or Provost.
2. Include in the monthly reports a listing of special projects and progress reports. Also include projections and objectives identified for the next reporting period and other pertinent data required by management.
3. Provide annual reports from the division regarding employment and other Human Resources Division matters to the Compton Community College District Special Trustee and El Camino Community College Chief Executive Officer.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 2.4 - Communications**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Interviews of each staff member
2. Interview of Acting Director and other leadership

#### **Findings:**

1. Each of the four Human Resources Division employees, supervised by the Acting Director, is assigned responsibility for a major activity or group of employees and is not cross-trained as part of the Human Resources Division processes/procedures.
  - a. One Personnel Specialist works primarily on academic personnel matters and reports that she is not cross-trained on classified matters or other desks in Human Resources.
  - b. Another Personnel Specialist works primarily on classified personnel matters and is the only holdover from the former Personnel Commission staff. She is not cross-trained on academic personnel matters.
  - c. The Personnel Assistant specializes in the health benefits function and is not cross-trained on the other desks' tasks.
  - d. A third Personnel Specialist works on Workers' Compensation claims and property and liability insurance claims. She also serves as the primary interface with attorneys regarding lawsuits and other legal matters affecting the human resources function. She is not cross-trained on the other desks' tasks.
2. Employees are still learning the El Camino College HR methods, processes and procedures, as well as maintaining control over the layoff lists, re-employment lists and other matters affecting the current environment at the center. The number of employees at the center, in both classified (119 people in 45 classifications) and academic (92 full-time and fewer than 60 part-time/adjunct) positions, has been reduced significantly, especially in the classified ranks, making an opportunity available to reorganize the Human Resources Division and establish new methods.

#### **Recovery Plan Recommendations:**

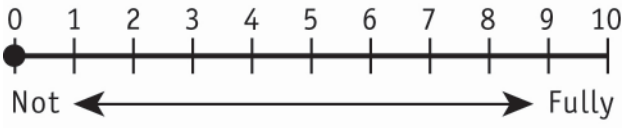
1. It is understandable that little cross-training has occurred since the Compton Human Resources Division's processes are being redesigned to accommodate the El Camino College HR operations model. However, it is clear that the cross-training needs to be accomplished once employees settle on their ongoing responsibilities sufficiently to train others. The staffing level of the division is certainly sufficient to allow cross-training opportunities for staff.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



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

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**Professional Standard:**

The Human Resources Division holds regularly scheduled staff meetings

**Sources and Documentation:**

1. Interviews with the Acting Director and Division staff

**Findings:**

1. The division now holds regular monthly staff meetings. These meetings have only been in place for the last two months, but there is a commitment for regular meetings.

**Recovery Plan Recommendations:**

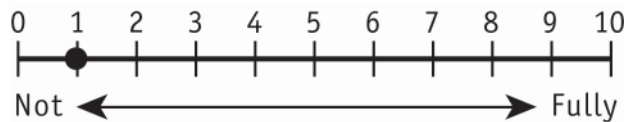
1. Hold weekly staff meetings at least for the next year. It is expected that a great deal will change regarding practices that will require considerable internal division coordination and communication. Although there are only five employees in the division, there is a pressing need to communicate with the staff during periods of dramatic change.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 2.6 - Communications**

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**Professional Standard:**

Various publications are provided on a number of subjects to orient and inform various clients.

**Sources and Documentation:**

1. Interviews with Human Resource staff
2. Communications regarding employee benefits

**Findings:**

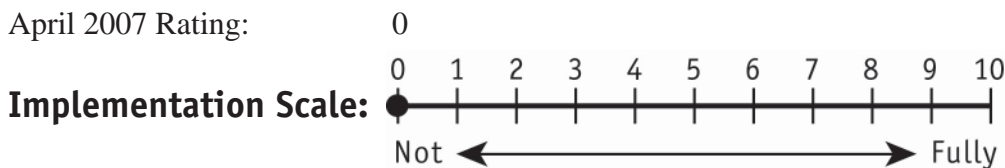
1. There is no practice in place for regular communications to employees regarding Human Resources matters.
2. There is no practice in place to communicate with other clients of Human Resources such as vendors, providers and others.

**Recovery Plan Recommendations:**

1. Some colleges provide regular communication (monthly or bi-monthly) regarding a number of matters affecting employees. This is a good practice, especially during times of change, to reduce the rumor mill.

**Standard Implemented: Not Implemented**

April 2007 Rating:





## **ACCJC Standard III-A: 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. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Vacancy announcement distribution lists (09/92)

#### **Findings:**

1. The Faculty Staff Diversity/Equal Employment Opportunity Policy and Plan developed and published by the Compton Community College in September 2005 is more comprehensive than that required by the California Community Colleges Chancellor's Office. The professional publication also includes detailed hiring policies and procedures for management team (educational administrator positions), full-time and adjunct faculty and an abbreviated section on classified policies and procedures.
2. The Human Resources Divisions of both El Camino and Compton Community College Districts are aware of and have received the guidelines for legally mandated revisions to the Diversity Plan and Discrimination complaint procedure to be completed by 2007.
3. The district administration and Human Resources Division personnel are committed to the concept of diversity and preventing discrimination through policies, practices and procedures.

#### **Recovery Plan Recommendations:**

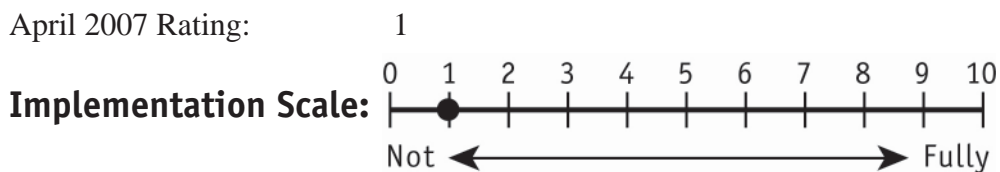
1. Review the Faculty Staff Diversity/Equal Employment Opportunity Plan developed and published by the Compton Community College in September 2005 for compliance with the El Camino College Plan and the California Community Colleges Chancellor's Office requirements, to include a current complaint procedure.

The September 2005 Plan developed by the Human Resources Division incorporates a number of topics - in their entirety - that are external support policies and/or procedures that are more appropriately referenced, but not fully incorporated. Examples are: Management Hiring Procedures, Minimum Qualifications for Management Staff; Full-time Faculty Hiring Policies and Procedures, Equivalency Processes, Adjunct Faculty Hiring Policies and Procedures including emergency hires and upgrading (consideration for full-time employment) and Classified Employees Hiring Policies and Procedures including merit system processes.

2. Take the necessary and appropriate actions at the Compton Center to implement the Human Resources Division policies, practices and procedures utilized by El Camino Community College District for matters not specifically addressed in the collective bargaining agreements between Compton Community College District and the respective academic and classified employee organizations.
3. Task the El Camino Community College District Human Resources Department with ensuring that all human resources processes for the Compton Center comply with legal mandates, but remain separate and distinct in their application to the employees of the Compton Community College District and Compton Center. These practices should facilitate the eventual resumption of Compton Community College District as addressed by Assembly Bill 318 (chapters in June 2006). Such policies, practices and procedures should also provide the necessary protections for administrative, academic and classified employees recruited, selected and assigned as part of the El Camino Community College operations.
4. Place the responsibility for revising and continually updating the distribution lists for all employee hiring procedures with the Compton Center Human Resources operation to ensure continuation of diversity efforts at all levels of the institution: administrative, faculty, classified and hourly employees.
5. Require the Compton Center Human Resources Division to participate in necessary discussions regarding the requisite reduction of academic employees to meet fiscal requirements of the Compton Community College District and to evaluate the impact of such reductions on diversity.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Vacancy announcement distribution lists (09/92)

#### **Findings:**

1. The Compton Center Human Resources Division has included comprehensive hiring policies and procedures in its collegial governance document, "Assembly Bill 1725 Employment Standards Policies and Procedures." The written procedures address practices for administrative management, full-time and adjunct faculty and cover topics such as: (1) determination of qualification and/or equivalency (as appropriate); (2) required versus desirable qualifications; (3) assignment of Faculty Services Areas (FSA); (4) tenure and retreat rights (for administrators); (5) evaluation and tenure review plan; and (6) denial of tenure and faculty rights associated with such determination. Evaluation forms for educational administrators and faculty members are included, along with selected written references and resources.
2. Classified hiring procedures applicable to classified management, confidential employees and bargaining unit classified employees are included in the "Rules and Regulations of the Classified Service," which was previously administered by the Compton Community College District Personnel Commission. The rules and regulations addressed such topics as: (1) classification; (2) recruitment bulletins and application procedures; (3) testing and examinations; (4) development and certification of eligibility lists; and (5) other terms and conditions of employment including promotions, transfers, evaluation and disciplinary action procedures. The written rules and regulations are applicable to all classifications in the classified service and are frequently referenced in the collective bargaining agreement.
3. Section 10 of AB 318 amends California Education Code provisions on governance of the Compton Community College District to maintain its status as a "community college district without a college." In Section 71093(d) legislators granted authority to the California Community Colleges Chancellor to "assume, and delegate to the special trustee, those powers and duties of the Compton Community College District Personnel Commission that the Chancellor determines are necessary for the management of the personnel functions of the ... district. The Personnel Commission may not exercise any of the powers or duties assumed by the chancellor." Subsequent to this authority, all of those "powers and duties" of the Personnel Commission were delegated to the Special Trustee. Section 74293 (e) of AB 318 goes

on to stipulate that “nothing in this article shall be construed to interfere with, or require any change in the existing bargaining units and collective bargaining agreements” of Compton Community College District. Further, Section 71093 (f) requires that all existing statutory due process protections for employees of the district shall remain in effect including, but not necessarily limited to, the provisions governing layoff or dismissal.

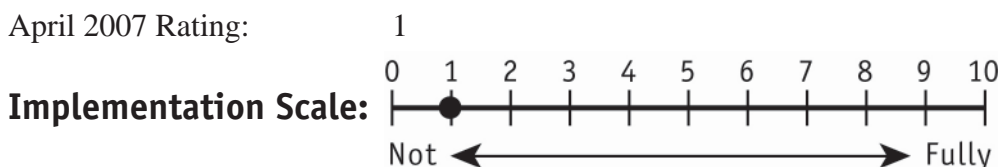
It is the opinion of this review team (not a legal opinion) that such legislative authority empowers the California Community Colleges’ Chancellor and/or Special Trustee to eliminate the Personnel Commission’s governance of the Compton Community College District’s classified service. However, it also seems to necessitate the recognition of the right of the classified employee organization to collectively bargain on those issues previously governed by the Personnel Commission and determined to be within the scope of bargaining. Specifically, those topics would be wages, hours and working conditions, including the issues of layoff and dismissal referenced in AB 318.

### Recovery Plan Recommendations:

1. While previous citations of improprieties within the Compton Community College included issues of selection, employment and assignment of personnel, the district has written policies, regulations and procedures that are designed and intended to provide equal employment opportunity. The Human Resources Division of El Camino Community College District should ensure that: (1) the practices of Compton Center are in compliance with the applicable procedures of El Camino College; (2) the Dean of Human Resources (Interim and Regular) have sufficient authority to enforce equal employment opportunity/faculty and staff diversity policies, procedures and practices; and (3) sufficient professional development opportunities are provided to the Dean and Human Resources Division staff to ensure that they are sufficiently knowledgeable in legal and regulatory agency requirements to ensure equal employment opportunity.
2. Task the El Camino Community College District with maintaining the “Rules and Regulations of the Classified Service” for Compton Community College District as the human resources operational procedures while the Special Trustee evaluates the issue of the Personnel Commission and/or negotiates with the classified employee organization on applicable provisions currently contained in the rules and regulations.

### Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 3.3 - Employee Recruitment/Selection**

#### **Professional Standard:**

The job application form requests information that is legal, useful, pertinent and easily understood.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Vacancy announcements and distribution lists (09/92)
7. Reference sheets identifying responsible person/department for the implementation of hiring processes for management and full-time faculty (undated)
8. El Camino College, Compton Center recruitment information guidelines, including job announcement distribution list (11/06)
9. Classified Personnel Employment Procedures, Recruitment and Appointment (09/92)
10. Statistical Information Questionnaire form (Compton Community College District, 10/04)
11. El Camino College, Compton Center Reference Check form (undated)

#### **Findings:**

1. Recruitment procedures, applications and supplemental forms are developed and being utilized. Forms comply with legal mandates and are designed to facilitate applicant usage for submission of appropriate information. The permanency of these forms and procedures is unknown pending a review by the El Camino College HR Division.
2. Compton Center is currently using classified layoff lists for the temporary employment of classified personnel until appropriate permanent classified positions are identified.

#### **Recovery Plan Recommendations:**

1. Undertake additional coordination by the Compton Center and El Camino College HR Divisions to finalize implementation of forms utilized as part of the El Camino College HR process, such as its Statistical Information Questionnaire and hiring procedures for applicable classified positions.
2. Although classified personnel currently on layoff status are being provided the opportunity to return to temporary employment with Compton Community College District, develop a procedure to document the evaluation of applicable skills, knowledge, abilities and personal traits for those personnel that are offered temporary employment in a classification not previously held as a permanent classified employee. In addition, develop written notification to notify the affected employee and the area supervisor requesting/obtaining the temporary classified position. The notification should stipulate that the employment is temporary and does

not affect the employee's status on the appropriate re-employment list. Finally, a written procedure is necessary to govern the salary placement on the classified salary schedule applicable to the temporary assignment.

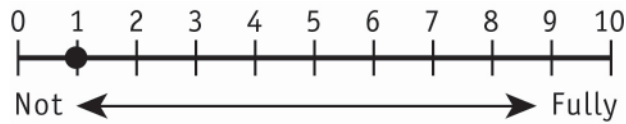
3. Monitor and document the creation of temporary classified positions/assignments. As previously indicated, the rules and regulations should continue to govern classified service until appropriate negotiations are completed. However, while the rules and regulations provide for provisional appointments for a period of six months, the extension of that assignment could create legal issues if such assignment is extended beyond 75% of the assigned working days (generally considered to be approximately 195 days) in a fiscal year. Therefore, a new application form should be completed for the temporary re-employment of laid-off classified personnel.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 3.4, 3.5 & 3.6 - Employee Recruitment/ Selection**

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#### **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 an adequate recruitment budget that includes funds for travel, advertising, staff training, promotional materials and a printing of a year-end report, and that effectively implements the provisions of the college recruitment plan.
- Standard 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.
- Standard 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.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Vacancy announcement distribution lists (09/92)

#### **Findings:**

1. At the present time neither the Compton Center nor El Camino Community College District has developed a recruitment plan for the three employee groups of administrators, faculty (full- and part-time adjunct) or classified personnel.
2. According to Compton Community College District records, the Human Resources recruitment budget for 2006-2007 is \$10,000. Of that amount, \$1,766 has been expended for advertising costs associated with employee recruitment.
3. Promotional materials used in advertising employment opportunities are developed by Human Resources Division personnel and are limited to text-only, offset grade paper. The recruitment announcements are considerably low-tech and have limited applicant attraction/appeal.

#### **Recovery Plan Recommendations:**

1. Evaluate the fiscal and instructional needs to conduct a layoff of academic employees by giving March 15, 2007 notices. This should be done by both the El Camino and Compton community college districts. The district will have a 10% reduction in its apportionment for the 2007-2008 fiscal year; the "loan" and "emergency apportionment" made to the district by AB 318 will need to be repaid. In the meantime, current curriculum for the Compton Center must be approved through the Academic Senate procedures of El Camino Community College



District. That process will be time consuming. In the meantime, the loss of accreditation status by Compton Community College District has resulted in an even greater enrollment decline. A number of classes in approved instructional programs are significantly underenrolled. It is necessary to evaluate the potential implications of faculty layoffs. The Human Resources Division of the Compton and El Camino community college districts should be an integral part of that planning process.

2. Expeditiously complete the fiscal/budgetary assessment of the Compton Community College District to formalize and finalize the administrative leadership structure/organizational structure for the district. The current staffing determination necessitated by budgetary considerations has resulted in employment stability only for faculty during fiscal year 2006-07. Classified personnel have had significant layoffs and educational administrators have been released, with only minimal positions being staffed as “interim” assignments. While interim leadership will provide short-term benefits to the district, a permanent staffing plan will be needed to participate in planning, organizing and implementing operational plans to return Compton Community College District to its independent administration and to support a viable instructional program vital to the community.
3. Conduct an assessment of the Compton CCD compensation philosophy to adequately recruit, select and retain competent, qualified personnel. If deemed negotiable, the assessment should address a compensation philosophy for all levels of the organizational structure and consider how to move forward with a realistic plan that recognizes the significant financial limitations created by current fiscal controls.
4. Develop a plan to enhance the quality of promotional materials used in recruitment/selection. Involve both the El Camino Community College District Human Resources Division and the Compton Center in this process. Whether the planning process includes reallocation of current budget funds, use of the Chancellor’s Office staff diversity funding allocation, a special allocation of district/center budget funds or special grant funding, a plan is needed to develop attractive promotional materials.
5. Develop a plan to attract administrative and faculty applicants for the future. One of the more effective and relatively inexpensive methods to maintain the district’s visibility is to participate in the annual Chief Human Resources Job Fair to be held in January 2007. An information booth with district representatives from instruction, student services and Human Resources can provide information to prospective faculty and administrative candidates, whether for the current or future years.
6. Develop an effective recruitment plan that includes professional-grade promotional information and core staff to participate in a variety of community and state recruitment efforts. This should be accomplished by the Compton Center, in close coordination and cooperation with El Camino Community College District Human Resources Division. The selected personnel should be effectively trained to be able to provide accurate, comprehensive information about the college, its instructional and student services programs, and its extracurricular activities.

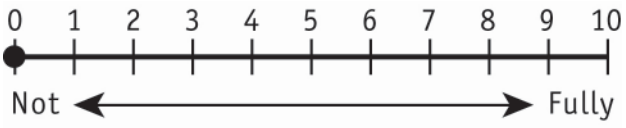


**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 3.7 - Employee Recruitment/Selection

#### Professional Standard:

The college has effectively identified a variety of successful recruitment sources, including web sites, job fairs and other colleges and universities publications.

#### Sources and Documentation:

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Vacancy announcement distribution lists (09/92)

#### Findings:

1. Although Compton Community College District did not have a comprehensive list of successful recruitment sources, El Camino Community College District Human Resources Division has a list of more than 160 such sources. The distribution list includes K-12 school districts, community colleges and higher-degree granting colleges and universities as well as recruitment resources that facilitate diversity efforts. Web sites and professional organizations are also included on the resource list.
2. Compton Community College District and Compton Center recruitment efforts will be enhanced by use of the El Camino Community College District distribution list.

#### Recovery Plan Recommendations:

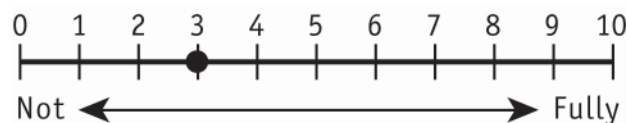
1. In addition to implementing El Camino Community College District's recruitment resources, supplement the list with educational institutions, community and professional organizations as well as recruitment resources that are both unique and integral to the community that Compton Community College District serves.
2. Continue Compton's current program of advertising through an ad "broker" (AdClub) to maximize its recruitment budget, utilize the expertise of advertising professionals for effective and attractive ads, and obtain professional recommendations and suggestions to expand its diversity recruitment activities.

#### Standard Implemented: Partially

April 2007 Rating:

3

Implementation Scale:



## **ACCJC Standard III-A: 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. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Vacancy announcement distribution lists (09/92)
7. Hiring Process for Management and Full-time Faculty responsibility charts (undated)
8. El Camino College Compton Center "Reference Check Request Form" (undated)

#### **Findings:**

1. The Faculty and Staff Diversity/Equal Employment Opportunity Plan (September 2005) prepared and published by the Compton Center Human Resources Division clearly identifies the process and procedure to be used by administrators in performing reference checks on candidates for employment. Specific directions on performing reference checks for faculty and classified candidates are not contained in the diversity plan.
2. The Hiring Process for Management and Full-time Faculty responsibility charts (undated) identify the Selection Committee as responsible for performing reference checks on management candidates. The chart does not address reference check responsibilities for full-time faculty.
3. The El Camino College Compton Center Reference Check Request Form does not state which group of employee candidates (administrator, faculty or classified) would be subject to the 10-question background investigation. The review team determined that the document was used for administrator and full-time faculty candidates. As such, some of the questions would be determined to be "not applicable" to either employment category.

#### **Recovery Plan Recommendations:**

1. Address the appropriate protocols and the responsible party for processing reference checks in the legally mandated revisions to the Faculty and Staff Diversity/Equal Employment Opportunity Plan.
2. Consider revising the Compton Community College District "Assembly Bill 1725 Employment Standards Policies and Procedures" to specify who is responsible for conducting reference checks, and at what stage of the selection process, for all employee categories.

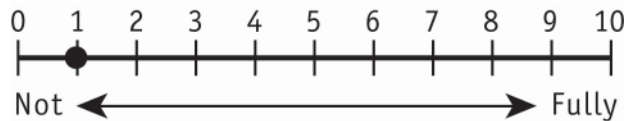
3. Review and evaluate the current “one form fits all” Reference Check Request Form with regard to compliance with the Community College Chancellor’s Office mandates and equal employment opportunity requirements.
4. Develop written procedures to address the methodology and timing of reference checks, as well as some criteria of the minimum numbers/types of checks to be appropriate for each employee category (administrator, academic and classified).
5. Have the Human Resources Division administrators determine which document (collegial governance, diversity plan, administrative regulations, etc.) will serve as the single source of applicable policy, procedure, and regulation on topics such as reference checks in hiring procedures. This is necessary to avoid duplication and/or failure to update a provision because it is entirely duplicated in another document.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 3.12 - Employee Recruitment/Selection**

#### **Professional Standard:**

Selection procedures are uniformly applied.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Vacancy announcement distribution lists (09/92)
7. Hiring Process for Management and Full-time Faculty responsibility charts (undated)
8. El Camino College, Compton Center "Reference Check Request Form" (undated)

#### **Findings:**

1. Based on the limited amount of recruitment/selection procedures for permanent staff in the employee categories of administrators, full-time faculty and classified staff and the short duration of the implementation of Human Resources Division procedures for the Compton Center, the review team finds that insufficient data exists to determine if hiring procedures have been uniformly applied.
2. The Compton Center and El Camino Community College District are currently limiting administrator hiring to interim appointments.
3. Full-time faculty members continuing their assignments at the Compton Center are teaching courses (although a number of classes are underenrolled) within their qualifications. Some are on "special assignment" and in one case a faculty member is enrolled in coursework to meet the minimum qualifications of El Camino Community College District. In addition, declining enrollment and continued fiscal hardships will continue to restrict the number of academic hiring procedures for the immediate future. It is more likely that the number of full-time faculty employees will decrease rather than expand. Thus, sufficient time should be available to review and revise full-time and part-time/adjunct hiring procedures to facilitate more consistent adherence to processes.
4. The powers and duties of the Personnel Commission were assumed by the Chancellor and delegated to the Special Trustee under the authority of Section 71903(d) of AB 318. The Compton Community College District can utilize the hiring procedures of El Camino Community College District, which is a non-merit district, or it may choose to continue most of the practices that are already in place.
5. Compton Community College District and the classified employee organization should engage in collective bargaining processes on hiring procedures that are within the scope of bar-

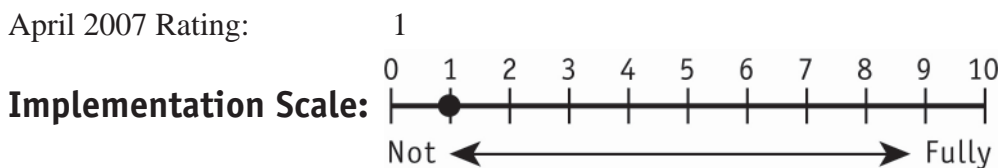
gaining (i.e., promotion, transfer, internal candidate preferences, demotions, potential effect of layoff or re-employment procedures, etc.).

### Recovery Plan Recommendations:

1. Review, revise and adopt administrator hiring procedures that meet outreach and diversity efforts to enhance the professional composition of the management team (educational administrators). Procedures should be in place for recruitment/selection processes that could feasibly commence in Spring 2007 for permanent employment on or near July 1, 2007.
2. Review, revise and present to the faculty Academic Senate appropriate recruitment/selection procedures for full-time and part-time/adjunct faculty. Procedures should comply with the recently distributed guidelines and sample Faculty and Staff Diversity/EEO Plans developed through the California Community Colleges Chancellor's Office. The procedures should be specific to address major components of a hiring procedure, but recognize the limitations of in-demand faculty positions that impact selection processes and identification of final candidates (i.e. nursing, life science, and some vocational faculty positions).
3. Consider (a) complying with the general Personnel Commission hiring procedures while negotiating applicable provisions with the Compton Center's classified employee organization; or (b) utilizing the hiring procedures of El Camino Community College District, which is a non-merit district.
4. Engage the Compton Community College District and the classified employee organization in collective bargaining processes on hiring procedures that are within the scope of bargaining (i.e. promotion, transfer, internal candidate preferences, demotions, potential effect of layoff or re-employment procedures, etc.).

### Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard III-A: 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. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Vacancy announcement distribution lists (09/92)
7. Hiring Process for Management and Full-time Faculty responsibility charts (undated)
8. El Camino College, Compton Center "Reference Check Request Form" (undated)

#### **Findings:**

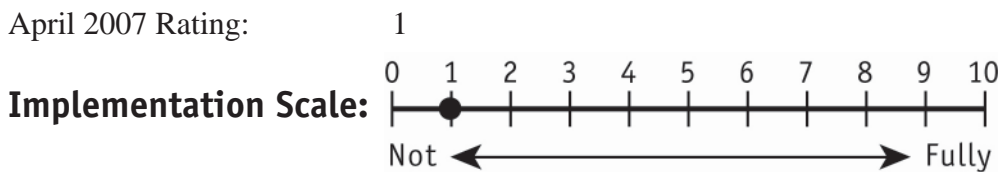
1. Candidates are evaluated to meet the specific minimum qualifications of the discipline(s) enumerated in the full-time faculty vacancy announcement.
2. Candidates applying for equivalency are evaluated at the time of application screening to certify eligibility for the discipline(s) enumerated in the full-time faculty vacancy announcement.
3. Upon selection, official transcripts are re-evaluated to ensure meeting the minimum qualifications for the stated discipline(s) of the full-time faculty vacancy, either directly through educational accomplishments, or the former Compton Community College District equivalency process.
4. As of August 2006, full-time and part-time/adjunct faculty applying to teach in a discipline must meet the minimum qualifications as prescribed by the California Community Colleges Chancellor's Office or the faculty equivalency process in effect for El Camino Community College.
5. Ongoing faculty teaching assignments for the Compton Center are not adequately monitored to ensure that affected faculty members (full-time and part-time/adjunct) are teaching classes in a discipline for which they are qualified and competent.
6. There are no adequate technology tools available to the El Camino Community College District and Compton Center to facilitate and expedite administrative review of the qualifications of faculty (full-time and part-time/adjunct) to teach within an assigned discipline.
7. There are no evident procedures for full-time and part-time/adjunct faculty members to add additional disciplines to their permanent personnel file to allow teaching in multiple discipline areas.

## Recovery Plan Recommendations:

1. Facilitate a process to ensure that faculty (full-time and part-time/adjunct) are qualified to teach in the discipline to which they are assigned. There is additional vulnerability with part-time adjunct faculty who are willing to assist the instructional department by accepting a faculty assignment for which they are not qualified (under the Community College Disciplines List).
2. Establish and maintain an effective faculty assignment procedure that provides adequate time to ensure that faculty meet the minimum qualifications to teach in the respective discipline. Train faculty department chairs at Compton Center on the requirements of the Community Colleges Disciplines List and the institutional equivalency process to ensure legal compliance.
3. Because minimum qualifications and equivalency processes fall under the jurisdiction of El Camino Community College District's Human Resources Division, develop procedures for the Compton Center to cover "emergency" situations for employing faculty on short notice that will allow review/determination by El Camino Human Resources processes.
4. Develop and publicize a procedure for full-time and part-time/adjunct faculty to add disciplines to their qualifications retained in the permanent personnel file. Given the potential of faculty downsizing (through layoff and/or attrition), the procedure and appropriate publicity will facilitate retention of some faculty.
5. Broadly publicize the determination procedures for faculty minimum qualifications and equivalency procedures being applied to Compton Center faculty by El Camino Community College District to the faculty and staff of the center. Such information will alleviate situations of misinterpretation and misinformation in the immediate future.

### Standard Implemented: Partially

April 2007 Rating:





## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 3.14 - Employee Recruitment/Selection**

#### **Professional Standard:**

Appropriateness of required tests for specific classified positions is evident.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Hiring Process for Management and Full-time Faculty responsibility charts (undated)

#### **Findings:**

1. The Rules and Regulations of the Classified Service, developed and published by the Personnel Commission, prescribed the purpose of testing and examinations, test preparation, examination assistance (reasonable accommodation). Testing and examinations now fall within the purview of the Compton Community College District.
2. The previous Personnel Commission utilized its budget allocation to purchase membership in the Cooperative Organization for the Development of Employee Selection Procedures (CODESP). That organization maintains an extensive testing bank for individual items and pre-assembled job tests. The tests are validated in accordance with federal and state testing requirements to ensure job relatedness. The commission requested information, item test materials and pre-assembled tests for many common public school employee classifications. CODESP membership and testing materials can alleviate legal challenges to testing and selection procedures by use of validated testing processes that meet federal regulatory agency criteria.
3. Compton Community College District's "Assembly Bill 1725 Employment Standards and Procedures" stipulates that full-time classified hiring procedures will include "written examination" as general applicability.
4. Because minimal recruitment/selection processes for permanent classified employment are currently in effect, there is sufficient opportunity to re-establish procedures to ensure appropriate testing of candidates.

#### **Recovery Plan Recommendations:**

1. Evaluate the benefits of retaining membership in CODESP. Coordination between the districts and CODESP can facilitate appropriate, job-related testing while giving supervisors and administrators some flexibility to ensure that item testing and/or pre-assembled tests are appropriate for individual classifications/assignments.

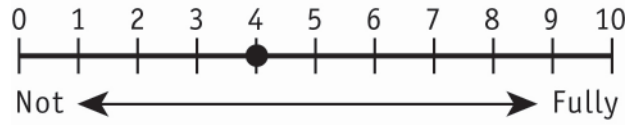
2. Identify in the classified hiring procedure the classifications for which testing will be required and the type of testing to be performed (i.e. written, oral/ interview or performance testing or writing exercise).

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 3.15 - Employee Recruitment/Selection**

#### **Professional Standard:**

The college has implemented procedures to comply with state legislation governing short-term employees.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
6. Hiring Process for Management and Full-time faculty responsibility charts (undated)

#### **Findings:**

1. The use of short-term employees was governed by California Education Code provisions applicable to merit system districts and the “Rules and Regulations of the Classified Service” published by the commission. The merit system definition of short-term employment is somewhat different in that it is called “limited term” employment. As such, positions designated “limited term” are limited to a duration of six months or less.
2. The potential use of limited term personnel should be restricted to six months or less to avoid potential violation of California Education Code provisions which stipulate “short-term” employees of non-merit system districts can work up to 195 days in a fiscal year before being granted rights to regular classified employment.
3. According to personnel actions approved by the former Board of Trustees, classified employees of the Compton Community College District being returned from layoff in temporary assignments were approved as limited term employees.
4. Compton Community College District administration and El Camino Community College Human Resources Division administrators are evaluating the use of limited term versus short-term classified employees.

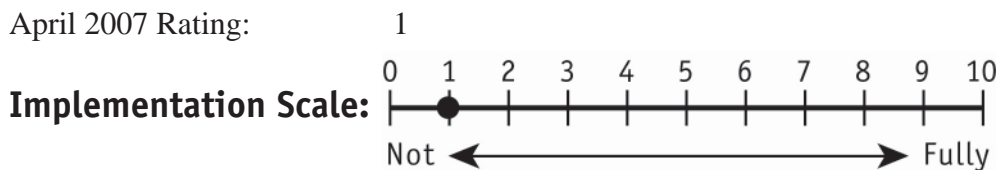
#### **Recovery Plan Recommendations:**

1. Determine the applicable procedures for properly employing, assigning and restricting classified personnel positions that are to be defined as limited-term or short-term. Procedures should incorporate accounting practices to monitor the work days for these positions so that the California Education Code is not violated. The ramifications of such a violation would be employment and assignment of the affected classified employee to the regular district classified service.

2. Develop an interim procedure that employs the applicable provisions of the Rules and Regulations for the Classified Service to short-term classified positions. Because the provisions are somewhat out-of-date (the original publication date of the Rules and Regulations cannot be determined by the publication, but is reported to precede 1990), it will also be necessary to revise the procedures so they are current with actual Human Resources Division operational procedures.
  
3. Because Compton Community College District classified employees currently in a laid-off status are given priority consideration in filling short-term temporary positions, it is appropriate to develop a written procedure addressing the effect of the temporary employment on their re-employment rights, the effect on service time and salary schedule step advancement if the affected employee is subsequently re-employed by the district, and the effect of such temporary employment on the California Education Code provision that stipulates an additional 24 months of re-employment rights for accepting a lower classification. Although it is apparent that there is a separate and distinct employment status between the position/classification from which the affected employee is laid off and the temporary assignment, a written procedure will alleviate possible challenge by the classified employee organization and/or a lawsuit against the district.

**Standard Implemented: Partially**

April 2007 Rating:



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standards 3.16, 3.17 & 3.18 - Employee**  
**Recruitment/Selection**

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**Professional Standard:**

Standard 3.14 Appropriateness of required tests for specific classified positions is evident.

Standard 3.15 The college has implemented procedures to comply with state legislation governing short-term employees.

Standard 3.16 In the merit system, recruitment and selection for classified service are delegated to the Personnel Commission.

**Sources and Documentation:**

Assembly Bill 318

**Findings:**

1. In the absence of a Personnel Commission, actions requiring board approval for classified employees have been submitted by the Human Resources Division to the board (Special Trustee). In the recent past, most of these actions for classified personnel have been to appoint a former employee from the re-employment list for temporary assignments. Therefore, actions to date have not reflected the results of a complete recruitment involving changes in the recruitment process. The board's responsibility has not changed with respect to personnel actions, but the Special Trustee is carrying out these responsibilities serving as the board. These responsibilities are clear with respect to hiring and dismissal of employees, and responsibility for these actions is understood to rest with the Special Trustee. The El Camino Board is not directly involved in these matters. In this sense, the role of the board is clear. Some areas to consider:
  - a. The Personnel Commission has been set aside. The El Camino policies and procedures are being considered for use.
  - b. The El Camino board has not been interviewed to determine the extent to which the board understands the hiring, evaluation and dismissal processes and it is not involved in these actions.
  - c. The Special Trustee will approve new hires for classified or certificated assignments once the re-employment list expires or is inappropriate to use. For new positions, it is assumed that the hiring authority will remain with the Special Trustee.

**Recovery Plan Recommendations:**

None at this time.

**Standard Implemented: Not Applicable**

April 2007 Rating:                      Not Applicable

## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 4.1 - Employee Induction and Orientation**

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#### **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 division staff
2. Employee's Policies and Procedures Handbook - 2/05
3. Handbook for Classified Employees - 6/05

#### **Findings:**

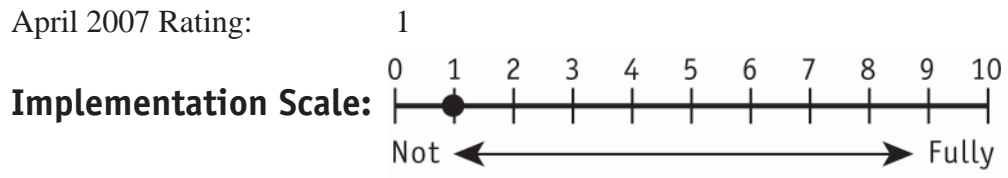
1. The Employee's Policies and Procedures Handbook is an extensive manual covering employment, benefits, performance reviews, conflict resolution and grievance procedure and an array of other policies dealing with safety, lost and found and other matters. The manual is comprehensive, but there is no assurance that the policies covered are consistent with El Camino's policies. Performance appraisal, employment procedures and other policies and procedures enumerated in this manual are under scrutiny and will change. Further, some titles reflected in the manual no longer exist. The manual builds a good framework, but its contents do not reflect ongoing and accurate material.
2. The Handbook for Classified Employees was last revised in June 2005 when the Personnel Commission was in place. Much of the material in this manual can be retained. However, it should not be distributed to employees in its current form since the Personnel Commission has been set aside and the rules and regulations of a merit system will not necessarily be followed by El Camino College. This handbook also seems a bit redundant with the overall handbook. Since the commission is no longer in place, the overall handbook should best represent a unified Human Resources Division for classified and certificated employees.

#### **Recovery Plan Recommendations:**

1. The initial research has been completed on the policies that will need to change to reflect the center's current structure and governance. However, there is no current manual that can be distributed at the next orientation program, scheduled for January 2007. A single handbook would be appropriate and should be redesigned before the next orientation program. Care should be taken to ensure that references to El Camino practices do not interfere with collective bargaining agreements.

**Standard Implemented: Partially**

April 2007 Rating:



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 4.2 - Employee Induction and Orientation**

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**Professional Standard:**

The Human Resources Division has developed materials of the college's activities and expectations for new employee orientation.

**Sources and Documentation:**

1. Interviews with division staff
2. Draft of letter inviting new employees to an orientation program to be held in January 2007
3. Draft of the outline to be used in the orientation program to be held in January 2007

**Findings:**

1. The proposed letter inviting employees to the next orientation program appears appropriate and welcoming.
2. The outline for the orientation program is reasonably complete and reflects the most pressing personnel matters important to any employee. However, these letters and outlines have not yet been implemented and the materials are considered a work in progress.

**Recovery Plan Recommendations:**

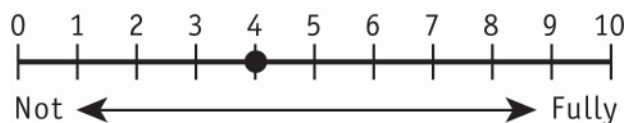
1. Include an overview of the overall center organization and a simplified explanation of the relationship between Compton College District and El Camino College in the outline for the next orientation program. The other high priority items are included, and although it appears that this is a work in progress, it is a good start.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**





## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 4.3 - Employee Induction and Orientation**

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#### **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 division staff
2. New Employee Orientation Checklist for division staff and the employee's supervisor
3. Personnel file checklist

#### **Findings:**

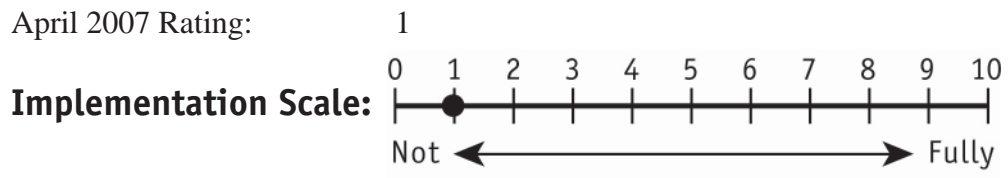
1. The checklists provided for new employee orientation were used under the Compton Community College management structure and do not represent changes to policies and procedures being considered under El Camino College oversight. The checklists are complete, but do not necessarily represent the new administrative procedures being considered.
2. The forms used in the past included state and federally mandated requirements including fingerprints, TB test, W-4, I-9, Social Security information and driver's license. The form covering the personnel file checklist does not tie to the orientation checklist and does not include some of the data on the orientation checklist. The personnel file checklist is a recent document, and the new employee orientation checklist has been used under Compton Community College management.
3. Personnel files are currently being reorganized and reviewed by the Human Resources staff to assure all data is present, including the checklists. The review includes documentation standards for files reflecting El Camino College standards. The preliminary review by staff revealed that files are frequently missing important checklists and documentation.

#### **Recovery Plan Recommendations:**

1. Continue implementation of the El Camino College standards with respect to orientation procedures and checklists. The forms used for the checklists should tie to one another. A single checklist would be most appropriate.
2. Make the process of reviewing current employee files for completeness a high priority, especially in light of lax security with respect to the personnel files. There may be documents missing from the files, and it would be important to be able to represent that, at a specified time, files are complete at least with respect to induction and orientation documents as well as mandated requirements.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 5.1 - Operational Procedures**

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#### **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

#### **Findings:**

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 is currently 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 plan is in place for such a review but has not yet been completed.
2. The files are housed in an area that has considerable traffic due to its proximity to the employee break area that is used by Business Services and Human Resources staff. Some file drawers were left open with no supervision. The file room is accessible to anyone who comes into the department and there is little surveillance over the area since all employees have their backs to the file room. There is no counter or door to keep people out of the file room and the department in general.

#### **Recovery Plan Recommendations:**

1. Place a high priority on reviewing each employee file for content. The implications of missing documents are a concern that needs to be addressed quickly, with the missing materials replaced or accounted for in some fashion. The Human Resources Department has an effective plan to accomplish this. The plan should be completed without delay.
2. Design and implement a process to obtain duplicate copies and/or new original forms containing legally mandated information that is required to be maintained such as application forms, evaluations (and employee responses, if applicable) change in classification/pay rates, etc.
3. A major concern is the entire security of the Human Resources Department. Install a counter at the center to enclose the entire entrance to the department, with highly restricted access. There are sensitive materials on desks, and these materials may be open to anyone entering the department. The department is also open to other employees through the back door, which is frequently open to the accounting division. Close this entrance and regard the entire department as a secure area.

- Place the personnel files in a secure location and move the coffee and snack area to the conference room. Keep the files locked at all times. Reconfigure the desks of department staff so that at least some of the staff can easily observe the file room and the entire office without having to turn around.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 5.2 - Operational Procedures**

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#### **Professional Standard:**

The Human Resources Division non-management staff members have individual desk manuals for all of the personnel functions for which they are held responsible.

#### **Sources and Documentation:**

1. Human Resources Procedures Manual
2. Human Resources desk manuals
3. Interviews of division staff members

#### **Findings:**

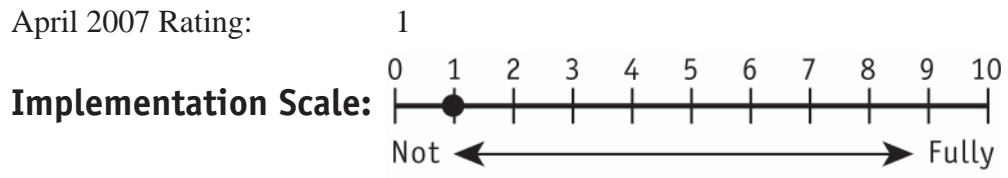
1. There is an extensive procedure manual dated 1992. The material covers the necessary content well, but the entire manual is outdated and the staff are not clear on what policies and procedures will be retained given that the Compton Center is now operating under El Camino College policies and practices. It remains a good model that could be updated and modified to reflect changes in document approvals, paper flow, titles and organization structure, and authorities.
2. The staff operates under the former procedures unless an activity seems questionable or the routing of paperwork for approvals needs clarification. The Acting Director provides the necessary direction. Revised documentation in an official form is planned for, but will not be a reality until the new organization is settled and other priorities are eliminated.
3. The manuals affecting classified personnel will require the most attention since the ongoing status of the commission's rules and regulations is still in the process of being clarified. Since the division's hiring in the classified areas has been largely from re-employment lists, there have not been many issues surrounding the recruitment/employment functions. However, the lists are becoming less useful. The need to establish new practices in the classified arena especially will require change since El Camino does not operate according to a merit system.

#### **Recovery Plan Recommendations:**

1. Review all the manuals currently in place and outline the ones that should be maintained. While the manuals need to be updated, new forms, policies and procedures would also need to be implemented as well, and the Personnel Commission practices need to be completely overhauled to complete this task.
2. The review team has not yet observed a plan that would result in the revision of procedure and desk manuals for each of the staff. There is no resistance to such a plan, only the lack of time to date to develop it in any detail. This will take considerable study but should be a high priority.

**Standard Implemented: Partially**

April 2007 Rating:



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 5.3 - Operational Procedures

#### Professional Standard:

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

#### Sources and Documentation:

1. Human Resources Procedures Manual
2. Interviews with staff
3. Rules and Regulations of the Personnel Commission

#### Findings:

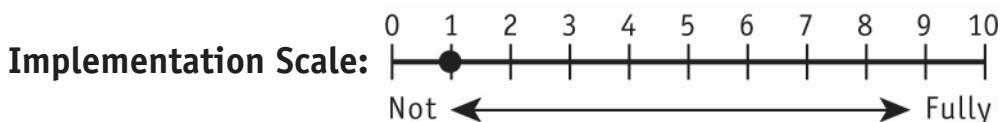
1. There is an extensive procedures manual that served as an outdated guideline for personnel practices. It was last updated in 1992 and there is no process in place to maintain the manual to reflect changes in organization, forms or policies.
2. The manual is thorough but appears to be a resource that was not a helpful day-to-day reference for the division.
3. The Human Resources Division will have much work to do to bring the procedures manual current to reflect the El Camino College operating style.

#### Recovery Plan Recommendations:

1. Develop a revised procedures manual for the Human Resources Division staff. Develop a plan to do so, including timetables for completion of each activity. Since this is a major project, update the procedures that are most critical to the transition to El Camino College's operations first, and reissue them, rather than delaying the release of updates until the entire manual is completed. Maintain the new manual in a manner that facilitates updates.

#### Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 5.4 - Operational Procedures**

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#### **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 of division staff

#### **Findings:**

1. Job descriptions exist for classified positions. However, the descriptions are outdated and allocations of position to classifications are reportedly inaccurate due to major changes in job responsibilities over the last several months.
2. The last classification study for classified positions was performed in 2000. The study was implemented in 2001 through board action.
3. Job descriptions covering academic positions are generic and seem inaccurate as well. The review team was advised that job descriptions do not exist for several job titles.
4. New classifications since the Special Trustee was appointed have been approved according to standard procedures with appropriate job description documentation.
5. 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.
6. El Camino College has 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.
7. There are several positions allocated to confidential classifications that do not seem appropriate in light of the latest guidelines on criteria for confidential status.
8. There are also positions allocated to supervisory classes that no longer supervise other employees.
9. There has not been a systematic review of Fair Labor Standards Act (FLSA) status for a long time.



## Recovery Plan Recommendations:

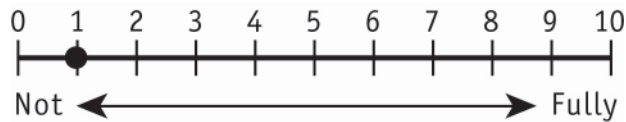
1. Continue the pursuit of a competent firm to perform a classification study for classified positions. It should be clear that proposed job descriptions should comply with ADA requirements and should specify job-related requirements. The descriptions should also indicate FLSA status and should include reporting relationships, distinguishing characteristics, complete and updated duties, job-related requirements, licenses and other requirements and working conditions related to ADA requirements.
2. The classification study should result in clear internal relationships for all classifications, but it is unclear how this will relate to the classification structure and salaries paid to comparable positions at El Camino College. Negotiations with AFT could become more difficult with a salary survey and recommended range placements on the negotiating table. Consider limiting the study to the classification element until a process related to salary is in place. Provide for a review of unit designation for confidential and supervisory positions.
3. Update job descriptions for all management positions, classified and academic, to provide a baseline for further organizational assessments.

## Standard Implemented: Partially

April 2007 Rating:

1

Implementation Scale:



## ACCJC Standard III-A: 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 Acting Director of Human Resources and division staff who interact on a regular basis with payroll staff
2. Interview the Director of Fiscal Services

#### Findings:

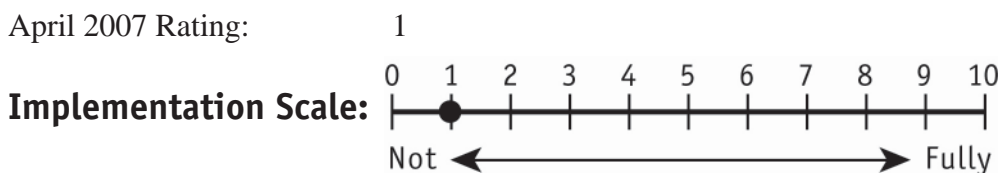
1. Before the beginning of this assessment process, the two members of the center's payroll staff resigned. This has caused a number of problems in processing payroll and payroll changes, and delays in compensating some staff. The Human Resources staff has been aggressive in correcting problems and supporting the function as much as possible. However, the payroll function is staffed with temporary personnel from an outside agency, supported by staff temporarily assigned from El Camino College until a permanent solution is identified. Human Resources personnel identified the payroll problem as the most pressing issue facing them.
2. There is no regular meeting schedule between Human Resources and payroll since crisis management is currently occurring.

#### Recovery Plan Recommendations:

1. Give highest priority to assigning and training new personnel for the payroll function. One well-trained payroll processing position should be sufficient to perform the payroll function.
2. Once the payroll function is in place, hold regular meetings between Human Resources and payroll to establish ongoing cooperative relationships.

#### Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 5.6 - Operational Procedures**

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#### **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 division staff and the Acting Director of Human Resources

#### **Findings:**

1. Due to the recent resignations of payroll staff, the review team was unable to review the working relationship necessary to implement the full cycle of changes in salary and establish new salary records. However, 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 College requirements except for the approval requirements necessary to make changes to a compensation record.
2. Implementation of new policies with respect to approval authority for changes in compensation or other matters affecting wage and salary determination will need some time to develop since the organizational structure has only recently been revised. Meanwhile, the interface with payroll is working in a timely manner.
3. The benefits employee in the Human Resources Division currently administers the property and liability insurance function, which is largely a business function.

#### **Recovery Plan Recommendations:**

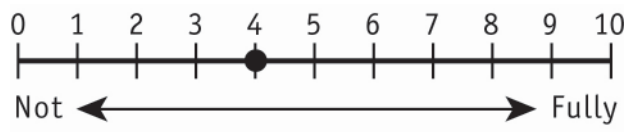
1. The extent of the changes to be made by El Camino College in the wage and salary change approval and documentation function is unknown. The review team was told that changes will be implemented once further study is completed. The linkages to and from the payroll function deserve high priority and should be resolved early in the relationship with El Camino College. This study should include the proper placement of the benefits input function.
2. Continue having the payroll function report through the Business Division.
3. Consider placing the property and liability function in the Business Office.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



## ACCJC Standard III-A: 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/handbook 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 division staff person assigned to administer the leave program

#### Findings:

1. There was no feedback from union leadership or staff that any leaves of absence are improperly or unfairly administered. There are no signs of lack of fairness or inconsistencies.
2. Since the administration of leaves of absence are mandated by detailed documentation in the union contracts, it is unclear whether any changes will take place as El Camino College takes over the maintenance of these agreements.
3. Appropriate forms and records are being maintained by the Personnel Assistant responsible for monitoring and controlling leaves. There appears to be a great deal of effort addressed to this matter.
4. There is an issue raised by several employees who indicated their leave balances were inaccurate, mostly on the high side.

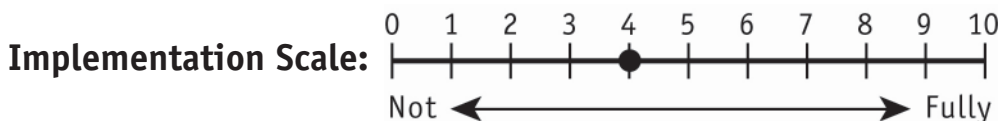
#### Recovery Plan Recommendations:

1. Conduct a complete review, person-by-person, of leave balances. Since there is the possibility of a major unfunded liability, it is important to bring these records up to date as soon as possible.

#### Standard Implemented: Partially

April 2007 Rating:

4



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 5.8 - Operational Procedures

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#### **Professional Standard:**

Human Resources Division staff members attend training sessions/workshops to keep abreast of the most current acceptable practices and requirements facing Human Resources administrators.

#### **Sources and Documentation:**

1. Interview of Acting Director of Human Resources

#### **Findings:**

1. There is a recent strong commitment to staff training that is evident in the division and confirmed by the staff who have each attended training in the last two months.
2. There is no evidence that the same commitment to training existed before the loss of accreditation. The schedule of training and attendance at conferences and workshops is now in place but has not stood the test of time.

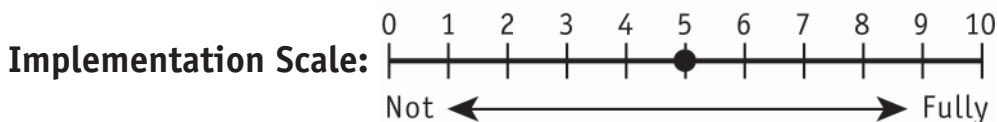
#### **Recovery Plan Recommendations:**

1. Continue to provide staff training as needed and appropriate.

#### **Standard Implemented: Partially**

April 2007 Rating:

5



**ACCJC Standard III-A: Resources**

**FCMAT Personnel Management Standard 5.9 - Operational Procedures**

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**Professional Standard:**

The Human Resources Division provides employees with appropriate forms for documenting requested actions (leaves, transfers, resignations and retirements).

**Sources and Documentation:**

1. Various official forms adopted by the Compton Community College and most recent forms adopted by the Compton Center operating under the direction of El Camino College including Leave of Absence Request, Personnel Status Request, Personnel Assignment Request, Report of Absence, FMLA letter, Resignation or Retirement Request and others. Some of these forms have been very recently introduced at the Compton Center and their use has not been fully implemented
2. Interviews of HR Division staff

**Findings:**

1. Employees have appropriate forms for communication of requested action. The concern is whether the utilization of new forms have been properly communicated to employees. That concern applies especially to the district forms that have been replaced by El Camino forms. It will not be known for some time whether the forms now being used will sufficiently reflect El Camino College practices and, therefore, will be permanent.

**Recovery Plan Recommendations:**

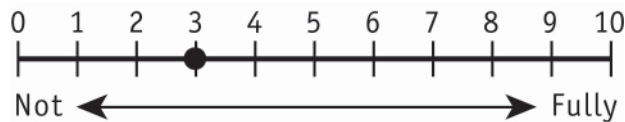
1. While forms currently in use are adequate, the forms should respond to a policy or practice, and such policies and practices are not yet developed and implemented with respect to the Compton Center. The forms will result from a complete analysis of the policies and procedures governing their use.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



**ACCJC Standard III-A: Resources**

**FCMAT Personnel Management Standard 5.10 - Operational Procedures**

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**Professional Standard:**

Established staffing formulas dictate the assignment of personnel to the various programs.

**Sources and Documentation:**

1. Interview with the Acting Director of Human Resources

**Findings:**

1. No established staffing formulas exist that are applicable to the Compton Center, nor have such formulas existed in the operation of the Compton Community College.

**Recovery Plan Recommendations:**

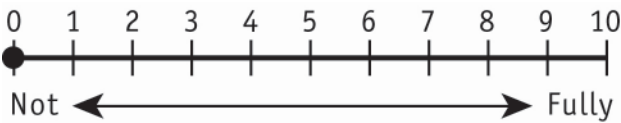
1. Staffing formulas for both academic and classified staff exist within the budgeting and position control process at El Camino College. Provide these formulas to the Compton Center in accordance with the constraints of the labor contracts.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**





## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
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 interviews of 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)

#### **Findings:**

1. Compton Community College had not developed a comprehensive policy/procedure and/or administrative regulation that adequately addresses the fingerprinting of all employees. The current practice is also unclear as to the applicability to certain categories of temporary employees and student workers engaged in assignments that include close student contact, handling of cash and financial transactions or minor children associated with the Compton Center's Child Development Program.
2. The Compton Center and El Camino Community College District are engaged in an active process of developing policies and procedures to establish clearly defined processes to fingerprint all employees.
3. Full-time faculty members and classified employees are fingerprinted through a LiveScan system, which electronically fingerprints employees and 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 procedures transmitted to the Compton Center's Human Resources Division. Such processes are designed to provide rapid notification of applicants who 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 Division has a current form that facilitates the monitoring of fingerprinting through LiveScan, whether the fingerprinting process is followed at a certified governmental or private vendor site.
5. Compton Community College District does not have a procedure in place for receipt, evaluation and secure storage of printed LiveScan reports to maintain employee confidentiality.

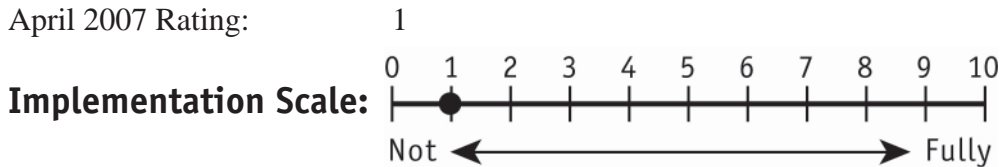
6. Compton Community College District does not have a procedure in place that would allow applicants to provide confidential information regarding possible arrest and conviction information prior to employment. Such a process may provide options for employment decisions after extensive recruitment/selection procedures have been followed.

**Recovery Plan Recommendations:**

1. Review and adopt uniform fingerprinting procedures that include: (1) confidential candidate self-identification conviction information that can be evaluated prior to applicant participation in the selection process; (2) clear definition of regular and temporary employee categories (potentially including temporary and student worker positions); (3) receipt, review and storage of confidential Department of Justice reports; and (4) designated administrative and Human Resources personnel granted authority to receive, review and take appropriate action on Department of Justice reports to ensure protection of employee confidentiality. Procedures should be in place for academic, administrative and classified recruitment/selection processes that could feasibly commence in Spring 2007.
2. Evaluate enrollment in a California Department of Justice and federal reporting program that would update the district’s arrest/conviction information after the initial LiveScan report at the time of employment.
3. Ensure that an information technology program/software with appropriate hardware to effectively operate such a system is installed to facilitate the monitoring process for fingerprinting of all employees.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 6.2 - State and Federal Compliance**

#### **Professional Standard:**

The Governing Board requires every employee to present evidence of freedom from tuberculosis as required by state law.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
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 interviews of 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)

#### **Findings:**

1. Compton Community College District has a board policy and procedure in place that requires “each employee of the district (to) have an examination at least once every two years to determine whether he/she is free from active tuberculosis.”
2. The Compton Community College District also requires that “every new employee shall have a current examination before he/she is employed.”
3. Current board policy provides for the Compton Community College District to “annually arrange and pay for this (TB) examination service.”
4. The Compton Center Human Resources Division does not have a clearly defined policy/procedure pertaining to the testing of temporary and/or student workers.

#### **Recovery Plan Recommendations:**

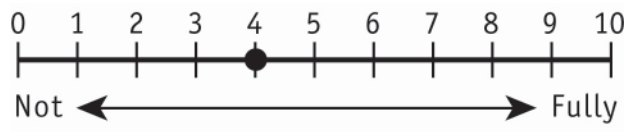
1. Update Board Policy 3.5 to increase the tuberculosis examinations to a four-year period. Such a modification would alleviate staff time and effort associated with monitoring an appropriate procedure.
2. Review and coordinate necessary revisions to Board Policy 3.5 with the El Camino Community College Human Resources Division to facilitate the review and update process and ensure uniformity in examination procedures.
3. Ensure that an information technology program/software with appropriate hardware to effectively operate such a system is installed to facilitate the monitoring process for tuberculosis examination of all Compton Center employees.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 6.4 - State and Federal Compliance**

#### **Professional Standard:**

A clear implemented policy exists for the prohibition of discrimination.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Legal posters/postings publicly displayed in the Human Resources Division office
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 interviews of 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)

#### **Findings:**

1. Compton Community College District has adopted a comprehensive Faculty and Staff Diversity/Equal Employment Opportunity Plan prepared and published by the district's Human Resources Division in September 2005. The plan includes the policy and procedure on alleged discrimination, filing of alleged charges of discrimination and the procedural steps in a discrimination complaint process.
2. The Compton Center and El Camino Community College District are currently engaged in the legally mandated training program, Preventing Workplace Harassment, for all personnel assigned supervisory and/or administrative responsibilities.
3. The Compton Center Human Resources Division office postings for reference by current employees and the general public include an Equal Employment Opportunity Commission extract entitled "Sexual Harassment is Illegal." The poster includes information to define harassment, an abbreviated explanation of the sexual harassment complaint procedure, employees' right to freedom from harassment and important information for managers and supervisors.
4. The Compton Community College District and El Camino Community College District Human Resources divisions have received information and draft Diversity Plan and Discrimination Policy "models" from the California Community Colleges Chancellor's Office to assist in revising Faculty and Staff Diversity/Equal Employment Opportunity plans and discrimination complaint procedures to comply with current federal and state legal requirements.

#### **Recovery Plan Recommendations:**

1. Review, revise and adopt a clear board policy and administrative regulation that prohibits discrimination as part of the process to revise the Compton Community College District Faculty and Staff Diversity/Equal Employment Opportunity Plan.

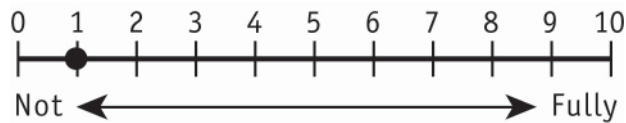
2. Develop and maintain records of legally mandated training on preventing workplace harassment for new employees assigned to administrative and supervisory positions, as well as regular retraining of personnel trained since the inception of new laws applicable to this topic.
3. Develop an internal procedure to regularly review and update legal postings that are accessible to current employees and the general public visiting the office.
4. Develop and maintain current workshop curricula to provide regular staff development training programs to employees that emphasize the components of discrimination and employee obligations at all levels of the organizational structure to prevent and report observed discrimination. Make this training an integral component of staff development activities and obligatory training for participants on employee selection committees (in all employee categories), and should be reinforced through informal discussion/ training opportunities.
5. Review the contents of all position vacancy announcements (administrative, academic and classified). Ensure that these announcements include a statement that clearly identifies the district as an equal opportunity employer, non-discrimination verbiage, and other required information (i.e. legal residency to work in the U.S., a criminal history check by the California Department of Justice and a tuberculosis examination).
6. Review and coordinate the necessary revisions to vacancy/recruitment announcements and application forms with the El Camino Community College Human Resources Division. This will facilitate the review and update process and ensure uniformity in referenced forms and information.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
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 interviews of 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. Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District (08/06)

#### **Findings:**

1. Compton Community College District includes, in the vacancy announcement for academic employees and educational administrators, the minimum qualifications for employment that are specified in the Minimum Qualifications document published by the California Community Colleges Chancellor's Office in consultation with the state Academic Senate. Qualifications beyond the minimum requirements are not incorporated into the recruitment materials, nor in the application evaluation criteria.
2. The Compton Community College District 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 be required to contain the minimum qualifications for employment and equivalency statements in effect for El Camino Community College District. The requirement is necessitated by the removal of accreditation for Compton Community College. As a result of that action and the execution of the Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District (08/06), academic employees will teach curriculum approved through El Camino Community College District.
4. The Compton Center Human Resources Division staff and academic/educational administrator selection committee review the application materials of applicants to certify that minimum qualifications have been met by comparing educational achievement to the Minimum Qualifications List or the equivalency process utilized by El Camino Community College District.

5. The Compton Community College District and El Camino Community College District Human Resources divisions conducted an evaluation of all Compton academic employees to verify that state-mandated minimum qualifications or equivalency processes were met to grant authorization for Compton Community College District 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.

### Recovery Plan Recommendations:

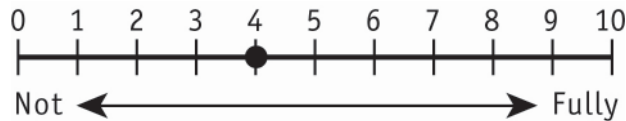
1. Although Compton Center and El Camino Community College District have verified that full-time faculty meet minimum qualifications to teach within their respective disciplines, make a similar assessment for part-time/adjunct faculty.
2. Coordinate the efforts of the Compton Center and El Camino Community College District human resources staff to establish an appropriate procedure to certify the discipline(s) for which part-time/adjunct faculty are qualified to teach.
3. Establish a procedure to notify instructional departments of the discipline(s) in which employed and assigned part-time/adjunct faculty are qualified to teach.
4. Establish a procedure to expeditiously obtain full-time and part-time/adjunct faculty assignments 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.
5. Ensure that an information technology program/software exists to facilitate the monitoring process for full- and part-time/adjunct faculty assignments each semester. The purpose will be to ensure the qualifications of each faculty member to provide services in a discipline/faculty assignment for which they are qualified.

### Standard Implemented: Partially

April 2007 Rating:

4

Implementation Scale:





## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
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 interviews of 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)

#### **Findings:**

1. The Compton Center does not have a comprehensive process for documenting training/staff development programs.
2. Training/staff development programs conducted by the Compton Center Human Resources Division have been primarily limited to activities associated with selection committees, legally mandated training for administrators and supervisors to prevent workplace sexual harassment, and non-discrimination. Accurate record-keeping for training sessions and attendees is not readily available.

#### **Recovery Plan Recommendations:**

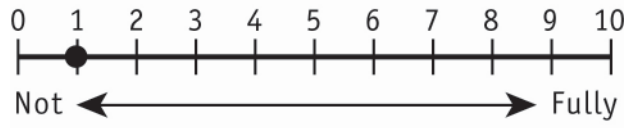
1. Conduct a needs assessment to identify training/staff development for the employee constituent groups of administrators, academic and classified personnel.
2. Develop an appropriate delivery model for identified training/staff development needs (internal versus external presenters, potential for training consortium participation, special grants/funding available for related activities, etc.).
3. Develop and maintain a documentation process for recording training/staff development activities and attendees. Perform the documentation using an appropriate computer software system that can also assist in preparation of training/staff development activities, enrollment procedures, certificates of completion and recording of attendees.
4. Coordinate the Compton Center Human Resources Division administration and staff with other center departments and El Camino College personnel to facilitate training/staff development opportunities.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of 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, as well as other topics

#### **Findings:**

1. The Compton Center Human Resources Division is in compliance with the legal posting requirements associated with Title IX legal provisions and complaint procedures. Information provided to the review team is that such bulletin board postings are in the Human Resources Office.
2. Title IX policies and procedures regarding employment have not been developed and disseminated, nor have discrimination procedures. The current plan of the Human Resources Division is to incorporate such policies, procedures and applicable forms into the revised Faculty and Staff Diversity Plan and discrimination complaint procedure as directed and legally mandated by the California Community Colleges Chancellor's Office.
3. The Compton Center Human Resources Division is in the process of conducting an evaluation of all legal posting notices currently on public display/access in the office.

#### **Recovery Plan Recommendations:**

1. Conclude the review and assessment of all legal posting notices currently on public display and accessible in the office in a timely manner to replace outdated information/announcements and to meet changes in state and federal laws as of January 1, 2007.
2. Develop an appropriate plan and procedures to expand the number and location of legal posting requirements. Among areas to be considered are the Learning Resources, Physical Education and Administration buildings. The procedures should include a periodic review of the postings to ensure that they are current and in good repair for review and use by employees, students and the general public.

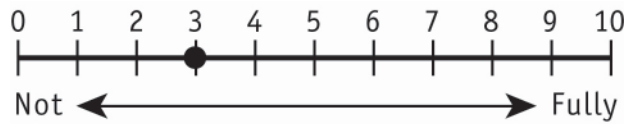
3. Ensure that Title IX policies and procedures as well as discrimination processes are incorporated into the center's Faculty and Staff Diversity Plan final document.
4. Coordinate the resources of the Compton Center Human Resources Division and El Camino College District Human Resources Division to facilitate training/staff development opportunities regarding Title IX and discrimination complaint procedures. Such actions will facilitate comparable policies and procedures and avoid confusion and potential conflict over policies and procedures.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
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 (08/04)
6. Department procedures for interviews of 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)

#### **Findings:**

1. Compton Community College District has developed information materials and sample communications for individual employees that notify affected personnel of their rights to continue enrollment in the district health and welfare benefit program under COBRA guidelines.
2. The Compton Center Human Resources Division has established procedures 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 to affected employees.

#### **Recovery Plan Recommendations:**

1. Evaluate the potential revision and update of the current COBRA information addressed by the Human Resources Division model/sample publications and materials from the standpoint of current legal guidelines as well as ensuring accuracy of insurance premium rates.
2. Continue to ensure that the legally allowed administrative costs of 2% above the group premium rate is maintained and charged to eligible employees.
3. Evaluate the use of current computer hardware and software equipment that will facilitate development of correspondence, assignment of eligibility period and timely receipt of insurance premium payments to facilitate COBRA compliance requirements.

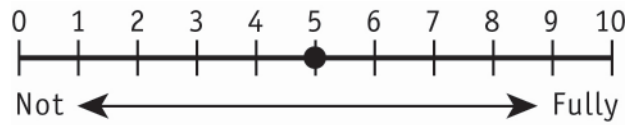
4. Ensure that training/staff development activities provided for the HR/Risk Management staff member includes the legal requirements of COBRA.

**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**



## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
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 interviews of 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)

#### **Findings:**

1. Compton Community College District has developed information materials and sample communications for individual employees that notify affected personnel of their rights to continue employment status and health and welfare benefits under federal FMLA.
2. The Compton Center Human Resources Division has established procedures to notify affected personnel of their rights under federal FMLA in a timely manner. Included in the notification letter to the affected employee is the acknowledgement of the basis for such leave as well as the rights and benefits of such leave.
3. Notices of rights and benefits of affected employees under COBRA continuation are timely, informative and understandable to affected employees.

#### **Recovery Plan Recommendations:**

1. Evaluate the potential revision and update of the current federal FMLA information addressed by the Human Resources Division model/sample publications and materials from the standpoint of current legal guidelines as well as ensuring accuracy of insurance coverage while on unpaid leave for a maximum period of 12 months.
2. Continue to maintain a monitoring/accounting system to ensure legal compliance with the rights and benefits prescribed for employees.
3. Include a description of rights and benefits under the California family medical leave provisions and the coordination of such rights and benefits with the federal leave provisions in the information addressing family medical leave benefits.

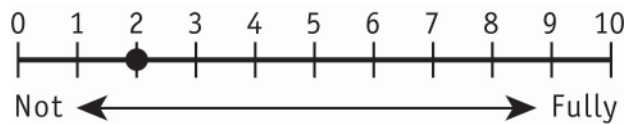
4. Evaluate the use of current computer hardware and software equipment for development of correspondence, assignment of eligibility period and an absence accounting system to facilitate compliance with federal and state FMLA requirements.
5. Acknowledge that leave provisions are a negotiable item and should be addressed as such with employee organizations representing academic and classified bargaining unit employees. Because the federal and state FMLA leave provisions were not included in the Rules and Regulations for the Classified Service, the negotiation procedures will need to address the appropriate collective bargaining proposal(s) and provisions to fully implement current legal mandates into the collective bargaining agreement.
6. Ensure that training/staff development activities provided through the Compton Center's Human Resources Division includes the legal requirements of FMLA and methods for compliance with its mandates.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**





## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Department procedures for interviews of management, academic and classified personnel (09/92)
5. Vacancy announcement brochures (09/92)
6. Hiring Process for Management and Full-time faculty responsibility charts (undated)

#### **Findings:**

1. Compton Center Human Resources Division does not have current class specifications/job descriptions for management, faculty and classified employees that meet legal mandates for identification of essential job duties.
2. Although the Compton Center Human Resources Division has established procedures to accommodate the classified employee selection procedures within the Rules and Regulations for Classified Service, the review team found no comparable rules or procedures for management and faculty selection processes.
3. The review team found no policies, procedures or supporting forms and documents for potential employee requests for reasonable accommodation pertaining to work assignment/responsibilities.

#### **Recovery Plan Recommendations:**

1. Coordinate the efforts of the Compton Center and El Camino Community College District Human Resources divisions to expedite planning, development and implementation of ADA compliant application procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges of employment. Assign the administration of the resultant policies and procedures to the Risk Management/Workers' Compensation section of the Human Resources Division.
2. Consider commissioning a classification study to appropriately identify the essential duties of management, faculty and classified assignments. In the alternative to a comprehensive study, consider an incremental study that annually evaluates a defined segment of classifications within management, faculty and classified positions.

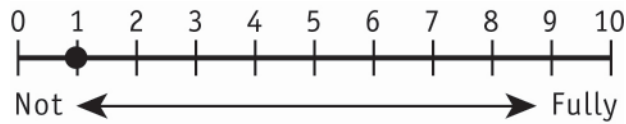
3. Coordinate the efforts of the Compton Center and El Camino Community College District Human Resources divisions to establish comparable policies and procedures that clearly state process and procedures for employees to request and process reasonable accommodation for work assignments.
4. Establish an ongoing budget category for the Compton Center, administered by the Human Resources Division, for analyzing/assessing accommodation requests, determining appropriate accommodation equipment/materials and acquiring such products.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Department procedures for interviews of management, academic and classified personnel (09/92)
5. Vacancy announcement brochures (09/92)
6. Rules and Regulations for the Classified Service published by the Compton Community College District Personnel Commission
7. Hiring Process for Management and Full-time Faculty responsibility charts (undated)

#### **Findings:**

1. The review 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 exempt 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.
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 Community College District 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.

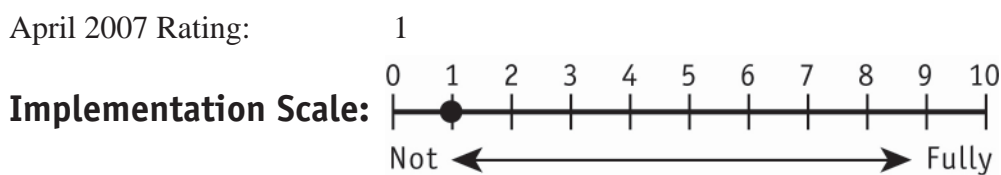
#### **Recovery Plan Recommendations:**

1. Continue to ensure that a monitoring/accounting system is in place to ensure legal compliance with the rights and benefits prescribed by overtime compensation.

2. Ensure that overtime compensation and compensatory time off work provisions are updated to reflect current legal criteria. For example, the Rules and Regulations provisions do not address the federally mandated maximum compensatory limitation of 240 hours.
3. Ensure that training/staff development activities provided through the Human Resources Division include the legal requirements of overtime and compensatory time to ensure that district administrators provide consistent and uniform compliance with legal mandates.
4. Overtime and compensatory time are matters that fall within the scope of collective bargaining. Ensure that these matters are part of the negotiation process for a collective bargaining agreement to succeed the contract that expired on June 30, 2006.
5. In addition to the obligation to engage in collective bargaining with employee organization representatives, enact a board policy and administrative regulation to define overtime and compensatory time rights and benefits for classified positions/employees defined as “confidential” personnel under collective bargaining legislation.
6. Review, adopt and implement revisions to overtime and compensatory time policies and regulations to comply with the Department of Labor Fair Labor Standards Act, California Education Code and applicable California statute.
7. Review Department of Labor definitions, guidelines and operational standards to define overtime exempt employee classifications. The process and procedure for defining overtime exempt should be clearly defined and periodically reviewed. New classifications should also be considered for inclusion in the overtime exempt category. Guidelines, criteria and procedures utilized by El Camino Community College District may assist in the review, evaluation and revision procedures to be taken by the Compton Community College District.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
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 Community College District's classified service
5. Class specifications/job descriptions that are developed for the recruitment/ selection process for administrator and academic employee positions at the time of recruitment/selection procedures
6. Department procedures for interviews of 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)

#### **Findings:**

1. Compton Center Human Resources Division 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 are not current, having been last updated in 2000.
2. Revisions and/or modifications to the class specification/job description for administrative vacancies are not re-evaluated to ensure assignment to the appropriate salary grade based on appropriate compensation criteria.
3. The Compton Center Human Resources Division 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.

#### **Recovery Plan Recommendations:**

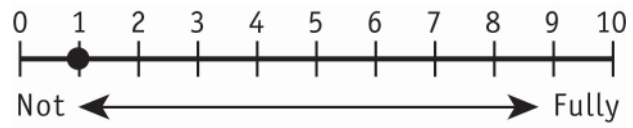
1. Review, analyze and determine whether the classified service class specifications/job descriptions are outdated to the extent that a classification and compensation study is warranted.
2. Conduct a classification study for all Compton Center job positions.

## Standard Implemented: Partially

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-A: 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 Acting Dean of Human Resources and other Human Resources Division staff
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 interviews of 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)

#### **Findings:**

1. The Compton Community College District does not have a comprehensive policy/procedure and/or administrative regulation that adequately addresses the fingerprinting of all employees, including certain categories of temporary employees and student workers engaged in assignments that include close student contact, handling of cash and financial transactions, or minor children associated with the Compton Center's Child Development Program.
2. The Compton Center and El Camino Community College District are engaged in an active process of developing policies and procedures to establish clearly defined processes to fingerprint all employees.
3. Full-time faculty members and classified employees are electronically fingerprinted through a LiveScan system that 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 report transmitted to the Compton Center's Human Resources Department. These processes are designed to provide rapid notification of applicants who 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 Division has a current form that facilitates the monitoring of fingerprinting through LiveScan, whether the fingerprinting is done at a certified governmental or private vendor site.
5. Compton Community College District does not have a procedure in place for receipt, evaluation and secure storage of printed LiveScan reports to maintain employee confidentiality.

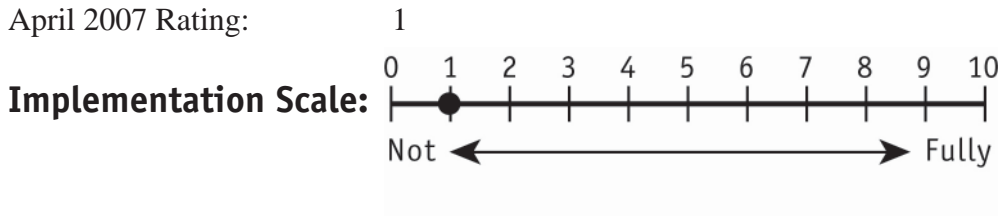
6. Compton Community College District does not have a procedure in place that would allow applicants to provide confidential information regarding possible arrest and conviction information prior to employment. Such a process would alleviate denial of employment after extensive recruitment/selection procedures have been followed.

**Recovery Plan Recommendations:**

1. Review and adopt uniform fingerprinting procedures that include: (1) confidential candidate self-identification conviction information that can be evaluated prior to applicant participation in the selection process; (2) clear definition of regular and temporary employee categories (potentially including temporary and student worker positions); (3) receipt, review and storage of confidential Department of Justice reports; and (4) designated administrative and Human Resources personnel granted authority to receive, review and take appropriate action on Department of Justice reports to ensure protection of employee confidentiality. Procedures should be in place for academic, administrative and classified recruitment/selection processes that commence in spring 2007.
2. Evaluate enrollment in a California Department of Justice and federal reporting program that would update the district’s arrest/conviction information after the initial LiveScan report at the time of employment.
3. Ensure that information technology program/software and the appropriate hardware to effectively operate such a system are installed to facilitate the monitoring process for the fingerprinting of all Compton Center employees.

**Standard Implemented: Partially**

April 2007 Rating:





**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 7.1 - Use of Technology**

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**Professional Standard:**

An online position control system is integrated with payroll/financial systems.

**Sources and Documentation:**

1. Interviews with Human Resources staff
2. Human Resource System Position Control Manual - Volume 2

**Findings:**

1. The HRS Position Control System stores position information such as:
  - a. Basic position information
  - b. Labor distribution information
  - c. Financial information
  - d. Position skills information
  - e. Requisition information
  
2. Districts participating in HRS have three options for level of participation in the program. The college has made use of the most extensive option. The employee database also resides on this site. There is no intent at this time to change the system.

**Recovery Plan Recommendations:**

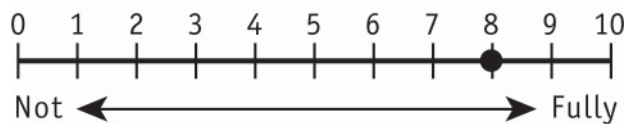
1. None.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 7.3 - Use of Technology**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

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

#### **Findings:**

1. There is no applicant tracking system in place for Compton Center. The review team was told that Compton College has never utilized an automated system for applicant tracking.
2. Applicant data, in summary form, is provided for each recruitment in a spreadsheet format.
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.

#### **Recovery Plan Recommendations:**

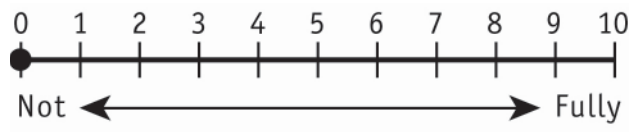
1. While the volume of recruitment for classified and certificated positions is not expected to be large, the center could still benefit from use of an automated system that includes steps from requisition through application through placing the successful applicant on the payroll. Such systems are available 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.
2. The most advanced systems provide for input of applicant data using a number of sources, including the Internet. As an additional resource, provide for applicants to input application data using dedicated computers in the waiting area of the Human Resources Division.
3. Identify vendors, gather information, and evaluate services and vendors' performance for an applicant tracking system that is commercially developed and compatible with district and county office of education operating systems. The applicant tracking module should facilitate monitoring of the entire selection process and evaluate potential obstacles to equal employment opportunity, and should also assist in generating correspondence and information for candidates during each level of the selection procedures.

## Standard Implemented: Not Implemented

April 2007 Rating:

0

**Implementation Scale:**



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 7.4 - Use of Technology**

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**Professional Standard:**

The Human Resources Division has a program providing funds and time for staff training and skills development in the use of computers.

**Sources and Documentation:**

1. Interviews of staff and management

**Findings:**

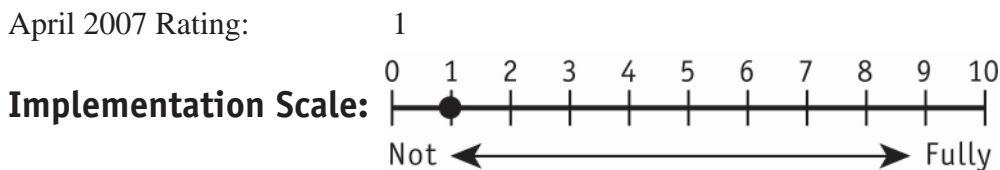
1. Staff in the division are trained with respect to the HRS program offered through the county office of education. There is no local support in the Technology Services Department for HRS. The staff also reports proficiency in the other technology systems used in the division.
2. There is no evidence of a specific line item in the Human Resources budget for training in use of technology. There are technology support employees in the Technology Services Department. The Director of Information Technology Services is in the process of developing a survey of needs in technology training among staff center-wide.

**Recovery Plan Recommendations:**

1. Provide support through the Technology Services Department as long as the HRS program is in use. Should the payroll system migrate to the Datatel system used by El Camino College, provide extensive training on the use of the new system. There is currently no funding for this in the budget, but it should be included in the 2007-08 budget.

**Standard Implemented: Partially**

April 2007 Rating:



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 7.5 - Use of Technology

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#### Professional Standard:

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.

#### Sources and Documentation:

1. Interviews of division staff
2. Listing of employee database systems provided by staff
3. Discussions with the Director of Information Technology Services regarding the current system and plans for migrating to the El Camino systems

#### Findings:

1. The LACOE HRS program, through its G-Link system, is used as the primary data entry source to generate payments for employees. To supplement G-Link, the staff uses Labels, Lists and Letters (LLL) to generate reports such as seniority and TB clearance tracking. The system is also used to store employee data used for reporting qualifications and other data.
2. Microsoft Word and Access are the primary tools used to track faculty and classified performance evaluations.
3. Internet Explorer is used to enter data regarding the Workers' Compensation program.
4. The center may migrate its employee database systems, payroll systems and other database applications to the Datatel system used by El Camino College. El Camino College technology employees are planning the interface between the Compton Center and El Camino College, and are reportedly taking care to maintain the separation of databases between the center and El Camino College. The specifics of the interface and the layout of files, etc. are still in the planning stage. However, the current database is sufficient.

#### Recovery Plan Recommendations:

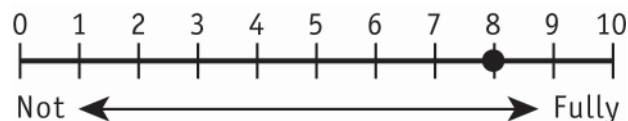
1. None.

#### Standard Implemented: Fully - Substantially

April 2007 Rating:

8

Implementation Scale:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 8.1 - Staff Training**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Interview with the Acting Director of Human Resources for the center
2. Listing of staff development training provided by the Human Resources Division

#### **Findings:**

1. The Director of Information Technology is conducting a survey via e-mail to be sent to all employees for feedback on training needs specific to technology.
2. For all other areas of training for management, supervisory, academic and classified, a systematic process to identify training needs has not been developed.

#### **Recovery Plan Recommendations:**

1. Once the management and supervisory positions are filled, the Human Resources Division should take the lead in identifying training needs for all employees of the center. The division should design a program to assist with the most frequently observed needs and to enhance the center's ability to plan and implement change.
2. Begin offering programs on management skill development as soon as possible in problematic areas. Program scheduling could be a cooperative effort with El Camino College to make use of scarce resources for this purpose. The accountability for this programming should be assigned to one of the Personnel Specialists.
3. The center's Chief Human Resources Officer (CHRO) should join and participate in the professional development activities available through the Southern 30 (consortium of CHROs) and the Association of California Community College Administrators (ACCCA). Participation in state and local professional development activities will provide opportunities for formal and informal training opportunities and networking with other CHRO professionals.
4. The center's Chief Human Resources Officer should join and participate in the professional development activities available through the Equal Employment and Diversity Consortium, which has both northern and southern California groups. Participation will provide opportunities for formal and informal training opportunities and networking with other EEO/diversity professionals.
5. The center's Chief Human Resources Officer should enroll the district and participate in the professional development activities available through Southern 30 Training Consortium to facilitate professional development opportunities for all levels of district administrators.

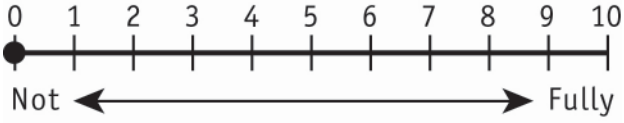
Membership requires an annual budget expenditure, but offers each participating district the opportunity to identify training and development topics/workshops specifically tailored to the needs of participants.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 8.2 - Staff Training**

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**Professional Standard:**

The college makes provisions for division-directed professional development activities.

**Sources and Documentation:**

1. Interview of the Acting Director of Human Resources and staff
2. List of staff development training provided by staff

**Findings:**

1. There is no systematic program for staff development at the center. Some programs are scheduled for implementation in the next few months in performance evaluation and diversity training, but there is no plan for a comprehensive employee development program based on organizational assessment or specific training needs.
2. There is no budget item for training programs in the Human Resources budget, and categorical dollars are not as available as in years past.

**Recovery Plan Recommendations:**

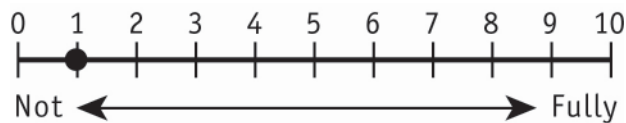
1. Develop a systematic plan to address training needs for all employees based on careful analysis of both organizational needs and employee-specific training needs.
2. Provide a line item in the budget for training programs. Utilizing the combined training resources of the Compton Center and El Camino Community College, consider developing programs to benefit both organizations.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**





## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 8.3 - Staff Training**

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#### **Professional Standard:**

Faculty, staff and other members of the college are provided with diversity training.

#### **Sources and Documentation:**

1. Interview with the Acting Director of Human Resources
2. List of staff development training provided by the Human Resources Division

#### **Findings:**

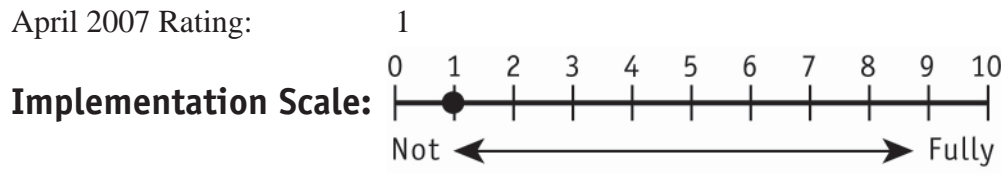
1. The Human Resources Division is working directly with the Director of Student and Staff Diversity at El Camino College to schedule diversity training for all employees at the Compton Center.
2. The training program is still in the planning stages. There is no record of when the last diversity training was offered, but there is agreement that the need exists to provide training on this critical subject.

#### **Recovery Plan Recommendations:**

1. Continue planning to provide a comprehensive program that should be a requirement for all employees to attend in the first six months of employment. As the Compton Center plans its activities to provide proper staffing of key positions, the diversity training component is especially important. Absence of such a visible program could have highly negative effects during a critical period in the life of the center.
2. The Compton Center's Chief Human Resources Officer should join and participate in the professional development activities available through the Southern 30 (consortium of CHROs) and the Association of California Community College Administrators (ACCCA). Participation in state and local professional development activities will provide opportunities for formal and informal training opportunities and networking with other CHRO professionals.
3. The Compton Center's Chief Human Resources Officer should join and participate in the professional development activities available through the Equal Employment and Diversity Consortium, which has both northern and southern California groups. Participation will provide opportunities for formal and informal training opportunities and networking with other EEO/diversity professionals.
4. The Compton Center's Chief Human Resources Officer should enroll the Compton Center in the Southern 30 Training Consortium and participate in the professional development activities available through the consortium to facilitate professional development opportunities for all levels of district administrators. Membership requires an annual budget expenditure, but offers each participating district the opportunity to identify training and development topics/workshops specifically tailored to the needs of participants.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 8.4 - Staff Training**

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#### **Professional Standard:**

The college has adopted policies and procedures regarding the recognition and reporting of sexual harassment.

#### **Sources and Documentation:**

1. Interviews with Human Resources staff
2. Documentation on sexual harassment policies and procedures

#### **Findings:**

1. In the past, the college has had a detailed procedure in place to deal with sexual harassment issues and has provided materials to employees on how to report a sexual harassment issue.
2. There is a record of seminars provided to employees in the past.
3. There is no current plan to provide ongoing programs on sexual harassment for supervisors or employees.
4. The Compton Center and El Camino Community College District are currently engaged in the legally mandated training program, "Preventing Workplace Harassment," for all personnel assigned supervisory and/or administrative responsibilities.
5. The Compton Center Human Resources Division office postings for reference by current employees and the general public include an Equal Employment Opportunity Commission extract entitled "Sexual Harassment is Illegal." The poster includes information defining harassment, an abbreviated explanation of the sexual harassment complaint procedure, employees' right to freedom from harassment and important information for managers and supervisors.

#### **Recovery Plan Recommendations:**

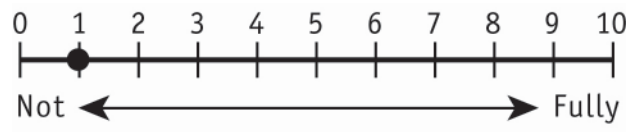
1. Since adequate materials are in place, update and redistribute them to employees and management. Include sexual harassment as an important module in future staff training programs.
2. Develop and maintain records of legally mandated training on preventing workplace harassment for new employees assigned to administrative and supervisory positions, as well as regular retraining of personnel trained since the inception of new laws applicable to this topic.
3. Develop and maintain current workshop curriculum to provide regular staff development training programs to employees that emphasize the components of discrimination and the employee obligations at all levels of the organizational structure to prevent and report observed discrimination. Provide training as an integral component of staff development activities, which should be obligatory for participants of employee selection committees (in all employee categories) and should be reinforced through informal discussion/training opportunities.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 8.5 - Staff Training**

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**Professional Standard:**

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

**Sources and Documentation:**

1. Interview of the Acting Director of Human Resources for the center and the Associate Vice President of El Camino College
2. List of staff development training prepared by the Human Resources Division

**Findings:**

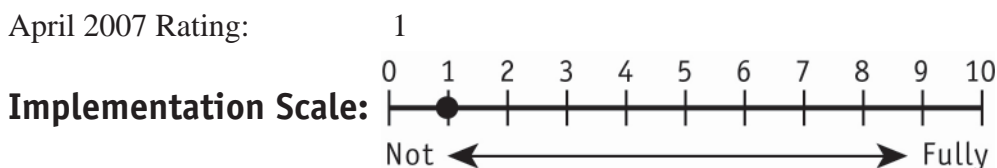
1. The Human Resources Division has developed a training program for management and supervisory personnel. The first program was scheduled for December 2006.
2. Human Resources managers indicated concern with the current forms and processes used for employee evaluations for classified and academic personnel. The entire process is under review despite the imminent training program, which is critical because of the large number of new management staff at the center.
3. The union leadership for both classified and academic personnel was not satisfied with the evaluation process. While this is common in community college settings, there seems to be sufficient dissatisfaction to provide support for a review of the current program, especially in light of the new relationship with El Camino Community College District.

**Recovery Plan Recommendations:**

1. Form two participatory study teams, one for classified and one for academic, to review the entire process of performance review, including the development of appropriate training materials to be used in management training programs. El Camino College could also benefit from such a review, and a collaborative effort seems appropriate across bargaining units.
2. Because employees continue to need periodic evaluations according to the provisions of both union agreements, provide training as planned with a followup course in early 2007.

**Standard Implemented: Partially**

April 2007 Rating:



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 8.6 - Staff Training**

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**Professional Standard:**

The college provides training opportunities for 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.

**Sources and Documentation:**

1. Interviews with the Acting Director of Human Resources
2. Listing of staff development activities provided by Human Resources staff

**Findings:**

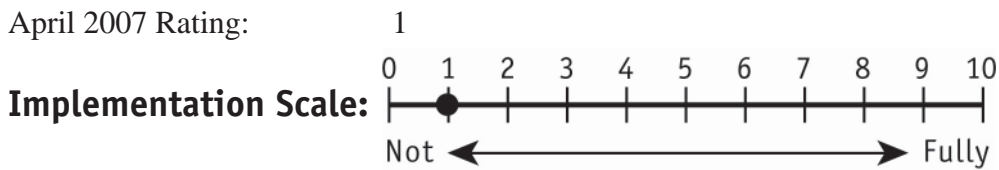
1. The need to provide training for management and supervisory staff is well understood by the staff. Preliminary plans are on the drawing board for a number of topics including progressive discipline, performance evaluation, equity and team building, conflict resolution and others. There is no set schedule, however, and the interface between the Compton Center and El Camino College has not been precisely defined.
2. The Compton Center Human Resources Division does not actively participate in local professional organizations (Southern 30 CHRO, EDEC or Southern 30 Training Consortium) that provide professional development opportunities to the center CHRO and to all members of the management team (administrators, supervisors and confidential employees).

**Recovery Plan Recommendations:**

1. Management and employee training is now receiving attention from both the Compton Center and El Camino College leadership. A detailed plan should be collaboratively developed to specify programs, dates, presenters and participants. A staff member, not a manager, could be assigned the responsibility for program implementation.
2. The Compton Center HR Division should advocate, enroll in and participate in management team professional development activities and opportunities at the local and state level, including organizational membership by administrators.

**Standard Implemented: Partially**

April 2007 Rating:



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 8.7 - Staff Training**

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**Professional Standard:**

The college develops handbooks and materials for all training components.

**Sources and Documentation:**

1. Interviews with staff

**Findings:**

1. The training programs that are in the planning stage have no materials or documentation at this early stage. There was nothing for the team to review.

**Recovery Plan Recommendations:**

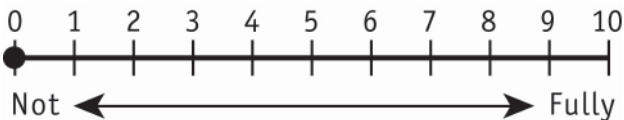
1. The Compton Center, in collaboration with the El Camino College Human Resources staff, needs to develop a detailed plan that includes the development of materials to be used and distributed in the various training programs. Consider delegating staff development programming and documentation to one of the paraprofessionals in the office.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 9.1 - Evaluation/Due Process Assistance**

#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of 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. Evaluation of Management Personnel (policies and procedures) prepared 9/92 and included in the Compton Community College District Assembly Bill 1725 Employment Standards, Policies and Procedures
9. Article X – Evaluation Procedure of the collective bargaining agreement between Compton Community College District and the faculty employee organization (page 22)
10. Evaluation Schedule, by instructional department, for full-time faculty (undated) covering 2002 through 2006
11. Article X – Evaluation of the collective bargaining agreement between Compton Community College District and the classified employee organization

#### **Findings:**

1. Compton Community College incorporated evaluation policies and procedures for administrators (to include tenure and retreat rights to faculty assignment) and full-time faculty (tenure review and tenured procedures) into its publication, “Assembly Bill 1725 Employment Standards and Procedures” published 9/17/92.
2. The Compton Community College collective bargaining agreement between the district and the faculty employee organization (Article X) contains the evaluation procedure applicable to non-tenured and tenured full-time faculty (pp 22-25). Regular full-time faculty are evaluated “every two years on the odd or even year, based on the odd or even last digit of the employee number.” The contract provision states that “each first contract, second contract, and third contract faculty member (years one, two and four of tenure-track employment) shall be evaluated at least once in each academic year.”
3. The collective bargaining agreement between Compton Community College and the classified bargaining unit provides evaluation procedures and stipulates that the classified evaluation form “shall be reviewed and approved by the (classified employee organization) every two (2) years...”



4. The collective bargaining agreement between Compton Community College and the classified bargaining unit stipulates that “evaluations of probationary classified employees shall take place at least during the employee’s third (3rd) and fifth (5th) month of the probationary period.” Permanent classified employees shall be evaluated annually.
5. The Rules and Regulations of the Classified Service of the Personnel Commission states that probationary evaluations are to occur “at the end of the second, fourth and sixth months of service (Section 60.600.1). Permanent employees are to be evaluated “at least once each year during May.” The rules and regulations also address: (a) designation of supervisor to perform the evaluation, (b) timing of annual evaluations, (c) evaluation forms, and (d) reviews and appeals of evaluations (using the grievance procedure).
6. The faculty Evaluation Schedule includes a list of 57 part-time/adjunct faculty members. Of that total, only nine have been evaluated during the periods of spring 2003 and spring 2006. There is no indication that any of these part-time/adjunct faculty are scheduled for evaluation.

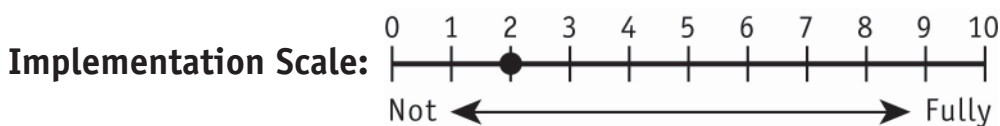
**Recovery Plan Recommendations:**

1. The administrator and full-time faculty evaluation procedures included in the “Assembly Bill 1725 Employment Standards, Policies and Procedures” have not been updated since September 1992. Compton Center Human Resources Division administrators and staff should review and revise, as appropriate, the content and procedures of the “Evaluation of Management Personnel.” This should be coordinated with the El Camino Community College District Human Resources Division to facilitate the review and revision process.
2. The Compton Center Human Resources Division should review and establish procedures to comply with Article X (Evaluation Procedure) of the collective bargaining agreement for full-time faculty. Current language states that faculty evaluations will be completed “every two years on the odd or even year, based on the odd or even last digit of the employee.” However, the Evaluation Schedule published by the Human Resources Division includes a significant number of employees with an odd number as the last digit of the employee number schedule for evaluation during the 2006 fall semester. The scheduled “Next Evaluation” confirms that evaluation procedures of the collective bargaining agreement are not being followed in nearly all full-time faculty processes.
3. The Compton Center Human Resources Division Evaluation Schedule, indicating that none of 57 listed part-time/adjunct faculty members is scheduled to be evaluated, confirms the absolute mandate for development of an effective evaluation procedure for part-time/adjunct faculty.

**Standard Implemented: Partially**

April 2007 Rating:

2



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 9.2 - Evaluation/Due Process Assistance**

#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of 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. Evaluation of Management Personnel (policies and procedures) prepared 9/92 and included in the Compton Community College District Assembly Bill 1725 Employment Standards, Policies and Procedures
9. Article X – Evaluation Procedure of the collective bargaining agreement between Compton Community College District and the faculty employee organization (page 22)
10. Evaluation Schedule, by instructional department, for full-time faculty (undated) covering 2002 through 2006
11. Article X – Evaluation of the collective bargaining agreement between Compton Community College District and the classified employee organization

#### **Findings:**

1. Detailed evaluation procedures are readily available for administrators, academic and classified employees. The evaluation procedures published by the Compton Center Human Resources Division and those negotiated between the district and respective employee organization are not always being followed, resulting in possible noncompliance with a bargained, mutual agreement between the parties.
2. Compton Community College District incorporated evaluation policies and procedures for administrators (to include tenure and retreat rights to faculty assignment) and full-time faculty (tenure review and tenured procedures) into its publication “Assembly Bill 1725 Employment Standards and Procedures,” published 9/17/92.
3. The Compton Community College collective bargaining agreement between the district and the faculty employee organization (Article X) contains the evaluation procedure applicable to non-tenured and tenured full-time faculty (pp 22-25). Regular full-time faculty are evaluated “every two years on the odd or even year, based on the odd or even last digit of the employee number.” The contract provision states that “each first contract, second contract, and third contract faculty member (years one, two and four of tenure-track employment) shall be evaluated at least once in each academic year.”

4. The collective bargaining agreement between Compton Community College and the classified bargaining unit provides evaluation procedures and stipulates that the classified evaluation form “shall be reviewed and approved by the (classified employee organization) every two (2) years ...”
5. The collective bargaining agreement between Compton Community College and the classified bargaining unit stipulates that “evaluations of probationary classified employees shall take place at least during the employee’s third (3rd) and fifth (5th) month of the probationary period.” Permanent classified employees shall be evaluated annually.
6. The Rules and Regulations of the Classified Service of the Personnel Commission states that probationary evaluations are to occur “at the end of the second, fourth and sixth months of service (Section 60.600.1). Permanent employees are to be evaluated “at least once each year during May.” The rules and regulations also address: (a) designation of supervisor to perform the evaluation, (b) timing of annual evaluations, (c) evaluation forms, and (d) reviews and appeals of evaluations (using the grievance procedure).
7. The faculty Evaluation Schedule includes a list of 57 part-time/adjunct faculty members. Of that total, only nine have been evaluated during the period of spring 2003 and spring 2006. There is no indication that any of these part-time/adjunct faculty are scheduled for evaluation.

### **Recovery Plan Recommendations:**

1. Although clear policies and procedures exist for administrator, academic and classified employee evaluation, they are not always being followed or enforced. The Compton Community College District and the El Camino Community College District Human Resources divisions should jointly review current policies and procedures, especially for full-time and part-time/adjunct faculty, to establish appropriate procedures to implement the published employee evaluation guidelines and requirements. The procedure should include enforcement provisions to ensure accurate, timely and effective evaluations.
2. The administrator and full-time faculty evaluation procedures included in the “Assembly Bill 1725 Employment Standards, Policies and Procedures” have not been updated since September 1992. Compton Center Human Resources Division administrators and staff should review and revise, as appropriate, the content and procedures of the “Evaluation of Management Personnel.” This should be coordinated with El Camino Community College District Human Resources Division to facilitate the review and revision process.
3. The Compton Center Human Resources Division should review and establish procedures to comply with Article X (Evaluation Procedure) of the collective bargaining agreement for full-time faculty. Current language states that faculty evaluations will be completed “every two years on the odd or even year, based on the odd or even last digit of the employee.” However, the Evaluation Schedule published by the Human Resources Division includes a significant number of employees with an odd number as the last digit of the employee number schedule for evaluation during the 2006 fall semester. The scheduled “Next Evaluation” confirms that evaluation procedures of the collective bargaining agreement are not being followed in nearly all full-time faculty processes.

4. The Compton Center Human Resources Division Evaluation Schedule, indicating that none of 57 listed part-time/adjunct faculty members is scheduled to be evaluated, confirms the absolute mandate for the development of an effective evaluation procedure for part-time/adjunct faculty.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 9.3 - Evaluation/Due Process Assistance**

#### **Professional Standard:**

The Human Resources Division provides a process for the monitoring of employee's evaluations and accountability reporting of their completion.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of 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. Evaluation of Management Personnel (policies and procedures) prepared 9/92 and included in the Compton Community College District Assembly Bill 1725 Employment Standards, Policies and Procedures
9. Article X – Evaluation Procedure of the collective bargaining agreement between Compton Community College District and the faculty employee organization (page 22)
10. Evaluation Schedule, by instructional department, for full-time faculty (undated) covering 2002 through 2006
11. Article X – Evaluation of the collective bargaining agreement between Compton Community College District and the classified employee organization

#### **Findings:**

1. Detailed evaluation procedures are readily available for administrators, academic and classified employees. The evaluation procedures published by the Compton Center Human Resources Division and those negotiated between the district and respective employee organization are not always being followed, resulting in possible noncompliance with a bargained, mutual agreement between the parties.
2. Compton Community College District incorporated evaluation policies and procedures for administrators (to include tenure and retreat rights to faculty assignment) and full-time faculty (tenure review and tenured procedures) into its publication "Assembly Bill 1725 Employment Standards and Procedures," published 9/17/92.
3. The Compton Community College collective bargaining agreement between the district and the faculty employee organization (Article X) contains the evaluation procedure applicable to non-tenured and tenured full-time faculty (pp 22-25). Regular full-time faculty are evaluated "every two years on the odd or even year, based on the odd or even last digit of the employee number." The contract provision states that "each first contract, second contract, and third contract faculty member (years one, two and four of tenure-track employment) shall be evaluated at least once in each academic year."

4. The collective bargaining agreement between Compton Community College and the classified bargaining unit provides evaluation procedures and stipulates that the classified evaluation form “shall be reviewed and approved by the (classified employee organization) every two (2) years...”
5. The collective bargaining agreement between Compton Community College and the classified bargaining unit states that “evaluations of probationary classified employees shall take place at least during the employee’s third (3rd) and fifth (5th) month of the probationary period.” Permanent classified employees shall be evaluated annually.
6. The Rules and Regulations of the Classified Service of the Personnel Commission states that probationary evaluations are to occur “at the end of the second, fourth and sixth months of service (Section 60.600.1). Permanent employees are to be evaluated “at least once each year during May.” The rules and regulations also address: (a) designation of supervisor to perform the evaluation; (b) timing of annual evaluations; (c) evaluation forms; and (d) reviews and appeals of evaluations (using the grievance procedure).
7. The faculty Evaluation Schedule includes a list of 57 part-time/adjunct faculty members. Of that total, only nine have been evaluated during the period of spring 2003 and spring 2006. There is no indication that any of these part-time/adjunct faculty are scheduled for evaluation.

### **Recovery Plan Recommendations:**

1. The Compton Center Human Resources Division should develop or purchase a computer-assisted tracking system that identifies employees scheduled for evaluation, the assigned supervisor responsible for completion of such evaluation process and the status of the evaluation procedure, including associated dates. Such a system can be viewed by Human Resources Division employees to facilitate information distribution on the evaluation process of scheduled employees and communication to the next level supervisor/administrator if the evaluation process is not progressing or is untimely.
2. Although clear policies and procedures exist for administrator, academic and classified employee evaluation, they are not always being followed or enforced. The Compton Community College District and the El Camino Community College District Human Resources divisions should jointly review current policies and procedures, especially for full-time and part-time/adjunct faculty, to establish appropriate procedures to implement the published employee evaluation guidelines and requirements. The procedure should include enforcement provisions to ensure accurate, timely and effective evaluations.
3. The administrator and full-time faculty evaluation procedures included in the “Assembly Bill 1725 Employment Standards, Policies and Procedures” have not been updated since September 1992. Compton Center Human Resources Division administrators and staff should review and revise, as appropriate, the content and procedures of the “Evaluation of Management Personnel.” This should be coordinated with the El Camino Community College District Human Resources Division to facilitate the review and revision process.

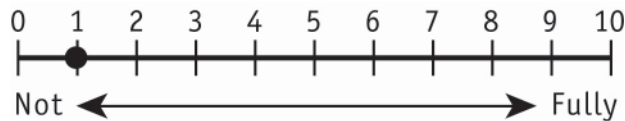
4. The Compton Center Human Resources Division should review and establish procedures to comply with Article X (Evaluation Procedure) of the collective bargaining agreement for full-time faculty. Current language stipulates that faculty evaluations will be completed “every two years on the odd or even year, based on the odd or even last digit of the employee.” However, the Evaluation Schedule published by the Human Resources Division includes a significant number of employees with an odd number as the last digit of the employee number schedule for evaluation during the 2006 fall semester. The scheduled “Next Evaluation” confirms that evaluation procedures of the collective bargaining agreement is not being followed in nearly all full-time faculty processes.
  
5. The Compton Center Human Resources Division Evaluation Schedule, indicating that none of 57 listed part-time/adjunct faculty member is scheduled to be evaluated, confirms the absolute mandate for the development of an effective evaluation procedure for part-time/adjunct faculty. A comprehensive, timely and effective evaluation procedure should be developed for part-time/adjunct faculty to ensure employment and retention of well-qualified academic employees and to ensure that direct observation of faculty performance provides assessment of skills, knowledge and abilities. An effective, properly enforced and completed evaluation process for part-time adjunct faculty also provides an opportunity for professional development for the employee. Assessment and feedback should be designed to assist the faculty member to improve performance.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**





## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 9.4 - Evaluation/Due Process Assistance**

#### **Professional Standard:**

The Human Resources Division has developed an evaluation handbook and provided due process training for managers and supervisors.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of 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. Evaluation of Management Personnel (policies and procedures) prepared 9/92 and included in the Compton Community College District Assembly Bill 1725 Employment Standards, Policies and Procedures
9. Article X – Evaluation Procedure of the collective bargaining agreement between Compton Community College District and the faculty employee organization (page 22)
10. Evaluation Schedule, by instructional department, for full-time faculty (undated) covering 2002 through 2006
11. Article X – Evaluation of the collective bargaining agreement between Compton Community College District and the classified employee organization

#### **Findings:**

1. The Compton Center Human Resources Division has not developed an evaluation handbook, nor does it provide training on due process rights of the evaluated employee to the administrators and/or supervisors.
2. The Compton Center Human Resources Division provided PowerPoint presentation information for a training/staff development workshop, “A Guide to the Evaluation of Employee Performance in the Classified Service.” Among the topics presented to attendees were: (a) Performance Standards and Employee Development, (b) Danger Zones in Performance Evaluation, (c) Planning an Evaluation Conference, and (d) Conducting the Evaluation Conference. No information was available as to the frequency and targeted attendees of the workshop.
3. Detailed evaluation procedures are readily available for administrators, academic and classified employees. The evaluation procedures published by the Compton Center Human Resources Division and those negotiated between the district and respective employee organization are not being followed, resulting in noncompliance with a bargained, mutual agreement between the parties.
4. Compton Community College District incorporated evaluation policies and procedures for administrators (to include tenure and retreat rights to faculty assignment) and full-time facul-



ty (tenure review and tenured procedures) into its publication “Assembly Bill 1725 Employment Standards and Procedures,” published 9/17/92.

5. The Compton Community College collective bargaining agreement between the district and the faculty employee organization (Article X) contains the evaluation procedure applicable to non-tenured and tenured full-time faculty (pages 22-25). Regular full-time faculty are evaluated “every two years on the odd or even year, based on the odd or even last digit of the employee number.” The contract provision states that “each first contract, second contract, and third contract faculty member (years one, two and four of tenure-track employment) shall be evaluated at least once in each academic year.”
6. The collective bargaining agreement between Compton Community College and the classified bargaining unit provides evaluation procedures and states that the classified evaluation form “shall be reviewed and approved by the (classified employee organization) every two (2) years ...”
7. The collective bargaining agreement between Compton Community College and the classified bargaining unit states that “evaluations of probationary classified employees shall take place at least during the employee’s third (3rd) and fifth (5th) month of the probationary period.” Permanent classified employees shall be evaluated annually.
8. The Rules and Regulations of the Classified Service of the Personnel Commission states that probationary evaluations are to occur “at the end of the second, fourth and sixth months of service (Section 60.600.1). Permanent employees are to be evaluated “at least once each year during May.” The rules and regulations also address: (a) designation of supervisor to perform the evaluation, (b) timing of annual evaluations, (c) evaluation forms, and (d) reviews and appeals of evaluations (using the grievance procedure).
9. The faculty Evaluation Schedule includes a list of 57 part-time/adjunct faculty members. Of that total, only nine have been evaluated during the period of spring 2003 and spring 2006. There is no indication that any of these part-time/adjunct faculty are scheduled for evaluation.

### **Recovery Plan Recommendations:**

1. The Compton Community College District and El Camino Community College District Human Resources divisions should jointly develop an evaluation handbook that addresses evaluation policies and procedures for evaluating administrators, full- and part-time/adjunct faculty and classified employees. Although there can be some distinct provisions applicable to each district, the foundation procedures should provide comparable procedures and methodology to attain a degree of uniformity.
2. The Compton Community College District and El Camino Community College District Human Resources divisions should combine resources and efforts to provide effective training and professional development to educational and classified administrators, supervisors and confidential employees (who provide administrative support to administrators/supervisors engaged in the employee evaluation process). Such training/professional development should

include the statutory requirements for evaluation of employees; statutory and contractual timelines for the evaluation process; objectives of the evaluation process; evaluation procedures for the evaluation process; preparation of the evaluation documents; discussion of the evaluation with the evaluatee; feedback, response and appeal rights associated with the evaluation process; potential progressive discipline implications; and the rights of the evaluatee to provide written response to an evaluation.

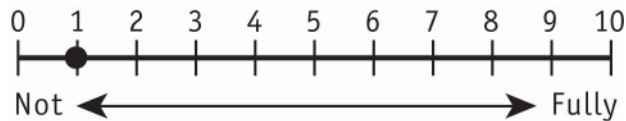
3. The Compton Community College District and the El Camino Community College District Human Resources divisions should develop procedures to provide guidance, counseling, advising and liaison to administrators and supervisors to facilitate and provide informal training and support for those employees engaged in the evaluation process for administrators, academic and classified personnel.
4. The Compton Community College District should review and revise the evaluation procedures for classified personnel, with the provisions of the collective bargaining agreement evaluation procedures serving as the primary criteria. Modifications to operational procedures may warrant additional negotiations between the parties before implementation. Even though the classified collective bargaining agreement has expired, the provisions of that contract that address unit members' rights and benefits remain in effect while negotiations for a successor agreement are under way.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 9.5 - Evaluation/Due Process Assistance**

#### **Professional Standard:**

The Human Resources Division has developed a process for providing assistance to certificated and classified employees performing at less-than-satisfactory levels.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of 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. Evaluation of Management Personnel (policies and procedures) prepared 9/92 and included in the Compton Community College District Assembly Bill 1725 Employment Standards, Policies and Procedures
9. Article X – Evaluation of the collective bargaining agreement between Compton Community College District and the faculty employee organization (page 22)
10. Evaluation Schedule, by instructional department, for full-time faculty (undated) covering 2002 through 2006
11. Article X – Evaluation of the collective bargaining agreement between Compton Community College District and the classified employee organization

#### **Findings:**

1. Compton Community College District has negotiated provisions into the collective bargaining agreements with faculty and classified employee organizations regarding the concept of assisting less-than-satisfactory performance by academic and classified staff. Provisions exist for the affected academic, administrator and classified employee so rated to file a written response within a negotiated time period, normally 10 working days.
2. The collective bargaining agreement includes a provision that stipulates “when a permanent bargaining unit member receives a less than satisfactory rating in any area, the supervisor, when appropriate, shall set out specific recommendations for improvement, methods of assisting the employee to reach the stated goals, and a date for follow-up evaluations.”
3. Detailed evaluation procedures are readily available for administrators, academic and classified employees. The evaluation procedures published by the Compton Center Human Resources Division and those negotiated between the district and respective employee organization are not always being followed, resulting in possible noncompliance with a bargained, mutual agreement between the parties.
4. Compton Community College District incorporated evaluation policies and procedures for administrators (to include tenure and retreat rights to faculty assignment) and full-time facul-

ty (tenure review and tenured procedures) into its publication “Assembly Bill 1725 Employment Standards and Procedures” published 9/17/92.

5. The Compton Community College collective bargaining agreement between the district and the faculty employee organization (Article X) contains the evaluation procedure applicable to non-tenured and tenured full-time faculty (pp 22-25). Regular full-time faculty are evaluated “every two years on the odd or even year, based on the odd or even last digit of the employee number.” The contract provision states that “each first contract, second contract, and third contract faculty member (years one, two and four of tenure-track employment) shall be evaluated at least once in each academic year.”
6. The collective bargaining agreement between Compton Community College and the classified bargaining unit provides evaluation procedures and stipulates that the classified evaluation form “shall be reviewed and approved by the (classified employee organization) every two (2) years ...”
7. The collective bargaining agreement between Compton Community College and the classified bargaining unit stipulates that “evaluations of probationary classified employees shall take place at least during the employee’s third (3rd) and fifth (5th) month of the probationary period.” Permanent classified employees shall be evaluated annually.
8. The Rules and Regulations of the Classified Service of the Personnel Commission states that probationary evaluations are to occur “at the end of the second, fourth and sixth months of service (Section 60.600.1). Permanent employees are to be evaluated “at least once each year during May.” The rules and regulations also address: (a) designation of supervisor to perform the evaluation, (b) timing of annual evaluations, (c) evaluation forms, and (d) reviews and appeals of evaluations (using the grievance procedure).
9. The faculty Evaluation Schedule includes a list of 57 part-time/adjunct faculty members. Of that total, only nine have been evaluated during the period of spring 2003 and spring 2006. There is no indication that any of these part-time/adjunct faculty are scheduled for evaluation.

### **Recovery Plan Recommendations:**

1. The Compton Center Human Resources Division should ensure that current evaluation procedures affecting administrators, academic and classified personnel specifically include information on the right to submit a written response/rebuttal statement to be attached to the evaluation document within a time period of five or 10 working days or calendar days (depending on the district’s processes).
2. The Compton Center Human Resources Division should ensure that employees rated as less than satisfactory are provided with a performance improvement plan that is designed to provide sufficient time and direction to meet performance standards.
3. The Compton Center Human Resources Division should develop and maintain a documentation process for training provided to supervisors on evaluation, due process and non-discrimination procedures to assist the less than satisfactory performer to meet satisfactory performance standards.

4. Compton Center Human Resources Division administration and staff should ensure that any policy, procedure or administrative regulation addressing less than satisfactory performance does not discriminate against the affected employee.
5. Compton Center Human Resources Division administration and staff should ensure that any performance improvement plan developed for administrators, academic employees and classified personnel is fair, complete and attainable by the employee.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 9.6 - Evaluation/Due Process Assistance**

#### **Professional Standard:**

The board evaluates the president based upon pre-approved goals and objectives.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Application forms and materials (9/06)
4. Recruitment brochures and advertisements (10/06)
5. Department procedures for interviews of management, academic and classified personnel (09/92)
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9. Article X – Evaluation of the collective bargaining agreement between Compton Community College District and the faculty employee organization (page 22)
10. Evaluation Schedule, by instructional department, for full-time faculty (undated) covering 2002 through 2006
11. Article X – Evaluation of the collective bargaining agreement between Compton Community College District and the classified employee organization

#### **Findings:**

1. Detailed evaluation procedures are readily available to administrators, and apply to the evaluation of administrative personnel, including the Superintendent/President. The Compton Community College District Evaluation Policies and Procedures state that Educational Administrators include, but are not limited to the President/Superintendent and the supervisory and management employees designated by the Governing Board as Educational Administrators.
2. Compton Community College District incorporated evaluation policies and procedures for administrators (to include tenure and retreat rights to faculty assignment) and full-time faculty (tenure review and tenured procedures) into its publication, “Assembly Bill 1725 Employment Standards and Procedures” published 9/17/92.
3. Compton Community College District has not employed a President/Superintendent hired and evaluated by the Board of Trustees since mid-2004. The Chief Executive Officer of the district is currently a Provost. The current organizational structure of a Special Trustee, charged with performing the functions of the Board of Trustees, and the Provost does not appear to be subject to modification for the foreseeable future.

## Recovery Plan Recommendations:

1. The Compton Center Human Resources Division should coordinate with El Camino Community College District to establish an evaluation procedure that can be applied to the Provost position and supervised jointly by the two entities. The evaluation plan should include mutual goal setting by the Provost and President/Superintendent as well as individual goals established by the Provost. Goals should be clearly defined and attainable.
2. The Compton Center Human Resources Division should ensure that the evaluation procedure for the Provost include provisions for a performance improvement plan in appropriate situations if performance is less than satisfactory. District Human Resources Division administration and staff should ensure that any performance improvement plan developed for the Provost is fair, complete and attainable.

## Standard Implemented: Partially

April 2007 Rating:

1

Implementation Scale:



**ACCJC Standard III-A: Resources**

**FCMAT Personnel Management Standard 10.2 - Employee Services**

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**Professional Standard:**

The Human Resources Division has developed recognition programs for all employee groups.

**Sources and Documentation:**

1. Interviews with staff members

**Findings:**

1. There is no employee recognition program for either classified or academic employees.

**Recovery Plan Recommendations:**

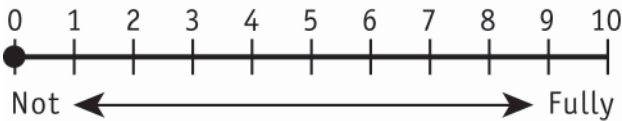
1. The Compton Center, in coordination with El Camino College, should develop a program to recognize classified employees and faculty for performance, seniority or other accomplishments. Programs should be developed with employee groups and should be implemented soon to encourage positive morale.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**





## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 10.3 - Employee Services

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#### Professional Standard:

The Human Resources division has available to its employees various referral agencies to assist employees in need.

#### Sources and Documentation:

1. Interviews with staff responsible for employee benefits and employee relations
2. Description of services offered through EASE, the employee assistance program

#### Findings:

1. The center has offered for several years an employee assistance program provided through EASE. Staff members know to refer to this agency any employee who requests assistance for confidential services beyond what is offered in Human Resources. There is no data available through the Human Resources Division regarding the quality of the services, although the availability of the services has been evident for a long time.
2. The services provided in Human Resources are strictly the technical matters associated with benefits and procedures for grievances, etc. There is nothing available formally regarding community services for such matters as financial counseling or resources or other personal matters.

#### Recovery Plan Recommendations:

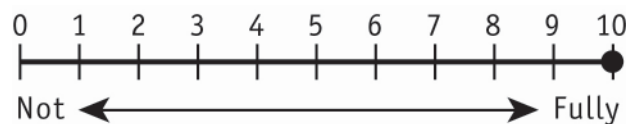
1. None.

#### Standard Implemented: Fully - Sustained

April 2007 Rating:

10

Implementation Scale:



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 10.4 - Employee Services

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#### Professional Standard:

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.

#### Sources and Documentation:

1. Interviews with staff providing employee benefit services
2. Explanation of Fringe Benefits (2004/2005)
3. Notice to employees regarding the open enrollment period

#### Findings:

1. The center provides one-on-one counseling for new employees regarding the full range of benefits offered. There is a complete and understandable description of benefits provided to new employees and to anyone who asks for additional information.
2. The center has a history of providing timely notifications of annual open enrollment periods to all employees. The latest notification was about two weeks late due to transitioning the responsibility for employee benefits to a new staff member. The open enrollment period, however, was successfully completed.
3. Human Resources Division staff agree that employee benefits are well understood by employees, both academic and classified, and few complaints have been made regarding this function in the past. These services have been provided for several years, and the expectation is that no changes will be forthcoming.

#### Recovery Plan Recommendations:

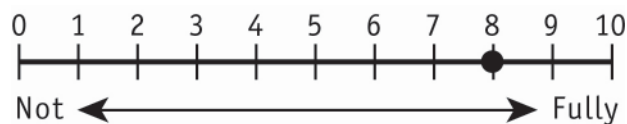
1. None.

#### Standard Implemented: Fully - Substantially

April 2007 Rating:

8

Implementation Scale:



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 10.5 - Employee Services

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#### **Professional Standard:**

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 should be returned to implement coverage.

#### **Sources and Documentation:**

1. Interviews with human resources staff
2. Description of the complete employee benefits program

#### **Findings:**

1. New and current employees are provided with a detailed explanation of benefits. Current employees are provided with open enrollment information that is sufficient to make choices on benefit changes. There is an employee in the Human Resources office who is dedicated to the employee benefit program and is available to employees by phone or in person regarding insurance coverage on the variety of plans offered by the center. Forms used in the process seem complete and accurate.

#### **Recovery Plan Recommendations:**

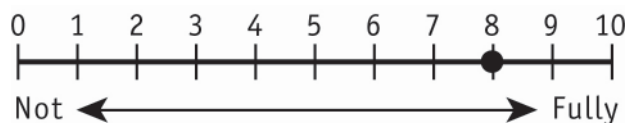
1. The Compton Center HR Division should provide cross-training for this function in the event of the absence of the HR employee responsible for this function.

#### **Standard Implemented: Fully - Substantially**

April 2007 Rating:

8

**Implementation Scale:**



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 10.6 - Employee Services

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#### **Professional Standard:**

Employees are provided the state's injury report form (DWC Form 1) within one working day of having knowledge of any injury or illness.

#### **Sources and Documentation:**

1. Interview with staff responsible for Workers' Compensation program
2. Brochure, Facts for Injured Workers (California Workers' Compensation Institute)
3. DWC Form 1
4. Employee Accountability Injury File Forms Checklist
5. Form 5020 Employer's Report of Occupational Injury or Illness
6. Accident/Incident Investigation Report—Employee Report—Compton Community College

#### **Findings:**

1. The staff regularly follows up on employees who report injuries to ensure documentation is complete and legally required paperwork is submitted. Admittedly, not all forms are filed within one day, but injuries are carefully pursued to ensure forms are submitted as soon as possible. The procedures have reportedly been in place for a long time.
2. Documentation is complete and information provided to employees is thorough and clearly indicates employee rights.
3. The Accountability Forms Checklist is very thorough.

#### **Recovery Plan Recommendations:**

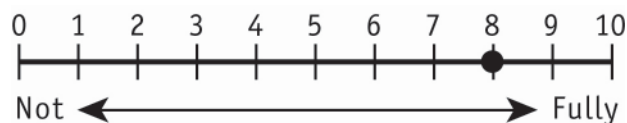
1. None.

#### **Standard Implemented: Fully - Substantially**

April 2007 Rating:

8

**Implementation Scale:**



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 10.7 - Employee Services

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#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Interview with staff responsible for the Workers' Compensation program
2. Form 5020
3. Workers' Compensation procedures

#### **Findings:**

1. The staff makes an attempt to notify the third party administrator of injuries within five days of the injury although the actual number of days may vary slightly. Form 5020 is submitted to the third party administrator in all cases and becomes part of the permanent case file.

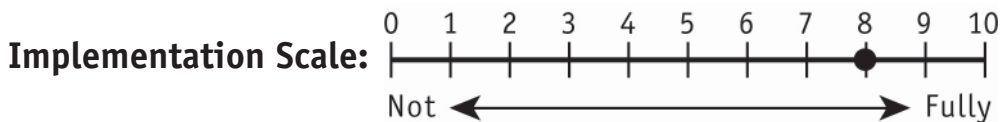
#### **Recovery Plan Recommendations:**

1. None.

#### **Standard Implemented: Fully - Substantially**

April 2007 Rating:

8



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 10.8 - Employee Services

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#### **Professional Standard:**

The college's Workers' Compensation experiences and activities are reported periodically to the President's cabinet.

#### **Sources and Documentation:**

1. Interview with the staff member responsible for the Workers' Compensation program

#### **Findings:**

1. There is no procedure in place to report periodically to the President's cabinet or even to the Director of Human Resources regarding Workers' Compensation experiences. The review team could not find evidence suggesting that such a report has ever been submitted regularly, at least through the Human Resources Division.

#### **Recovery Plan Recommendations:**

1. A monthly report to the Director of Human Resources and to the President/Superintendent/Special Trustee is essential due to the exposure involved in claims and the opportunity for a claims analysis to take place.
2. The report should list all open claims, date opened, progress to date and some indication of a plan to resolve the matter as well as its potential liability. The Human Resources staff member has the available data, which could be supplemented by the third party administrator as necessary, with the accountability for the report resting with the Human Resources staff.

#### **Standard Implemented: Not Implemented**

April 2007 Rating:

0



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 10.9 - Employee Services

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#### **Professional Standard:**

The Workers' Compensation unit is actively involved in providing injured workers with an opportunity to participate in a modified duty program.

#### **Sources and Documentation:**

1. Interview with the staff member responsible for the Workers' Compensation program
2. Limited Duty Assignment and Extension Form

#### **Findings:**

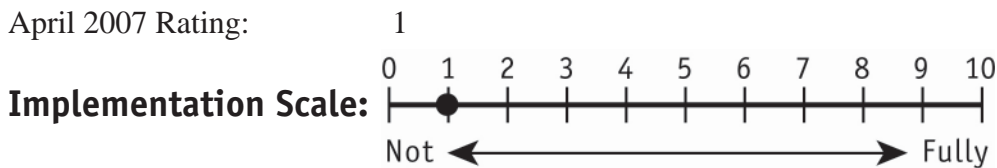
1. There is no formal program for a modified duty assignment for individuals on Workers' Compensation leave, although a form exists for covering limited duty. However, such assignments have occurred selectively in the past. Modified duty programs do not seem to be in the forefront of possible solutions.

#### **Recovery Plan Recommendations:**

1. The Workers' Compensation program should be more proactive in providing opportunities for employees to return to work. A weekly discussion should be held with the Director of Human Resources to identify possible modified duty assignments.

#### **Standard Implemented: Partially**

April 2007 Rating:



## ACCJC Standard III-A: Resources

### FCMAT Personnel Management Standard 10.10 - Employee Services

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#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Interview with the staff member responsible for the Workers' Compensation program
2. Form 300 – Log of Work-Related Injuries and Illnesses

#### **Findings:**

1. There is a form used to record injuries, and the listings are filed with OSHA.
2. The log is not posted at any work site other than the Human Resources Office. The form is posted in the Human Resources Office for 60 days beginning in February.

#### **Recovery Plan Recommendations:**

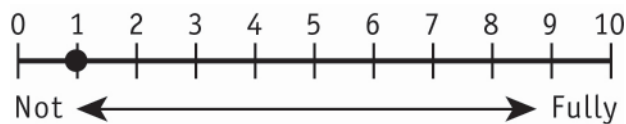
1. The center should post Form 300 at each primary work site in February as required.

#### **Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**





## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 11.1 - Employer/Employee Relations**

#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Source data compiled by Compton Center Human Resources Division, including report on comparability study completed for classified service (undated)
4. California urgency legislation, AB 318, Chaptered June 30, 2006, applicable to the Compton Community College District
5. Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District (08-06)

#### **Findings:**

1. Compton Community College District is preparing to enter negotiations with the faculty and classified employee organizations.
2. The previous collective bargaining agreement negotiated between the Compton Community College District and the classified employee organization expired on June 30, 2006. The district is continuing to comply with rights and benefits addressed by that agreement.
3. The Compton Community College District is currently bargaining on a limited scope with the full-time faculty employee organization, but will engage in successor agreement negotiations in the near future.
4. El Camino Community College District recognizes the legal authority and responsibility of Compton Community College District to engage in collective bargaining procedures with faculty and classified employee organizations. El Camino College will not be directly involved in the bargaining process. However, El Camino College representatives have expressed an interest in being consulted on issues and informed of progress to ensure fulfillment of the responsibilities of the partnership arrangement/agreement.
5. Compton Community College District will need to determine the extent of its legal obligations to collectively bargain with the classified employee organization regarding negotiable items that previously were within the purview of the Compton Community College District Personnel Commission.

#### **Recovery Plan Recommendations:**

1. Compton Community College District should evaluate the statewide community college collective bargaining consortium. Membership would provide salary comparison information,

access to other member collective bargaining agreements (including language on comparable topics) and training on collective bargaining matters.

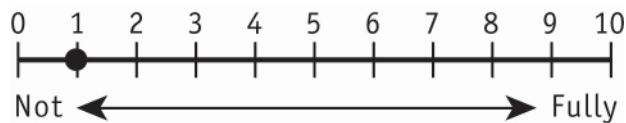
2. Compton Community College District should directly involve the Human Resources Division administrator in planning, conducting and administering the resulting agreement of the collective bargaining process. At the planning stage, Human Resources should be charged with the responsibility to gather and maintain the recent history (including any records of bargaining sessions) of district bargaining, a historical file of previous collective bargaining agreements, comparable salary information and issues recommended for the successor agreement negotiations.
3. The Compton Center Human Resources Division should evaluate enrollment in a California Department of Justice and federal reporting program that would update the district's arrest/conviction information after the initial LiveScan report at the time of employment.
4. The Compton Center Human Resources Division should establish and maintain a historical file on comparable salaries, related compensation and health and welfare benefit programs (including range of benefits provided and district contributions). Closely related to total compensation (salary and benefits) is the need to establish a historical file of increases and major components of previous collective bargaining agreements. Of note will be those situations where the district provided other contractual adjustments in lieu of compensation.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 11.2 - Employer/Employee Relations**

#### **Professional Standard:**

The Human Resources Division involves administrators in the bargaining and labor relations decision-making process.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Source data compiled by Compton Center Human Resources Division, including report on comparability study completed for classified service (undated)
4. California urgency legislation, AB 318, Chaptered June 30, 2006, applicable to the Compton Community College District
5. Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District (08-06)

#### **Findings:**

1. Compton Community College District is preparing to enter negotiations with the faculty and classified employee organizations.
2. Compton Community College District has conducted formal and informal meetings with administrators to gather information on topics and issues to be addressed in successor negotiations to be conducted with both the faculty and classified employee organizations.
3. The previous collective bargaining agreement negotiated between the Compton Community College District and the classified employee organization expired on June 30, 2006. The district is continuing to comply with rights and benefits addressed by that agreement.
4. The Compton Community College District is currently bargaining on a limited scope with the full-time faculty employee organization, but will engage in successor agreement negotiations in the near future.
5. El Camino Community College District recognizes the legal authority and responsibility of Compton Community College District to engage in collective bargaining procedures with faculty and classified employee organizations. El Camino College will not be directly involved in the bargaining process. However, El Camino College representatives have expressed an interest in being consulted on issues and informed of progress to ensure fulfillment of the responsibilities of the partnership arrangement/agreement.
6. Compton Community College District will have to determine the extent of its legal obligations to collectively bargain with the classified employee organization regarding negotiable items that previously were within the purview of the Compton Community College District Personnel Commission.

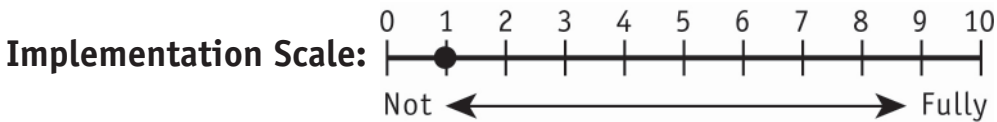
## Recovery Plan Recommendations:

1. Compton Community College District should assign the responsibilities of the district's representative (not necessarily the chief spokesperson) for all collective bargaining and contract administration matters to the position of Chief Human Resources Officer.
2. The Compton Center Human Resources Division should ensure that the Chief Human Resources Officer has or receives sufficient training/professional development to be fully knowledgeable and actively involved in all aspects (including involvement and participation of appropriate administrators) of the collective bargaining process.
3. The Compton Center Human Resources Division should develop a procedure that encourages and obtains evaluative information pertaining to the collective bargaining agreements of faculty and classified employee groups. Feedback information should be designed to obtain identification of problem areas (and a clear definition of the nature and scope of the problem), positive topics/provisions of the respective agreements and an identification of topics that may be important to the employee organization in successor negotiations.
4. The Compton Center Human Resources Division should develop a procedure that includes other administrators on the management team charged with negotiating directly with the respective employee organization. Consideration should be given to administrators with knowledge and regular involvement with provisions of the collective bargaining agreement, and the opportunity to provide training/professional development to others in contract administration following the bargaining process.

## Standard Implemented: Partially

April 2007 Rating:

1



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 11.3 - Employer/Employee Relations**

#### **Professional Standard:**

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 grievance for its managers and supervisors.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Source data compiled by Compton Center Human Resources Division, including report on comparability study completed for classified service (undated)
4. California urgency legislation, AB 318, Chaptered June 30, 2006, applicable to the Compton Community College District
5. Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District (08-06)

#### **Findings:**

1. The Compton Center Human Resources Division does not have a program to provide training to administrators and supervisors in contract administration, notably grievance, evaluation and allowable leave provisions.
2. The Compton Center and El Camino Community College District are engaged in discussions and planning to establish a procedure that allows the Compton district negotiations process to continue without El Camino's involvement, while providing assurance that agreements reached will not detrimentally affect El Camino College and/or the MOU between the partnership districts.
3. Compton Community College District has a significant need for an effective in-service/professional development program to train administrators and supervisors in contract administration matters (notably grievance, evaluation and leave provisions) and in the classified agreement, layoff and re-employment provisions.
4. The previous collective bargaining agreement negotiated between the Compton Community College District and the classified employee organization expired on June 30, 2006. The district is continuing to comply with rights and benefits addressed by that agreement.
5. The Compton Community College District is currently bargaining on a limited scope with the full-time faculty employee organization, but will engage in successor agreement negotiations in the near future.
6. El Camino Community College District recognizes the legal authority and responsibility of Compton Community College District to engage in collective bargaining procedures with faculty and classified employee organizations. El Camino College will not be directly

involved in the bargaining process. However, El Camino College representatives have expressed an interest in being consulted on issues and informed of progress to ensure fulfillment of the responsibilities of the partnership arrangement/agreement.

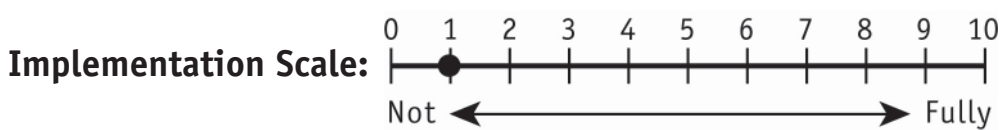
7. Compton Community College District will have to determine the extent of its legal obligations to collectively bargain with the classified employee organization regarding negotiable items that previously were within the purview of the Compton Community College District Personnel Commission.

### Recovery Plan Recommendations:

1. Compton Center Human Resources Division administrators and staff should assign a high priority to the development of an effective in-service/professional development program to train administrators and supervisors in contract administration matters (notably grievance, evaluation and leave provisions), and on the classified agreement, layoff and re-employment provisions.
2. The Compton Center Human Resources Division should ensure that the Chief Human Resources Officer has or receives sufficient training/professional development to be fully knowledgeable and actively involved in all aspects (including involvement and participation of appropriate administrators) of the collective bargaining process.
3. The Compton Center Human Resources Division should develop a procedure that encourages and obtains evaluative information pertaining to the collective bargaining agreements of faculty and classified employee groups. Feedback information should be designed to obtain identification of problem areas (and a clear definition of the nature and scope of the problem), positive topics/provisions of the respective agreements and an identification of topics that may be important to the employee organization in successor negotiations. These processes will serve to directly improve the contract administration skills, knowledge and abilities of administrators and supervisors.
4. The Compton Center Human Resources Division should develop a procedure that includes other administrators on the management team charged with negotiating directly with the respective employee organization. Consideration should be given to administrators with knowledge and regular involvement with provisions of the collective bargaining agreement, and the opportunity to provide training/professional development to others in contract administration following the bargaining process.

### Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 11.4 - Employer/Employee Relations**

#### **Professional Standard:**

The Human Resources Division provides a clearly defined process for bargaining with its employee groups.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Source data compiled by Compton Center Human Resources Division, including report on comparability study completed for classified service (undated)
4. California urgency legislation, AB 318, Chaptered June 30, 2006, applicable to the Compton Community College District
5. Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District (08-06)
6. Assembly Bill 318 (emergency legislation, chaptered June 30, 2006)

#### **Findings:**

1. Compton Center Human Resources Division does not provide a clearly defined process for collective bargaining with its employee organizations.
2. The Compton Center and El Camino Community College District are currently engaged in discussions and planning to establish a procedure that allows the Compton district negotiations process to continue without El Camino's involvement, while providing assurances that agreements reached will not detrimentally affect El Camino College and/or the MOU between the partnership districts.
3. Compton Community College District has a significant need for an effective in-service/professional development program to train administrators and supervisors in the collective bargaining processes defined by state law and in Public Employees Relations Board regulations and rulings.
4. The previous collective bargaining agreement negotiated between the Compton Community College District and the classified employee organization expired on June 30, 2006. The district is continuing to comply with employee rights and benefits addressed by that agreement.
5. The Compton Community College District is currently bargaining on a limited scope with the full-time faculty employee organization, but will engage in successor agreement negotiations in the near future. The process does not include a representative from the Human Resources Division.
6. El Camino Community College District recognizes the legal authority and responsibility of Compton Community College District to engage in collective bargaining procedures with faculty and classified employee organizations. El Camino College will not be directly involved in the bargaining process. However, El Camino College representatives have ex-



pressed an interest in being consulted on issues and informed of progress to ensure fulfillment of the responsibilities of the partnership arrangement/agreement.

7. Compton Community College District will have to determine the extent of its legal obligations to collectively bargain with the classified employee organization regarding negotiable items that previously were within the purview of the Compton Community College District Personnel Commission.

### **Recovery Plan Recommendations:**

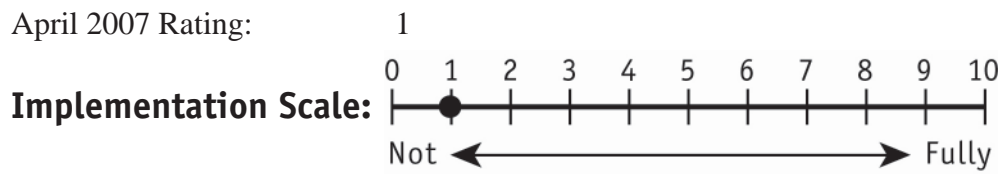
1. Compton Center Human Resources Division administrators and staff should assign a high priority to the development of an effective in-service/professional development program to train administrators and supervisors in the full range of legal processes and procedures associated with collective bargaining in the California public education system, including contract administration matters.
2. The Compton Center Human Resources Division should ensure that the Chief Human Resources Officer has or receives sufficient training/professional development to be fully knowledgeable and actively involved in all aspects of the collective bargaining process for all employee groups. The Human Resources Division should also be actively involved in the meet and confer process pertaining to the management team.
3. Compton Center Human Resources Division should develop a procedure that encourages and obtains evaluative information pertaining to the collective bargaining agreements of faculty and classified employee organizations. Feedback information should be designed to obtain identification of problem areas (and a clear definition of the nature and scope of the problem), positive topics/provisions of the respective agreements and an identification of topics that may be important to the employee organization in successor negotiations. These processes should be incorporated into the administration's collective bargaining process.
4. The Compton Center Human Resources Division should develop a procedure that includes appointment of other administrators to the management team charged with negotiating directly with the respective employee organizations. Consideration should be given to familiarity and regular involvement with provisions of the collective bargaining agreement, the opportunity to provide training/professional development of appointed administrators on collective bargaining procedures, and other professional development activities associated with contract administration.
5. The collective bargaining process applicable to Compton Community College District should be coordinated with El Camino Community College District to ensure operational comparability and similarity. It should also ensure compliance with associated topics of the Memorandum of Understanding between the two districts to maintain the effective and cooperative working relationships of the partnership arrangement.
6. Compton Community College District and El Camino Community College District Human Resources Divisions should review, evaluate and determine appropriate operational procedures that should replace the Rules and Regulations of the Classified Service authored by the



Personnel Commission before the assumption of its responsibilities by the Chancellor and Special Trustee under section 71093(d) of AB 318.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 11.5 - Employer/Employee Relations**

#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Source data compiled by Compton Center Human Resources Division, including report on comparability study completed for classified service (undated)
4. California urgency legislation, AB 318, Chaptered June 30, 2006 applicable to the Compton Community College District
5. Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District (08-06)
6. Assembly Bill 318 (emergency legislation, chaptered June 30, 2006)

#### **Findings:**

1. Compton Center Human Resources Division has not developed and does not provide a clearly defined process for informing the Board of Trustees and/or administrators of the impact of collective bargaining proposals (as received from the employee organizations or developed by district representatives conducting negotiations).
2. Periodically the district's chief spokesperson/representative to the collective bargaining process will advise the members of the Board of Trustees on the financial impact of proposals, but the information is primarily restricted to a fiscal assessment.
3. The review team found no evidence that the Compton Center Human Resources Division complies with the Los Angeles County Office of Education directive for all school districts to have the Board of Trustees review and approve a Department of Education form indicating the total costs associated with the ratification of all collective bargaining agreements.
4. The Compton Community College District is currently conducting limited negotiations with the faculty employee organization and is making preliminary preparations to commence successor negotiations with the classified employee organization (full contract) on the agreement that expired on June 30, 2006. Collective bargaining with the faculty employee organization will be conducted on limited reopener provisions.

#### **Recovery Plan Recommendations:**

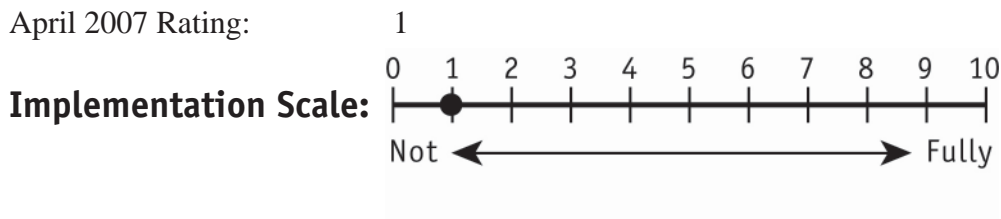
1. Compton Center Human Resources Division administrators and staff should assign high priority to the development of an effective procedure to advise members of the Board of Trustees and district administration of the effects of collective bargaining proposals, whether pre-

pared by the district or employee organization. The report should also include a component to comply with the Los Angeles County Office of Education reporting requirements.

2. The Compton Center Human Resources Division should ensure that the procedure to report to the Board of Trustees and administration on the effects of collective bargaining proposals includes regular reporting during the collective bargaining process on the fiscal impact, staffing structure, student outcomes/issues, and management impact.
3. Compton Center Human Resources Division should develop and maintain effective communications and coordination with appropriate business/administrative and instructional departments to facilitate assessment procedures to evaluate the impact of district and employee organization proposals.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-A: Resources**

### **FCMAT Personnel Management Standard 11.6 - Employer/Employee Relations**

#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Interviews with Acting Dean of Human Resources and other Human Resources Division staff
2. Faculty and Staff Diversity EEO Plan (9/05)
3. Source data compiled by Compton Center Human Resources Division, including report on comparability study completed for classified service (undated)
4. California urgency legislation, AB 318, Chaptered June 30, 2006, applicable to the Compton Community College District
5. Memorandum of Understanding Between the El Camino Community College District and the Compton Community College District (08/06)
6. Assembly Bill 318 (emergency legislation, chaptered June 30, 2006)
7. Correspondence prepared by Jones & Matson Law Offices on or about March 10, 2000, outlining specific legal requirements with sample language addressing “sunshining” requirements under the Rodda Act

#### **Findings:**

1. The letter prepared and dated March 10, 2000, addressed to the Administrative Dean of Administrative Affairs at Compton Community College District contains detailed information and sample communications to “sunshine” bargaining proposals between the district and employee organizations.
2. The comprehensive procedure clearly defines the obligation to: (a) present the initial proposal(s) at a public Board of Trustees meeting; (b) post a complete copy of the initial bargaining proposal at the same location that board agendas are posted (it is recommended to make additional copies available to interested parties at district locations accessible by the general public); (c) at a second meeting of the Board of Trustees, make copies of the bargaining proposal available to the general public and hold a public hearing on the initial bargaining proposal. The procedure should be followed for both the district’s and employee organization’s initial proposals. Following this action, the collective bargaining process can begin.
3. The law firm of Jones & Matson prepared and provided (a) draft public agenda items for use by the Board of Trustees for the first and second board meeting; (b) a closed session item for use on the board agenda in the event the board elected to discuss the initial bargaining proposal(s); and (c) public agenda items for the second board meeting at which the public is allowed to comment on the initial proposal(s).

## Recovery Plan Recommendations:

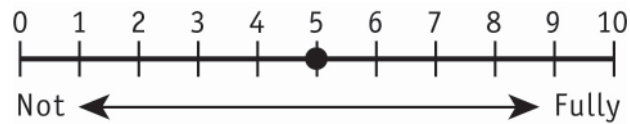
1. The Compton Center Human Resources Division should incorporate, in the district's collective bargaining procedures, the procedures for "sunshining" initial bargaining proposals as detailed by the correspondence from the law firm of Jones & Matson.
2. The Compton Center Human Resources Division should incorporate the procedures for "sunshining" initial bargaining proposals into the training/professional development program for administrators, supervisors, and district negotiations team representatives.

## Standard Implemented: Partially

April 2007 Rating:

5

Implementation Scale:



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 12.1 - Employee Benefits/Workers' Compensation**

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**Professional Standard:**

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.

**Sources and Documentation:**

1. Interview with staff member assigned to the Workers' Compensation program
2. Education Code Section 17566

**Findings:**

1. A third party administrator assists in endeavors related to actuarial reviews.
2. Actuarial reviews take place every two years. This appears to comply with the Education Code requirements.

**Recovery Plan Recommendations:**

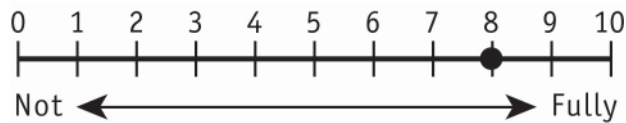
1. None.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8

**Implementation Scale:**



**ACCJC Standard III-A: Resources**  
**FCMAT Personnel Management Standard 12.2 - Employee Benefits/Workers' Compensation**

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**Professional Standard:**

Timely notice of annual open enrollment period is sent to all eligible employees.

**Sources and Documentation:**

1. Interview with staff member responsible for employee benefits
2. Letter of notification for open enrollment period

**Findings:**

1. There has been timely notice of open enrollment periods for a long time. The partnership with El Camino College has not influenced this process. Last year, the notification was delayed slightly due to personnel changes.

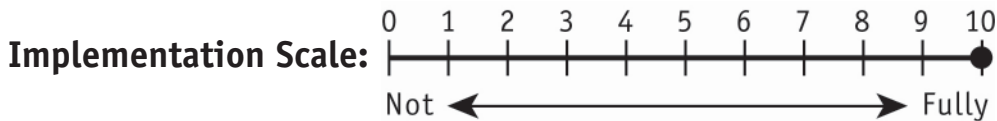
**Recovery Plan Recommendations:**

1. None.

**Standard Implemented: Fully - Sustained**

April 2007 Rating:

10







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

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*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.*



ACCJC Standard III-B Standard to be Addressed		April 2007 Rating
<b>B. Physical Resources</b>		
<b>Facilities Management – School Safety</b>		
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	<b>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&amp;AC 12981, H&amp;SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]</b>	3
1.5	<b>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.</b>	3
1.7	<b>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.</b>	2
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	<b>Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [F&amp;AC 12981, H&amp;SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]</b>	4
1.12	<b>Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162]</b>	5
1.14	<b>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]</b>	2
1.15	<b>The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]</b>	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

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

<b>ACCJC Standard III-B Standard to be Addressed</b>		April 2007 Rating
<b>1.18</b>	<b>A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 66300]</b>	<b>5</b>
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
<b>1.22</b>	<b>Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8, §782]</b>	<b>4</b>
1.23	The college maintains Materials Safety Data Sheets. [LC 6360 et seq., CCR Title 8 §5194]	6
<b>1.24</b>	<b>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.</b>	<b>0</b>
<b>1.25</b>	<b>The college conducts periodic first aid training for employees.</b>	<b>0</b>
<b>Facilities Management – Facility Planning</b>		
2.1	The college has a long-range facilities master plan.	5
<b>2.2</b>	<b>The college possesses a Facilities Planning and Construction Manual for the California Community Colleges (1997).</b>	<b>0</b>
<b>2.3</b>	<b>The college seeks state and local funds.</b>	<b>6</b>
2.4	The college has a district-wide Facility Planning Committee in place.	5
<b>2.5</b>	<b>The college has a properly staffed and funded facility planning department.</b>	<b>0</b>
<b>2.6</b>	<b>The college has developed and implemented an annual capital planning budget.</b>	<b>5</b>
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

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

<b>ACCJC Standard III-B Standard to be Addressed</b>		April 2007 Rating
<b>2.10</b>	<b>The college assesses its local bonding capacity. [EC 15100]</b>	<b>4</b>
<b>2.11</b>	<b>The college has developed a process to determine debt capacity.</b>	<b>4</b>
<b>2.12</b>	<b>The college is aware of and monitors the assessed valuation of taxable property within its boundaries.</b>	<b>4</b>
2.14	The college has developed an asset management plan.	5
<b>2.16</b>	<b>The college has established and utilizes an organized methodology of prioritizing and scheduling projects.</b>	<b>2</b>
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
<b>Facilities Management – Facilities Improvement and Modernization</b>		
<b>3.1</b>	<b>The college has a restricted capital outlay fund and a portion of those funds is expended for maintenance and special repairs only. [EC84660]</b>	<b>1</b>
<b>3.4</b>	<b>The college maintains a plan for the maintenance and modernization of its facilities. [EC 17366]</b>	<b>1</b>
<b>3.6</b>	<b>The college has established and maintains a system for tracking the progress of individual projects.</b>	<b>2</b>
<b>3.7</b>	<b>Furniture and equipment items are routinely included within the scope of modernization projects.</b>	<b>2</b>
<b>3.8</b>	<b>Refurbishing, modernization, and new construction projects take into account technology infrastructure needs.</b>	<b>1</b>
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
<b>3.13</b>	<b>College staff are knowledgeable of procedures in the Division of the State Architect (DSA).</b>	<b>1</b>
<b>Facilities Management – Construction of Projects</b>		
<b>4.1</b>	<b>The college maintains an appropriate structure for the effective management of its construction projects.</b>	<b>1</b>
4.2	Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.	6

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

<b>ACCJC Standard III-B Standard to be Addressed</b>		April 2007 Rating
<b>4.3</b>	<b>The college maintains appropriate project records and drawings.</b>	<b>1</b>
4.4	Each Inspector of Record (IOR) assignment is properly approved.	10
<b>Facilities Management – Compliance with Public Contracting Laws and Procedures</b>		
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
<b>5.3</b>	<b>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.</b>	<b>4</b>
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
<b>Facilities Management – Facilities Maintenance and Custodial</b>		
<b>8.1</b>	<b>An energy conservation policy has been approved by the board and implemented throughout the college.</b>	<b>0</b>
<b>8.3</b>	<b>Cost-effective, energy-efficient design has been made a top priority for all college construction projects.</b>	<b>1</b>
<b>8.5</b>	<b>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.</b>	<b>1</b>
<b>8.6</b>	<b>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.</b>	<b>0</b>

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

<b>ACCJC Standard III-B Standard to be Addressed</b>		April 2007 Rating
8.7	<b>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.</b>	2
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
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
8.10	<b>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</b>	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
8.12	The college has a documented process for assigning routine repair work orders on a priority basis.	3
<b>Facilities Management – Instructional Program Issues</b>		
9.1	<b>The college has developed a plan for attractively landscaped facilities.</b>	4
9.3	<b>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.</b>	3
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

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

<b>ACCJC Standard III-B Standard to be Addressed</b>		April 2007 Rating
<b>Facilities Management – Community Use of Facilities</b>		
10.2	<b>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.</b>	5
10.3	The college maintains comprehensive records and controls on civic center implementation and cash management.	6
<b>Facilities Management – Communication</b>		
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.	7
11.2	The college provides clear and comprehensive communication to staff of its facilities plans.	5

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



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 1.3 - School Safety**

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#### **Legal Standard:**

The college has developed a plan of security that includes adequate measures of safety and protection of people and property. [EC 32020]

#### **Sources and Documentation:**

1. Board policy
2. Safety plan documentation
3. Exterior lighting (Standard 1.7)
4. Perimeter access and fencing
5. Trespassing signage
6. Key issuance procedures (Standard 1.5)

#### **Findings:**

1. Board policies are at least 13 years old.
2. The draft comprehensive safety plan was reviewed. The plan included data that needs to be updated annually (if not every semester), such as staff assignments.
3. Board policies, requirements, and procedures provide a fairly comprehensive plan for safety in the schools.
4. Exterior lighting was reported to be inconsistent and not always maintained. A visual check indicated that most lights worked, although the Campus Police Chief thought the lighting could be better.
5. The campus is well-fenced with gates adequate for fire access. The campus is locked at night.
6. Trespassing signage was posted.
7. See also FCMAT Standard 1.5 for key control procedures.

#### **Recovery Plan Recommendations:**

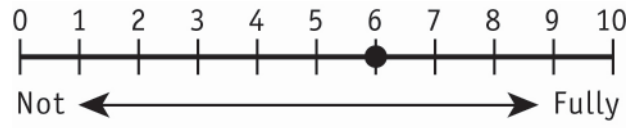
1. Update board policies.
2. Update the comprehensive safety plan.
3. Conduct an evaluation of exterior lighting. Develop recommendations for additional lighting and for maintaining existing lighting.

**Standard Implemented: Partially**

April 2007 Rating:

6

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 1.4 - School Safety**

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#### **Legal Standard:**

The college ensures that the custodial and maintenance staff 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]

#### **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

#### **Findings:**

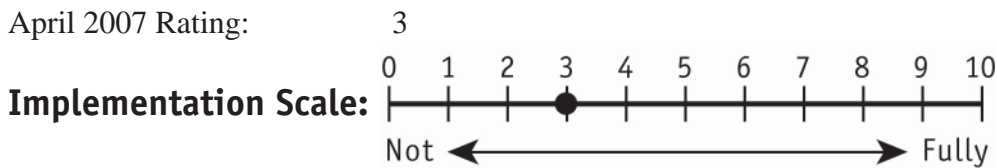
1. A board policy specific to a hazard communication program does not exist.
2. A written hazard communication program was not found.
3. Custodial and maintenance staff believed that the chemicals in use were “green” chemicals, but knew that MSDS sheets were kept in the central maintenance office.
4. See also FCMAT Standard 1.23 for MSDS findings.
5. The science inventory was old but reaffirmed by staff.
6. Science areas had the appropriate flammable storage cabinets and chemicals were appropriately separated. Open shelving was lacking seismic lips to prevent chemicals from falling off shelves in an earthquake (a potential hazard if chemicals mix). The science storage room had chemicals haphazardly stored on counters rather than shelves (a potential hazard in an earthquake).
7. Some training of maintenance/custodial staff occurs each year.
8. Pesticide controls were not documented.
9. Virtually all piping was labeled (some old labels were falling off).
10. Storage rooms were labeled.

## Recovery Plan Recommendations:

1. Update board policies.
2. Update the hazard communication program.
3. Establish procedures to ensure annual training for employees. Maintain documentation of such training.
4. All buildings and grounds staff, plant managers, and employees should receive training on hazardous substances in their work area at the time of their initial assignment and whenever a new hazardous substance is introduced into their work area.
5. Pursuant to Code of Regulations, Title 8, Section 5194(e)(1)(A), a complete list of hazardous substances must be provided in 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.
6. Provide the local fire department a list of hazardous materials stored on site (including science labs).
7. Inform outside contractors of hazardous substances that are present on the site. It is the contractor's responsibility to disseminate this information to its employees and subcontractors.

## Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 1.5 - School Safety**

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#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Board Policy 10.8
2. Site observations
3. Interviews with site administrators and support staff
4. Interview with Associate Vice President, College Operations and Maintenance
5. Interview with carpenter/locksmith

#### **Findings:**

1. Board Policy 10.8 states that all requests for keys shall be set forth on Form MO-K1, Key Request Form.
2. Keys are only issued with the written permission of the appropriate division chairperson and associate dean.
3. Master keys are issued only with the written authorization of the President/Superintendent or his/her designee.
4. Categories of employees that do not receive keys under any circumstances are:
  - a. College work study students
  - b. Student assistants
  - c. Tutors
  - d. Professional experts
  - e. Consultants
  - f. Subcontractors
  - g. Temporary classified employees
  - h. Assistant coaches
5. The locksmith's office is secured and documentation was provided to demonstrate key tracking and security.
6. The carpenter/locksmith said the key policy is not enforced by administration. Part-time employees do not turn in keys at the year end. Employees do not return keys at the end of their employment.

#### **Recovery Plan Recommendations:**

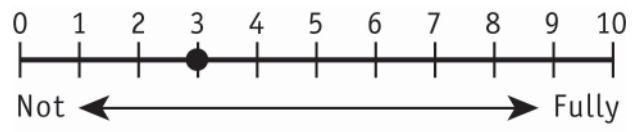
1. Revisit the current Board Policy 10.8 and enforce it. A review of all employee keys should be conducted to ensure the records are up to date and complete. Administrators, division chairpersons, and the associate deans must review the policies and work with staff to ensure the policy is followed.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 1.7 - School Safety**

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#### **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 Associate Vice President, College Operations and Maintenance
2. Board Policy 9.1 (Safety Policy)
3. On-site observation before, during, and after regular school hours

#### **Findings:**

1. Board Policy 9.1 states that every employee is provided a safe place and safe conditions in which to work. To this end, every effort will be made toward accident protection, fire protection, and health preservation. It is the responsibility of management to conduct periodic safety inspections, to communicate the results of those inspections to the areas affected and to provide safety training where indicated. To further the goal of maximizing safety, the board has also adopted an Injury Prevention Policy (Board Policy 9.2). However, there is no specific mention of adequate exterior lighting of the school sites to provide safety and security in parking lots or the exterior of the buildings.
2. The Compton Community College District Associate Vice President, College Operations and Maintenance is not involved in the new construction and facilities planning occurring in the college.
3. Lights in some areas of the campus are either burned out or inoperable.
4. The majority of the campus has sufficient lighting. There is still a need for additional lighting, specifically for safety and security during the evening hours in the back parking lots and middle quad area.

#### **Recovery Plan Recommendations:**

1. Develop a board policy regarding the amount of lighting that must be installed at the college and the priority for funding to enforce this policy.
2. Set up a routine schedule for checking lighting in all areas of the campus.
3. Replace or repair exterior lighting that is not working.
4. Replace and maintain existing hallway lighting that does not provide sufficient illumination.
5. Install lighting in the middle quad area.

6. Install additional lighting in all courtyards that will allow for security during after-school activities and security surveillance.
7. Install lighting between buildings for security purposes.
8. Install lighting in back parking lots to reduce possibility of injury and allow for easier surveillance for security.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**





## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 1.9 - School Safety**

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#### **Legal Standard:**

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]

#### **Sources and Documentation:**

1. Board policies
2. Emergency and Disaster Preparedness Plan
3. Evidence of disaster preparedness drills
4. First aid kits

#### **Findings:**

1. The board policies are more than 13 years old.
2. The Emergency and Disaster Preparedness Plan was updated in 2005. The plan had elements that should be updated annually (or each semester) such as staff assignments and disaster drill schedules. A multi-agency disaster drill was performed in 2005. No drill was performed in 2006 due to the need to coordinate procedures with El Camino College.
3. Small first aid kits were in offices. The Nursing Department had disaster kits and is responsible for using them in a disaster.
4. Training is in flux due to the need to coordinate training activities with El Camino College.

#### **Recovery Plan Recommendations:**

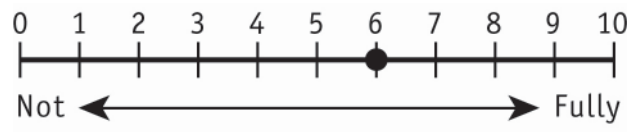
1. Update the board policies regarding emergency, civil defense, and disaster planning, including intruder/lockdown situations.
2. Update the common emergency procedures that incorporate civil defense and disaster planning.
3. Update the Emergency Disaster Preparedness Plan as staff changes (for each semester or at least annually).
4. Adopt procedures to provide for an annual review of first aid kit locations and adequacy of contents of the kits.
5. Provide annual training for all staff regarding the location of the emergency procedure documents and first aid kits.

## Standard Implemented: Partially

April 2007 Rating:

6

Implementation Scale:



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 1.11 - School Safety**

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#### **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 Materials Safety Data Sheet (MSDS) copies
4. List of chemical materials and shelf life
5. Observation of science laboratories
6. Interviews with maintenance/custodial staff

#### **Findings:**

1. No board policy specific to hazardous chemicals was found.
2. See also FCMAT Standard 1.4 regarding the hazard communication program. See Standard 1.23 for comments regarding MSDS sheets.
3. The science inventory was old but reaffirmed by staff.
4. Science areas had the appropriate flammable storage cabinets and chemicals were appropriately separated. Open shelving was lacking seismic lips to prevent chemicals from falling off shelves in an earthquake (a potential hazard if chemicals mix).
5. The science storage room had chemicals haphazardly stored on counters rather than shelves (a potential hazard in the event of an earthquake).
6. Flammable storage cabinets were also located in shop areas.
7. Training for employees in the handling of hazardous materials was not consistent.

#### **Recovery Plan Recommendations:**

1. Adopt board policies regarding hazardous chemicals.
2. Annually (or each semester) require science teachers to update the chemical inventory.
3. Install seismic lips on all chemical shelving (or take other measures) to prevent the mixture of chemicals due to an earthquake.

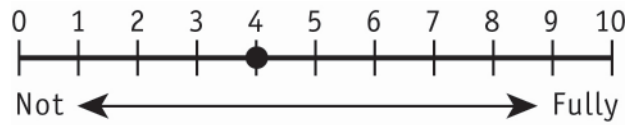
4. Develop procedures to ensure that all buildings and grounds staff, plant managers, and faculty receive training on chemical compounds and hazardous substances used for instruction.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 1.12 - School Safety**

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#### **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. Board policy
2. Work order procedures
3. Interviews with maintenance/custodial staff
4. Interviews with site staff
5. Site review

#### **Findings:**

1. No board policy exists specific to correcting unsafe conditions.
2. Two systems are used for correcting unsafe conditions:
  - a. Work orders. Use of the work order system is not required and no system is in place to track whether work is completed.
  - b. Writeups. Supervisors write up unsafe conditions (as well as other comments on personnel) and follow up individually to get unsafe conditions repaired.
3. In the areas of the site reviewed by the team, no unsafe physical building conditions were observed.

#### **Recovery Plan Recommendations:**

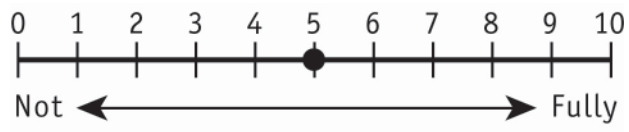
1. Adopt board policies as needed.
2. Evaluate the effectiveness of the current work order and write-up systems to address safety items immediately. Dual systems have the potential for allowing items to escape both systems. A single comprehensive system of reporting unsafe conditions, as well as other maintenance items, would be more effective.
3. Adopt a communications procedure for work orders so that staff is aware of the status of the work orders that have been submitted.
4. Develop procedures for an annual inspection of facilities to ensure that site staff are reporting all unsafe conditions.
5. Repair all substandard and potentially unsafe conditions immediately. If repair cannot be made immediately, tape off the hazard so that students and staff cannot become injured.

**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 1.14 - School Safety**

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#### **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. Board Policy 9.1
2. Board Policy 9.2
3. Interview with Associate Vice President, College Operations and Grounds
4. On-site observation before, during, and after regular school hours

#### **Findings:**

1. Board Policy 9.1 states that every employee is provided a safe place and safe conditions in which to work. It also states to this end, every effort will be made toward accident protection, fire protection, and health preservation.
2. The college has a contract with an outside vendor to recharge and inspect existing fire extinguishers.
3. Some of the fire hazards noted by the team during the site observations included:
  - 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.
4. Some of the sanitation hazards noted by the team during the site observations included:
  - a. Some restrooms with standing water on the floors, creating a slippery surface and stench.
  - b. Some broken toilet seats.
  - c. Some sink water faucets not in working order.
  - d. Some broken water fountains.
  - e. Some dirty water fountains.
  - f. Cobwebs in restrooms.
  - g. Some restrooms lacking soap, paper towels, or toilet paper.

#### **Recovery Plan Recommendations:**

1. Adopt a board policy to delineate that all sanitation hazards are to be corrected immediately.
2. Report any health and safety hazards immediately to the Operation and Maintenance Department with a work order filed to authorize the work to be performed.
3. Perform regular inspections of fire extinguishers to make sure that they exist, are properly displayed, and have been properly charged and inspected.

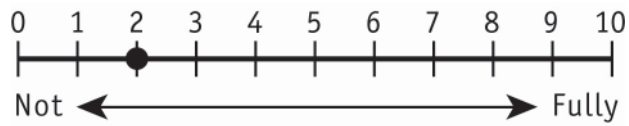
4. Provide on-site in-service training for all site operational personnel regarding site safety and cleanliness.
5. Supervisors should periodically review the progress site personnel are making in keeping campuses safe and clean.
6. Supervisors should emphasize the area of safety and cleanliness in the employee's annual evaluation.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**





**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 1.15 - School Safety**

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**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. Board policy
2. IIPP Handbook
3. Interviews with staff

**Findings:**

1. The board policy is more than 13 years old.
2. The IIPP is in draft form and has not been implemented, according to staff.
3. The IIPP will utilize part of the nursing school curriculum for educating staff.

**Recovery Plan Recommendations:**

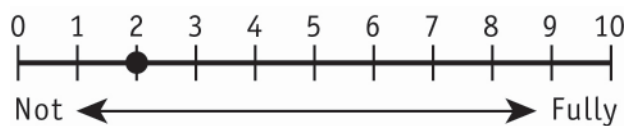
1. Update the board policy.
2. Update the IIPP handbook.
3. Provide training to staff regarding the program.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 1.16 - School Safety**

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**Legal Standard:**

Appropriate fire extinguishers exist in each building and current inspection information is available.  
[CCR Title 8 §6151]

**Sources and Documentation:**

1. On-site observation of extinguishers and tags
2. Evidence of inspections
3. Interviews with staff

**Findings:**

1. Many rooms designated “Fire Extinguisher Inside” did not have a fire extinguisher or the extinguisher was in a storage cabinet rather than a fire extinguisher cabinet or wall mount.
2. All fire extinguishers in visible, public areas had been certified within the past 12 months.
3. All fire extinguishers in less visible areas, such as stages, kitchens, or mechanical areas, had been certified within the past 12 months with one exception: an obviously brand new extinguisher in the kitchen was missing its tag.

**Recovery Plan Recommendations:**

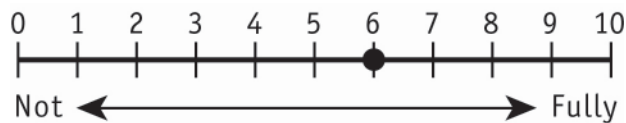
1. Install appropriate fire extinguishers in each building (in each room that states “Fire Extinguisher Inside”) so that they are visible, easily accessible, and have current inspection information available.

**Standard Implemented: Partially**

April 2007 Rating:

6

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 1.17 - School Safety**

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**Legal Standard:**

All exits are free of obstructions. [CCR Title 8 §3215]

**Sources and Documentation:**

1. On-site observation of exits and exit paths
2. Emergency exit signage
3. Verification of door operation
4. Discussions with local fire officials

**Findings:**

1. No exit signs were observed as missing or in need of repair.
2. All buildings reviewed had working door hardware.
3. Although no fire exit doors (classroom doors that open into corridors) were propped open, a number of rooms had wedges that appeared to be used to hold the doors open.
4. No exit pathways were obstructed.
5. Staff reported that the Fire Department periodically reviews the site and was on site most recently to perform fire hydrant flow tests prior to the opening of the new child care center.

**Recovery Plan Recommendations:**

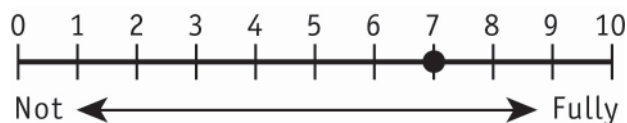
1. Ensure that all staff are knowledgeable about propping open doors. Interior doors that open into corridors may not be propped open. Corridor fire separation doors may not be propped open. Magnetic hold-open devices or other devices tied to the fire alarm system may be used to keep fire doors open. Exterior doors may be propped open; however, this may create a site security issue.
2. Periodically check classrooms for pathway obstructions. All obstructions should be removed immediately.
3. Work with the local Fire Department whenever a fire path question arises.

**Standard Implemented: Partially**

April 2007 Rating:

7

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 1.18 - School Safety**

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**Legal Standard:**

A comprehensive school safety plan exists for the prevention of campus crime and violence.  
[EC 66300]

**Sources and Documentation:**

1. Board policy
2. School safety plan
3. Discussion with college and site staff

**Findings:**

1. The board policies addressing campus crime and violence and were over 13 years old.
2. The college has its own police department.
3. Due to staff turnover and coordination with El Camino College, recent training of staff was not consistent.

**Recovery Plan Recommendations:**

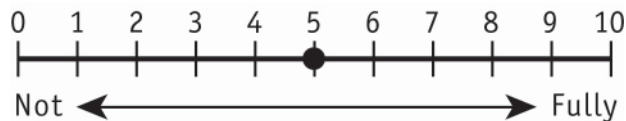
1. Update board policies related to crime and violence prevention.
2. Develop procedures to assure the annual updating and training of staff.

**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 1.19 - School Safety**

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**Legal Standard:**

Requirements are followed pertaining to underground storage tanks. [H&SC 25292, Title 23 Chapter 16]

**Sources and Documentation:**

1. Board policy
2. Discussions with college staff
3. Review of any existing tanks
4. Review of Department of Water Resources database (GeoTracker)

**Findings:**

1. A board policy specifically covering fuel tanks was not found.
2. One underground fuel tank exists.
3. Staff reported that the tank is occasionally inspected by a private inspection firm.
4. The underground fuel tank is not listed as a leaking tank in GeoTracker.

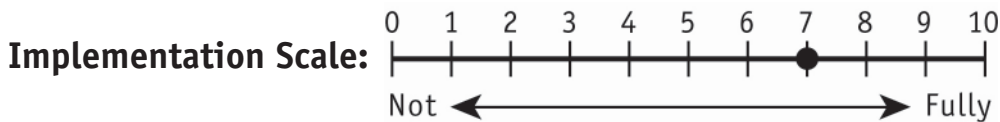
**Recovery Plan Recommendations:**

1. Adopt board policies regarding underground tanks.
2. Establish procedures to assure that the tanks are monitored as required by law.
3. Maintain documentation regarding the monitoring of the tanks.

**Standard Implemented: Partially**

April 2007 Rating:

7



## ACCJC Standard III-B: Physical Resources

### FCMAT Facilities Management Standard 1.20 - School Safety

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#### Legal Standard:

All asbestos inspection and asbestos work completed in the US is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals. [EC 49410.5, 15 USC 2641 et. seq., 40 CFR Part 763]

#### Sources and Documentation:

1. Board policy
2. AHERA inspection reports
3. Interviews with Facilities Services staff

#### Findings:

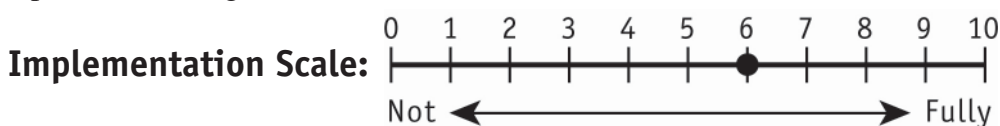
1. A board policy specific to AHERA was not found.
2. AHERA log books were not found.
3. Custodial and maintenance staff appeared to be familiar with the proper handling of asbestos materials.
4. The college has removed most asbestos in the past few years, and the work was reported to be done by accredited individuals.

#### Recovery Plan Recommendations:

1. Adopt board policies to ensure compliance with the AHERA laws.
2. Locate the asbestos management plan and three-year recertification documents.
3. Maintenance/custodial staff should continue to be trained on the location, identification, proper cleaning, and ongoing maintenance of asbestos-containing materials. They should be trained in the removal and decontamination of small amounts of such materials when needed to repair pipes or perform small scope projects. Any extensive asbestos abatement work must be done by state-certified asbestos abatement contractors in compliance with state and federal standards.

#### Standard Implemented: Partially

April 2007 Rating:



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 1.21 - School Safety**

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**Legal Standard:**

All playground equipment 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]

**Sources and Documentation:**

1. Board policy
2. On-site observation of playground equipment
3. Discussions with staff

**Findings:**

1. Board policies specific to playgrounds did not exist.
2. Playground equipment exists only at the day care center and was recently installed in accordance with the Field Act.

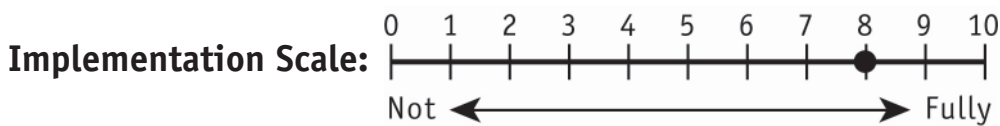
**Recovery Plan Recommendations:**

1. Consider adopting board policies specific to playgrounds to ensure annual inspection and maintenance.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 1.22 - School Safety**

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**Legal Standard:**

Safe work practices exist with regards 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

**Findings:**

1. Most boilers have been replaced with HVAC units.
2. The new boiler did not have a log of boiler maintenance in the room.
3. Only non-operational boiler rooms were used for storage.

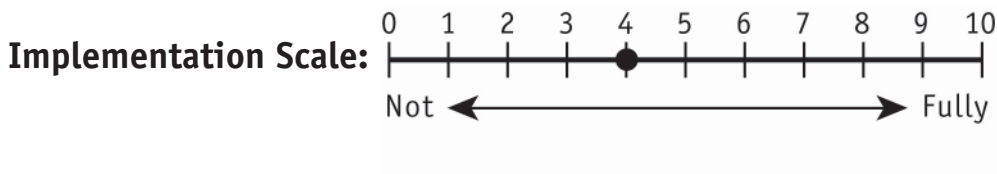
**Recovery Plan Recommendations:**

1. Locate, or create, a boiler log for each operating boiler and have it available near each boiler.
2. Develop work practices and procedures for boilers including the following:
  - 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.
  - d. Continuing ongoing training for maintenance/custodial staff on the general industry safety orders.
  - e. On start-up dates, on-site qualified field technicians to place the systems in operation, making such tests, adjustments, and changes as may be found necessary to ensure the safe and successful operation of the equipment and systems.

**Standard Implemented: Partially**

April 2007 Rating:

4





## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 1.23 - School Safety**

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#### **Legal Standard:**

The college maintains Materials Safety Data Sheets. [LC 6360 et. seq., CCR Title 8 §5194]

#### **Sources and Documentation:**

1. Board policy
2. Hazard communication program
3. MSDS documentation
4. Interviews with staff

#### **Findings:**

1. No board policy specific to MSDS was found.
2. MSDS sheets were available in maintenance.
3. All staff interviewed indicated that MSDS sheets were kept in a central location in Maintenance.
4. MSDS sheets were not readily apparent in the science rooms.
5. There is no method to determine when each MSDS notebook has been updated.

#### **Recovery Plan Recommendations:**

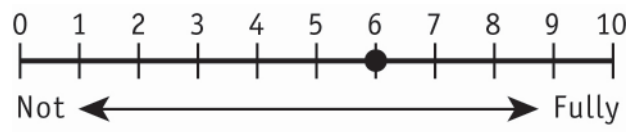
1. Consider adopting board policies regarding MSDS.
2. When the college receives a hazardous substance or mixture, the college representatives should ensure that the manufacturer has also furnished an MSDS as required by law. In the event the MSDS is missing or incomplete, the college should request a new MSDS from the manufacturer and notify the California Occupational Safety and Health Division (Cal/OSHA) if a subsequent completed MSDS is not received.
3. The college representative should maintain copies of the MSDS for all hazardous substances and ensure that they are kept up to date and available to all affected employees.
4. The college should review each incoming MSDS for new and significant health and safety information and disseminate this information to all affected employees.
5. Should the college elect to convert to a computerized or fax-on-demand program, the college must ensure that up-to-date copies of the MSDS for all hazardous substances are available to all affected employees. The affected employees must be trained to operate the computers or fax machines that provide access to MSDS files.

## Standard Implemented: Partially

April 2007 Rating:

6

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 1.24 - School Safety**

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**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 Associate Vice President, College Operations and Maintenance
4. Observation of employees and safe practices

**Findings:**

1. The board policy that most closely addresses a safety/training program is BP 9.2.
2. The Director of Maintenance and Operations is responsible for administering the program. However, the exact title/position of Director of Maintenance and Operations does not exist.
3. There was no evidence of an existing or ongoing injury prevention program.
4. There was no evidence of an existing college safety committee.

**Recovery Plan Recommendations:**

1. Update and expand current board policy to reflect changes in staffing and titles.
2. Implement the Injury Prevention Program.
3. Designate by position the college administrator responsible for meeting the board policy requirements. The college should assign one administrator for coordinating any injury prevention training and safety meetings and following up on the recommendations made at the meetings.
4. Convene a College Safety Committee and, at a minimum, hold quarterly meetings.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 1.25 - School Safety**

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**Professional Standard:**

The college conducts periodic first aid training for employees.

**Sources and Documentation:**

1. Board policy
2. Interview with Associate Vice President, College Operations and Maintenance
3. Interview with Utility Maintenance Supervisor
4. Interview with carpenter/locksmith
5. Copies of bargaining unit agreements
6. Observation of employees and safe practices

**Findings:**

1. The review team was unable to obtain a copy of the board policy regarding a first-aid training program or any related training materials.
2. The bargaining unit agreement articles contained no language regarding first aid training and the training requirements of the college.
3. The review team was unable to verify which of the college administrators was the primary party responsible for ensuring that first-aid training was provided.

**Recovery Plan Recommendations:**

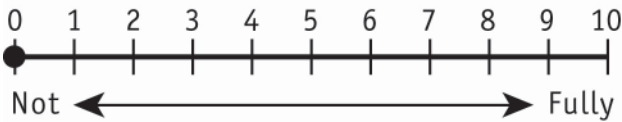
1. Create board policy regarding minimum first aid training for all college employees.
2. Review bargaining agreements to determine if existing language for safe working conditions should be clarified to include first aid training.
3. Assign one administrator to coordinate the first aid training for employees.
4. Provide first aid training to employees.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.1 - Facility Planning**

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**Professional Standard:**

The college has a long-range facilities master plan.

**Sources and Documentation:**

1. Discussion with Associate Special Trustee
2. Discussion with Director, Fiscal Affairs
3. Discussion with Program Manager

**Findings:**

1. The college had approved a contract with BRJ & Associates, LLC to prepare a long-range facilities master plan. However, after the college lost its accreditation in June 2006, the Governing Board requested BRJ & Associates, LLC to cease work on the plan.
2. The college has a list of expansion and improvement projects due to the passage of Measure CC in November 2002. The list of projects is a requirement for placing a bond measure on the ballot under Proposition 39.

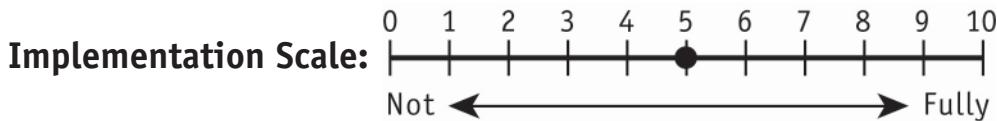
**Recovery Plan Recommendations:**

1. A long-range facilities master plan should be developed either as part of El Camino Community College District or Compton Community College District.
2. The college should provide adequate staffing for the business and facilities department, as well as retain competent consultants with facility planning and funding experience to implement the findings of the facilities plan, when developed.

**Standard Implemented: Partially**

April 2007 Rating:

5



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

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**Professional Standard:**

The college possesses a Facilities Planning Manual for the California Community Colleges (dated 1997).

**Sources and Documentation:**

1. College documents

**Findings:**

1. The college currently does not possess a Facilities Planning Manual for the California Community Colleges.

**Recovery Plan Recommendations:**

1. The college should periodically check the Internet web page of the California Community Colleges to see whether the Facilities Planning Manual has been updated, as well as to see whether other guides associated with facilities planning and construction have been created or updated.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.3 - Facility Planning**

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**Professional Standard:**

The college seeks state and local funds.

**Sources and Documentation:**

1. Ballot language for Measure CC (general obligation bond)
2. Discussion with Program Manager
3. College documentation

**Findings:**

1. In November 2002, voters authorized the college to issue \$100 million in general obligation bonds. Measure CC authorized funds to repair and renovate academic classrooms and job training facilities, and upgrade safety security systems, electrical capacity, computer technology, energy efficiency, and leaky roofs.
2. The college has submitted initial project proposals and final project proposals to the Chancellor’s Office to receive funding from the state. Based on information in the “Progress & Budget – Cost Reports” dated October 31, 2006, the college has been allocated \$29,566,923 from the Chancellor’s Office to assist in the funding of authorized facilities under Measure CC.
3. The college has required assistance from its Program Manager to complete the initial and final project proposals. To date, the Program Manager has completed and filed all of the proposals on behalf of the college.

**Recovery Plan Recommendations:**

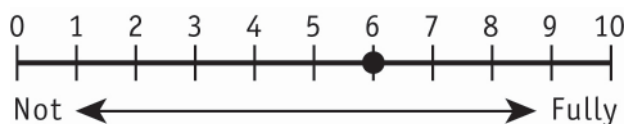
1. Continue to submit initial project proposals and final project proposals to the Chancellor’s Office.
2. Develop the staff expertise to complete and file initial project proposals and final project proposals with the Chancellor’s Office, as well as become knowledgeable in identifying and seeking other funds available from local, state, and federal governments.
3. Continue to retain the services of a consultant with expertise in completing and filing initial and final project proposals with the Chancellor’s Office until staff become proficient in this area.

**Standard Implemented: Partially**

April 2007 Rating:

6

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.4 - Facility Planning**

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**Professional Standard:**

The college has a districtwide Facility Planning Committee in place.

**Sources and Documentation:**

1. Discussion with Program Manager
2. College documents

**Findings:**

1. The college previously committed a significant amount of time and resources toward the initial assessment of and planning for its facilities related needs in preparation of Measure CC.
2. As a result of the successful passage of Measure CC in 2002, the predominant process utilized by the college is the Citizens Oversight Committee required under Proposition 39.
3. The college continues to work very closely with its construction management firm, BRJ & Associates, LLC, to oversee the implementation of its facilities-related projects.

**Recovery Plan Recommendations:**

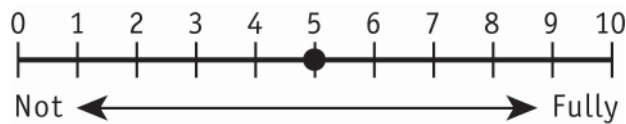
1. Create a Facility Planning Committee in the future if the number of full-time students increases to a level that might require the need to acquire additional property for a second campus.
2. Develop the staff’s expertise to facilitate a Facility Planning Committee. Such expertise can only be achieved by developing a long-range facilities plan and implementing the expansion and enhancements to existing facilities and construction of new facilities.

**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**





**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.5 - Facility Planning**

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**Professional Standard:**

The college has a properly staffed and funded facility planning department.

**Sources and Documentation:**

1. Discussion with Director, Fiscal Affairs
2. Discussion with Program Manager
3. College documentation

**Findings:**

1. The college staff responsible for planning facilities does not have the expertise needed to be successful. Many of the principal functions/job descriptions cannot be satisfied by the existing staff. The amount of training required to develop the existing staff would be extensive and could take several years.
2. The college has done a good job in recognizing this weakness and has retained the services of qualified consultants to ensure facilities are being planned and funded.

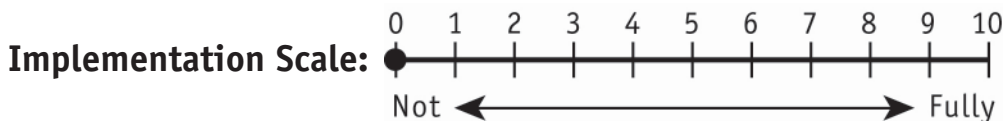
**Recovery Plan Recommendations:**

1. Develop job descriptions, roles, and responsibilities for each position associated with facility planning and funding.
2. Initially, conduct a “self-analysis” within the college to determine whether existing employees possess the skills necessary to successfully meet their job descriptions, roles, and responsibilities.
3. Develop a system of ongoing 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.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.6 - Facility Planning**

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**Professional Standard:**

The college has developed and implemented an annual capital planning budget.

**Sources and Documentation:**

1. Discussion with Program Manager
2. Discussion with Financial Advisor

**Findings:**

1. With the passage of Measure CC, the college develops annual capital planning budgets that identify the facilities improvements that require immediate attention in a given school year. This budget is regularly given to the Citizens Oversight Committee.

**Recovery Plan Recommendations:**

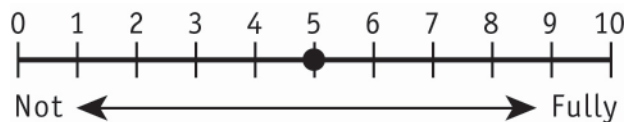
1. The college needs to prepare or have prepared a long-term facilities funding plan. The funding plan should estimate the costs of expanding and enhancing existing facilities, as well as the funding source to accomplish such needs. It is this type of planning that will enable the college to determine whether the facilities staff is performing appropriately and is adequately staffed.

**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.7 - Facility Planning**

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**Legal Standard:**

The college has standards for real property acquisition and disposal. [EC 39006, 17230-17233]

**Sources and Documentation:**

1. College documents
2. Discussion with Program Manager

**Findings:**

1. The college has not needed to address this issue since the acreage of the property is sufficient to accommodate all of the educational programs and support operations needed to serve the number of full-time students attending the college.

**Recovery Plan Recommendations:**

1. Adopt standards for real property acquisition and disposal in the event that full-time student enrollment either increases or decreases. To assist in determining the potential needs of the college to acquire or dispose of real property, a long-range facilities plan should be created.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.9 - Facility Planning**

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**Legal Standard:**

The college has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 4526]

**Sources and Documentation:**

1. Review of board policy
2. Interviews with staff
3. Interviews with the program management firm
4. Interviews with the construction management firm
5. Review of college records

**Findings:**

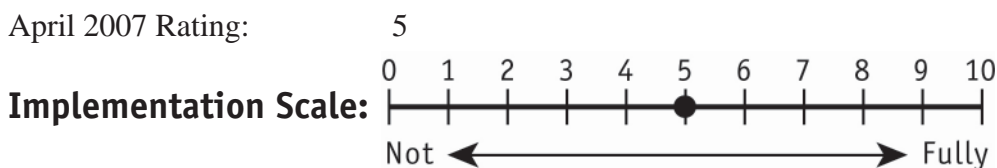
1. No board policy exists related to architectural selection.
2. Staff has changed significantly since the selection process for the current projects occurred. It appears that the college has, in the past, successfully completed selection processes for the identification of architectural/engineering/design firms for each individual project.
3. The program management firm participates in the architectural selection process.

**Recovery Plan Recommendations:**

1. Adopt board policies that specify the required competitive process for selecting architects. The policy should include how other consultants, such as construction management firms, may be included in the process.
2. Adopt procedures for competitive architectural selection.
3. Maintain documentation of the selection process for each project.

**Standard Implemented: Partially**

April 2007 Rating:



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.10 - Facility Planning**

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**Legal Standard:**

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

**Sources and Documentation:**

1. Discussion with Director, Fiscal Services
2. Discussion with Financial Advisor

**Findings:**

1. The college has retained the services of credible legal and financial advisory firms to assist in assessing the local bonding capacity. This is evident with the passage of Measure CC and the issuance of general obligation bonds.

**Recovery Plan Recommendations:**

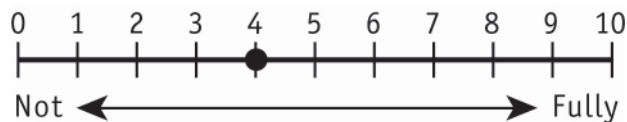
1. Seek training in municipal financing for staff members in the business department responsible for overseeing funds for the expansion and modernization of capital facilities.
2. Continue to work with legal and financial advisors to access local bonding capacity.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.11 - Facility Planning**

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**Professional Standard:**

The college has developed a process to determine debt capacity.

**Sources and Documentation:**

1. Discussion with Director, Fiscal Services
2. Discussion with Financial Advisor

**Findings:**

1. With the assistance of a financial advisor, the college has developed a process to determine debt capacity.

**Recovery Plan Recommendations:**

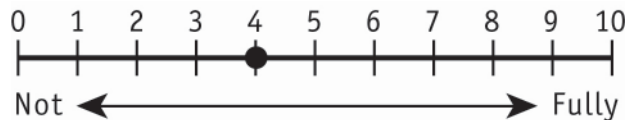
1. Seek training in municipal financing for staff members in the business department responsible for overseeing funds for the expansion and modernization of capital facilities.
2. Continue to work with a financial advisor whose expertise is municipal finance for colleges/school districts in the state.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.12 - Facility Planning**

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**Professional Standard:**

The college is aware of and monitors the assessed valuation of taxable property within its boundaries.

**Sources and Documentation:**

1. Discussion with Director, Fiscal Services
2. Discussion with Financial Advisor

**Findings:**

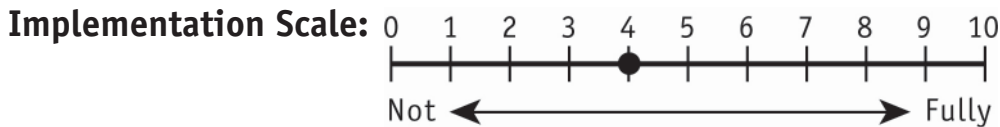
1. Under the guidance of a financial advisor, the college has been made aware of the assessed valuation of taxable property within its boundaries.
2. The college does not have a process to monitor the assessed valuation of taxable property within its boundaries.
3. The college staff does not completely understand the relationship between assessed valuation and the issuance of general obligation bonds.

**Recovery Plan Recommendations:**

1. Seek training in municipal financing for staff members in the business department responsible for overseeing funds for the expansion and modernization of capital facilities.
2. Continue to work with a financial advisor whose expertise is municipal finance for colleges/ school districts in the state.

**Standard Implemented: Partially**

April 2007 Rating: 4



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.14 - Facility Planning**

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**Professional Standard:**

The college has developed an asset management plan.

**Sources and Documentation:**

1. Discussion with Director, Fiscal Affairs
2. Discussion with Program Manager

**Findings:**

1. The college possesses only one property that houses the campus, as well as all administration, maintenance, and other support services.
2. The campus does not contain excess property that could be asset managed.

**Recovery Plan Recommendations:**

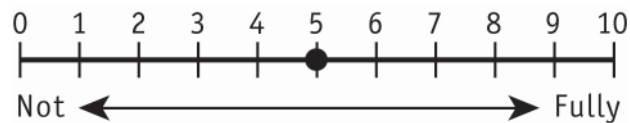
1. Evaluate the need for additional assets/property to provide facilities to meet the demand of its student body. This evaluation would be part of a long-range facilities master plan.

**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**





## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 2.16 - Facility Planning**

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#### **Professional Standard:**

The college has established and utilizes an organized methodology of prioritizing and scheduling projects.

#### **Sources and Documentation:**

1. Review of board policies
2. Interviews with staff
3. Review of college records and reports
4. Attendance at a bond oversight committee meeting

#### **Findings:**

1. No board policy exists regarding prioritizing projects.
2. The board approved a five-year capital outlay program for 2007-2011, but the actual report was not available for review.
3. Priorities in the current facilities construction program were established by staff that are no longer with the college.
4. A lack of policy and staff turnover have not allowed the college to form priorities and definitive construction schedules for the next issuance of local bonds.
5. College staff routinely present the board and Bond Oversight Committee with project reports, updates, and other materials related to the prioritizing and scheduling of projects.
6. The Bond Oversight Committee discusses priorities and the scheduling of the next projects, but also recognizes that they have no input regarding project priorities.
7. The college's retained program management firm is intimately involved in the scheduling processes related to the college's broad range of facilities projects.
8. The college has maintained an effective working relationship with its professional program and construction managers. This relationship has been beneficial to the college and its projects and the specific progress within respective projects. However, the lack of staff devoted to facilities planning is detrimental to the process. The college is too dependent on consultants for maintaining the institutional knowledge of the physical campus. Consultants cannot set priorities and policy because those are responsibilities of the board and staff.

#### **Recovery Plan Recommendations:**

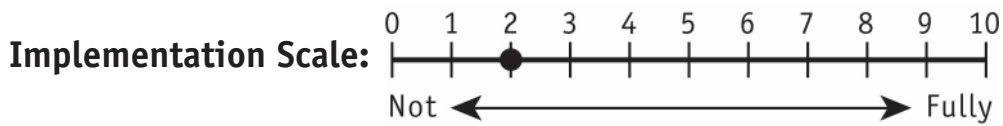
1. Establish a board policy and procedure that allows prioritization of future projects.

2. Assign staff specifically for the management of the project teams (architect, construction manager, contractors, and inspectors).
3. Provide direction to staff regarding facility priorities that will meet the educational priorities set by the board.
4. Staff and the Program Manager should continue providing schedule and project information to the public through the Bond Oversight Committee.

**Standard Implemented: Partially**

April 2007 Rating:

2



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 2.19 - Facility Planning**

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**Professional Standard:**

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.

**Sources and Documentation:**

1. Discussion with Director, Fiscal Affairs
2. Discussion with Financial Advisor
3. College documents

**Findings:**

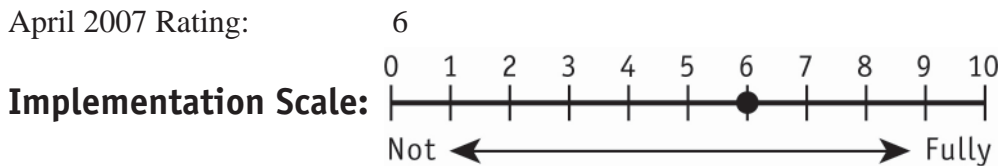
1. The college has created a Citizens Oversight Committee (COC) due to the passage of Measure CC in November 2002. The COC meets regularly and is provided information by BRJ & Associates, LLC in association with Vanir Construction Management, Inc. and Forster Company.

**Recovery Plan Recommendations:**

1. Continue to have the bond’s Citizens Oversight Committee meet regularly as long as funds from Measure CC have not been completely spent.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 3.1 - Facilities Improvement and Modernization**

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#### **Legal Standard:**

The college has a restricted capital outlay fund, and a portion of those funds is expended for maintenance and special repairs only. [EC 84660]

#### **Sources and Documentation:**

1. Board policy
2. Interview with Associate Vice President, College Operations and Maintenance
3. College's general ledger for Fund 41, capital outlay projects
4. Copy of budget for Fund 41, capital outlay projects
5. Copies of some claim reimbursement documents
6. Copy of board agenda dated August 23, 2005, that approved the five-year (2007-2011) Construction Plan
7. Copy of Measure CC Bond Program and State Capital Outlay Program Progress and Budget Cost Report dated October 31, 2006

#### **Findings:**

1. No board policy exists stating the college's goals for the use of the scheduled maintenance and special repair funds or the facilities that will carry the highest priority for the scheduled maintenance and special repair program.
2. The review team was unable to locate the five-year (2007-2011) Construction Plan.
3. It was not clear how often the college updates the five-year Construction Plan.
4. Detail on projects completed was not documented. However, the review team was told the majority of the funding was used for roofing, paving, and HVAC scheduled maintenance.

#### **Recovery Plan Recommendations:**

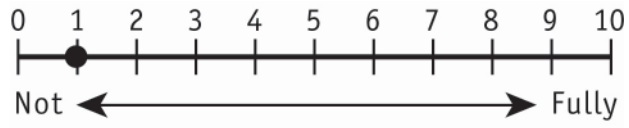
1. Establish a board policy stating the college's goals for the use of scheduled maintenance and special repair program funds, and prioritize the types of projects.
2. Continue to update the five-year Construction Plan annually to remove projects completed during the year and include projects that are due for scheduled maintenance and special repair funding.
3. Prepare formal reports annually on the use of the scheduled maintenance and special repair project funding.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 3.4 - Facilities Improvement and Modernization**

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#### **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. Interviews with program and construction managers
3. Review of board agenda dated August 23, 3005 regarding five-year Construction Plan
4. Review of minutes of the college's Bond Oversight Committee
5. Review of summary and detailed reports provided by BRJ & Associates as of October 31, 2006

#### **Findings:**

1. The college does not have a specific plan for maintenance and modernization. However, there is a five-year Construction Plan that was approved in August 2005.
2. A monthly report is prepared by the program and construction managers and provided to the Bond Oversight Committee and the State Trustee on the second Monday of each month.
3. The college currently does not perform an independent verification of the information included in the monthly reports provided by the program and construction managers.
4. There is no comprehensive report available for the current projects that are funded for maintenance and modernization. Consequently, there are no monthly or quarterly reports provided to the board and trustee regarding current status of the projects funded with scheduled maintenance and special repair funding.
5. The college currently has 19 projects active, three projects inactive, and seven projects completed based on the latest program and construction managers monthly report, dated October 31, 2006. However, the reports do not include the change order amounts or percentage of the original project.

#### **Recovery Plan Recommendations:**

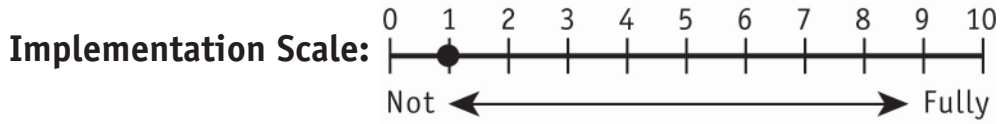
1. Ensure that the Five-Year Maintenance Plan is developed and updated when changes occur, and is accessible by those in the college that need to reference the document regularly. This document should include critical information that college staff should reference to make decisions regarding the use of those funds and planning for maintenance needs of the college.
2. Verify the financial information that is included in the monthly reports by the program and construction managers with the financial system data.

3. Develop a comprehensive report to include all of the construction projects for the college.
4. Require that the monthly reports developed by the program and construction managers include the change order amounts and the percentage of the original projected amount.

**Standard Implemented: Partially**

April 2007 Rating:

1



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 3.6 - Facilities Improvement and Modernization**

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**Professional Standard:**

The college has established and maintains a system for tracking the progress of individual projects.

**Sources and Documentation:**

1. Interviews with staff
2. Interviews with program and construction managers
3. Detailed reports provided by program and construction managers as of October 31, 2006

**Findings:**

1. The college currently has a project tracking mechanism provided by outside program and construction managers. However, the college does not maintain a comprehensive project list of all projects that are in various stages of the construction process.
2. The college recently experienced the transfer of staff to El Camino Community College as part of the recovery process. This has led to some lack of capacity within the organization to maintain the necessary monitoring and regular reporting to the administration to ensure the appropriate level of oversight is guaranteed for efficiency.

**Recovery Plan Recommendations:**

1. Develop and maintain a comprehensive report that is all inclusive for all projects and funding sources as an internal tracking mechanism.
2. The transfer of staff from Compton College to El Camino College has impacted the flow of work and payment of vendors. Construction contracts are extremely vulnerable when there is a delay in payment on an invoice. In addition, building capacity within the organization is critical for tracking projects and monitoring completion dates and the financial status. The college should review the current transfers to ensure that the number of staff is not reduced to a level that creates a work stoppage or a financial impact to the college if funds are not being utilized appropriately.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**





## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 3.7 - Facilities Improvement and Modernization**

---

#### **Professional Standard:**

Furniture and equipment items are routinely included within the scope of modernization projects.

#### **Sources and Documentation:**

1. Interviews with staff
2. Interviews with program and construction managers
3. Detailed reports provided by program and construction managers as of October 31, 2006
4. Physical inspection of new construction and modernization projects on campus

#### **Findings:**

1. The Project & Budget - Cost Report includes furniture and equipment if it applies. The budget is compared to the actuals and any variances over or under are presented individually by project. The information is provided in summary and detail for the furniture and equipment.
2. The college recently experienced the transfer of staff to El Camino Community College as part of the recovery process. This has led to some lack of capacity within the organization to maintain the necessary monitoring and regular reporting to the administration to ensure the appropriate level of oversight is guaranteed for efficiency. In addition, the loss of staff and re-routing of vendor invoices from the Compton Community College District to the El Camino Community College for processing has increased the amount of time for payment. A review of the Contractor Invoices Report for one vendor for the 2006 calendar year provided a history of payments taking more than four months from the invoice date.

#### **Recovery Plan Recommendations:**

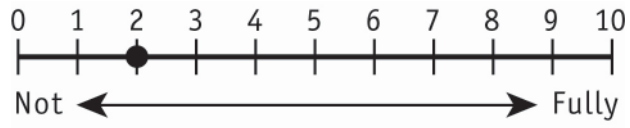
1. Develop and maintain a comprehensive report that includes all projects and funding sources as an internal tracking mechanism.
2. The transfer of staff from Compton Community College District to El Camino College has affected the workflow and payment of vendors. Construction contracts are extremely vulnerable when there is a delay in payment. In addition, building capacity within the organization is critical for tracking projects and monitoring completion dates and the financial status. The college should review the current transfers to ensure that the appropriate staff is in place to maintain the level required and minimize any potential bottleneck in workflow or financial impact to the college if funds are not accessed in a timely manner.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 3.8 - Facilities Improvement and Modernization**

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#### **Professional Standard:**

Refurbishing, modernization, and new construction projects take into account technology infrastructure needs.

#### **Sources and Documentation:**

1. Interviews with staff
2. Interviews with program and construction managers
3. Detailed reports provided by program and construction managers as of October 31, 2006
4. Physical inspection of college campus facilities and randomly selected classrooms
5. Technology Plan

#### **Findings:**

1. The Compton Community College District has a five-year Technology Plan covering the years of 2005 through 2010. The plan is aligned with the Educational Master Plan. The goals and objectives address the area of “Recognizing and centralizing the role of IT planning and deployment in the college’s current plans for new facilities, facility renovation, and off site locations.” The latest new construction and other recent modernization projects did not provide an avenue for input by the Technology Department until after the plans had been drawn and the construction was completed to the point that walls had been erected inside and outside. Projects are being set back due to the cabling needs either not being understood or missed in the planning stage.
2. The college is not managing the space inventory or the cap on the electrical spaces appropriately. The issue came to light during an annual audit that identified huge discrepancies regarding the space inventory that was reported when the data was entered into the required form.
3. A physical inspection of the Learning Resource Center (LRC) showed there was access for both staff and students to utilize wireless capabilities. However, the transfer closets for the technology wiring were an afterthought for this building that required multiple transfer closets versus one in the building due to the two-story design.

#### **Recovery Plan Recommendations:**

1. The college should be commended for the existence of the Technology Plan and that it has been updated. However, the inclusion of specific information regarding the college’s requirement for the infrastructure needs prior to the architectural stage of the construction and modernization should be expanded to require involvement in the very early stages of the new construction and/or modernization of an existing building. The Technology Plan is a good start, but a concerted effort should be continued in the area of infrastructure and construction. At a minimum, the Technology Department should be added to the stakeholders involved in the early stages of the construction design.

2. The databases for both the inventory and the electrical spaces should be reviewed by someone who knows the application being used by the college. That responsible staff should be included in the design and planning committee.
3. Communicating information to the faculty should be managed in an efficient manner. Again, this will provide feedback in the design stage regarding the needs of faculty and students in the instructional programs.
4. A director of facilities could provide the necessary management for both the operational and facility needs of the college by efficiently managing the projects to ensure completion of all projects, not just bond projects, and by properly utilizing in-house staff.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## ACCJC Standard III-B: Physical Resources

### FCMAT Facilities Management Standard 3.9 - Facilities Improvement and Modernization

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#### Legal Standard:

The college obtains approval of plans and specifications from the Division of the State Architect (DSA) prior to the award of a contract to the lowest responsible bidder. [EC 81052, 81130 et. seq.]

#### Sources and Documentation:

1. Interviews with staff
2. Review of project documents

#### Findings:

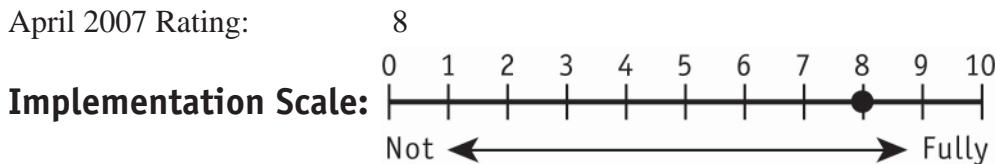
1. For the three major projects under construction (or recently completed), the college obtained DSA approvals prior to the award of a contract to the lowest responsible bidder.
2. The college's program management firm is routinely involved in review of plans and preparation for bidding.

#### Recovery Plan Recommendations:

1. Continue to require advance approval by the DSA of all construction plans.
2. Establish documentation that summarizes DSA approval dates and bid dates.
3. Limit the number of projects that proceed without prior authorization to emergency situations only.
4. Continue to involve the outside construction management firm in reviewing the plans.

#### Standard Implemented: Fully - Substantially

April 2007 Rating:



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 3.10 - Facilities Improvement and Modernization**

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**Legal Standard:**

All relocatables in use throughout the college meet statutory requirements. [EC 81130, 81160]

**Sources and Documentation:**

1. Inspection of campus sites
2. Interviews with staff
3. Review of college records
4. Review of Division of the State Architect (DSA) records

**Findings:**

1. The few relocatables on the campus are used for administrative purposes and thus are exempt from the Field Act. Therefore the college is in compliance with the Field Act.
2. If the college converts any relocatables to classrooms, the college should verify, or have an architect or engineer verify that the relocatable meets the Field Act.

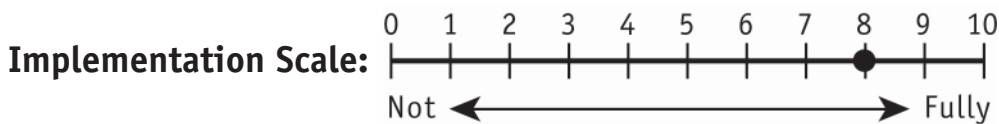
**Recovery Plan Recommendations:**

1. Signs should be posted on non-conforming relocatables stating that they are to be used for administrative purposes only and students are not required to enter.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 3.13 - Facilities Improvement and Modernization**

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**Professional Standard:**

College Staff are knowledgeable of procedures in the Division of the State Architect (DSA).

**Sources and Documentation:**

1. Interviews with staff
2. Interviews with consultants

**Findings:**

1. There has been significant turnover in the staff assigned to facilities projects. The staff has virtually no knowledge of DSA procedures and is dependent on the architect and construction manager for assurance that DSA procedures are being followed.
2. Representatives from the college's construction management firm are knowledgeable and well-versed in DSA procedures and regulations.

**Recovery Plan Recommendations:**

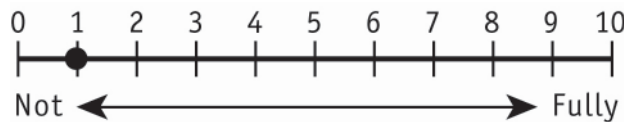
1. Assign staff to monitor the facilities project team (architect, construction manager, contractors, and inspectors).
2. Provide training to staff on basic DSA procedures and requirements.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 4.1 - Construction of Projects**

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#### **Professional Standard:**

The college maintains an appropriate structure for the effective management of its construction projects.

#### **Sources and Documentation:**

1. Interviews with staff
2. Interviews with program and construction managers
3. Detailed reports provided by program and construction managers as of October 31, 2006
4. Physical inspection of college campus facilities and randomly selected classrooms

#### **Findings:**

1. The Compton Community College District contracts with program and construction managers to manage the construction projects that are funded with bond funds. The Program Manager provides support for any state construction and the bond projects. However, there is no system or oversight in place for projects that are not funded with bond funds. Compton Center staff have been transferred to El Camino College as part of the consolidation of financial services being provided during an interim period to the Compton Center. The Compton Community College District is planning another issuance of bond funds and should ensure there is a system and staff in place to meet the oversight responsibilities.
2. The Compton Community College District does not have a director of facilities position in the organization.
3. The loss of Compton Community College District staff from the Facilities Department results in inadequate staffing in the department to meet the demands of any future bond issuance.
4. The Compton Community College District has utilized outside program and construction management firms, which appears to be working for the management of bond and state project funding. However, if this relationship changes, it will be important to the Compton Community College District that staff are in place and trained, and a system exists to ensure proper management of the projects and the financial management of construction for all projects, not just the bond projects.
5. The Bond Oversight Committee minutes were available for the last two meetings held. This information was not broad enough to determine any significant issues with bond expenditures.

#### **Recovery Plan Recommendations:**

1. Carefully plan for upcoming project and construction management needs for all projects undertaken. Bond funds are maintained by outside program and construction management firms, but other projects that are active should be incorporated into any system used that will

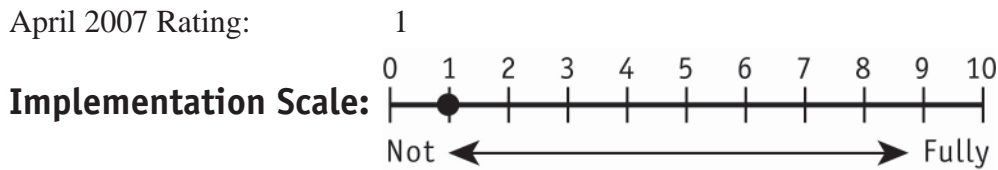


provide the necessary information to make management decisions regarding the construction projects.

2. Review all active projects to determine if it is in the best interest of the Compton Community College District to hire an in-house director of facilities to manage any future construction projects. In addition, the efficient use of in-house staff for construction projects may be effective in completing projects on time and within budget.
3. 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. Any future staff retained for involvement in the construction phase of projects should participate in professional training related to project and construction management.
5. The Bond Oversight Committee meeting minutes should be accessible at all times. The minutes should be posted on the Compton Community College District web site for easy access and to inform the community and other oversight agencies regarding the use of the bond funds.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 4.2 - Construction of Projects**

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#### **Professional Standard:**

Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.

#### **Sources and Documentation:**

1. Interviews with staff
2. Interviews with program managers
3. Review of college records

#### **Findings:**

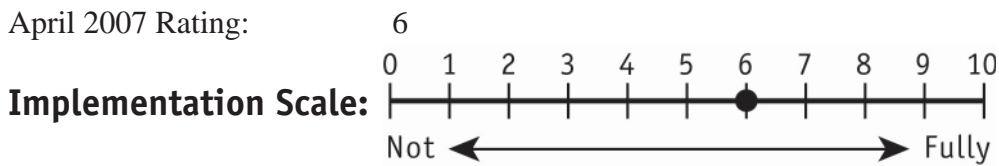
1. The Compton Community College District has generally obtained all required approvals for change orders either prior to their implementation, or ratification has been obtained through an approved board review process. Current, complete, well-written procedures exist to guide the change order process for Compton Community College District projects.
2. The Compton Community College District has had relatively good experience in management of change orders for most projects. However, for two large projects, the Child Development Center (CDC) and the Learning Resource Center (LRC), the number and dollar value of change orders was well above the expected level. These two projects were designed a number of years before funding was available to build them. The Compton Community College District did not perform a constructability review or revise the plans prior to bidding. As a result, many changes were necessary during construction.
3. Board agendas and other records were reviewed to determine that appropriate board approvals were received. Documentation was complete and recommendations were well supported.
4. Additionally, review was conducted of a change order for tile work repair in the CDC and all accompanying documentation, from the request for issuance of the change order by the contractor through the review, recommendation and board approval phases. All steps were completed and the change order process was well documented and was followed.
5. Compton Community College District employs an unusual management structure for its facility projects. For large projects like the LRC, the college uses a Construction Manager at Risk for construction and a project management team comprised of three different consultants to represent the college on the project. The Project Manager performed many of the oversight and management functions that college staff would normally perform. Much of the construction documentation, including change orders, was in the possession of the Project Manager, not the college. Given the limited Compton Community College District staff available to perform these functions, this arrangement may be advantageous to the district, but lends itself to potential internal control problems requiring more vigilance by the district leadership.

## Recovery Plan Recommendations:

1. To ensure continued compliance with the practice of obtaining all change order approvals in accordance with board policy, the Compton Community College District should clearly articulate to all project participants the district's standards and procedures.
2. All projects, particularly those designed long ago, should receive a constructability review before bidding occurs. This will expedite both bidding and construction and will generally lead to lower total cost.
3. Compton Community College District leadership should receive frequent detailed updates from project managers and should ask further detailed questions and receive detailed reports. Copies of all material construction documents and records should be in the possession of the district. The rating assigned for this standard reflects the absence of the district's control of the overall process.

### Standard Implemented: Partially

April 2007 Rating:



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 4.3 - Construction of Projects**

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**Professional Standard:**

The college maintains appropriate project records and drawings.

**Sources and Documentation:**

1. Interviews with staff
2. Interviews with program and construction managers
3. Detailed reports provided by program and construction managers as of October 31, 2006

**Findings:**

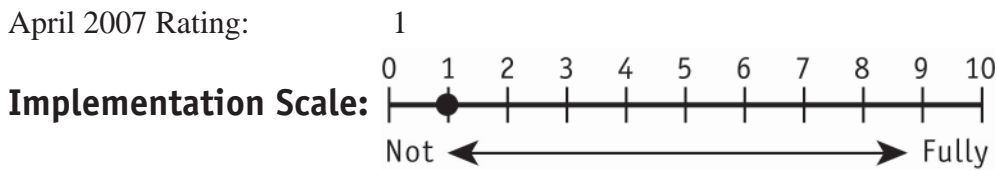
1. All records for the Compton Community College District regarding the bond and state funded projects are maintained by the program management firm. For all other projects, the district verbally indicated that records were maintained, but the location of those records was not determined during this study.
2. An improved system of storage and maintenance of project records and drawings is needed to support future needs for repair of and/or modifications to existing facilities.

**Recovery Plan Recommendations:**

1. The maintenance of records is an internal control function that should be established by the Compton Community College District and continued into the future for all construction projects approved by the State Trustee or by the board, when it is legally constituted. These records should be as comprehensive as possible, including drawings and maintenance of project records.
2. Create an area and system adequate to maintain project drawings and specifications. The physical location of the records should be relatively close to the Facilities Department or the department that is responsible for all records to ensure monitoring.
3. Establish and enforce a system to record plans checked out and to ensure responsibility/accountability for return of plans.

**Standard Implemented: Partially**

April 2007 Rating:



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 4.4 - Construction of Projects**

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**Professional Standard:**

Each Inspector of Record (IOR) assignment is properly approved.

**Sources and Documentation:**

1. Interviews with staff
2. Interviews with consultants

**Findings:**

1. The DSA requires approval of the IOR before work commences.
2. The architect for each project approves the IOR.

**Recovery Plan Recommendations:**

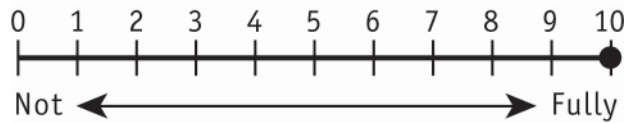
1. Continue to require approved IORs for each DSA project.

**Standard Implemented: Fully - Sustained**

April 2007 Rating:

10

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 5.1 - Compliance with Public Contracting Laws and Procedures**

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#### **Legal Standard:**

The college complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]

#### **Sources and Documentation:**

1. Board policy
2. Copy of bid processing documents
3. Sample bid documents including ads, bid packets, awards, and correspondence

#### **Findings:**

1. Current board policies for the bidding process were readily available, and although they were last revised in 2002, were generally complete and compliant. The policies were supplemented by detailed procedures and instructions. While the policies are adequate, they should be reviewed and updated periodically.
2. The Compton Community College District had detailed administrative regulations in place to support the board policies relating to purchasing goods and services and the bid process.
3. The Compton Community College District has a well-documented bid process in place as verified by an interview with the Assistant Purchasing Agent. Sample bid documents for the construction of facilities projects provided the review team with a clear understanding of what is required of bidders, including minimum documentation required for a bid to be considered, the deductive alternatives to the bid, the composition of the company bidding on the project, and lengthy details of the work being considered.
4. All of the documents related to bidding and award of Bid Number CCC-001-2005, Reconfiguration of Existing Office Space-Infrastructure Modifications were reviewed. All of the documentation including the advertisements, pre-bid documents provided to prospective bidders, job-walk procedures, public opening of bids, requirements for bid and performance bonds and insurance were well done. Bid specifications and related drawings were clear, as was the boilerplate for the contract. The award letter, notice to proceed, and notice of completion were readily available and accurately prepared. Included in the packet was a college standards manual to guide prospective bidders in the selection of appropriate, maintainable components. Retention was required and paid promptly upon completion of the final elements of the project.
5. The process is well documented and adhered to according to the files. The Purchasing Department maintains the files for the process and monitors the progress of each bid.
6. Protest procedures for bidders that bring forth formal objections to bid awards were in place and were well documented in the information provided to prospective bidders.

**Recovery Plan Recommendations:**

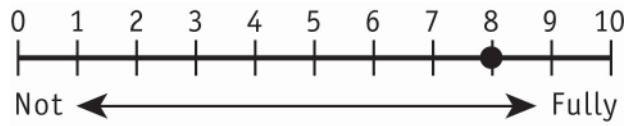
- 1. Adopt a review schedule for board policies for the bid process, especially the sections detailing the Governing Board’s expectations of the staff.
- 2. Include the board policy as a portion of the bid document.
- 3. Continue to maintain detailed administrative regulations in support of the board policies.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8

**Implementation Scale:**



## ACCJC Standard III-B: Physical Resources

### FCMAT Facilities Management Standard 5.2 - Compliance with Public Contracting Laws and Procedures

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#### Legal Standard:

The college has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]

#### Sources and Documentation:

1. Board policy
2. College procedures
3. Sample requests for proposals

#### Findings:

1. The current board policies are applicable to both the bidding process and all other purchasing services, including processing requests for quotations and requests for proposals.
2. The Compton Community College District has an appropriate quote process in place as verified by an interview with the Assistant Purchasing Agent and a review of relevant documents. This process includes defining when the district will request quotes or bids for projects. The Purchasing Department maintains the files for the process and works closely with departments in the progress of each quote.
3. There were no formal dollar limits defining when the college would use phone quotes or informal bidding. The judgments made were appropriate, but the procedure should be written and included in instructions provided to vendors, as well as to purchasing staff.
4. The Assistant Purchasing Manager retains final review and approval of all purchases. Since the arrival of the incumbent, procedures have been revised and streamlined, and the college is able to meet all requirements with a very small staff.

#### Recovery Plan Recommendations:

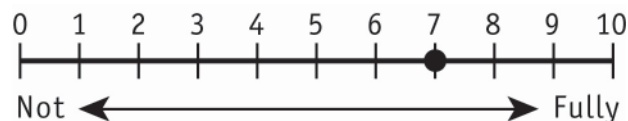
1. Adopt a review schedule for board policies related to purchasing processes.
2. Quotes and informal bidding procedures, based on the dollar value of the purchase, should be written and included in instructions provided to departments and vendors, as well as to purchasing staff.

#### Standard Implemented: Partially

April 2007 Rating:

7

Implementation Scale:





## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 5.3 - Compliance with Public Contracting Laws and Procedures**

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#### **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. Copies of sample conflict of interest statements on file
3. Originals of conflict of interest statements on file

#### **Findings:**

1. Board Policy 10.2 and exhibits require that all governing board members and designated college employees file conflict of interest statements. These employees must file annual statements:
  - a. President/Superintendent
  - b. Executive Vice President of Academic Affairs
  - c. Executive Vice President of Business Affairs
  - d. Executive Vice President of Student Affairs
  - e. Executive Vice President of Administrative Affairs/Deputy Superintendent
  - f. Controller
  - g. Associate Dean(s)
  - h. Purchasing Agent
  - i. Supervisor of the Learning Center
  - j. Head Librarian
2. The conflict of interest statements were included in the file for all positions noted in the board policy. The forms are outdated, using the calendar year 2005 form, although the dates for many of the statements were current. Some of the eliminated positions or positions that became vacant recently did not have the signed departure papers in the file.

#### **Recovery Plan Recommendations:**

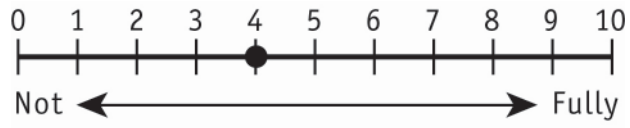
1. Update the certification to the county as to which positions requiring conflict of interest statements have been designated by the board.
2. Use the current calendar year form for conflict of interest statements.
3. Pursue departing employees to obtain signed departure documents.
4. Obtain signed conflict of interest statements for all new employees as appropriate.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



## ACCJC Standard III-B: Physical Resources

### FCMAT Facilities Management Standard 5.4 - Compliance with Public Contracting Laws and Procedures

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#### Professional Standard:

The college ensures that biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.

#### Sources and Documentation:

1. Interviews with staff
2. Interviews with consultants
3. Review of documentation

#### Findings:

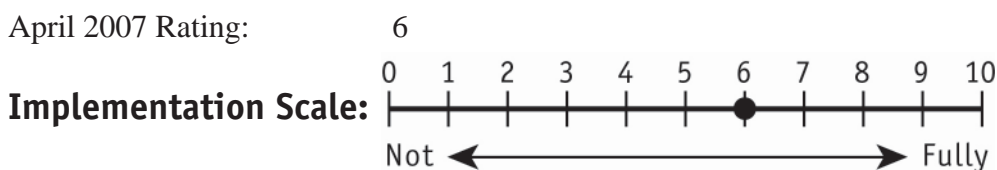
1. For the current building program that is wrapping up, the program and construction management team reviewed the plans for biddability and issued bid documents for multiple prime contracts. The result has been the need for project/construction management to ensure biddable plans and that all necessary work for the project has been let for bid. The program managers recommend changing the contracting method to a method that is more efficient and easier to manage.
2. Bid documents (plans and specifications) appeared to be acceptably prepared and resulted in the college's receipt of sealed bids from contractors that were priced fairly.

#### Recovery Plan Recommendations:

1. Continue to analyze the biddability and constructability of plans and specifications for future projects. Utilization of third-party review (project or construction manager or constructability review firms) is recommended.
2. Prior to establishing a bid schedule for a construction project, conduct coordination meetings between the project architect, the architect's engineering consultants, and college representatives to address biddability and constructability of plans and specifications.
3. Make any revisions recommended through the project constructability review to the plans and specifications prior to bid authorization.

#### Standard Implemented: Partially

April 2007 Rating:



## ACCJC Standard III-B: Physical Resources

### FCMAT Facilities Management Standard 5.5 - Compliance with Public Contracting Laws and Procedures

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#### Professional Standard:

The college ensures that requests for progress payments are carefully evaluated.

#### Sources and Documentation:

1. Interviews with staff
2. Interviews with consultants
3. Review of college records

#### Findings:

1. The Compton Community College District has a system in place in that progress payment requests (on American Institute of Architect forms) for construction projects are carefully evaluated by the construction manager, project manager, inspector of record, and architect prior to requesting approval by the college.
2. A Compton Community College District signature is required prior to processing payments.

#### Recovery Plan Recommendations:

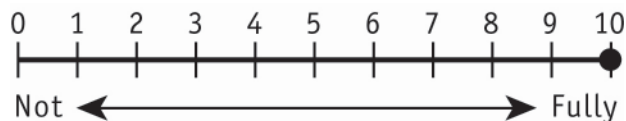
1. Continue the systematic review of progress payments. This is even more important given the responsibility associated with the efficient implementation and utilization of bond funds and state funds.

#### Standard Implemented: Fully - Sustained

April 2007 Rating:

10

Implementation Scale:



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 5.6 - Compliance with Public Contracting Laws and Procedures**

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**Legal Standard:**

The college maintains contract award/appeal processes. [GC 54202, 54204, PCC 20111]

**Sources and Documentation:**

1. Board policy
2. Interview with Assistant Purchasing Agent

**Findings:**

1. A current board policy for the appeal process was available and was used to set out the requirements of law.
2. The Compton Community College District has an appropriate bid appeal process in place as verified by an interview with the Assistant Purchasing Agent and a review of appeal procedures provided to bidders. While the district has in the past had some appeals regarding awards of contracts, it has not had any recently. Much of this success is attributed to bid documents and processes that are clear and consistently followed.

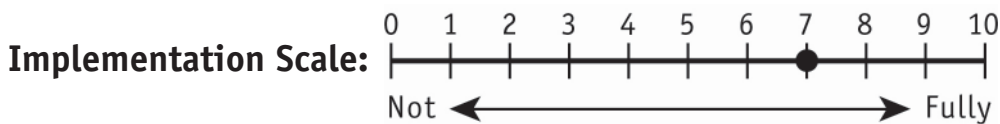
**Recovery Plan Recommendations:**

1. Continue the current bid and appeal process.

**Standard Implemented: Partially**

April 2007 Rating:

7



## ACCJC Standard III-B: Physical Resources

### FCMAT Facilities Management Standard 5.7 - Compliance with Public Contracting Laws and Procedures

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#### Legal Standard:

The college maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111]

#### Sources and Documentation:

1. Board Policy and Administrative Regulations
2. Interview with Assistant Purchasing Agent

#### Findings:

1. There is a current board policy for proper internal control of the bidding process.
2. The board policy provided a very good description of the process to be followed.
3. The bid opening and security processes were appropriate as evidenced by an examination of bid documents and award procedures.
4. The Compton Community College District has a good internal control procedure over the bidding process. While the various departments initiate the requests for proposals, the Purchasing Department is a key partner in the process. The Purchasing Department has the primary responsibility for coordinating and disseminating documents, advertising the process, and opening the bids. The Purchasing Department is also responsible for issuing the contract once the bid has been awarded. This provides good internal control procedures.

#### Recovery Plan Recommendations:

1. Adopt a periodic review schedule to update board policies.
2. Continue the current bid process, which includes a sound internal control standard.

#### Standard Implemented: Partially

April 2007 Rating:

7

Implementation Scale:



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 8.1 - Facilities Maintenance and Custodial**

#### **Professional Standard:**

An energy conservation policy has been approved by the board 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 staff
4. Interviews with program and construction managers

#### **Findings:**

1. The Compton Community College District has not established a board policy to address energy conservation or describe how it will be applied.

#### **Recovery Plan Recommendations:**

1. Create a board policy on energy conservation and implement it throughout the campus and for any growth in the future for new campuses.
2. Address the following items in the policy at a minimum:
  - a. Board commitment to energy efficiency.
  - b. Direction to administrators to aggressively implement 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 and incorporated in the existing design standards for the college.
  - e. Energy efficiency through alternate funding for the campus and other sites where classes are held that are not part of state-funded modernization.
  - f. Specific energy efficiency actions to be implemented.
  - g. All heating and ventilation systems turned off when classes end.
  - h. All systems kept off on weekends and holidays, with after class and weekend meetings held in portable buildings so that large centralized systems do not have to run for a meeting in one classroom.
  - j. Lights shut off whenever a room becomes unoccupied.
  - k. Morning warm-up of campus sites starting at the latest possible time to properly heat classrooms.
  - l. All rooms checked at appropriate times to ensure that lighting, heating, and ventilation are turned off, with documentation regarding the check times.
  - m. A designated energy coordinator for the campus and other sites to implement the policy.
  - n. Stadium lights (football, soccer, and baseball) left off during daytime hours except for repairs and lamp replacement.
  - p. Chief campus administrator responsible and held accountable for the results of the energy program.

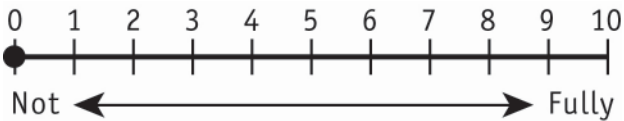
- q. Energy education curriculum included at all levels and disciplines.
- r. An energy accounting system, monthly bill review, and tracking of program success.
- s. Savings sharing with individual campuses based on their success in an operational energy saving program.
- t. Expansion of the energy management system to control all HVAC systems and exterior lighting where cost effective.
- u. A web-based energy management system.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**





## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 8.3 - Facilities Maintenance and Custodial**

#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. College design standards provided by BRJ & Associates program managers
2. Interviews with staff
3. Interviews with program and construction managers

#### **Findings:**

1. The Compton Community College District has a standards manual specifically for the Building Automation and Control Network (BACtalk) system that is used by the district for heating and air-conditioning on the campus. The system is an application that allows one system to communicate with another. The manual includes the specifics on the equipment for heating and air conditioning.
2. Review of the design standards was more specific to the BACtalk system with very little in the way of energy efficient design. There is no mention of any lighting criteria. The section on energy management systems should contain more specific detail (i.e., points lists). There is no process by which proposed energy saving designs can be evaluated.
3. The physical inspection of the new LRC building provided insight into the actual energy efficiency that was included in this building. First, the glass structure of the building is inefficient, requiring the HVAC system to work more frequently than a building that included walls with insulation. In addition, the light fixture/system used in the building does not include motion detectors. The lighting and heating and air conditioning are controlled through the computer system. The current setting brings the lights, heating and air conditioning up from 6 a.m. through the evening hours.

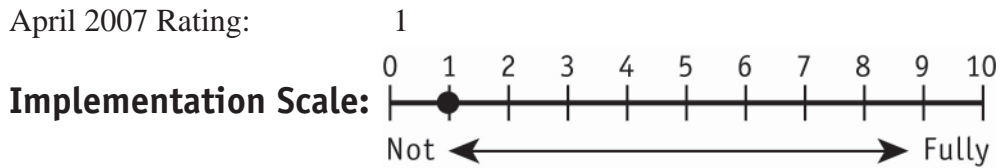
#### **Recovery Plan Recommendations:**

1. Produce a separate Energy Design Criteria section of the design standards. In it 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. Currently the state of California has the CHPS program. Sources outside the state for this information include the Alliance to Save Energy, Rebuild America, Green Buildings Program, and a number of architects and consultants who can write these standards for the college.
2. Ensure that the new LRC building is part of the BACtalk system for energy efficiency to be maintained throughout the campus. A review of when the system turns on the lights, heating and air conditioning should be reviewed regularly as daylight savings time comes and goes, and as semesters start and end.

3. Solicit input from a larger college stakeholder group as part of energy efficiency. At a minimum, the stakeholders should include:
  - 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:



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 8.5 - Facilities Maintenance and Custodial**

#### **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 the college 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. Interview with Associate Vice President, College Operations and Maintenance
2. Interview with Utility Maintenance Supervisor
3. Interview with Utility Maintenance Worker
4. Site observation of actual inventory

#### **Findings:**

1. The Utility Maintenance Supervisor maintains an adequate supply of the majority of the supplies needed to maintain the college. Specialty items are ordered through the Associate Vice President, College Operations and Maintenance, but are not the norm.
2. There was no formal record of inventory for supplies, materials, tools, and equipment.
3. Work orders are not on a computerized system. They are submitted manually and are not tracked to determine date of completion. There is no formal recordkeeping in maintenance and operations.
4. Requests for repairs are not always reported on a work order form.

#### **Recovery Plan Recommendations:**

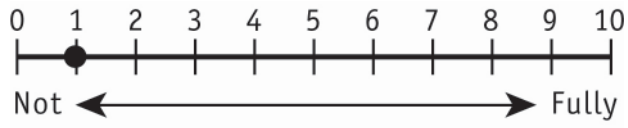
1. Continue with the current ordering process to keep an adequate inventory of supplies and materials at the main maintenance yard.
2. Perform an inventory for supplies, materials, tools, and equipment to ensure materials are ordered as needed and equipment and tools are accounted for.
3. Develop a system to track work orders. The system should include open/closed status and a way to sort data to determine categories of maintenance supplies needed to maintain the campus.
4. Once the work order system is developed, enter all work orders into the system so the status of work orders is current and tracked.
5. Insist that all work performed by the maintenance staff is performed by work order only.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 8.6 - Facilities Maintenance and Custodial**

#### **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
3. Interview with Associate Vice President, College Operations and Maintenance
4. Job descriptions
5. Employee evaluations

#### **Findings:**

1. Board policy on classified evaluations does not exist. Board Policy 2.1 references management employees.
2. Evaluations required by the classified contract are to be performed annually at a minimum.
3. Employees have not been evaluated annually.
4. Job descriptions exist for maintenance and operations staff.
5. Evaluations reviewed by the team were dated in 2005 and earlier.

#### **Recovery Plan Recommendations:**

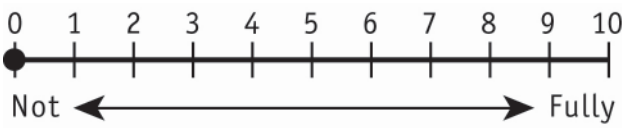
1. Develop and adopt a board policy to delineate the requirements of the evaluation process.
2. Human Resources should create an evaluation notification process so that mandatory evaluations are performed and submitted to HR in a timely manner. The lack of this notification and tracking process could lead to employees moving from probationary to permanent status regardless of their performance.
3. Provide in-service training for all supervisory personnel in the proper documentation of personnel standards. Administrative staff should periodically review evaluations for adherence to personnel standards.
4. Provide all employees with copies of their completed evaluations and feedback from the supervisor regarding the findings noted in the evaluation.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 8.7 - Facilities Maintenance and Custodial**

#### **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 that they will be expected to perform and on which they will be evaluated.

#### **Sources and Documentation:**

1. Board policy
2. Interview with Associate Vice President, College Operations and Maintenance
3. Interview with carpenter/locksmith employee
4. Interview with Utility Maintenance Supervisor
5. Agreement between the college and Federation of Classified Employees, Local 3486 covering the period July 1, 2003, through June 30, 2006
6. Job descriptions
7. Interview with sampling of employees

#### **Findings:**

1. Board Policy 5.1 states that the Executive Director, Classified Personnel shall review the duties and responsibilities of positions as necessary to determine the proper classification. All positions are to be reviewed at least once every two years.
2. Evidence was not produced to document that all positions have been reviewed at least once every two years.
3. Job descriptions exist that describe the position and its essential duties and functions.
4. Staff interviewed commented that they had most of the resources necessary to perform their duties. Any time they needed supplies, they received them if they could show the need existed and that previous inventories had been depleted.

#### **Recovery Plan Recommendations:**

1. Review the board policy and, if necessary, revise as appropriate.
2. Review the duties and responsibilities of all positions at least once every two years based on current board policy.
3. Conduct an annual review with all classified staff regarding their job descriptions and anticipated duties so there is a clear understanding of what is expected of them and how they will be evaluated.
4. Hold discussions with staff regarding which evaluation areas may be considered for the future, and how other duties will be assigned and approved.

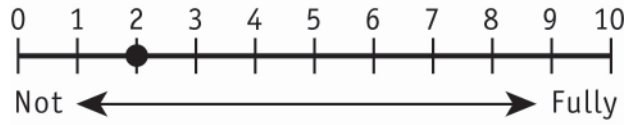
- Continue to provide supplies and equipment to site staff to perform minor maintenance and operational tasks.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**





## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 8.8 - Facilities Maintenance and Custodial**

#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Interview with Associate Vice President, College Operations and Maintenance
2. Interview with Utility Maintenance Supervisor
3. Inventory records
4. Purchase orders for supplies and equipment
5. Site observation of actual inventory

#### **Findings:**

1. Some of the site staff interviewed commented they had most of the necessary chemicals to perform the various cleaning needs of the college.
2. During site observations and interviews, campus custodial personnel stated they had sufficient supplies and equipment to perform the duties expected of them.
3. Campus cleanliness was consistent in the classrooms, hallways, lunch areas, and bathrooms.
4. One of the Maintenance Utility Supervisors indicated it was difficult to get custodial staff to consistently report for duty.
5. Overall, the campus was clean and well-maintained.

#### **Recovery Plan Recommendations:**

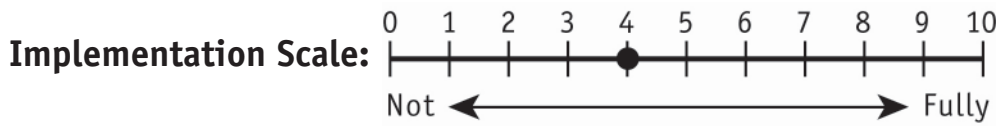
1. Continue to provide adequate amounts of cleaning supplies to allow custodial staff to perform at an optimal level.
2. Continue to provide equipment to custodial staff to keep the campus in a clean and presentable condition.
3. Develop minimum cleaning standards and provide in-service training that stresses the importance of meeting these minimum standards.
4. As the college implements its recovery plan and increases enrollment, add custodial staff as necessary to maintain the campus. Proper cleaning and maintenance can extend the life of the buildings.

5. Provide training for all personnel responsible for cleaning the campus for a complete understanding of what chemicals and equipment must be used to maintain a clean and safe campus.
6. Supervisors should regularly evaluate the proper use of supplies and equipment to verify that operational personnel are following the training given to them.
7. If the supervisors find misuse or noncompliance with the training given to operational personnel, the findings must be included in the employee's evaluation.

**Standard Implemented: Partially**

April 2007 Rating:

4



## ACCJC Standard III-B: Physical Resources

### FCMAT Facilities Management Standard 8.9 - Facilities Maintenance and Custodial

#### 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 Associate Vice President, College Operations and Maintenance
3. Interview with Utility Maintenance Supervisor
4. Interview with carpenter/locksmith employee
5. Site observation of actual program being implemented

#### Findings:

1. There is no board policy relating to preventive maintenance.
2. Faced with the current fiscal crisis, the Compton Community College District is unable to implement an effective preventive maintenance program.
3. There is no formal process for identifying preventive maintenance needs.
4. The current work order system does not provide for preventive maintenance work orders.

#### Recovery Plan Recommendations:

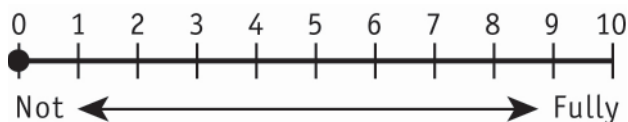
1. Develop a board policy emphasizing the need for a preventive maintenance program and designate the funding source to pay for the program.
2. Implement a computerized work order system that can accommodate and routinely schedule preventive maintenance.
3. Include the implementation of the preventive maintenance program as a part of the process to reduce expenditures in the long-range plan.

#### Standard Implemented: Not Implemented

April 2007 Rating:

0

Implementation Scale:



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 8.10 - Facilities Maintenance and Custodial**

#### **Legal Standard:**

The Governing Board of the college provides clean and operable flush toilets for use of students. 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 Associate Vice President, College Operations and Maintenance
3. Interview with Utility Maintenance Supervisor
4. Site observations verifying conditions of facilities

#### **Findings:**

1. Board Policy 9.1 describes safe conditions to include accident protection, fire protection, and health preservation.
2. There is no specific standard process to document emergency hazards. A work order is submitted to report health and safety issues. There is no tracking of work completed or in progress. Records are not maintained to track work order progress.
3. The majority of operational personnel works an alternative shift (graveyard) during most of the year and is able to focus on campus cleaning and maintenance.
4. Some of the sanitation hazards noted during the site observations included:
  - a. Standing water on some restroom floors that created a slippery surface and stench
  - b. Dirty and/or broken water fountains
  - c. Sinks in restrooms not in working order
  - d. Broken toilet seats
  - e. Some restrooms lacking toilet paper or paper towels

#### **Recovery Plan Recommendations:**

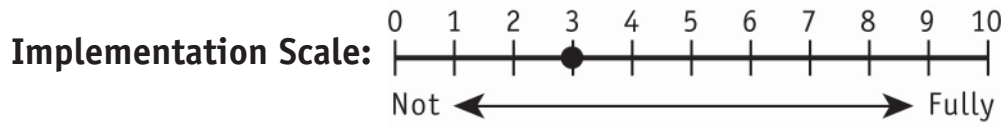
1. Revise and expand the board policy to specify that all sanitation hazards will be corrected immediately.
2. Develop a standard process to immediately report health and safety hazards to the Operations/Maintenance Department without creating a work order to authorize the work to be performed. A work order should be filed as a follow-up, but any safety or cleanliness issues should be corrected immediately.
3. Provide in-service training on site safety and cleanliness for all college operational personnel.
4. Supervisors should periodically review the progress of college operational personnel in keeping the campus clean and free from sanitation hazards.

- Supervisors should also emphasize safety and cleanliness issues in the employee's annual evaluation.

**Standard Implemented: Partially**

April 2007 Rating:

3



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 8.11 - Facilities Maintenance and Custodial**

#### **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 includes purchase prices, anticipated life expectancies, anticipated replacement timelines, and budgetary resources necessary to maintain the facilities.

#### **Sources and Documentation:**

1. Board policy
2. Interview with Associate Vice President, College Operations and Maintenance
3. Progress and Budget Costs Reports dated October 31, 2006, from Measure CC Bond Program and State Capital Outlay Program

#### **Findings:**

1. The Governing Board does not have a board policy regarding planned program maintenance.
2. Equipment purchases for maintenance and operations have been made using Measure CC Bond monies.
3. The Compton Community College District uses outside consulting and project management services to determine when facilities need maintenance or replacement.
4. Other than bond monies, there was no evidence of other budgeted amounts for equipment.

#### **Recovery Plan Recommendations:**

1. Develop a board policy that delineates the various aspects of the Planned Program Maintenance System.
2. Establish in the board policy a minimum funding level that the college should budget annually to support the Planned Program Maintenance System.
3. Establish priorities for which maintenance projects receive first priority in a financial crisis.
4. Establish a separate financial account for the Planned Program Maintenance System.
5. Establish the funding necessary to accomplish the repairs for the year.
6. Calendar the projects to determine whether contracting out may be necessary to accomplish all of the maintenance projects.
7. Present the financial plan to the board and administration for inclusion in the initial budget discussions for the coming year.

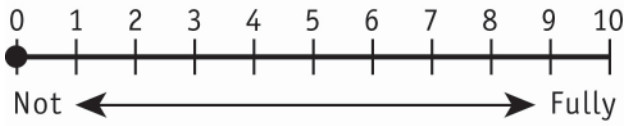
8. Designate the source of the funding to accomplish the maintenance requirements.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 8.12 - Facilities Maintenance and Custodial**

#### **Professional Standard:**

The college has a documented process for assigning routine repair work orders on a priority basis.

#### **Sources and Documentation:**

1. Interview with Associate Vice President, College Operations and Maintenance
2. Work orders (current and completed)
3. Interviews with Utility Maintenance Workers

#### **Findings:**

1. Work orders are submitted in writing, by telephone, and via the Internet.
2. Work orders are assigned by the Associate Vice President, College Operations and Maintenance.
3. Work orders are processed and, when completed, returned to the Associate Vice President, College Operations and Maintenance.
4. Operations and Maintenance staff state that all health and safety or emergency repairs are given top priority.
5. There is no formal process to monitor the progress of a work order.

#### **Recovery Plan Recommendations:**

1. Implement a computerized work order system.
2. Formalize the work order process.
3. Track all work orders submitted, outstanding and completed.
4. Until a computerized work order system is in place, continue the current work order prioritizing process as long as the prioritization is based on health and safety repairs as the top priority and that all employees are held to the priorities.
5. Until a computerized work order system is in place, continue the current distribution of work orders with emphasis on the performance of work orders based on the priorities.
6. Require work orders for all requested work, with the exception of emergency repairs. This should be the only exception. Work orders should be issued for all other work so that time on task and materials inventory can be kept.

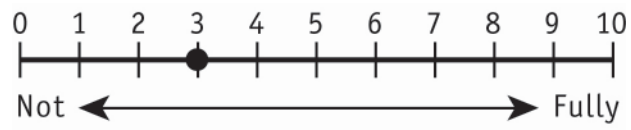


**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 9.1 - Instructional Program Issues**

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#### **Professional Standard:**

The college has developed a plan for attractively landscaped facilities.

#### **Sources and Documentation:**

1. Interviews with staff
2. Interviews with program and construction managers
3. Reviewed summary and detailed reports provided by program and construction managers as of October 31, 2006
4. Inspection of campus

#### **Findings:**

1. The Compton Community College District does not have a plan for landscape improvements for the campus that specifically addresses the beautification of the campus for modernization and/or new construction projects. A tour of the campus, with observation of the campus and landscaped areas, showed that the district is maintaining the campus landscaping appropriately. In addition, the newly constructed buildings have water efficient methods of watering plants through drip systems.
2. The Compton Community College District has identified a water and sewage problem regarding drainage from the college that is affecting nearby residents.

#### **Recovery Plan Recommendations:**

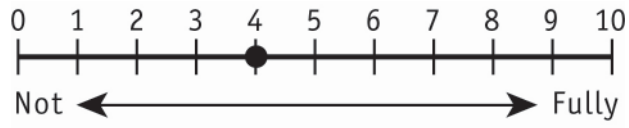
1. Develop a plan to continue to improve the landscaping on campus and consider the staffing in the college's Grounds Department.
2. Conduct an inventory/assessment to determine the existing landscaping conditions on campus, preferably after the completion of all modernization projects.
3. Develop standards of landscaping that are desired, with input from all stakeholders.
4. For the future, measure the findings of the aforementioned inventory/assessment against the standards developed to determine needs and deficiencies.
5. Address the drainage problems that are affecting the residents in the area in a timely manner to minimize any liability on the Compton Community College District.
6. Develop a plan to correct any existing landscaping needs and deficiencies on campus. The fiscal impact associated with the implementation of this plan needs to be considered within the broader context of facilities-related needs for the college, and in consideration of staffing requirements in the Grounds Department.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 9.3 - Instructional Program Issues**

**Legal Standard:**

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.

**Sources and Documentation:**

1. Interviews with staff
2. Interviews with program and construction managers
3. Detailed reports provided by program and construction managers as of October 31, 2006
4. Inspection of campus

**Findings:**

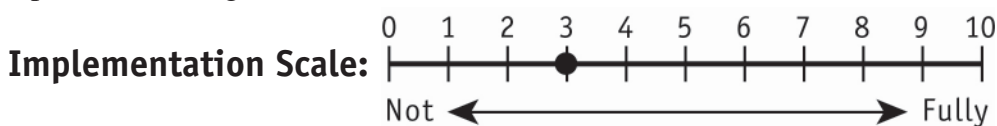
1. The Compton Community College District has a Shared Governance Committee with seven members that includes stakeholders from Administration, Information Technology, faculty, and the community. This committee was established partly to develop and maintain a plan to ensure equality and equity of its college facilities. A process solicits input from stakeholders regarding projects that need to be completed. These recommendations are then provided to the board for consideration.
2. The Compton Community College District does not have established standards that are available to be utilized by the committee.

**Recovery Plan Recommendations:**

1. Clearly identified and understood standards need to be developed with respect to the number and quality of facilities required to accommodate the delivery of instruction to students. However, the committee currently receives input from BRJ & Associates regarding potential facilities projects based on their analysis of the campus-wide needs. Specific facility standards regarding priority needs should be identified as criteria that can be applied to requests and should include estimated costs, projected timeframe, purpose, benefit, etc. This type of information will continue to form the basis for future refinement of the college's Facilities Master Plan.

**Standard Implemented: Partially**

April 2007 Rating:



**ACCJC Standard III-B: Physical Resources**  
**FCMAT Facilities Management Standard 9.4 - Instructional Program Issues**

**Professional Standard:**

The college has adequate lighting, electrical service, heating, and ventilation.

**Sources and Documentation:**

1. Board policy
2. Site observations to assess the condition of the facilities, including lighting, electrical, heating, and ventilation systems
3. Discussions with staff

**Findings:**

1. There was no board policy related to classroom conditions.
2. Most facilities appeared to have operational heating and ventilating systems (HVAC). Most old boilers have been replaced with new HVAC units.
3. Lighting in most classrooms was old but serviceable.
4. Some HVAC systems needed balancing to avoid conditions that are too hot or too cold.
5. Windows appeared to be operable and in serviceable condition.

**Recovery Plan Recommendations:**

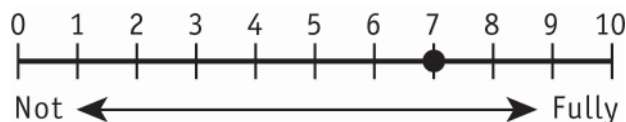
1. Consider adopting board policies related to classroom conditions. Such a policy may influence the priority and allocation of maintenance and modernization funding.
2. As modernization funds become available, continue to upgrade all HVAC systems.
3. As modernization funds are available, increase electrical capacity as necessary for each site.
4. As modernization funds are available, upgrade lighting for better luminescence and energy efficiency.

**Standard Implemented: Partially**

April 2007 Rating:

7

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 9.5 - Instructional Program Issues**

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#### **Legal Standard:**

Classrooms are free of noise and other barriers to instruction. [EC 32212]

#### **Sources and Documentation:**

1. Board policy
2. Observation of classrooms
3. Interviews with staff

#### **Findings:**

1. Board policies did not specifically address EC 32212, which discourages classroom interruptions.
2. The classroom environments were generally free from noise and other barriers to instruction. The campus has very few students (compared to its peak enrollment), and it was impossible to determine how a full campus would affect the noise levels inside classrooms.
3. Construction activities were nearing completion and therefore did not pose a noise problem.
4. The small number of students on campus (compared to peak enrollment in the past) results in a very quiet campus.

#### **Recovery Plan Recommendations:**

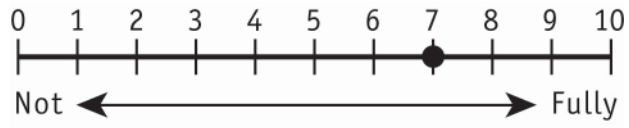
1. Update board policies to incorporate Education Code Section 32212 that expresses the Legislature's intent that all governing boards formally address the problem of classroom interruptions and adopt a policy to control them.
2. For future construction projects that may generate significant noise (or other barriers to instruction), limit the use of the site by contractors as follows:
  - a. The contractor should confine operations at the site to areas permitted by law, ordinances, permits, and the contract documents, and should not unreasonably encumber the site with materials or equipment.
  - b. Although contract limits had been established regarding noise and other distractions near classrooms, certain portions of the work cannot be performed without violating those limits.
  - c. Pumping, draining, and control of the designated site should be performed so as to avoid endangering the work or any adjacent facility or property, or interrupting, restricting, or otherwise infringing or interfering with the college's use.
  - d. The contractor should keep the premises and surrounding areas free from accumulated waste materials.
  - e. Consider specifying work hours that do not coincide with class hours.

**Standard Implemented: Partially**

April 2007 Rating:

7

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 9.6 - Instructional Program Issues**

#### **Professional Standard:**

The learning environments provided in the college are conducive to high quality teaching and learning.

#### **Sources and Documentation:**

1. Review of site
2. Interviews with staff

#### **Findings:**

1. Learning environments in the Compton Center are generally conducive to quality teaching by the instructional staff and efficient learning by students.
2. Some facilities are showing their age (adequate lighting rather than efficient new lighting, and chalkboards rather than white boards).
3. Significant facilities improvement efforts are in place or have been made - in large part because of voter support for the Measure CC facilities improvement bonds and the college's pursuit and receipt of a significant amount of state funding. Future improvements will be made as more Measure CC bond funds and state funding are made available.

#### **Recovery Plan Recommendations:**

1. Recognize student learning and the delivery of quality instructional programs as the basis of any determination for modifications to existing facilities and the development of new facilities as facility planning occurs at the college.
2. Include instructional staff as an integral and participating member of all facilities planning efforts that lead to modifications and/or additions to existing facilities and for any potential new school sites. Student representation should be included on planning committees for school facility projects.
3. Foster a strong linkage between the planned expenditure of capital facilities funds and the improvement of learning environments provided for students and staff. Facilitating the delivery of high quality instruction must be the overriding concern as capital facility expenditure plans are developed. This concept needs to be the cornerstone of activity and development of recommendations as they are prepared and presented to the board.

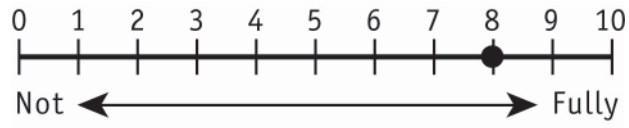


## Standard Implemented: Fully - Substantially

April 2007 Rating:

8

**Implementation Scale:**



## ACCJC Standard III-B: Physical Resources

### FCMAT Facilities Management Standard 10.2 - Community Use of Facilities

#### **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. Policy and procedures for renting facilities
4. Facilities Use Permit

#### **Findings:**

##### **1. Implementations of the Civic Center Act**

The Compton Community College District’s implementation of its Civic Center obligations is adequate and unquestionably follows the Education Code. Distinction is appropriately made between types of groups (nonprofit vs. for profit, student/youth vs. other, religious association), and the appropriate fee schedules (free, direct cost, fair market) are applied. A distinction is also made between occasional short-term use and longer-term, more permanent use.

##### **2. Fee Schedules**

The Compton Community College District has in the past budgeted resources to provide these services, with fees to cover utilities and supervision after the instructional day. The Civic Center Act allows the college to recover these costs if an appropriate justification study has been performed. The review team was told that a partial study was performed some years ago, but it was not readily available and may no longer exist. Since the study has not been updated, even though fees have been revised, the exact amount of the allowable fee charge is in doubt.

Fee schedules are not supported by current calculations of actual expense. The fees to be charged, particularly for users who are required to pay only direct costs, must be based on an economic analysis. Though the study required by the act to justify fees had not been completed recently and was not current, the current direct cost rates appear to be justified. However, the rates must be supported by the next study or must be revised. The review team was told that the college is working with El Camino Community College to revise the rates.

##### **3. Rates Charged**

The Compton Community College District maintains a rate schedule for each facility for both direct cost and fair market charges. However, in nearly every case, the fair market rate is exactly double the direct cost rate. It is unlikely that this relationship is correct in every case. Though the college has more discretion with fair market rates, the direct cost rate may need to be revised.

Additionally, non-refundable processing charges are charged to users. While the college is allowed to cover administrative expenses, the charge must be limited to the cost to the college.

It was not clear, and no documentation was found, that the fee imposed meets that test. Requests for waiver of charges are reviewed and approved by the Director of Fiscal Services.

**4. College Department Involvement**

The Compton Community College District does not maintain an annual calendar of facility uses. This means the academic user of the facility must be consulted prior to each rental to ensure the facility is not in use. Departments are contacted prior to finalization of facility use permits to avoid schedule conflicts with school activities. Departments have veto power over use of their facilities.

**5. Relationship between Facilities Use and the Foundation**

The Facilities Use Office is co-located with the Foundation Office. Though the employee who issues permits was very knowledgeable, she is assigned to the maintenance function. There is nothing wrong with co-locating these two functions, but the foundation should not benefit financially in any way from community use of facilities.

**Recovery Plan Recommendations:**

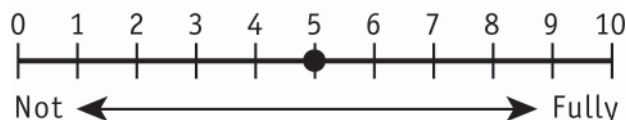
1. Prepare a comprehensive study of allowable costs and charges for community use of facilities. The results of the study should be presented to the Governing Board for discussion and adoption.
2. Adopt a formal cost justification study regarding the pricing of community use of college facilities.
3. Analyze the administrative costs incurred for community use of facilities and ensure that the amount and manner of the fee charged to users does not exceed those costs.
4. Consider revising rates periodically to accurately reflect current costs of providing custodial services, utilities, and other services and to avoid a cycle of encroachments followed by large increases.
5. Academic use is now coordinated primarily by use of individual verification. As a potential administrative improvement, 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.
6. Periodically review internal controls to ensure all funds generated by community use of facilities is remitted to the general fund and not to the foundation.

**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**



## ACCJC Standard III-B: Physical Resources

### FCMAT Facilities Management Standard 10.3 - Community Use of Facilities

#### **Professional Standard:**

The college maintains comprehensive records and controls on civic center implementation and cash management.

#### **Sources and Documentation:**

1. Board policy
2. Internal accounting records
3. Policy and procedures for renting facilities
4. Facility Use Permit

#### **Findings:**

##### **1. Internal Control**

Internal control procedures had been implemented and, with the exceptions listed below, appeared to be effective.

- a. Permit forms are not pre-numbered. Therefore, there is no control on their use because there is no single series of numbers for which there can be an accurate accounting.
- b. Due to the small staff size and low volume, applications and invoices are handled by one person and payments are initially handled by the same person. This is a source of concern regarding internal control, particularly since permit forms are not pre-numbered. In partial mitigation of this deficiency, the college policy requires all payments to be made by check, not cash.
- c. Checks are secured in the Facilities Services area and remitted to Accounting promptly.
- d. The college requires advance payment and does not accept cash payments, only checks - another key feature that promotes internal control.
- e. Invoices are prepared at the time of application and promptly submitted to Accounting.
- f. The employee responsible for issuing permits had been given time and training on the tasks involved, was experienced, and appeared very competent.

##### **2. Handling of Payments**

Payments, once remitted to Accounting, appear to be handled properly. The fiscal staff was very knowledgeable of procedures and sensitive to internal control issues.

##### **3. Records of Use and Charges**

There were appropriate checkpoints at each step to ensure compliance with requirements that critical items, such as insurance documents, are appropriately prepared and filed.

##### **4. Fee Justification**

A cost justification study had not been completed.

**Recovery Plan Recommendations:**

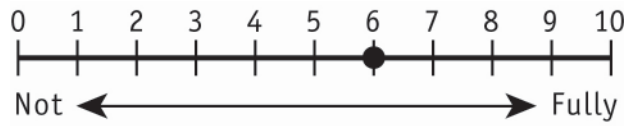
- 1. Use prenumbered forms that are controlled by a separate numbering series for each fiscal year.
- 2. Maintain activity logs to provide adequate transaction history and to forecast use rates and demand for particular facilities.
- 3. Request that the independent auditors address the internal controls in this area in each year’s annual audit.
- 4. Complete a fee justification study.

**Standard Implemented: Partially**

April 2007 Rating:

6

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 11.1 - Communication**

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#### **Professional Standard:**

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 condition.

#### **Sources and Documentation:**

1. Staff bulletins
2. College web site
3. Press release files
4. Distribution lists
5. Newsletters
6. Newspaper clip files
7. Radio and television new scripts
8. Public forum MS PowerPoint files

#### **Findings:**

1. The Compton Community College District has, as a part of its recent successful bond campaign, established an effective public relations program. The college is not now actively engaged in a bond election, and the level of effort directed toward public information has lessened.
2. The district's web site, board presentations, and Bond Oversight Committee updates are effectively used to communicate with the public. All of the materials reviewed were clearly written.
3. The district has a Bond Oversight Committee that meets regularly and is supportive of rigorous standards and accountability for use of bond, maintenance, and facilities funding.
4. Board meetings are also used as effective vehicles for communicating facility condition and needs.
5. The district uses a consultant for much of its facilities management, and many of the public relations efforts rely on information and presentations generated by the consultant.

#### **Recovery Plan Recommendations:**

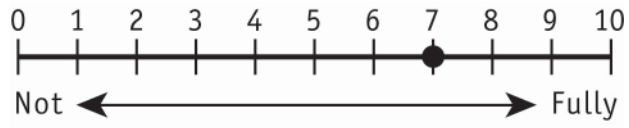
1. Most of the facilities-related publicity material reviewed was generated and distributed by the Compton Community College District's facilities consultant. Consider more direct involvement of college staff, as part of an overall districtwide publicity effort, especially if another facilities bond election is anticipated.
2. Incorporate progress reports on the recent improvement of facilities as part of efforts to inform the public about the college.

**Standard Implemented: Partially**

April 2007 Rating:

7

**Implementation Scale:**



## **ACCJC Standard III-B: Physical Resources**

### **FCMAT Facilities Management Standard 11.2 - Communication**

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#### **Professional Standard:**

The college provides clear and comprehensive communication to staff of its standards and plans.

#### **Sources and Documentation:**

1. Facilities Construction Plan
2. Standards documents provided to bidders
3. Interoffice memoranda
4. College department goals and objectives
5. Materials provided to the Bond Oversight Committee
6. Staff interviews

#### **Findings:**

##### **1. Facility Standards**

The Compton Community College District's facilities department has published and implemented a comprehensive set of facilities standards. These standards are clearly expressed in the facilities construction planning information provided to the board and to the Bond Oversight Committee. They are also communicated in the information provided to prospective bidders.

##### **2. Long-Range Planning**

The district has a good array of facilities planning documents and has taken care to present them to stakeholder groups, such the Bond Oversight Committee.

##### **3. Communication of Plans and Standards**

Standards are more meaningful when publicized and acted upon; therefore, continued communications efforts will be needed. The Bond Oversight Committee packages were very good, and communication to the broader audience was effective as evidenced by recent passage of a local facilities construction bond.

##### **4. Use of the Compton Community College District Web Site**

The district's web site contained a rich array of materials related to the college facilities program and the Bond Oversight Committee.

#### **Recovery Plan Recommendations:**

1. Continue to include facilities needs, conditions, and construction progress in a comprehensive college public information plan. As expected, the college has reduced the level of effort devoted to communicating the planning process to interested stakeholders since the last bond campaign.
2. The college relies too heavily on its facilities consultant to carry out its communication responsibilities. The Public Information Officer should assume greater responsibility for coordinating communication efforts.

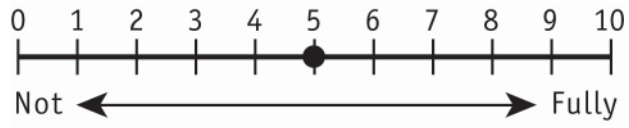


**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**





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

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*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.*



<b>ACCJC Standard III-C Standard to be Addressed</b>		April 2007 Rating
<b>C. Technology Resources</b>		
<b>Financial Management Standards -- Management Information Systems</b>		
<b>17.1</b>	<b>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.</b>	<b>2</b>
17.2	Automated systems are used to improve accuracy, timeliness, and efficiency of financial and reporting systems. Employees receive appropriate training and supervision in the operation of the systems.	2
17.3	Selection of information systems technology conforms to legal procedures specified in the Public Contract Code. Additionally, there is a process to ensure that needs analyses, cost/benefit analyses, and financing plans are in place prior to commitment of resources. The process facilitates involvement by users, as well as information services staff, to ensure that training and support needs and costs are considered in the acquisition process.	5
17.4	Major technology systems are supported by implementation and training plans. The cost of implementation and training is included with other support costs in the cost/benefit analyses and financing plans supporting the acquisition of technology systems.	2
17.5	Access to administrative systems is reliable and secure. Communications pathways that connect users with administrative systems are as free of single points-of-failure as possible, and are highly fault tolerant.	8
17.6	Hardware and software purchases conform to existing technology standards. Standards for copiers, printers, fax machines, networking equipment, and all other technology assets are defined and enforced to increase standardization and decrease support costs. Requisitions that contain hardware or software items are forwarded to the technology department for approval prior to being converted to purchase orders. Requisitions for non-standard technology items are approved by the Management Information Systems Division unless the user is informed that district support for non-standard items will not be available.	4
<b>17.7</b>	<b>Computers are replaced on a schedule based on hardware specifications.</b>	<b>1</b>

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

<b>ACCJC Standard III-C Standard to be Addressed</b>		April 2007 Rating
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
<b>17.9</b>	<b>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.</b>	<b>1</b>
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. Compton Community College DataTel Implementation Project Approach Document (undated)
2. CCCD Board of Trustees agenda item dated June 28, 2005, agreement with DataTel for the provision of MIS software and professional services
3. CCCD Board of Trustees agenda item dated October 25, 2005, amendment to total amount of DataTel contract

#### **Findings:**

1. In July 2005, Compton purchased DataTel for its student information and human resources system. Once El Camino Community College assumed responsibility for Compton's operations, Compton cut over rather rapidly from its in-house student information system to El Camino's DataTel system for the fall 2006 term. Current operations, such as enrolling and registering students for the current term, are being handled appropriately and timely. The historical data is retained in the old in-house system and will be converted to Compton's own version of the DataTel system, which will be used as the student information system once it's implemented. The conversion of the historical student data was slated to begin in December 2006, but no date for the implementation of the new system was specified.
2. During fieldwork for this report, the center was in the midst of converting rather abruptly from LACOE's PeopleSoft system to El Camino's DataTel system to handle its financial applications. Budget information, accounting transactions, payroll transactions, and encumbrances are currently split between the two systems. This means that the center has been unable to run reports from one system or the other and determine its financial status since the start of the fiscal year.

#### *Implementation Overview-Financials*

Datatel's SmartPath Implementation Overview details the time line, training requisites, consulting workshops, phone consulting, end user training, live simulations, and live processing deadline dates for a successful implementation. The implementation plan should demonstrate how each module of the integrated system will be implemented, with suggested live target dates to complete the different modules. This type of process has not been utilized to convert the college's financial data from PeopleSoft to DataTel.

3. Compton Community College District's information technology department has developed standards for desktop equipment and other purchases, and has just finished revising the standards. The revised standards are to be submitted for board approval in the near future. Meanwhile, new technology purchases are all submitted through both Compton Community College District's and El Camino's information technology departments for adherence to standards.

4. Over the past few months the El Camino College staff has taken an active leadership role regarding the Information Technology functions at the Compton Community College District. The two IT staffs are coordinating this assignment and are working well together. Initially the task was to commingle the two networks so that the El Camino IT and Business departments could access the Compton Community College systems. This has been accomplished by connecting three T1 data circuits and changing the TCP/IP network addressing system at Compton Community College District.
5. One of the initial tasks was to combine the Microsoft Exchange e-mail systems. To do this, a trust was set up between the two MS Active Directories. Compton Community College District users now have an e-mail address on the El Camino Exchange system that will forward received e-mail to the Compton Community College District system. The purpose of this is to add the names of the Compton Community College District employees to the El Camino address book.
6. The Colleague DataTel administrative software was the next system to be brought online. Colleague is a student, financial and human resources application for community colleges. One beneficial feature for Compton Community College District is the student enrollment system that enables students to enroll online at the campus or from the Internet. Currently 60% of enrollment utilizes this portal service. There are two other methods for students to enroll: standing in line, with a college clerk entering the enrollment, or utilizing a phone service. When the review team inquired as to why a person would use the older, somewhat cumbersome phone system for enrollment, it was stated that this reflects the inability of students to use the online system if their Internet connection is still dial-up modem. The portal system includes a security certificate that can take up to 45 minutes to load on a slow connection.

In contrast to the high security used for registration, local area network users are not required to set complex passwords. Students and staff are given e-mail accounts. Staff is given storage space on servers. In the future, students will also be given storage space.

### **Recovery Plan Recommendations:**

1. It is understandable that the unforeseen and abrupt changeover to new systems has resulted in some significant issues, mainly financial. Prepare a written implementation plan for the completion of the DataTel finance implementation, as well as the conversion of the student system to Compton's internal DataTel application. The budget and accounting system is the most critical, since the center is unable to generate a comprehensive evaluation of its financial status from either system.
2. Submit the revised technology standards to the board for approval, as planned. Continue to periodically review and update the standards to keep them current. Additionally, continue to review all technology purchases for adherence to the standards.
3. Compton and El Camino College administrators should meet to discuss and formalize the relationship between the two IT departments. As a preface to this conversation, the goal of returning Compton Community College District to its own leadership and independent network needs to be addressed. The two entities should consider documenting all work done to date.



4. Consider creating a virtual private network between the two campuses utilizing the high speed connections each college shares on the CENIC network. This connection may be a less expensive solution and it would give greater bandwidth between the sites.
5. Commingling of the Exchange e-mail systems to share a common address book was properly done.
6. El Camino College IT staff may want to research a portal security certificate or other technology that can be used with a slower Internet connection.
  - a. Most security and reliability problems for networks today happen inside the local area network. One of the most important security measures is the complexity of the passwords. FCMAT recommends user training on how to create a complex password configuration, with a grace period of 30-40 days before enforcing complex password rules. Complex passwords contain a minimum of six characters, an upper and lower case letter, a number, and a shift character such as “#.” An example password would be “C23mpt23n#.” In this case “o” is replaced with the number “23” and a “#” sign is put on the end of the word “Compton.” The use of programs to crack passwords is becoming common on education networks. The word “Compton” can be discovered in three seconds. It would take around six hours to discover “C23mt23n#.”

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **ACCJC Standard III-C: Technology Resources**

### **FCMAT Financial Management Standard 17.2 - Management Information Systems**

#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Requisitions and purchase orders using PeopleSoft (LACOE 9/04)
2. Purchase orders and vendor/item maintenance using PeopleSoft (LACOE 1/05)
3. PeopleSoft standard and express requisitions, reserving, and PO build using PeopleSoft (LACOE 10/05)
4. List of staff scheduled for training on requisitions (completed 11/4/05)

#### **Findings:**

1. The PeopleSoft user manuals contain procedures and steps required to use the system for entering purchase requisitions, purchase orders, and vendors. The review team was unable to obtain any other user manuals or training materials for the other functions in PeopleSoft or for any of the DataTel functions.
2. The Business Office has used the PeopleSoft system for finance for several years, so the employees are sufficiently trained on the data entry functions. However, they don't seem to have the necessary training to run reports from the system. The review team requested several types of budget and accounting reports but received very few, typically after long delays and repeated requests.
3. Training on the DataTel system is being handled separately by each department in working with its counterpart at El Camino. Only a few Business Office employees know how to use the system, with more training scheduled. Yet all non-salary accounting transactions are already being posted to that system through the purchasing and vendor payment processes being handled at El Camino. The review team requested reports from this system but did not receive any from the Business Office staff.
4. Other staff members at the Compton Center are receiving training on using the DataTel student information system, and these functions are handled by El Camino staff until Compton staff members are sufficiently trained to take on the responsibility.
5. Compton Community College District uses PeopleSoft as its financial reporting system. El Camino College uses Colleague DataTel for its financial system. Under the direction of the El Camino administration, the El Camino IT staff has transitioned the accounts payable and purchasing modules to the Colleague DataTel system, but has not integrated any of the payroll modules or functions to date. To complicate matters, the Los Angeles County Office of Education currently functions on PeopleSoft. As Compton CCD transitions to the DataTel system, it will now be considered an offline district for financial reporting. It is questionable whether the payroll module will be implemented at this time. The change of financial pro-

cesses and staff training has happened quickly and without a clear written implementation plan or documentation. Compton CCD financial staff indicated that they no longer have a clear understanding of the Compton financial status or what functions in the financial system are their responsibility.

6. The Compton Center teaching staff initially is positive about the student information and grading capabilities of the Colleague system.

### Recovery Plan Recommendations:

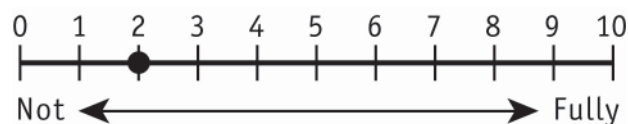
1. Provide clear, well planned direction to the IT staffs. Both IT staffs seem to be cooperating well and will do whatever is asked by administration.
2. Continue teacher in-service training by developing the current “train the trainer” methods that are being used.
3. At this stage of implementing DataTel for finance, the training of Business Office employees in the use of the system has been severely lacking. Make training a higher priority, as the Business Office is unable to run reports to monitor the budget, and is unable to ensure that the data in the system is accurate and kept up to date.
4. As part of the implementation plan discussed under FCMAT Standard 17.1, develop a training plan so that the employees who will be using Compton’s DataTel system are trained and prepared before cutover to the new system.

### Standard Implemented: Partially

April 2007 Rating:

2

Implementation Scale:



## **ACCJC Standard III-C: Technology Resources**

### **FCMAT Financial Management Standard 17.3 - Management Information Systems**

#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Compton Community College DataTel Implementation Project Approach Document (undated)
2. CCCD Board of Trustees agenda item dated June 28, 2005, Agreement with DataTel for the provision of MIS Software and Professional Services
3. CCCD Board of Trustees Agenda item dated October 25, 2005, amendment to total amount of DataTel contract

#### **Findings:**

1. The Compton Center's purchasing department is responsible for ensuring that technology purchases are in compliance with the Public Contract Code. The center still conducts its own bidding processes, with review by El Camino. No concerns were cited by interviewees or discovered during the fieldwork in this area.
2. Documents demonstrate that Compton Community College District conducted research and considered several options before it decided to purchase DataTel. The written project approach document contains background information and protocols for the implementation of the DataTel system.
3. The implementation of El Camino's DataTel system for student information and finance was done rather abruptly, which did not allow time for preparing adequate analyses or implementation plans. As a result, the training has been inadequate and the implementation results for the financial system in particular have been extremely poor: the data is split between two systems, the Business Office employees are in dire need of training, and reports cannot be run and relied upon to give an accurate picture of Compton Community College District's finances. Data conversion and clean-up continues, and further training apparently will be provided, but none of the interviewees were able to provide a timeline or a plan with target dates.
4. Typically, additional staff members in the Business Office would be needed temporarily to convert and implement a new financial system, but in fact the Business Office now has fewer employees. The review team has significant concerns about the ability of the Business Office to complete the conversion and clean-up of the data, as well as provide the necessary training to be able to appropriately monitor Compton Community College District's budget and financial status this fiscal year.
5. El Camino College has assumed the roles involved in procuring technology and supplies. El Camino seems to have good controls in place and Compton Community College District is

working within this system. El Camino staff also indicated that LACOE is taking a more active role as a review and checkpoint for procuring technology.

### Recovery Plan Recommendations:

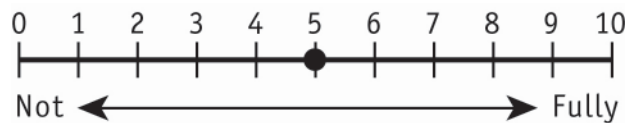
1. Continue with the controls that are in place.
2. Focus additional resources, which will most likely involve adding temporary help for the Compton Business Office, toward the effort of converting, verifying, and cleaning up the financial data for the DataTel system, and toward getting the permanent Business Office employees fully trained on the use of the system.

### Standard Implemented: Partially

April 2007 Rating:

5

Implementation Scale:



## **ACCJC Standard III-C: Technology Resources**

### **FCMAT Financial Management Standard 17.4 - Management Information Systems**

#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Compton Community College DataTel Implementation Project Approach document (undated)
2. CCCD Board of Trustees agenda item dated June 28, 2005, agreement with DataTel for the provision of MIS software and professional services
3. CCCD Board of Trustees agenda item dated October 25, 2005, amendment to total amount of DataTel contract

#### **Findings:**

1. The review team was unable to obtain a detailed implementation and training plan for the implementation of Compton's DataTel system.
2. The original contract with DataTel included a software cost of \$539,916 and implementation service fees of \$379,018, assuming a normal 12-month implementation. Several months later, the board was requested to approve an increase in the cost by \$382,769, about half of which was for travel expenses and the rest for various services. In the implementation of a complex system such as this, typically by the time the project is fully implemented the software purchase is a much smaller portion of the overall costs. Not enough funding was set aside in this project for the non-software implementation costs, such as data conversion, customization and configuration, and training.
3. The speed with which Compton Community College District has been converting to El Camino's DataTel system did not leave adequate time for developing implementation and training plans (see also FCMAT Standard 17.3).
4. The Compton Community College District has a 2005-2010 Technology Plan. Under Goal #5: Enhance the computer skills of faculty and staff subsection C, it states the college will facilitate "participation in the implementation of the DataTel management information system."

#### **Recovery Plan Recommendations:**

1. The technology plan does not address a formal method of training, scheduling, or goals for the training. These items need to be documented and consensus gained with the faculty and staff.
2. The Compton Community College District may need to provide more resources than what has currently been designated for the implementation of Compton's DataTel system. A detailed plan with deliverables and timelines needs to be completed for the unfinished portion of the project, and adequate funding and time needs to be provided to ensure that employees

receive sufficient training to be able to effectively use the system. The fact that Compton Community College District employees are currently receiving training on El Camino's DataTel system should facilitate this, but the two systems are not the same version of the product.

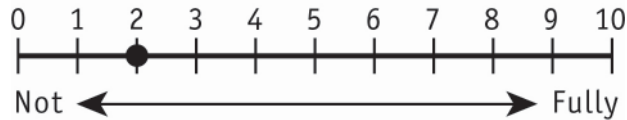
3. More resources should be dedicated toward the completion of the El Camino DataTel implementation for Compton Community College District.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## ACCJC Standard III-C: Technology Resources

### FCMAT Financial Management Standard 17.5 - Management Information Systems

#### Professional Standard:

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.

#### Sources and Documentation:

1. Staff interviews

#### Findings:

1. The IT staff at both districts seems to be highly competent and working as a team. Many points of failure are mitigated using virtual machines to run applications and load balancing for major applications such as e-mail. Backup systems seem to be in place.

#### Recovery Plan Recommendations:

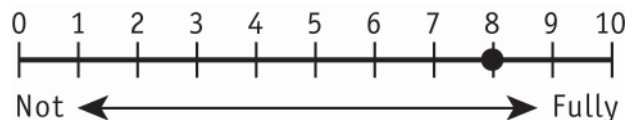
1. None.

#### Standard Implemented: Fully - Substantially

April 2007 Rating:

8

Implementation Scale:





## ACCJC Standard III-C: Technology Resources

### FCMAT Financial Management Standard 17.6 - Management Information Systems

#### Professional Standard:

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.

#### Sources and Documentation:

1. Staff interviews

#### Findings:

1. El Camino College has developed a standards book. At this time the two IT departments of the Compton Center and El Camino College are trying to determine how to apply the El Camino standards to Compton. At issue is the tier-one brand for computer and server equipment. At this time each college uses a different brand. There is evidence that Compton Community College District is following a standard, and purchases are being checked by El Camino College and LACOE.

#### Recovery Plan Recommendations:

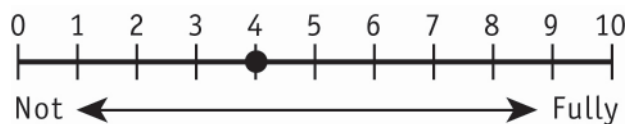
1. Formalize the standards that Compton Community College District will use and be held accountable for. It is acceptable to have a different tier-one vendor since the cost of applying another standard would be prohibitive. The El Camino standards should be used as a template.

#### Standard Implemented: Partially

April 2007 Rating:

4

Implementation Scale:



## 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 Staff interviews

#### Findings:

1. There is no equipment replacement schedule or any standards regarding what is acceptable to connect to the network. Staff indicated that they just fix or replace computers when broken.

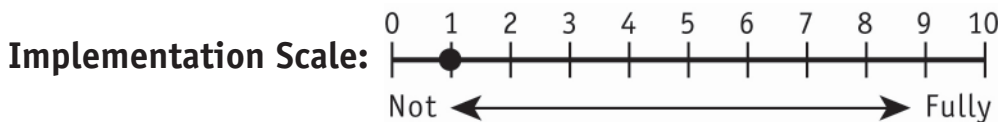
#### Recovery Plan Recommendations:

1. Develop a replacement standard based on total cost of ownership (TCO) over a five-year period. For example, this year any computer that cannot run Microsoft XP Professional would be replaced. In year two, computers that do not meet a predetermined hardware standard would be replaced. Each year the standards progressively go up so that computers are replaced on a five- to seven-year schedule. The technology department should produce a yearly schedule of cost to replace equipment that no longer meets the standard. All computers and technology equipment should be purchased with a minimum three-year warranty.

#### Standard Implemented: Partially

April 2007 Rating:

1



**ACCJC Standard III-C: Technology Resources**

**FCMAT Financial Management Standard 17.8 - Management Information Systems**

**Professional Standard:**

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.

**Sources and Documentation:**

- 1. Staff interviews

**Findings:**

- 1. Compton Community College District meets all aspects of this standard.

**Recovery Plan Recommendations:**

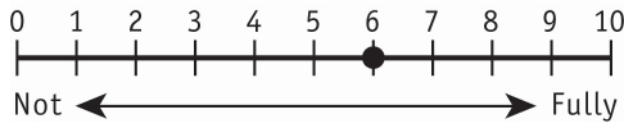
- 1. None.

**Standard Implemented: Partially**

April 2007 Rating:

6

**Implementation Scale:**



## 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. Staff interviews

#### Findings:

1. Adequacy of training is an area of current ambiguity among the financial system users. As noted in FCMAT Standard 17.1, there appears to be no clear direction on what aspects of the financial system and roles will continue to be the responsibility of Compton Community College District staff.
2. System changes and down time are handled through e-mail warnings or phone broadcast messages. The IT staff attempts to attend common meetings and to orient new users. Issues are dealt with face-to-face when possible.

#### Recovery Plan Recommendations:

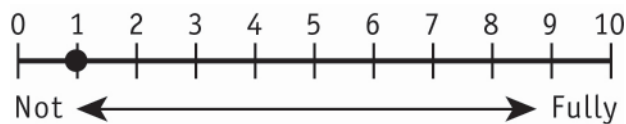
1. Prepare a written implementation plan for the completion of the DataTel finance implementation, as well as the conversion of the student system to Compton Community College District's internal DataTel application.

#### Standard Implemented: Partially

April 2007 Rating:

1

Implementation Scale:



## ACCJC Standard III-C: Technology Resources

### FCMAT Financial Management Standard 17.10 - Management Information Systems

#### Professional Standard:

Business office computers, computer screens, operating systems and software applications used for administrative system access are kept up to date.

#### Sources and Documentation:

1. Staff interviews

#### Findings:

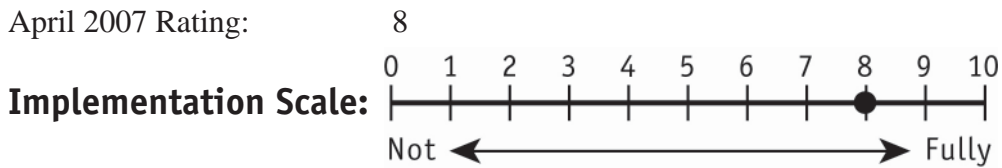
1. Equipment in the Business Office is up to date and functional. All computers can run the Col-league system. Microsoft Office XP Professional is running on all computers.

#### Recovery Plan Recommendations:

1. None.

#### Standard Implemented: Fully - Substantially

April 2007 Rating:





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

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*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.*
  - b. *Financial planning is integrated with and supports all institutional planning.*
  - c. *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*
  - d. *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.*
  - e. *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.*



<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
<b>D. Financial Resources</b>		
<b>Financial Management Standards -- Internal Control Environment</b>		
1.1	<b>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.</b>	1
1.4	<b>The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area.</b>	1
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	<b>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.</b>	3
1.8	<b>Top management sets the tone and establishes the environment for reliable financial reporting. Therefore, appropriate measures are implemented to discourage and detect fraud.</b>	0
<b>Financial Management Standards -- Inter- and Intra-Departmental Communications</b>		
2.1	<b>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).</b>	1

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
2.2	<b>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.</b>	1
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	<b>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.</b>	1
2.5	<b>Documents developed by the financial departments for distribution to the board, staff and community are easily understood.</b>	3
<b>Financial Management Standards -- Staff Professional Development</b>		
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
<b>Financial Management Standards -- Internal Audit</b>		
4.1	<b>The Governing Board has adopted policies establishing an internal audit function that reports directly to the president or Governing Board.</b>	0
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	<b>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.</b>	0

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
<b>Financial Management Standards -- Budget Development Process (Policy)</b>		
5.1	<b>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.</b>	<b>1</b>
5.2	The budget development process includes input from staff, administrators, board and community.	1
5.3	<b>Policies and regulations exist regarding budget development and monitoring.</b>	<b>1</b>
5.4	<b>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.</b>	<b>0</b>
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	<b>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.</b>	<b>0</b>
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

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
<b>Financial Management Standards -- Budget Development Process (Technical)</b>		
6.1	<b>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.</b>	<b>0</b>
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
<b>Financial Management – Budget Adoption, Reporting, and Audits</b>		
7.1	The college adopts its annual budget and files it with the Chancellor’s Office within the statutory timelines.	0
7.3	The college has procedures that provide for the development and submission of a college budget and interim reports that adhere to criteria and standards and are approved by the Chancellor’s Office.	5
7.4	The college completes and files its interim budget reports within the statutory deadlines.	2
7.5	<b>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.</b>	<b>3</b>
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
<b>Financial Management Standards -- Budget Monitoring</b>		
8.1	All purchase orders are properly encumbered against the budget until payment.	1

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
8.2	<b>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.</b>	0
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	<b>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.</b>	1
<b>Financial Management Standards -- Budget Communications</b>		
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	<b>The college budget clearly identifies one-time sources and uses of funds.</b>	0
<b>Financial Management Standards -- Attendance Accounting</b>		
11.1	<b>An accurate record of enrollment and attendance is maintained.</b>	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	<b>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.</b>	3
<b>Financial Management Standards -- Accounting, Purchasing and Warehousing</b>		
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	<b>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.</b>	2

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
12.3	<b>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.</b>	2
12.4	<b>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.</b>	1
12.5	<b>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.</b>	1
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	<b>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.</b>	1
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	<b>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.</b>	2
12.10	The accounting system has an appropriate level of controls to prevent and detect errors and irregularities.	1

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
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
<b>Financial Management Standards – Student Body Funds</b>		
<b>13.1</b>	<b>The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds.</b>	<b>3</b>
13.2	Proper supervision of all student body funds is provided by the Board. This includes establishing responsibilities for managing and overseeing the activities and funds of student organizations, including providing procedures for the proper handling, recording and reporting of revenues and expenditures.	2
13.3	The college provides training and guidance to college personnel and students on the policies and procedures governing student body accounts.	1
<b>13.4</b>	<b>Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting.</b>	<b>1</b>
<b>Financial Management Standards -- Multi Year Financial Projections</b>		
<b>14.2</b>	<b>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.</b>	<b>0</b>
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
<b>Financial Management Standards -- Long-Term Debt Obligations</b>		
<b>15.1</b>	<b>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.</b>	<b>0</b>

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



<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
15.2	When authorized, the college uses only non-voter approved, long-term financing such as certificates of participation (COPS), revenue bonds, and lease-purchase agreements (capital leases) to address capital needs, and not operations. Further, the general fund is used to finance current school operations, and in general is not used to pay for these types of long-term commitments.	8
15.3	For long-term liabilities/debt service, the college prepares debt service schedules and identifies the dedicated funding sources to make those debt service payments. The college projects cash receipts from the dedicated revenue sources to ensure that it will have sufficient funds to make periodic debt payments. Cash flow projections are continually monitored to ensure that any variances from the projections are identified as early as possible to allow the district sufficient time to take appropriate measures or identify alternative funding sources.	8
15.4	The college has developed and uses a financial plan to ensure that ongoing unfunded liabilities from employee benefits are recognized as a liability of the college. A plan has been established for funding retiree health benefit costs as the obligations are incurred.	0
<b>Financial Management Standards -- Impact of Collective Bargaining</b>		
16.1	<b>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.</b>	8

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



<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 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
<b>Financial Management Standards -- Maintenance and Operations Fiscal Controls</b>		
18.1	<b>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.</b>	4
18.2	<b>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.</b>	2
18.3	<b>The college controls the use of facilities and charges fees for usage in accordance with college policy.</b>	5
18.4	<b>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.</b>	5
18.5	<b>Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.</b>	5
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

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
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
<b>Financial Management Standards – Food Service Fiscal Controls</b>		
19.1	The college operates the food service programs in accordance with applicable laws and regulations.	3
<b>Financial Management Standards – State-Mandated Cost</b>		
21.1	<b>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 timelines for reporting mandated cost information; and review of data and preparation of the actual claims.</b>	2

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 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.

#### **Sources and Documentation:**

1. Form 700 Statement of Economic Interests information
  - Statement of Economic Interests (packet from FPPC 04/05)
  - Limitations on Gifts, Honoraria, Travel and Loans (packet from FPPC January 2003)
  - Handbook for Local Agency Filing Officers Under the Provisions of the Political Reform Act of 1974 (L.A. County February 2005)
  - Filing Officer Official Duties (flyer)
  - FPPC Notification Guidelines for Filing Officers
  - CCCD Exhibit A: Disclosure Categories (Form 700)
  - Compton Community College Report re Form 700 Filers (dated 10/18/04), listing each position, name, date assuming office, request date for form 700, date filed
  - Sample – Annual Letter
  - Sample – Assuming Office Letter
  - Sample – Leaving Office Letter
2. Sample board policies from the Community College League of California
3. CCCD Policy Manual of the Board of Trustees (Draft, 2003)

#### **Findings:**

1. The latest version of board policies provided during fieldwork was dated 2003 and stamped "DRAFT." The review team was unable to obtain a final copy or to determine if a more recent version exists.
2. Board Policy 10.2, Conflict of Interest and Disclosure Code, dated November 12, 1985, outlines the requirements and time lines for filing statements of financial interest for employees within the designated positions. A list of Form 700 (Statement of Economic Interests) filers at the college, indicating that the forms were filed in March 2004, was provided during this review. More current forms or lists were not provided, so the review team could not verify that the center is up to date and compliant with its filings.
3. The review team could not find evidence of integrity or ethical values being an expressed part of any college activity, whether as an agenda item in meetings, expressed by signs, placards, or postings, discussed in interviews by staff, or as a part of the center's values or operational norms. The review team could not find that integrity or ethical values are a topic of importance to the center.
4. Interviewees expressed concerns that some prior and current administrators and employees did not practice appropriate ethical and behavioral standards.

5. The Compton Community College District subscribes to the Community College League of California's Board Policy and Administrative Procedure Service, which provides updated versions of generic policy that can be adapted for local use. The latest version of the center's board policies is dated 2003. The review team did not receive evidence that board policies had been updated since that time.
6. Board Policy 1.4, Standards of Good Practice - Code of Ethics, dated April 22, 1997, outlines the principles and code of ethics applicable to the conduct of the board and individual board members.
7. Board Policy 1.5, Mission Statement, dated January 27, 1998, and Board Policy 1.6, Vision Statement/Institutional Goals, dated October 17, 1994, do not contain any reference to ethical or behavioral standards.
8. Board Policy 1.21, Nepotism Policy for the Board of Trustees and the President/Superintendent, dated February 22, 1994, and Board Policy 3.11, Nepotism Policy Regarding Employees (undated) address nepotism as it relates to members of the board and all employees that have employment, appointment, supervisory, or evaluative responsibilities. It states that a board member must make it known that a member of the immediate family is being considered for employment and that the member cannot be involved in the employment decisions and cannot supervise or evaluate that family member. This has the effect of tacit approval of the hiring of family members, when the practice should be discouraged.
9. Board Policy 2.2, Administrative Evaluation Process, dated December 23, 1997, includes performance standards for the evaluation of administrators. Section D.2.C. - Professional Performance - delineates standards specifically addressing integrity and related behavioral standards. However, administrators who were interviewed consistently could not recall being evaluated any time over the last several years.

### **Recovery Plan Recommendations:**

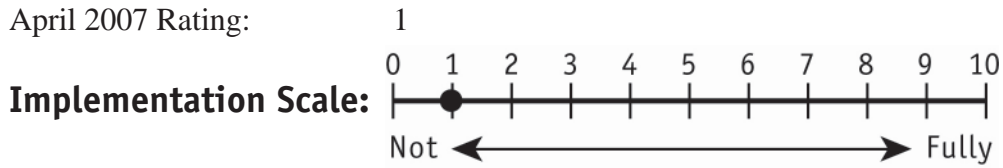
1. Implement procedures to ensure compliance with the Government Code requirements and board policy for filing of statements of financial interest (Form 700). A staff member with sufficient authority should require that all employees occupying designated positions adhere to the procedures and time lines.
2. Revise all of the board policies referred to in "Findings" above to bring them current.
3. Add ethical and behavioral standards for board members and administrators to Board Policy 1.5, Mission Statement and/or Board Policy 1.6, Vision Statement/Institutional Goals.
4. Modify Board Policy 1.21, Nepotism Policy for the Board of Trustees and the President/Superintendent, to discourage the practice of hiring family members of the board and president.
5. Ensure that the procedures, practices, and forms implementing the board policies are adhered to and are a part of the ongoing operations of the center's board members and employees. For

example, include ethics and behavioral standards as part of the ground rules for all standing committees; create slogans, signs, or a similar type of item that touts the ethical and behavioral standards and can be easily replicated and put on public display throughout the campus; and/or establish a recognition program for employees demonstrating exemplary ethical and moral behavior.

6. Hold employees accountable for ethical and appropriate behavior at all times, and enforce employee discipline in a fair and consistent manner.

**Standard Implemented: Partially**

April 2007 Rating:



## **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 (2006-07)
2. Administrative Services Organizational Chart (undated)
3. El Camino College Organizational Chart (10/30/06)
4. CCCD Policy Manual of the Board of Trustees (Draft, 2003)
5. CCCD Resolution No. 05/06-06-29-06B – Resolution to Reestablish Educational Administrative Positions and Make Acting Appointments to the Positions
6. Board of Trustees action items dated May 30, 2006 and June 27, 2006 authorizing the Superintendent/President to negotiate and sign agreements and contracts not to exceed \$25,000

#### **Findings:**

1. While Compton College has ceased to operate, technically the Compton Community College District is still a separate reporting entity to the state Chancellor's Office, and financial, attendance, and other compliance reporting is still being completed and submitted separately. For accreditation purposes, the Compton College does not exist. The El Camino Community College District has established the Compton Center, reporting to the El Camino Community College District. Also, the Personnel Commission for Compton Community College District no longer has authority. This has caused some confusion regarding who has the authorization to perform certain functions. For example, does the Special Trustee have authority to take actions affecting staff at the center, or does the El Camino Community College District Board of Trustees need to take such action as well?
2. When interviewees were asked about which entity's policies – El Camino's or Compton's – currently govern their area of operation, the answers were not consistent. In some cases, different people in the same work area did not have the same answer.
3. The current organizational chart reflects the Special Trustee, who essentially functions as the Board of Trustees for the Compton Community College District, and the Provost/CEO, who is responsible for the operations of the center in her position as Provost and as CEO of the Compton Community College District.
4. There is also an organizational chart for the El Camino College Compton Center, which blends some of the El Camino Community College District reporting structure with that of Compton. The reporting lines are unclear for the reasons mentioned above.
5. The organization chart for the administrative services functions is also unclear. There is an Associate Vice President position reporting to a Director position, and there is an Accounting Supervisor position with no staff reporting to it.

6. There have been a significant number of changes in the assignments of staff members in administrative services, and more changes are planned in the near future. This has included assigning some employees temporarily to the El Camino campus for training. In addition, there is an independent contractor as well as some temporary employees performing ongoing duties required of the Business Office. These conditions serve to obscure the assignments of responsibility and make it difficult to hold individuals accountable for their job performance.
7. On April 25, 2006, the Special Trustee, acting as the board, took action to discontinue all college services, effectively eliminating all staff positions. The Special Trustee has since taken action to restore staff positions at the Compton Center, including administrative positions. Some administrative positions were reestablished with employees appointed on an acting basis, “pending reorganization and appointments to the positions on a regular basis or termination of the acting appointment.” While the Compton Center implemented this as a fiscal and operational necessity, it further clouds the lines and extent of authority of personnel acting in these positions.
8. There was evidence of appropriate delegation of authority, as allowed by board policy, for the Superintendent/President to negotiate and sign agreements and contracts not to exceed \$25,000. The contracts are then brought to the board for ratification. However, the Superintendent/President position no longer exists on the current organizational charts for the center. The Provost now assumes that role for the Compton Community College District as the CEO.
9. The circumstances under which the center operates are unprecedented. It is understandable that there is some confusion about lines of authority and responsibility in effectively absorbing an organization that has been operating under separate governance into another – albeit temporarily – and at the rapid pace at which this had to occur so Compton’s students could continue to be served.

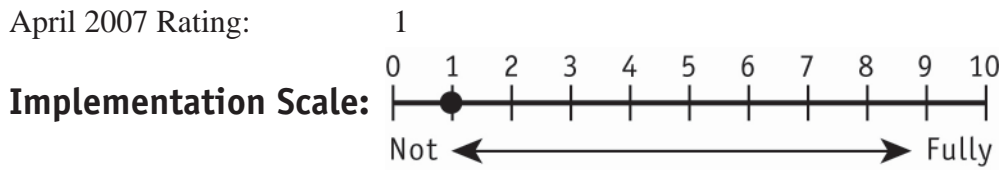
### **Recovery Plan Recommendations:**

1. Top management of El Camino and Compton should work closely with the Special Trustee, the Chancellor’s Office and the ACCJC, with legal assistance as required, to further define and delineate the responsibilities of the respective positions of authority in both organizations. This should include specifying certain activities that can occur, such as personnel actions, budget revisions, and academic program changes, and determining the policies that govern the action, whether El Camino’s or Compton’s, and which positions have the authority and responsibility to authorize these activities. This information then needs to be widely communicated to both organizations so employees understand which policies govern and which positions have the authority to make decisions about their operations. This should be accompanied by updated organizational charts and formal delegations of authority to the appropriate positions.
2. In the revised organizational charts, address the anomalies noted in the Administrative Services area in the findings above.
3. As soon as practical, complete the reorganization activities necessary to either permanently appoint or remove the acting administrators at the center.

4. Add permanent staff or reorganize the duties of current staff in the business office so that all ongoing functions and duties of the business office are performed by permanent employees. Use contracted services and temporary employees only for temporary workload needs.

**Standard Implemented: Partially**

April 2007 Rating:





## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 1.5 - Internal Control Environment**

#### **Professional Standard:**

Management has the ability to evaluate job requirements and match the requirements to the employee's skills.

#### **Sources and Documentation:**

1. Classified Personnel Commission calendar for review of job descriptions
2. Job descriptions for classified bargaining unit positions and classified management
3. Job announcements for classified positions
4. Rules and Regulations of the Classified Service (revised September 2005)

#### **Findings:**

1. While the Personnel Commission no longer has authority, staff at the center still follow the regulations set by the commission. The hiring process and evaluation of job requirements are still driven by these regulations. Staff interviewed at the center expressed concerns that, in the past, these regulations were not complied with and the result is that employees hold positions at the center, and specifically in the Business Office, for which they are not qualified.
2. Hiring supervisors and managers have not had adequate input to the hiring process to ensure that the tests and interview questions are structured to appropriately test the skills, knowledge, and abilities required for the job.
3. Job descriptions for positions in the Business Office have not been updated to reflect the current responsibilities. The frequent changes in employee assignments have further exacerbated this condition. Some of these reassignments involve assigning duties to employees who do not have the necessary background or training.

#### **Recovery Plan Recommendations:**

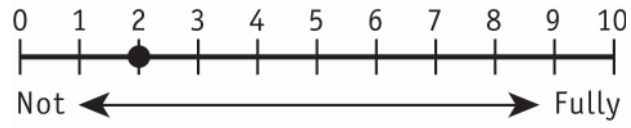
1. Revise the job descriptions for all positions in the business office to reflect the actual duties required to be performed, giving first priority to vacant positions. Supervisors and managers in the business office should then be required to regularly review and revise job descriptions in their area of responsibility.
2. Assign existing employees to positions for which they have the necessary skills, knowledge, and abilities.
3. Allow Business Office management to review and revise the tools used in the hiring process, such as the testing instruments, interview questions, and reference checking questions, based on the current job descriptions.
4. Require that all staff members involved in the hiring process adhere to the Governing Board policies and Personnel Commission rules and regulations to help ensure that only qualified employees are hired in the Business Office.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 1.6 - Internal Control Environment**

#### **Professional Standard:**

The college has procedures for recruiting capable financial management and staff and hiring competent people.

#### **Sources and Documentation:**

1. Job descriptions for classified bargaining unit positions and classified management
2. Job announcements for classified positions
3. Rules and Regulations of the Classified Service (revised September 2005)

#### **Findings:**

1. During fieldwork, the review team requested various financial documents. Most of these documents were not provided without substantial follow-up, and many documents were never provided. While some of this could have been because staff in the Business Office were moving to a new automated financial system, it is also a significant indicator that staff members hold positions for which they are not capable.
2. Review of the trial balance for the year ended 2005-06 revealed some account balances that do not appear reasonable. For example, the balance in Accounts Receivable for the unrestricted general fund is a negative amount. This account should have a positive, or debit, balance. Upon further investigation, this was because some journal entries were prepared and posted backward, and a significant amount of revenue that was due to the center for last year but not accrued as a receivable. The journal entries prepared backward were not caught by the person completing the form, the person authorizing the form, or the person entering the data into the system. This raises concerns about the qualifications of some staff members in the Business Office to perform the duties for which they are responsible, as well as concerns about the lack of appropriate oversight by supervisors and managers.
3. As discussed under FCMAT Standard 1.5, there are concerns that the Personnel Commission rules and regulations were not followed to ensure that only qualified candidates were hired into Business Office positions.
4. Having unqualified employees in various positions has increased the stress level of employees throughout the Business Office, and has had a negative effect on morale.

#### **Recovery Plan Recommendations:**

1. As also recommended under FCMAT Standards 1.4 and 1.5, reassign the ongoing duties of the Business Office to permanent positions, update the job descriptions, and ensure that only qualified employees are hired into or reassigned to these positions.
2. Ensure that Business Office vacancies are widely advertised in the appropriate venues to attract as many highly qualified applicants as possible.

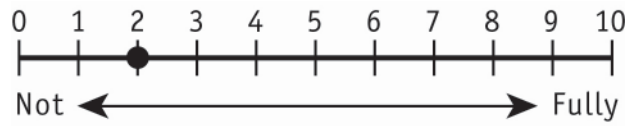
3. Perform thorough reference and background checks on all finalists for Business Office positions to help ensure that only candidates with the appropriate skills, qualifications, and track record are hired.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **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. Latest performance evaluation forms for Business Office personnel
2. Contract Agreement Between the Compton Community College District and the Compton Community College Federation of Classified Employees (7/1/03 – 6/30/06)
3. CCCD Policy Manual of the Board of Trustees (Draft, 2003)
4. Rules and Regulations of the Classified Service (revised September 2005)

#### **Findings:**

1. The latest collective bargaining agreement between the Compton Community College District and the classified bargaining unit requires the performance evaluation instrument to be reviewed every two years and revised as necessary. The review team was unable to confirm that this is being done, and the copies of the form that were made available were not printed with a version date.
2. The agreement also specifies for the evaluation of permanent unit members to be performed annually, no later than May 1. The Personnel Commission rules also require an annual performance evaluation. The review team received evidence that employees in the Business Office were evaluated for the period of May 1, 2004 to April 30, 2005. Nothing was provided to indicate that evaluations for the period of May 1, 2005 to April 30, 2006 year had been completed, or that performance issues and goals of the prior period were revisited.
3. Board Policy 2.1, Evaluation (undated), requires the performance of all management employees to be evaluated each year. Further, Personnel Commission rules require that all classified employees, including managers, receive annual performance evaluations. The review team could not find that management employees had been evaluated regularly. Many could not recall being evaluated any time in recent years.
4. The center is currently reviewing performance evaluation procedures and forms for possible revisions, and is planning to provide training to management staff (at the time of fieldwork, it was planned for December 2006).
5. The evaluation form used for classified employees provides blank lines to explain why the rating on a particular criterion is below the minimum standard, but does not provide an area for other types of comments, such as observations or goals not related to substandard performance. It requires a separate sheet to be attached.

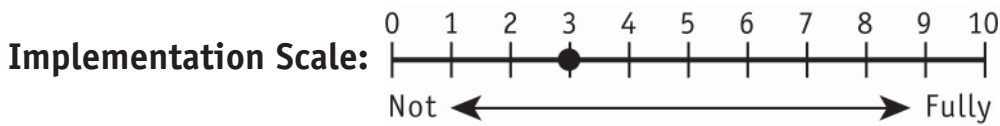
## Recovery Plan Recommendations:

1. Ensure that the performance evaluation instrument for classified employees is regularly reviewed and updated as required by the collective bargaining agreement.
2. Provide an area on the form for a supervisor to include commendations, goals to attain, and other comments not related to substandard performance.
3. Regularly review and update the performance evaluation instrument for classified management.
4. Ensure that a formal performance evaluation is completed annually for all employees in the Business Office, including management, as prescribed by the collective bargaining agreement, Personnel Commission rules, and board policy.
5. Provide the training, as planned, for all managers on conducting performance evaluations of their employees, including written materials and sample forms for reference. Hold managers accountable for appropriately completing performance evaluations for their employees each year.

## Standard Implemented: Partially

April 2007 Rating:

3



## **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 for reliable financial reporting. Therefore, appropriate measures are implemented to discourage and detect fraud.

#### **Sources and Documentation:**

1. CCCCD Policy Manual of the Board of Trustees (Draft, 2003)
2. CCCD Report on Audit of Financial Statements (June 30, 2005)

#### **Findings:**

1. Fraud is mentioned in Board Policy 4.18, Faculty Disciplinary Policy, dated March 9, 1999, which cites “fraud in securing the appointment” as a cause for disciplinary action of a faculty member. No overall policy addressing fraud prevention organization-wide could be found.
2. The review team found no evidence of the center consistently following any measures to actively discourage and detect fraud. Rather, because of concerns raised by various individuals about unethical and/or fraudulent activity at the center, FCMAT contracted with another agency, Kessler International, to conduct an extraordinary fraud audit. At the time of fieldwork, that audit report had not been issued.
3. The center’s latest audit report, for the year ended June 30, 2005, included a finding and some recommendations with regard to an antifraud program, which was a finding in the previous year’s audit report as well. The review team received no evidence to indicate that the center has resolved this finding. The results of the 2005-06 audit were not yet available at the time of fieldwork.

#### **Recovery Plan Recommendations:**

1. Once the extraordinary fraud audit has been issued, and based upon the findings, ensure that the appropriate corrections are made in policy, practices, and procedures to help prevent fraudulent activities in the future. Make clear that this is a priority from the top of the organization to the bottom, and hold all board members and employees accountable for implementing and maintaining the improvements.
2. Develop and implement a board policy and accompanying administrative regulations addressing fraud prevention and detection. Specifically, they should include:
  - a. A statement that it is the policy of the board to facilitate the development of controls to aid in detecting and preventing fraud, impropriety, or irregularity in the center. The intent of the board should be to promote consistent organizational behavior by providing guidelines and assigning responsibility for developing controls and conducting investigations.
  - b. A statement that the policy applies to any actual or suspected fraud, impropriety, or irregularity involving employees, consultants, vendors, contractors, employees with outside agencies, and/or any other parties with a business relationship with the center.

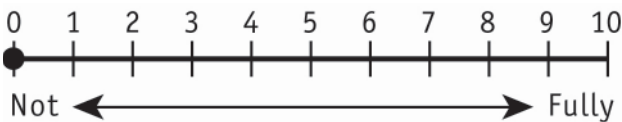
- c. Placement of the responsibility on management personnel for the detection and prevention of fraud, improprieties, and other irregularities involving the center's resources. Each member of the management team should be familiar with the types of improprieties that might occur within his/her area of responsibility, and be alert for any indication of irregularity.
- d. In the accompanying administrative regulations, clearly define what are considered to be acts of fraud, improprieties, and irregularities. The regulations should also define investigative responsibilities. If the center were to employ an Internal Auditor, it would typically be the center's responsibility to investigate all suspected fraudulent acts as defined by the policy. If the investigation substantiated that fraudulent activities had occurred, a report should be issued to appropriate management personnel and to the board.
- e. Also in the accompanying administrative regulations, include a statement on confidentiality. The results of any investigation should not be disclosed or discussed with anyone other than those individuals who have a legitimate need to know. This is important to avoid damaging the reputations of people suspected of misconduct but subsequently found innocent of any wrongdoing, and to protect the center from potential civil liability.
- f. Clearly outline reporting procedures in the administrative regulations. Great care must be taken to avoid mistaken accusations or alerting suspected individuals that an investigation is in progress.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**





## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 2.1 - Inter- and Intra-Departmental Communications**

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#### **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. 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).

#### **Sources and Documentation:**

1. Email correspondence
2. Department memoranda

#### **Findings:**

1. Due to the current governance issues between the Compton Community College District, Compton Center and the El Camino Community College, documented correspondence between any of the departments of these agencies was minimal.
2. The Business Office staff were confused regarding the relationship between Compton Community College District and El Camino Community College, and there was no documentation specifying the governance roles and oversight responsibilities between the agencies mentioned in item one.

The Compton Community College District is in the process of implementing a new software application for its financial and student information systems. No written communication existed regarding the time lines, roles and responsibilities, or modules to facilitate this transition. This area is of high importance, and written communication and an implementation plan should be provided. The budgeting, accounting, and purchasing portions of the system have been partially implemented, with remaining functions to be phased in over the next year. It is very difficult to monitor budget-to-actual expenditures during this interim period. Staff members believe they need much more training on the new system, which is not yet being effectively used as a management and control tool. The college is substantially late with the time line recommended for a normal implementation, and does not have a clear implementation plan for the installation or conversion processes.

3. Compton Community College District is required to file a 311Q form quarterly. The Business Office is in the process of converting its financial reporting software from PeopleSoft to Colleague DataTel, and the responsible employee did not know which module or system could extract the correct data to complete the 311Q. No documentation could be produced regarding the implementation/conversion, such as time lines for converting modules (e.g., general ledger and payroll), or the roles and responsibilities of the employees that would assist in the conversion.

4. No procedural manuals for business-related functions were available that referenced accounting, state reporting, position control, payroll, accounts payable, etc.

### Recovery Plan Recommendations:

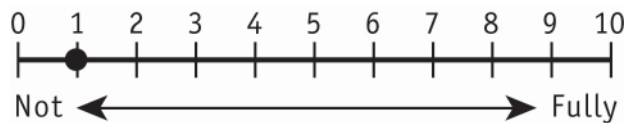
1. Compton Community College District (CCCD) should provide written communication to Business Office employees that clearly communicates the roles and responsibilities of each employee related to the transition of governance involving El Camino Community College.
2. The CCCD should develop a business procedural manual that provides written guidelines for general accounting, payroll, accounts payable, position control, etc., utilizing the framework already established by El Camino Community College.
3. The CCCD should immediately meet with representatives of El Camino Community College and devise a written implementation plan for the DataTel conversion currently under way.

### Standard Implemented: Partially

April 2007 Rating:

1

Implementation Scale:



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 2.2 - Inter- and Intra-Departmental Communications**

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**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. 2005-06 tentative budget
2. 2005-06 final budget
3. 2006-07 tentative budget
4. 2005-06 CCFS 311Q
5. 2006-07 CCFS 311A
6. E-mail correspondence
7. Department memoranda
8. Board agenda
9. Budget Advisory Committee agenda

**Findings:**

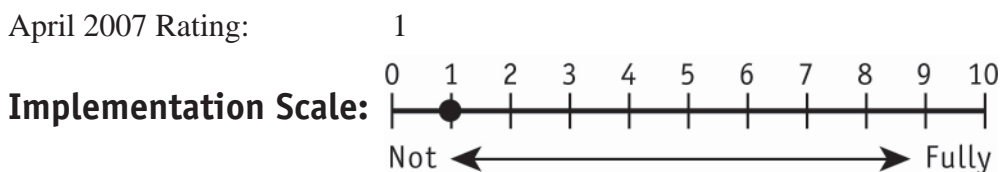
1. The Business Office staff were confused regarding the status of Compton Community College, and there was no documentation specifying the governance roles and oversight responsibilities of El Camino Community College, Compton Community College District and the Compton Center.
2. The interview team reviewed Business Office staff communications to the Special Trustee on or before June 30, 2006 that contained budget information and included documents such as the tentative budget, final budget, enrollment management plan and 311Q quarterly financial status reports.

**Recovery Plan Recommendations:**

1. Provide written communication to the Business Office employees that clearly communicates the roles and responsibilities of each employee related to the transition of governance involving El Camino Community College, Compton Community College District and the Compton Center.

**Standard Implemented: Partially**

April 2007 Rating:



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 2.3 - Inter- and Intra-Departmental Communications

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#### Professional Standard:

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.

#### Sources and Documentation:

1. 2005-06 tentative budget
2. 2005-06 final budget
3. 2006-07 tentative budget
4. 2005-06 CCFS 311Q
5. 2006-07 CCFS 311A
6. E-mail correspondence
7. Department memoranda
8. Board agenda
9. Budget Advisory Committee agenda
10. Proposal for Partnership with the Compton Community College District

#### Findings:

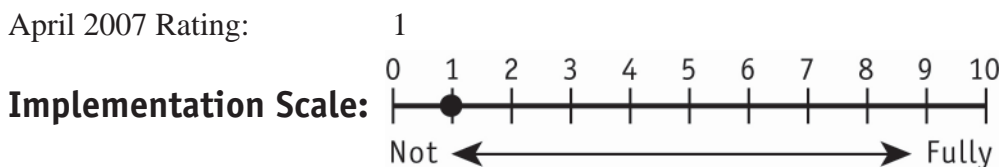
1. The Business Office staff was confused regarding the Compton Community College District and El Camino Community College administrations. There was no documentation depicting the governance roles and oversight responsibilities of these agencies.
2. Due to the recent implementation of the DataTel financial system, the Business Office staff had not been trained sufficiently to extract data on the financial status of Compton Community College District. The general ledger and payroll modules had not been implemented and were still operating on the PeopleSoft financial system.

#### Recovery Plan Recommendations:

1. The administration of each agency needs to clarify the organizational chart and roles and responsibilities of the Business Office staff and how they will function between the two agencies. This should include the delineation of fiscal oversight status and state reporting responsibilities, including budget development and monitoring.

#### Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 2.4 - Inter- and Intra-Departmental Communications**

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#### **Professional Standard:**

The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.

#### **Sources and Documentation:**

1. 2004-05 Audit Report
2. Draft of Extraordinary Audit, October 6, 2006
3. Board policies

#### **Findings:**

1. The latest version of board policies provided during fieldwork was dated 2003 and stamped "DRAFT." The review team was unable to obtain a final copy of approved policies and was unable to determine if a more recent version exists.
2. An ethics orientation was conducted on January 21, 2005 by Lewis, Brisbois, Bisgaard & Smith, LLP, with emphasis on establishing an ethical framework for administrators, public confidence in local governance, and identifying conflict of interest issues. The district involved employees in key decisions by re-establishing the Shared Governance Committee comprised of administration, faculty, supervisory staff, classified staff and the Associated Student Body.
3. According to Finding 04-01 of the 2004-05 Audit Report, auditing standard SAS 99 refers to the auditor's assessment of the college's anti-fraud program. The finding concluded with six specific recommendations regarding additional controls and policies that were recommended for implementation. Staff could not verify the implementation of these recommendations.
4. Kessler International has assisted FCMAT in conducting an Extraordinary Audit of the operations of Compton Community College District. The report contains significant findings that may supersede the findings of this report.

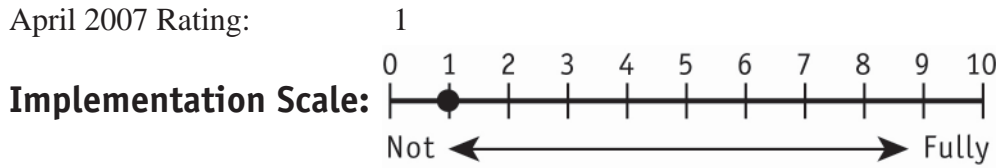
#### **Recovery Plan Recommendations:**

1. Establish an Internal Audit Department that reports independently to the Special Trustee.
2. The Internal Auditor should develop an anti-fraud program that includes steps for a fraud investigation of a particular program or employee.
3. Adopt and implement a code of ethics policy that outlines expectations for each employee. This should include performance criteria and a requirement for employees to conduct themselves with the utmost integrity, efficiency and reliability and comply with all applicable laws, board policies, regulations and procedures.

4. Adopt a policy awareness program to inform staff about the board policies and procedures addressing fraud, the common types of fraud and theft, and the consequences stated in the policy. Included in the awareness program should be signs of potential misuse, employee responsibilities to deter and prevent fraud and theft, and the process and procedures for reporting suspected fraud or other illegal activities through an anonymous hot line or other mechanism.
5. Implement the fraud policy through required annual staff training conducted by the Human Resources staff.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 2.5 - Inter- and Intra-Departmental Communications**

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#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. 2005-06 tentative budget
2. 2005-06 final budget
3. 2006-07 tentative budget
4. 2005-06 CCFS 311Q
5. 2006-07 CCFS 311A
6. E-mail correspondence
7. Department memoranda
8. Board agenda
9. Budget Advisory Committee agenda
10. Proposal for Partnership with the Compton Community College District

#### **Findings:**

1. As of June 30, 2006, financial information was regularly communicated from the Business Department to the Special Trustee. The information was in standard format with written narratives typical of industry standards for community colleges.
2. The Business Office staff were confused regarding the Compton Community College District and El Camino Community College administrations. There was no documentation depicting the governance roles and oversight responsibilities between the agencies. The final budget document for 2006-07 was not prepared by Compton Community College staff and consisted of a spreadsheet analysis. This occurred after July 1, 2006.
3. Due to the recent implementation of the DataTel financial system, the Business Office staff had not been trained sufficiently to extract data on the financial status of Compton Community College District. The general ledger and payroll modules had not been implemented and were still on the PeopleSoft financial system. Requests from the Special Trustee could not be fulfilled and the budget status could not be analyzed due to the lack of available budget and general ledger data.

#### **Recovery Plan Recommendations:**

1. The administration of each agency needs to clarify the organizational chart and roles and responsibilities of the Business Office staff and how they will function. This should include the delineation of fiscal oversight status and state reporting responsibilities including budget development and monitoring.

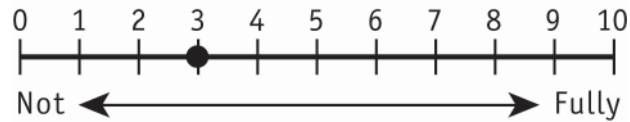
2. The Business Office needs to provide the Special Trustee with frequent multiyear projection information while the district's fiscal health is being restored. Plans to prepare and provide multiyear financial projections quarterly to the Special Trustee during the period of financial recovery have not been implemented. The assumptions presented with the budget projection for the two subsequent years have not been detailed and/or visible, other than the anticipated decline in FTES. Assumptions behind multiyear projections need to be clearly identified and continuously monitored for validity.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**





## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 3.1 - Staff Professional Development**

#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Interoffice memoranda
2. E-mail communication to the Business Office staff
3. Correspondence from El Camino Community College
4. Board policies

#### **Findings:**

1. The Compton Center does not have an annual staff development plan for each department and position. The plan should be based on a needs assessment and should include both routine and specialized training.
2. Employees do not yet have individual professional development plans that are consistent with the department plan, the employee's job duties, current skill and knowledge levels, and time lines for accomplishing training. Individual plans should be developed from identified needs and could be included as part of the annual performance appraisal.
- 3 In-district training has occurred since the transition from PeopleSoft to DataTel for the college's financial applications. In-service training has been conducted by the El Camino Community College staff on the purchasing and accounts payable modules of the Colleague DataTel system. Training has included requisition input, open purchase orders, receiving procedures, accounts payable and invoice procedures.

#### **Recovery Plan Recommendations:**

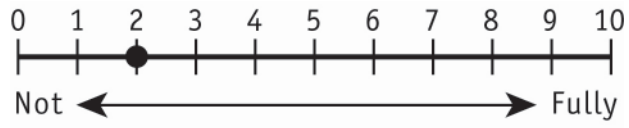
1. Develop an annual staff development plan for each department and position. The plan should be based on a needs assessment and should include both routine and specialized training.
2. Increase efforts to notify all staff members about specific in-service training. Frequent notices of all available staff development opportunities should be provided through e-mail and the district's web site. Attendance and/or participation in workshops that match each employee's individual plan should be encouraged and supported.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 3.2 - Staff Professional Development

#### Professional Standard:

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.

#### Sources and Documentation:

1. Staff interviews

#### Findings:

1. Implementation of a professional development plan has not been developed for program or department staff. The completed professional development plan should include both business and non-business personnel and should include the internal control procedures as developed by the proposed Internal Auditor. It should include all business and operational functions for sites and departments, as well as a review of procedural changes that have been made in the last year, such as conversions to new software and/or systems.

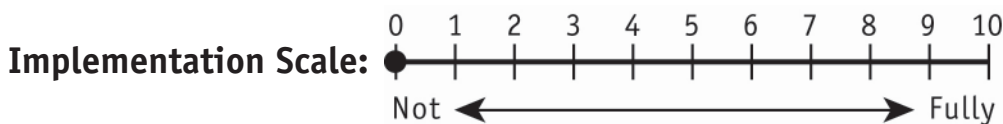
#### Recovery Plan Recommendations:

1. Develop and implement an annual staff development plan so that departments and program administrators are updated on changes in business procedures. When manuals or other resources are developed on business processes or procedures, the staff development plan should include these rules and regulations, and board and district policies and procedures. These resources should be updated at least annually. The completed procedure manual should also function as a training tool for staff. This will help ensure the accurate and appropriate discharge of job duties, and provide continuity in the event of staff turnover.
2. Communicate changes in business services policies and procedures by offering in-service training before each fiscal year begins. This type of training would help ensure that staff at sites and departments understand and properly implement the changes. The training should be for administrators and site and departmental personnel who regularly handle business tasks. Separate trainings may need to be developed for particular job positions.

#### Standard Implemented: Not Implemented

April 2007 Rating:

0



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 4.1 - Internal Audit**

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**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. Staff interviews

**Findings:**

1. The Compton Community College District has not established an internal audit function by policy or position that reports directly to the Special Trustee.

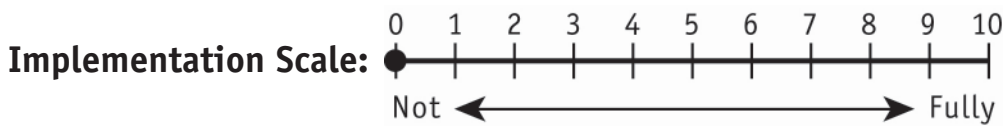
**Recovery Plan Recommendations:**

1. Establish an Internal Audit Department or Auditor position that reports independently to the Special Trustee and Governing Board after recovery.
2. The Internal Auditor should develop an anti-fraud program that includes steps for a fraud investigation of a particular program, employee or incidents. An informal process or anonymous mechanism for fraud reporting should be included on the district's web site.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 4.2 - Internal Audit**

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**Professional Standard:**

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.

**Sources and Documentation:**

1. Staff interviews

**Findings:**

1. Compton Community College District has not established an Internal Auditor position and has no schedule of periodic audits of areas at high risk for noncompliance.

**Recovery Plan Recommendations:**

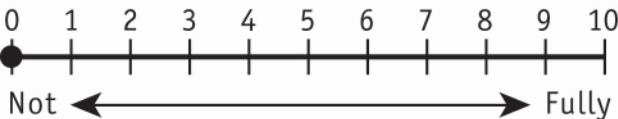
1. Establish an Internal Auditor position to develop an anti-fraud program and policies that include steps for a fraud investigation of a particular program, employee, or incident. The policies should include the proper internal controls for each department.
2. Adopt and implement a code of ethics policy that outlines expectations for each college employee and includes performance criteria and conduct requirements that require the utmost integrity, efficiency and reliability and compliance with all applicable laws, board policies, regulations and procedures.
3. Adopt a policy awareness program and specific procedures to inform staff about the board policies and procedures addressing fraud, the common types of fraud and theft, and the consequences stated in the policy. Included in the awareness program should be signs of potential misuse, employee responsibilities to deter and prevent fraud and theft, and the process and procedures for reporting suspected fraud or other illegal activities through an anonymous hot line or other mechanism.
4. Implement the fraud policy through required annual staff training conducted by Human Resources.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 4.3 - Internal Audit**

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**Professional Standard:**

Qualified staff members are assigned to conduct internal audits and are supervised by an independent body.

**Sources and Documentation:**

1. Board policies
2. 2004-05 Audit Report

**Findings:**

1. There are no staff at the college qualified to conduct internal audits in areas of potential non-compliance.

**Recovery Plan Recommendations:**

1. Establish the position of Internal Auditor to develop an anti-fraud program and policies that include steps for a fraud investigation of a particular program, employee, or incident.

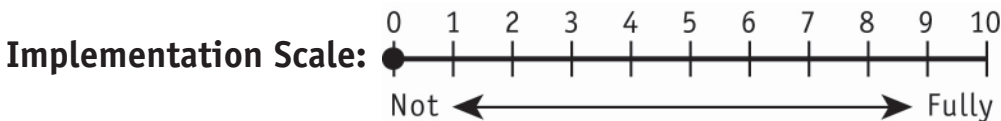
The internal audit function should include, but not be limited to:

- a. Providing assurance that the internal controls are adequate to provide management with reliable financial information.
- b. Compliance with all laws and regulations.
- c. Utilizing the internal auditor as an independent appraiser who examines and evaluates district activities.
- d. Assisting district personnel in performing their responsibilities by implementing good business practices and policies.
- e. Properly training employees.
- f. Authorizing full access to district records, physical property and personnel relevant to each area being audited.
- g. Addressing and correcting audit findings.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 4.4 - Internal Audit**

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**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. 2004-05 Audit Report
- 2. Board policies

**Findings:**

- 1. Previous audit findings identified in the recommendations section of the 2004-05 Audit Report have not been resolved according to the findings in the report.

**Recovery Plan Recommendations:**

- 1. Establish an Internal Auditor position to develop an anti-fraud program and policies that include steps for a fraud investigation of a particular program, employee, or incident.

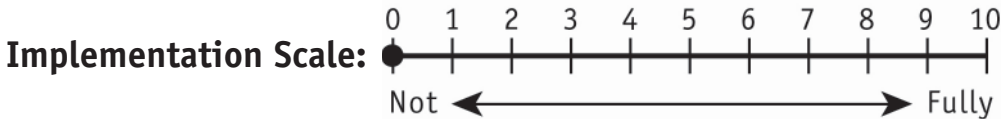
The district's internal audit function should include, but not be limited to:

- a. Providing assurance that the internal controls are adequate to provide management with reliable financial information.
- b. Compliance with all laws and regulations.
- c. Utilizing the internal auditor as an independent appraiser who examines and evaluates district activities.
- d. Assisting district personnel in performing their responsibilities by implementing good business practices and policies.
- e. Properly training employees.
- f. Authorizing full access to district records, physical property and personnel relevant to each area being audited.
- g. Addressing and correcting audit findings.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0



## 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 Community College District 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.

#### Findings:

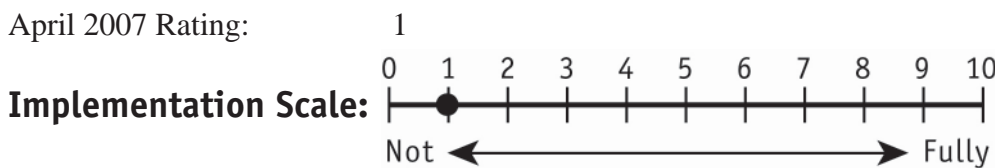
1. No activities are planned to address this policy. The district is currently occupied with the effects of staff reductions, closure of the 2005-06 financial transactions, the unplanned transition to a new data processing platform, and development of the El Camino Community College District/Compton Community College District partnership. Current leadership in the Business Office is inexperienced.

#### Recovery Plan Recommendations:

1. Develop a comprehensive budget policy and administrative regulations consistent with the FCMAT and accreditation standards, and the needs of the El Camino Community College District/Compton Community College District partnership.

#### Standard Implemented: Partially

April 2007 Rating:





## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 5.2 - Budget Development Process (Policy)

#### Professional Standard:

The budget development process includes input from staff, administrators, board and community.

#### Sources and Documentation:

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

#### Findings:

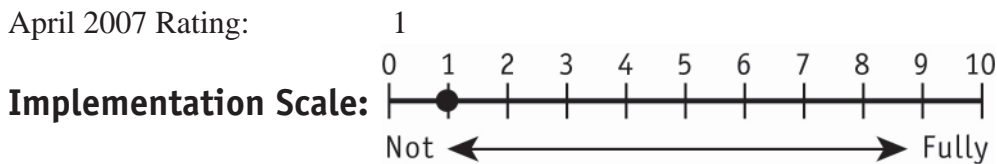
1. There is no a budget development policy in place relevant to the current and evolving conditions at the Compton Community College District.
2. The former Vice President of Business Affairs was the Business Office leader. The Business Office staff is inexperienced and plans to restart Budget Advisory Committee meetings.
3. The El Camino Business Office is planning to provide a process for the Compton Community College District.

#### Recovery Plan Recommendations:

1. Develop a comprehensive budget development policy consistent with the evolving relationship with El Camino Community College District and the accreditation authority.
2. Provide in-service training for Business Office management personnel in budget development processes and methodologies.

#### Standard Implemented: Partially

April 2007 Rating:



## 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

#### Findings:

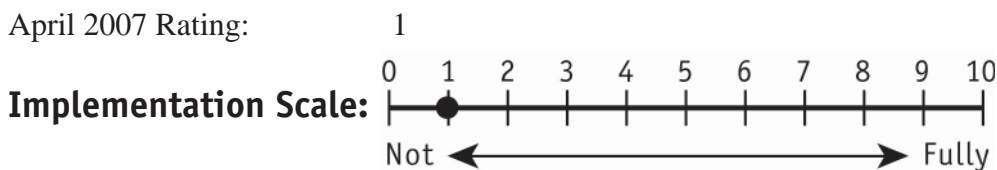
1. There is no budget development and monitoring policy in place relevant to current and evolving conditions at Compton Community College District.
2. The former Vice President of Business Affairs was the Business Office leader. The Business Office staff is inexperienced in budget development. The current budget is not monitored due to the systems switch from PeopleSoft to DataTel for financial applications. Department and program heads are largely autonomous.
3. The El Camino Business office plans to provide a process for Compton Community College District.

#### Recovery Plan Recommendations:

1. Create budget development and monitoring policies and procedures, with specific authorities for monitoring and enforcement.

#### Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standards 5.4, 5.5 and 5.6 - Budget Development Process (Policy)**

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#### **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 5.5:** 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.

**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

#### **Findings:**

1. There is no budget development policy in place relevant to the current and evolving conditions at Compton Community College District.
2. The former Vice President of Business Affairs led the district's budget process until his departure in July 2006. The current Business Office staff is inexperienced and needs leadership and guidance in general accounting, budget projections and monitoring, closing the books and general ledger account review. After July 2006, the Business Office staff stopped holding Budget Advisory Committee meetings that provided general guidelines regarding budget preparation. These meetings need to be re-established by the current Business Office staff, with participation and leadership guidance from the El Camino College Business Office.
3. El Camino Business Office plans to provide a process for the Compton Community College District.
4. FCMAT's analysis of documents provided by the Compton Community College District and interviews with Business Office staff clearly demonstrate that an administrative review of the integrity of the financial information was not properly completed for the 2006-07 final budget.

#### **Recovery Plan Recommendations:**

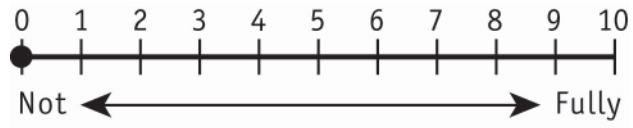
1. Create budget development and monitoring policies and procedures that facilitate development of a budget that is understandable, meaningful, reflective of college priorities, and balances revenues and expenditures. Include specific authorities for monitoring and enforcement.

## Standards Implemented: Not Implemented

April 2007 Rating:

0

**Implementation Scale:**



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 5.7 - Budget Development Process (Policy)

#### Professional Standard:

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 an early warning of any discrepancies between the budget projections and actual revenues or expenditures.

#### Sources and Documentation:

1. 2005-06 tentative budget
2. 2005-06 final budget
3. 2006-07 tentative budget
4. 2005-06 CCFS 311Q
5. 2006-07 CCFS 311A
6. E-mail correspondence
7. Department memoranda
8. Board agenda
9. Budget Advisory Committee agenda
10. Proposal for Partnership with the Compton Community College District

#### Findings:

1. The district has been unable to close its books with internal staff in any of the preceding three fiscal years. Based on examination of the general ledger trial balance for the 2005-06 fiscal year, the college has been unable to project the proper beginning and ending fund balances for 2006-07.
2. The district has required the assistance of private accounting firms and FCMAT to close the books in the three previous fiscal years.

#### Recovery Plan Recommendations:

1. Develop an ongoing process of budget monitoring and timely updates that reflect current economic realities.
2. Provide intensive in-service training to fiscal office staff regarding budget, budget monitoring and year-end closing.

#### Standard Implemented: Not Implemented

April 2007 Rating:

0



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 5.8 - Budget Development Process (Policy)

#### Professional Standard:

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.

#### Sources and Documentation:

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

#### Findings:

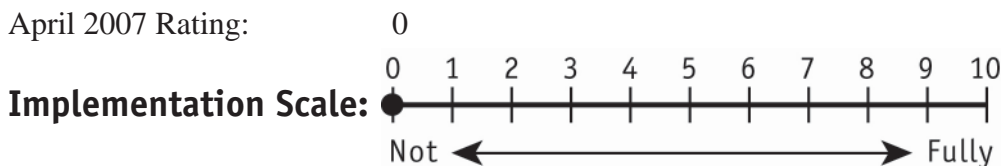
1. There is no budget development policy in place relevant to current and evolving conditions at Compton Community College District.
2. The former Vice President of Business Affairs was the Business Office leader. The Business Office staff is inexperienced and plans to restart Budget Advisory Committee meetings.
3. El Camino's Business Office plans to provide a process for Compton Community College District.

#### Recovery Plan Recommendations:

1. Create budget development policies and procedures that facilitate the development of a budget that is understandable, meaningful, reflective of college priorities, integrated with the college's goals and balances revenues and expenditures. Utilize these policies and procedures to respond to specific college student needs to support student learning outcomes.

#### Standard Implemented: Not Implemented

April 2007 Rating:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 6.1 - Budget Development Process (Technical)**

#### **Professional Standards:**

**Standard 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.

**Standard 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.

**Standard 6.3:** Standardized budget worksheets are used to communicate budget requests, budget allocations, formulas applied and guidelines.

#### **Sources and Documentation:**

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

#### **Findings:**

1. There is no budget development process in place relevant to current and evolving conditions at the Compton Community College District.
2. The former Vice President of Business Affairs was the Business Office leader. The Business Office staff is inexperienced and plans to restart Budget Advisory Committee meetings.
3. El Camino's Business Office plans to provide a process for Compton Community College District.
4. The district is in the process of an unplanned transition to a new data processing platform for its fiscal operations.
5. There is no budget calendar at present.
6. The district is occupied with the effects of staff reductions, closing the 2005-06 financial transactions, the unplanned transition to a new data processing platform, and the development of the El Camino Community College District/Compton Community College District partnership. Current leadership in the Business Office is inexperienced.
7. There are no standardized worksheets.

#### **Recovery Plan Recommendations:**

1. Create a budget development process for the 2007-08 year to address the standards, even if it is a manual system.
2. Review the DataTel financial system and budget development for their applicability.

3. Complete the transition, incorporating the payroll function if it is compatible with the LACOE HRS system.
4. Develop a budget calendar consistent with the standard for community colleges.
5. Develop standardized budget worksheets to communicate budget requests, budget allocations, formulas applied and guidelines.

**Standards Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**





**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 7.1 - Budget Adoption, Reporting, and Audits**

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**Professional Standard:**

The college adopts its annual budget and files it with the Chancellor’s Office within the statutory timelines.

**Sources and Documentation:**

1. 2005-06 tentative budget
2. 2005-06 final budget
3. 2006-07 tentative budget
4. 2005-06 CCFS 311Q
5. 2006-07 CCFS 311A
6. E-mail correspondence
7. Department memoranda
8. Board agenda
9. Budget Advisory Committee agenda
10. Proposal for Partnership with the Compton Community College District

**Findings:**

1. Due to the recent transition and partnership with El Camino Community College, the 2006-07 final budget was not filed on time with the Chancellor’s Office. The California Code of Regulations, Section 58305(d), specifies that the Annual Financial and Budget Report is to be completed on or before September 30.

**Recovery Plan Recommendations:**

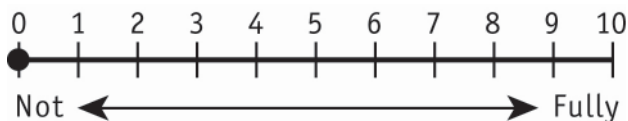
1. The Business Office needs to adopt, maintain and adhere to the Reporting Calendar already established and published by the Chancellor’s Office. The Reporting Calendar details the statutory reporting time lines and descriptions of the reports to be filed.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 7.3 - Budget Adoption, Reporting, and Audits**

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#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. 2005-06 tentative budget
2. 2005-06 final budget
3. 2006-07 tentative budget
4. 2005-06 CCFS 311Q
5. 2006-07 CCFS 311A
6. E-mail correspondence
7. Department Memoranda
8. Board agenda
9. Budget Advisory Committee agenda
10. Proposal for Partnership with the Compton Community College District

#### **Findings:**

1. In the 2005-06 fiscal year, the college's Budget Advisory Committee met monthly to review processes, procedures, development strategies and budget assumptions to develop the 2006-07 tentative budget. Meeting notes indicate that the BAC reviewed topics including but not limited to revenue development to meet the declining base of FTES, restoration of the ending fund balance, instructional costs to meet the 50% law, and expenditure reductions.
2. After the departure of the Vice President of Business Affairs in June 2006 and the partnership with El Camino Community College beginning in July 2006, the college's Budget Advisory Committee has not continued to meet in the 2006-07 fiscal year.
3. Minutes of the meetings and recommendations of the Budget Advisory Committee were shared with the Cabinet that included the Special Trustee and Provost.

#### **Recovery Plan Recommendations:**

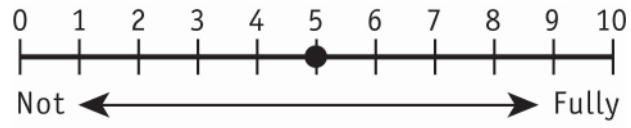
1. Re-establish the Budget Advisory Committee consisting of administrators, classified and confidential staff, faculty union and Academic Senate representatives, students and resource personnel from the Business Office, and continue to develop processes and procedures for the development and submission of the college budget and interim reports that will adhere to criteria and standards approved by the Chancellor's Office.

**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 7.4 - Budget Adoption, Reporting, and Audits**

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#### **Professional Standard:**

The college completes and files its interim budget reports within the statutory deadlines.

#### **Sources and Documentation:**

1. 2005-06 CCFS 311Q
2. 2005-06 CCFS 311A
3. 2006-07 CCFS 311Q
4. E-mail correspondence
5. Department memoranda
6. Board agenda

#### **Findings:**

1. The Compton Community College District failed to file the 2005-06 CCFS-311Q and CCFS 311A (including the Gann Limit and Lottery calculations) and the 2006-07 CCFS-311Q within the statutory time lines.
2. In July 2006, the El Camino Community College began transitioning Compton's financial application software from PeopleSoft to Colleague DataTel. This transition and lack of a written implementation plan delayed completion of the college's quarterly fiscal status reports.
3. The Business Office staff were confused regarding the Compton and El Camino Community College administrations. There was no specific documentation regarding the governance roles and oversight responsibilities of the agencies. The final budget document for 2006-07 was not prepared by Compton Community College staff and consisted of a spreadsheet analysis. These events occurred after July 1, 2006.

#### **Recovery Plan Recommendations:**

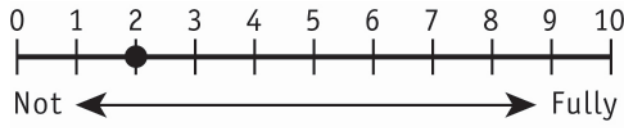
1. Adopt, maintain and adhere to the Reporting Calendar already established and published by the Chancellor's Office. The Reporting Calendar details the statutory reporting time lines and the descriptions of the reports to be filed.
2. Have the administration of each agency clarify the organizational chart and roles and responsibilities of the Business Office staff and how they will function between the two agencies. Duties and responsibilities should include the delineation of fiscal oversight status and state reporting responsibilities, including budget development and monitoring.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 7.5 - Budget Adoption, Reporting, and Audits**

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#### **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. 2005-06 CCFS 311Q
2. 2005-06 CCFS 311A
3. 2006-07 CCFS 311Q
4. E-mail correspondence
5. Department memoranda
6. Board agenda
7. 2005-06 general ledger trial balance

#### **Findings:**

1. According to district reports presented at the time of the team's fieldwork, the Compton Community College District began the 2005-06 fiscal year with an unrestricted general fund balance of approximately \$1.2 million and projected a negative \$5.3 million at fiscal year end. On review of the district's year-end closure, it appears that staff failed to recognize state apportionment dollars as year-end receivables. This will have a material effect on the beginning fund balance for 2006-07.
2. Staff was continuing to work on and correct closing entries for the 2005-06 fiscal year with the district's Independent Auditor at the time of the team's review in November/December.
3. During the 2005-06 fiscal year, quarterly fiscal status reports were presented showing the projected ending fund balance of the college for all unrestricted and restricted resources.
4. The retirement of the Vice President of Business Affairs appears to have created a leadership and technical void that has affected the performance of the Business Office in the 2006-07 fiscal year. Absent this leadership position, any improvements made during the 2005-06 fiscal year for fiscal planning and internal controls could be jeopardized.

#### **Recovery Plan Recommendations:**

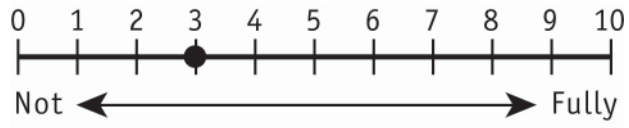
1. Utilize the Quarterly Fiscal Status Report to identify any agreed-upon corrections to the 2005-06 ending fund balance and the fiscal impact the corrections have on the status of the 2006-07 final budget.
2. Contract with external consultants to replace the leadership and technical void created with the retirement of the Vice President of Business Affairs until the Business Office staff is restructured.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 7.6 - Budget Adoption, Reporting, and Audits

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#### Professional Standard:

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.

#### Sources and Documentation:

1. Audit of June 30, 2005 by Vicenti, Lloyd & Stutzman, LLP

#### Findings:

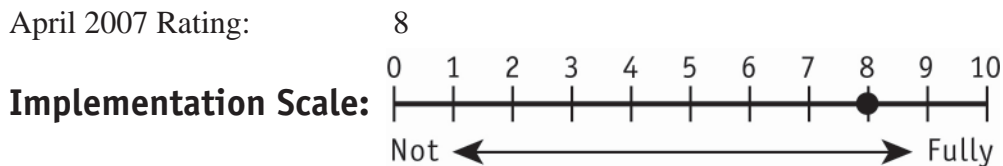
1. In June 1999, the Governmental Accounting Standards Board (GASB) released Statement No. 34 titled Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments.
2. In November of 1999 GASB released Statement No. 35 that applied new reporting standards to public colleges and universities.
3. According to the college's June 30, 2005 audit, the Fiscal Accountability and Standards Committee of the California Community Colleges Chancellor's Office recommended that all community colleges follow the new standards under the Business Type Activity (BTA) model. The district is reporting according to these standards and the BTA model for its financial statements.

#### Recovery Plan Recommendations:

1. None.

#### Standard Implemented: Fully - Substantially

April 2007 Rating:





**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 7.7 - Budget Adoption, Reporting, and Audits**

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**Professional Standard:**

The college has arranged for an annual audit (single audit) within the deadlines established.

**Sources and Documentation:**

1. 2004-05 audit report

**Findings:**

1. The district has a three-year contract for conducting an annual single audit within the statutory time lines.

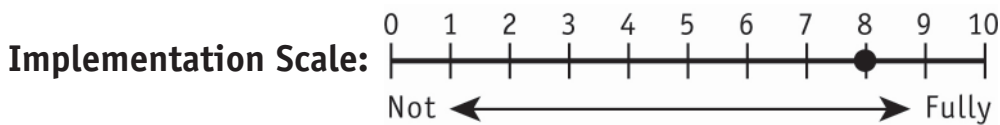
**Recovery Plan Recommendations:**

1. Review the contract for services with the Independent Auditor in January of each fiscal year and determine if a Request for Proposal is necessary or the existing contract provides for a year-to-year renewal for services.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 8.1 - Budget Monitoring**

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#### **Professional Standard:**

All purchase orders are properly encumbered against the budget until payment.

#### **Sources and Documentation:**

1. PeopleSoft financial reports
2. 2006-07 purchase orders
3. 2006-07 requisitions
4. DataTel financial reports

#### **Findings:**

1. The Compton Center is in transition with 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 Community College staff have begun training Compton site and department staff on online purchase requisitions and running budget reports. Performing these functions will reinforce site and department responsibility for budgets and will improve the timeliness of financial information, efficiency and internal controls if the processes can be fully implemented. Online budget transfers have not been initiated.
2. Once it is implemented, the purchase order control system should automatically verify fund availability and account coding when the site/department enters a purchase requisition into the system. If funds are not available, the system will require a budget transfer before processing. At the time of the team's visit, the staff could not produce any reports from the DataTel system. The review team could not verify purchase orders against the site budget.
3. Only items categorized under supplies (4000 object code), contracts and services (5000 object code), and capital equipment (6000 object code) were being input into the Colleague DataTel financial system. All salaries and benefits were still being monitored in the PeopleSoft System. The software transition lacks the proper planning and documentation that should accompany such a system transition.

#### **Recovery Plan Recommendations:**

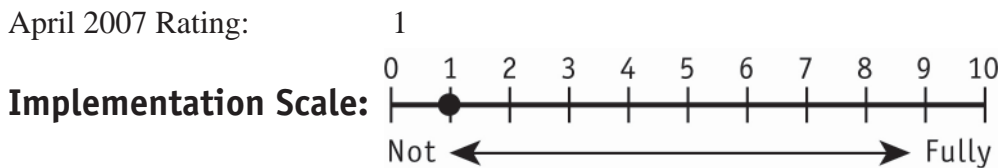
1. Review the El Camino Community College District/Compton Community College District partnership agreement and determine if this software transition should move forward. Concerns exist regarding the proper mapping for Compton Community College District's Chart of Accounts, General Ledger Accounts including beginning balances, etc; and what impact this will have on closing the district's financial records for the 2006-07 fiscal year and developing the 2007-08 budget.
2. Develop a written implementation and methodology plan that is commensurate with other software implementations of the Colleague Financials and HR\Payroll modules. The system implementation had no written implementation plan, conversion of account codes, or verification of general ledger data.

Suggested methodology:

- During the implementation, keep the Compton Center functioning while a new system is being implemented.
- Determine the number of years financial data, if any, that will be imported into Colleague.
- Map the chart of accounts and general ledger accounts to ensure proper implementation and closing of Compton’s financial records can be completed.
- Once the system is set up, train Compton staff on Colleague screens and processes using Compton College data.
- Utilize Datatel trainers and/or El Camino Community College staff, where appropriate.
- After Compton College’s staff have been trained and become familiar with the Colleague processes, utilize the El Camino implementation team to begin testing the business rules.
- Modify the codes and business rules to transition the system for Compton.
- Set up system configuration in a test environment, and perform the same configurations in the live environment in time for the proper system implementation.
- Conduct a financials follow-up.
- Implement the budgeting process for fiscal year 2007-08.
- Conduct 311 state reporting.
- Integrate the system with financial aid.
- Conduct federal and state quarterly and W-2 reporting.

**Standard Implemented: Partially**

April 2007 Rating:



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 8.2 - Budget Monitoring**

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**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. 2006-07 purchase orders
3. 2006-07 requisitions
4. DataTel financial reports
5. 2004-05 audit
6. 2005-06 draft audit

**Findings:**

1. The Compton Center is in transition with 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 Community College staff have begun training Compton Center site and department staff on online purchase requisitions and running budget reports. Performing these functions will reinforce site and department responsibility for budgets and will improve the timeliness of financial information, efficiency and internal controls if the processes can be fully implemented. No reports were being produced, and staff had to utilize a series of downloads and excel spreadsheets to verify the Compton Center's financial data for the 311Q financial reporting requirements. The current process provides for no parallel reporting and has bifurcated the Compton Center's financial data between DataTel and PeopleSoft.

**Recovery Plan Recommendations:**

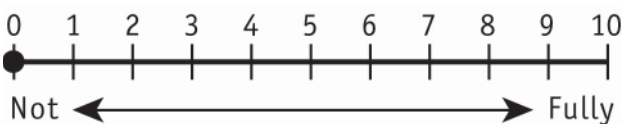
1. Review the goals and objectives of the El Camino/Compton partnership and determine an immediate plan to provide the proper fiscal oversight needed for an agency receiving state intervention. All school districts and community colleges in Los Angeles County require an interface with the PeopleSoft software maintained by the Los Angeles County Office of Education for proper oversight and reporting responsibilities.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 8.4 - Budget Monitoring**

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**Professional Standard:**

Budget revisions are made on a regular basis and occur per established procedures, and are approved by the Governing Board.

**Sources and Documentation:**

1. PeopleSoft financial reports
2. 2006-07 purchase orders
3. 2006-07 requisitions
4. DataTel financial reports
5. 2006-07 board agendas
6. Board policy

**Findings:**

1. The Compton Center is in transition with the implementation and conversion of the district's financial data from PeopleSoft to Datatel's Colleague Financials (CF) and HR/Payroll (HR) modules. The software conversion will reinforce site and department responsibility for budgets and will improve the timeliness of financial information, efficiency and internal controls if the processes can be fully implemented.
2. No documented evidence could be provided by staff that timely budget revisions were being made at any level. Staff lacked the proper training and support to extract financial reports from the DataTel system where only limited transactions existed (4000-6000 object codes) and therefore could not accurately identify if budgets were over/underexpended and if the need for budget transfers existed.

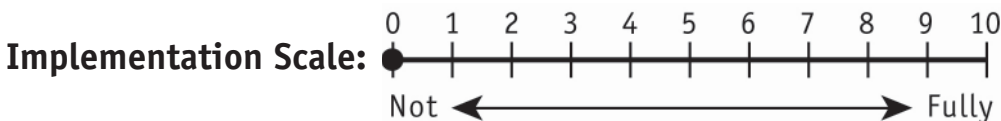
**Recovery Plan Recommendations:**

1. Review the goals and objectives of the El Camino Community College District/Compton Community College District partnership and determine an immediate plan 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: Not Implemented**

April 2007 Rating:

0



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 8.5 - Budget Monitoring**

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**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)

**Findings:**

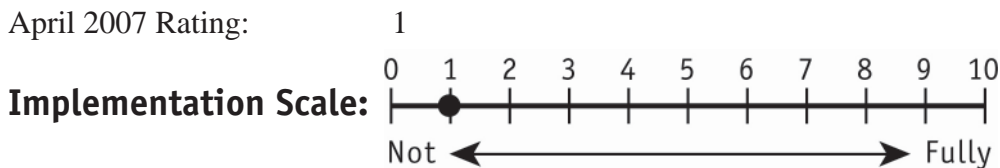
1. The district is formulating a plan to include all employee data to be loaded into the DataTel Colleague financial system. At the time of fieldwork, no verifiable documentation existed in the Business Department demonstrating that the proper internal controls and employee tracking was being performed.
2. The district has strengthened measures to require all hiring to be processed through the Human Resources department, and not by other sites or departments.

**Recovery Plan Recommendations:**

1. Review the objectives of the El Camino Community College District/Compton Community College District partnership and make a determination regarding the software and interface necessary with third party HRS software to properly monitor and track personnel expenditures against budget allocations.

**Standard Implemented: Partially**

April 2007 Rating:



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 9.1 - Budget Communications

#### Professional Standard:

The college budget is a clear manifestation of college policies and is presented in a manner that facilitates communication of those policies.

#### Sources and Documentation:

1. PeopleSoft financial reports
2. 2006-07 purchase orders
3. 2006-07 requisitions
4. DataTel financial reports
5. 2004-05 audit
6. 2005-06 draft audit

#### Findings:

1. The Compton Center is in transition with the implementation and conversion of the district's financial data from PeopleSoft to Datatel's Colleague Financials (CF) and HR/Payroll (HR) modules. Budget and expenditure data exists on two different financial systems and no written procedures existed to aggregate financial data for reporting purposes. No staff at either the Compton Center or El Camino Community College could validate the Compton Center's current financial condition. No reports were being produced, and the staff had to utilize a series of downloads and excel spreadsheets to verify the financial data for the 311Q financial reporting requirements. The current process provides for no parallel reporting and has bifurcated the Compton Center's financial data between DataTel and PeopleSoft.

#### Recovery Plan Recommendations:

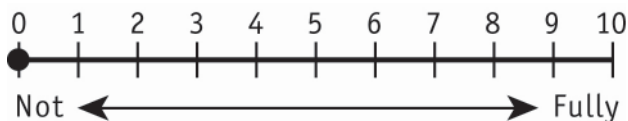
1. Develop a comprehensive budget policy with administrative regulations consistent with the standard, the needs of the El Camino Community College District/Compton Community College District partnership, and the accreditation standards.

#### Standard Implemented: Not Implemented

April 2007 Rating:

0

Implementation Scale:



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 9.2 - Budget Communications**

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**Professional Standard:**

The college budget clearly identifies onetime sources and uses of funds.

**Sources and Documentation:**

1. 2005-06 tentative budget
2. 2005-06 final budget
3. 2006-07 tentative budget
4. 2005-06 CCFS 311Q
5. 2006-07 CCFS 311A
6. E-mail correspondence
7. Department memoranda
8. Board agenda
9. Budget Advisory Committee agenda
10. Proposal for Partnership with the Compton Community College District

**Findings:**

1. Due to the recent software implementation from PeopleSoft to DataTel Colleague Financials, no meaningful budget data could be produced by on-site staff at the Compton Center. One-time sources and uses of funds were presented on Excel spreadsheets but could not be translated or verified on either financial reporting software.

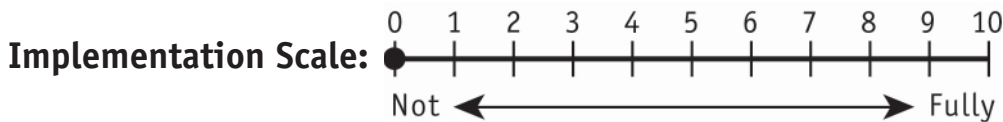
**Recovery Plan Recommendations:**

1. Develop a comprehensive budget policy with administrative regulations consistent with the standard, the needs of the El Camino Community College District/Compton Community College District partnership, and the accreditation standards.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0





## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 11.1 - Attendance Accounting**

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#### **Professional Standard:**

An accurate record of enrollment and attendance is maintained.

#### **Sources and Documentation:**

1. CCCD Report on Audit of Financial Statements (June 30, 2005)
2. CCFS-320 Apportionment Attendance reports (2003-04, 2004-05, 2005-06)

#### **Findings:**

1. Effective with the fall 2006 term, the Compton Center uses El Camino Community College District's DataTel system to maintain student records. Students enroll and register, and student attendance is recorded, using El Camino's processes and system. The data for Compton's students is kept separate in the system by assigning a separate college number to those students, and by allowing access by Compton staff members to Compton student records only. El Camino staff members generate census reports and positive attendance forms for Compton faculty and staff to complete and enter into the system. Any reports or forms not returned or completed appropriately are followed up on by El Camino staff.
2. The student information system used previously by Compton Community College District is still available to access historical student records. The longer term plan is to implement a separate DataTel system for the district for use as its student records system, including the historical student records. At the time of fieldwork, this was slated to begin in December 2006, but no completion date was specified.
3. The center's latest audit report, for the year ended June 30, 2005, included eight separate findings, citing issues in student 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.

#### **Recovery Plan Recommendations:**

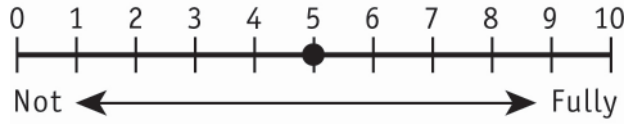
1. If Compton Community College District is to begin managing its own DataTel student database separately from El Camino, capacity must be built in the district's staff and processes to resolve the outstanding audit findings and ensure that the student enrollment and attendance records are accurately kept and adequately documented for state apportionment.
2. The evaluation for this standard is based on the current use of El Camino's system and procedures. Once Compton Community College District resumes full responsibility for maintaining the student database, the evaluation for this standard should exclude consideration of El Camino's process.

**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 11.3 - Attendance Accounting**

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#### **Professional Standard:**

Students are enrolled and attendance reports are completed by staff and entered into the student information system in an efficient, accurate, and timely manner.

#### **Sources and Documentation:**

1. El Camino College Compton Center 2006-2007 Enrollment and Registration Schedule
2. Sample enrollment reports from El Camino CCD's DataTel system
3. Sample weekly, daily and positive attendance census reports from El Camino CCD's DataTel system
4. Sample positive attendance reports from El Camino's DataTel system

#### **Findings:**

1. As discussed under FCMAT Standard 11.1, El Camino's student enrollment processes and system are now being used for Compton's students. This includes the student enrollment, registration, fee assessment, and attendance reporting processes.
2. The fieldwork for this report took place in the middle of the first term in which this new process was being used, so it was premature to perform a full evaluation of the accuracy and timeliness of the data when the first term had not yet concluded. However, reports generated from the system indicate that the necessary course and enrollment data is there to generate complete enrollment, census, and positive attendance reports. It remains to be seen whether or not there are issues with completing the census and attendance reports and adding that data to the system in a timely manner.

#### **Recovery Plan Recommendations:**

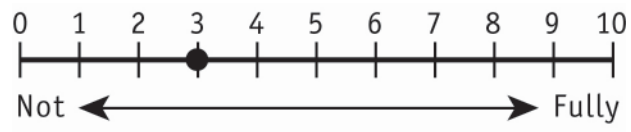
1. After the first attendance report for the state has been completed for the 2006-07 year, evaluate the accuracy and timeliness of the supporting data. If there are any issues or anomalies, these must be corrected and staff members need to be held accountable for completing the attendance forms and getting the data into the system accurately and timely.
2. Conduct a periodic audit of student data to ensure an appropriate separation between El Camino's and Compton Community College District's student data so that the enrollment and attendance reports for each institution reflect the correct students.
3. The evaluation for this standard is based upon the current use of El Camino's system and procedures. Once Compton Community College District resumes full responsibility for maintaining the student database, the evaluation for this standard should exclude consideration of El Camino's process.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 11.5 - Attendance Accounting**

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#### **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. CCCD Attendance Accounting and Grading Policies and Procedures (July 2002)
2. Sample weekly, daily and positive attendance census reports from El Camino CCD's DataTel system
3. Sample enrollment reports from El Camino CCD's DataTel system
4. El Camino College Compton Center 2006-2007 Enrollment and Registration Schedule
5. CCFS-320 Apportionment Attendance reports (2003-04, 2004-05, 2005-06)
6. Sample positive attendance reports from El Camino's DataTel system

#### **Findings:**

1. As mentioned under FCMAT Standards 11.1 and 11.3, the student enrollment and attendance system used for Compton's students changed as of fall 2006, the term during which the fieldwork for this report took place. El Camino's student enrollment, registration, and attendance processes, forms, and system are used for Compton's students. Compton Community College District's data is kept separate using a separate college code in the database.
2. El Camino staff members plan to use the college code in the database to generate a separate CCFS-320 attendance report to the state for Compton Community College District. Based on some preliminary attendance reports generated from the system, the review team verified that a college code is used specifically for the Compton Community College District and data is being accumulated.
3. Since the first term of using this new process and the first attendance reporting period to the state, had not yet been completed at the time of fieldwork, it was premature to fully evaluate the process with regard to this standard. However, based upon various attendance reports generated from the system, there was evidence that census and positive attendance reports were being generated and distributed, and attendance data was being entered into the system.
4. The center's latest audit report, for the year ended June 30, 2005, included eight separate findings, citing issues in the area of student enrollment and attendance. These findings can affect the accuracy of the attendance reported to the state for apportionment. Most of the issues were unresolved findings from the prior year.

#### **Recovery Plan Recommendations:**

1. After the first attendance report for the state has been completed for the 2006-07 year, conduct an audit to verify the supporting census and attendance reports against the CCFS-320. If there are any discrepancies, the cause needs to be identified and corrections must be made. This should include verification that Compton Community College District's student data is appropriately kept separate from El Camino's data in the system.

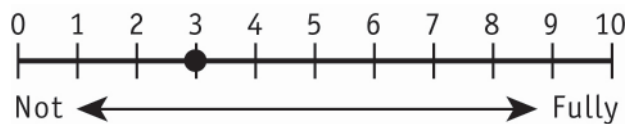
2. Hold staff members accountable for completing the attendance forms accurately and in a timely manner.
3. If Compton Community College District is to begin managing its own DataTel student database separately from El Camino, build capacity within district staff and processes to resolve the outstanding audit findings, and to ensure that the student enrollment and attendance records are accurately kept and adequately documented for state apportionment purposes. Attendance handbooks, with procedures and sample forms, need to be prepared for use with the new DataTel system, and all faculty and staff involved in the student enrollment and attendance process need to receive training for this new system.
4. The evaluation for this standard is based on the use of El Camino's system and procedures. Once Compton Community College District resumes full responsibility for maintaining the student database, the evaluation for this standard should exclude consideration of El Camino's process.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 12.1 - Accounting, Purchasing and Warehousing**

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#### **Legal Standard:**

The college adheres to the Budget and Accounting Manual (BAM) and Generally Accepted Accounting Principles (GAAP) as required by Education Code Section 84030.

#### **Sources and Documentation:**

1. Chart of accounts for both DataTel and PeopleSoft
2. Various financial reports generated from PeopleSoft and DataTel
3. CCCD Report on Audit of Financial Statements (June 30, 2005)
4. Management letter from audit firm dated October 24, 2005

#### **Findings:**

1. There is substantial evidence to indicate that the Compton Center is not adhering to the Budget and Accounting Manual (BAM) or GAAP. For example, a review of the final trial balance for 2005-06 as generated from the financial system indicates that transactions were posted incorrectly and/or, for the modified accrual basis of accounting, significant transactions were not posted at all.
2. The latest audit report, for the year ended June 30, 2005, cites a number of findings related to the accounting transactions. Most of these findings were also cited in the previous year's audit report and so were not corrected. The results of the audit for the year ended June 30, 2006, were not yet available at the time of fieldwork. However, based on a review of financial reports that were generated from the system, there remain significant issues with the accounting transactions.
3. Several employees in the Business Office do not fully understand accounting theory and practices, and do not have the appropriate accounting background, experience, or training to perform the duties required with competence.
4. Business Office employees are not aware of the Budget and Accounting Manual, and so cannot use it as a tool or reference.
5. The Business Office has experienced 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. There are significant concerns about the accuracy of the data in either system, without adequate staff time and training on using the systems.

#### **Recovery Plan Recommendations:**

1. Resolve the audit report findings so that the center's financial statements more accurately portray the center's financial condition. This will include conducting research, making cor-

rections to procedures and data, posting audit adjustments to the general ledger, and training staff members responsible for the accounting transactions.

2. Take steps to ensure that employees in the Business Office have the accounting background and knowledge to be able to perform their duties and to follow Generally Accepted Accounting Principles.
3. Provide Business Office employees with access to the Budget and Accounting Manual and provide training on how the manual applies to their job duties.
4. Provide the Business Office staff with assistance and training on the new financial system and how to convert data to it.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**





## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 12.2 - Accounting, Purchasing and Warehousing**

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#### **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, 2005)
3. Management letter from audit firm dated October 24, 2005

#### **Findings:**

1. A review of the final trial balance for 2005-06 as generated from the financial system indicates that systems are not in place or enforced to assure the timely processing of accounting activities. For example, some transactions were posted incorrectly, and some transactions were not recorded at all.
2. The latest audit report, for the year ended June 30, 2005, 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 so were not corrected. The results of the audit for the year ended June 30, 2006, were not yet available at the time of fieldwork.
3. The Business Office has experienced 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. 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. The review team requested financial reports from both systems to evaluate the timeliness and accuracy of the transactions in the systems with regard to this standard. After repeated requests, the review team received some reports from the PeopleSoft system. A department outside of business services provided the review team with budget reports from the DataTel system, but these did not provide any transaction detail.

#### **Recovery Plan Recommendations:**

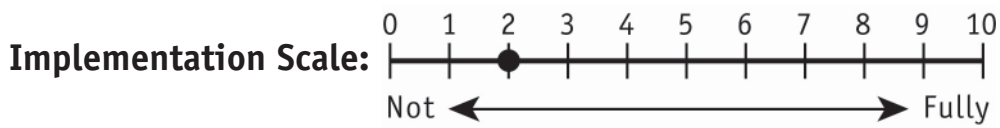
1. Prepare Business Office employees adequately to perform their job duties, and then hold them accountable for performing those duties in an accurate and timely manner.

2. Resolve the outstanding audit findings so that accounting transactions are recorded in a timely manner and entered into the system correctly. This may involve providing some training to Business Office staff to prevent the same issues from resurfacing.
3. Complete the conversion of the financial data from the PeopleSoft financial system to the new DataTel system as soon as possible. The current condition of the accounting records makes it impossible for Compton to evaluate its financial condition.
4. Provide Business Office employees with training to be able to do research in the DataTel system and to run reports to verify transactions that are posted to the system.

**Standard Implemented: Partially**

April 2007 Rating:

2



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 12.3 - Accounting, Purchasing and Warehousing**

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#### **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, 2005)
3. Management letter from audit firm dated October 24, 2005

#### **Findings:**

1. At the time of fieldwork, Compton Community College District was converting from PeopleSoft to El Camino's DataTel financial system. The budget and accounting data for the current year is split between the PeopleSoft and DataTel systems until the conversion is complete. No time line was given for completion of the implementation. The Business Office cannot verify its projections of revenues and expenditures because of the current condition of the data.
2. Except for some of the smaller accounts such as student body, at the time of fieldwork the Business Office had not reconciled any of its cash to the county's records or bank statements for this fiscal year, and it was five months into the year. Apparently cash continues to be collected and deposited, even though the reconciliations are not being done. However, without performing cash reconciliations, the Business Office cannot confirm that cash receipts were deposited and/or recorded correctly.
3. The review team could not find evidence that cash balances are monitored or that cash flows are documented or projected. There is no indication that Business Office management oversees the management of cash.
4. The latest audit report, for the year ended June 30, 2005, includes a finding regarding Compton's low cash balance and a lack of going concern. This finding occurred in the prior audit report, so it remained unresolved. In addition, there is a management letter that was issued before the formal audit, which cited the same concern and also notified the center of several other cash-related issues. Some were departures from policy and others involved untimely or nonexistent cash reconciliations. Audit results for the year ended June 30, 2006, were not yet available at the time of fieldwork.

### Recovery Plan Recommendations:

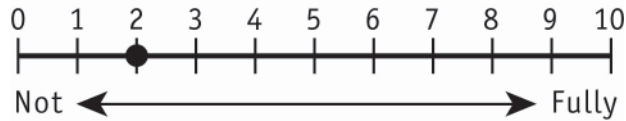
1. Complete the conversion of data to the new system, and adequately train Business Office employees in the use of the system to be able to resume the critical functions of monitoring expenses and revenues against budget and reconciling and monitoring cash.
2. Ensure that employees are carrying out their cash management duties. Cash transactions that are a departure from policy should not be allowed. Bank reconciliations should be required to be completed in a timely manner each month, including the posting of any correcting entries, and a manager should review and approve all reconciliations.
3. Project and analyze cash flow regularly. This should be accomplished by Business Office management.

### Standard Implemented: Partially

April 2007 Rating:

2

Implementation Scale:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 12.4 - Accounting, Purchasing and Warehousing**

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#### **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, 2005)
3. Management letter from audit firm dated October 24, 2005

#### **Findings:**

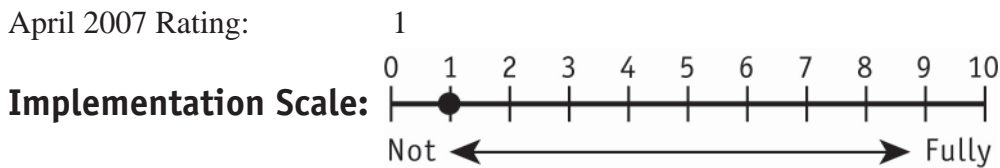
1. The payroll department has experienced turnover from seasoned staff to temporary staff, and the level of staffing to support payroll has been reduced. This has resulted in significant payroll processing issues. The October payroll for administrators was not completed in time. The consequences of not making a payroll are significant and serious for Compton Community College District and for the employees affected.
2. At the time of fieldwork, the Accounting Supervisor was being reassigned to payroll but had not yet begun her new duties.
3. The processing of payroll and benefits is still accomplished on the PeopleSoft system. The new financial system, El Camino's DataTel system, does not contain any payroll transactions, so the budget does not reflect actual payroll encumbrances and expenditures. Business Office employees manually enter the payroll and benefits expenditure data into DataTel. At the time of the review team's visit, the plan was to cut over the payroll processing to DataTel in December 2006. This time frame appears to be very aggressive and risky, considering the recent turnover of payroll staff. There is a sense of urgency in converting payroll over to DataTel so the budget can begin to be monitored from that system. However, Compton Community College District needs to use extreme caution. These significant and swift changes raise major concerns about the quality of position control and the accuracy of payroll.
4. A management letter was issued on October 24, 2005, before the formal audit for the year ended June 30, 2005, notifying the center that auditors determined that the payroll clearance fund had not been reconciled and there appeared to be invalid transactions posted to the fund.
5. The latest audit report, for the year ended June 30, 2005, includes a finding that payroll source documentation was not available for audit and therefore was not maintained according to record retention policies.
6. There are no internal audits conducted on payroll activities.

## Recovery Plan Recommendations:

1. Ensure that ongoing payroll responsibilities are assigned only to permanent employees. Temporary staff members should only be utilized to provide additional support during peak periods and not for the regular, ongoing workload.
2. Fulfilling payroll duties for an educational institution requires unique knowledge and skills as compared with that required for other types of entities. Therefore, the Business Office should ensure that there is a sufficient level of staffing for payroll and that payroll employees are qualified and appropriately trained to accomplish their duties.
3. In preparation for converting payroll to the DataTel system, the employee being transferred to payroll should be in place and appropriately trained before using the system for a live payroll. Also, the conversion of the data from PeopleSoft needs to be verified for accuracy and completeness before using it as a foundation for running payrolls in the new system. At least one parallel payroll should be run so that the results of the two systems can be compared and the accuracy and performance of the new system can be verified.
4. Implement procedures to reconcile the payroll clearance fund monthly and make adjusting journal entries where necessary to resolve any imbalances or incorrect transactions.
5. Implement procedures to ensure that source documents for payroll are retained according to records retention policies and are stored in an organized manner for easy retrieval when necessary.
6. Implement an internal audit program for periodic review of payroll activities.

### Standard Implemented: Partially

April 2007 Rating:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 12.5 - Accounting, Purchasing and Warehousing**

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#### **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, 2005)
2. Management letter from audit firm dated October 24, 2005

#### **Findings:**

1. The lines of supervision in the Business Office are blurred, exacerbated by the recent turn-overs in staff and reassignments of duties, so that some employees are unsure who supervises them.
2. There are employees in the Business Office who are not qualified and have not received adequate training to perform their job duties competently.
3. The Vice President of Business Affairs position has been vacant for nearly a year, and there is no plan to fill the position. The Business Office and several other functions are currently overseen by the Director of Fiscal Affairs, who does not have a strong background in budget and accounting.
4. As evidenced by the number and subject matter of the findings in the most recent audit report, for the year ended June 30, 2005, there were significant issues with the accuracy of the accounting transactions. Many of these findings occurred in the prior year's audit and remained unresolved. The results of the audit for the year ended June 30, 2006, were not yet available at the time of fieldwork. These issues indicate a lack of appropriate review and supervision of accounting activities.
5. The current condition of the implementation of the DataTel system for finance precludes the ability to run financial statements from the system. Some transactions are still in the old system, so accounts cannot be reconciled, and financial reports, such as the quarterly CCFS-311 that is due to be submitted to the state, cannot be completed with reliance on the data as it exists.

#### **Recovery Plan Recommendations:**

1. Fill the Vice President of Administrative Services position with an employee that has a strong background in school or college budgeting and accounting. The Business Office needs a hands-on mentor and trainer for the employees in that area, and cognizant oversight is sorely needed.

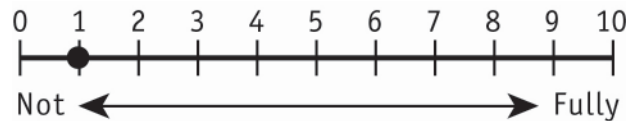
2. Ensure that employees in the Business Office are assigned to positions for which they are adequately prepared, and hold them accountable for performing their duties in a competent manner. Refrain from making frequent reassignments in the future.
3. Implement the appropriate review and approval procedures to help resolve the outstanding audit findings, so that accounting transactions can be completed in a timely and accurate manner.
4. Complete the conversion of the financial data to DataTel, which should include a validation of the results, so that the center can generate important financial reports, beginning with the quarterly CCFS-311 report that is due to the state.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**





## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 12.6 - Accounting, Purchasing and Warehousing**

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#### **Professional Standard:**

Categorical programs, either through specific program requirements or through general cost principles, require that entities receiving such funds must have an adequate system to account for those revenues and related expenditures.

#### **Sources and Documentation:**

1. Various financial reports generated from PeopleSoft and DataTel
2. CCCD Report on Audit of Financial Statements (June 30, 2005)
3. Management letter from audit firm dated October 24, 2005
4. MAXIMUS Asset Management Services' "Appraisal Report for Compton Community College" as of June 30, 2003

#### **Findings:**

1. The review team requested a listing of Compton Community College District's asset inventory, preferably with an indication of funding source for each item, but were not provided one. There was no evidence of a process to tag assets purchased from restricted program funds or track them separately on the asset inventory. Also, the asset inventory completed by an outside contractor for the purpose of implementing Governmental Accounting Standards Board Statement No. 35 did not indicate the funding source.
2. The review team requested financial reports from both systems, and after repeated requests was provided some reports from PeopleSoft. A department outside of business services provided budget reports from DataTel, but they were not arranged by program or funding source. The review team was unable to verify that revenue and expense transactions were being accumulated appropriately by funding source.
3. The account code structures for both systems allow transactions to be coded by funding source and/or program.
4. The latest audit report, for the year ended June 30, 2005, includes several findings regarding the lack of monitoring and maintenance of financial records for grants, noncompliance with grant funding requirements, and a lack of documentation to support multifunded positions. All of these were issues cited in the previous year's audit and remained unresolved. The results from the audit of the year ended June 30, 2006, were not yet available at the time of fieldwork.
5. No one in the Business Office is clearly designated to oversee the financial activities of categorical programs. There is no overall system or process at the center for submitting grant applications, accepting grant awards, or monitoring, reviewing, and reporting the financial activity. Most program financial reports are prepared by program staff instead of by the Business Office.

6. Unrestricted contributions to categorical programs may be excessive, or for some programs may not be a sufficient amount, due to poor financial oversight.

### Recovery Plan Recommendations:

1. Ensure that physical assets purchased with categorical funds are tagged and tracked separately in the asset inventory, and that the asset inventory is kept up to date as assets are transferred between departments and/or disposed of.
2. Assign a manager in the Business Office with the responsibility for overseeing that budget and accounting activities for grant programs are appropriately conducted and tracked separately in the system. This should include:
  - a. Verifying the budgets before grant applications are submitted to ensure that they are appropriate and include indirect and/or administrative costs
  - b. Working closely with grant program staff to ensure compliance with all program requirements
  - c. Monitoring the budgets and accounting transactions to prevent unintended contributions to restricted programs and ensure program compliance
  - d. Requiring supporting documentation for multifunded positions
  - e. Ensuring that required match transactions are posted according to the grant requirements
  - f. Preparing the required financial reports to the appropriate agency in an accurate and timely manner – done by the Business Office rather than the program office.

### Standard Implemented: Partially

April 2007 Rating:

2

Implementation Scale:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 12.7 - Accounting, Purchasing and Warehousing**

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#### **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. 2005-06 PeopleSoft Financial System Year-End Closing Procedures and Schedules (LACOE)
2. 2005-06 Year-End Closing Workshop PowerPoint Presentation (LACOE)
3. Year-End Financial Review Checklist (internal)
4. Journal entries and backup documentation
5. Closing trial balance and other financial reports from PeopleSoft
6. CCCD Report on Audit of Financial Statements (June 30, 2005)
7. Management letter from audit firm dated October 24, 2005

#### **Findings:**

1. The closing checklist was prepared for the center by an outside contractor, and included a fair number of required tasks. No tasks on the list had a deadline before June 30, 2006, and a number of tasks were not included, such as posting the indirect and/or administrative costs to categorical programs.
2. The checklist from the county office of education also is not comprehensive because it does not include activities required at the college level that do not affect the county's books.
3. Overall procedures for oversight of the year-end closing process do not exist. No one could be identified as responsible for the closing. Contributing to this issue is that the Vice President of Business Affairs position has been vacant for many months, with no plans to fill it.
4. Business Office staff attended year-end closing training as provided by the county office of education, but based on the financial reports from the system it appears that many of the required tasks were not completed.
5. Based on review of the closing trial balance generated from the system for the year ended June 30, 2006, there are clearly incorrect transactions that have been posted at year end, and it appears that significant transactions were missed. For example, it appears that the accrual of the receivable for state apportionment was not done.
6. For the last several years, Compton Community College District has been unable to properly close its books at year end. FCMAT completed the final closing for 2003-04, and an external accounting firm closed the books for 2004-05. However, Compton Community College District staff subsequently made additional journal entries to the books, so the 2004-05 financial statements contained significant issues (per the audit report for that year). For 2005-06, the reports reviewed and interviews with employees indicate significant issues with this most recent year end.

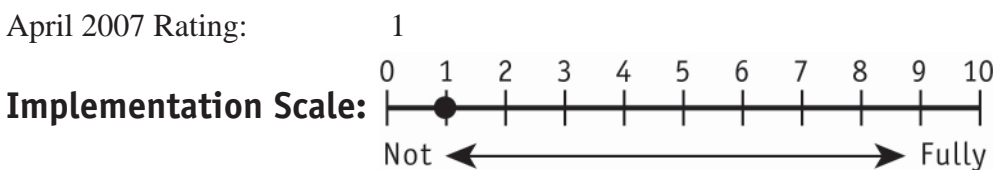
7. The most recent audit report, for the year ended June 30, 2005, as well as the management letter dated October 24, 2005, included a significant number of findings related to unreconciled accounts, lack of documentation for accounting entries, incorrect posting of transactions and other unresolved errors, lack of appropriate supervision and oversight of budget and accounting activities, a low cash balance and lack of going concern, negative balances in some funds, insufficient records for and lack of control over fixed assets, and other issues with the accounting functions. Most of these issues were raised in the previous year's audit report and remained unresolved. The results of the audit for the year ended June 30, 2006, were not yet available at the time of fieldwork.

**Recovery Plan Recommendations:**

1. Prepare a detailed checklist for the Compton Center's year-end closing. Since the next year end closing will involve the El Camino DataTel system, it may be best to begin with El Camino's closing checklist and then customize it for the center. Certainly, the center should not use the journal entries and processes it has used in the past as the foundation for developing its list, since clearly there have been significant issues there.
2. Develop written procedures for year-end closing for each position in the Business Office. Business office employees need training on the year end closing process, and need to be held accountable for accomplishing their duties year round in preparation for closing as well. Reconciliations of asset and liability accounts, for example, should be performed every month during the year so that the appropriate adjusting entries are made long before the year end closing process begins.
3. Resolve the outstanding audit findings, which would mainly involve putting procedures in place to reconcile accounts on a regular basis, detect and resolve errors throughout the year, post transactions to the ledgers in a timely manner, monitor various critical accounts on an ongoing basis, and ensure that policies and regulations are adhered to in the budget and accounting functions.
4. Hold Business Office management accountable for the proper supervision and oversight of budget and accounting activities in the office.
5. Hire a qualified person with a strong budget and accounting background to oversee the operation of administrative services, as the current staff are lacking in that area.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 12.8 - Accounting, Purchasing and Warehousing**

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#### **Legal Standard:**

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.

#### **Sources and Documentation:**

1. MAXIMUS Asset Management Services' Appraisal Report for Compton Community College as of June 30, 2003
2. Bid Threshold and Bond Requirements (CCCD document dated April 2003)
3. Sample board action item and public notice on opening of a bid process
4. Sample memo awarding the bid for a construction project to the successful bidder
5. Sample bid specification
6. Sample instructions for bidders
7. CCCD Report on Audit of Financial Statements (June 30, 2005)
8. Management letter from audit firm dated October 24, 2005
9. CCCD Policy Manual of the Board of Trustees (Draft, 2003)

#### **Findings:**

1. To implement the provisions of Governmental Accounting Standards Board Statement No. 35, the center contracted with a vendor to prepare an inventory of its assets. This report was completed June 30, 2003. The review team could not find evidence of any updates to the asset inventory since that time.
2. Board Policy 8.4, Purchasing - Supplies, Equipment, and Services, dated May 14, 1996, provides the overall guidance for the purchasing process, and includes specifications for the bidding process. This policy is out of date.
3. The center deals with a significant number of unauthorized purchases, where the vendor invoice appears or there is a request for reimbursement but no authorization before the purchase. These are serious departures from policy and result in a lack of budget control. There has been correspondence from the administration to the rest of the campus that unauthorized purchases will result in suspension without pay. The review team was unable to confirm whether or not this practice continued to occur and, if so, whether or not the consequences were rendered.
4. The Bid Threshold and Bond Requirements document created by the center lists the types of projects that require bidding and bonds, with Public Contract, Civil, and Education Code citations. This document is provided as a reference for employees at the center who have responsibilities for departments or projects that may need to use these procedures.

5. The center's Purchasing Department is responsible for ensuring that all purchases comply with Public Contract Code. The center still conducts its own bidding processes, with review by El Camino. No concerns were cited by interviewees or discovered during the fieldwork in this area.
6. As mentioned under FCMAT Standard 12.6, the review team requested but was unable to obtain an asset inventory listing. The latest audit report, for the year ended June 30, 2005, cites findings in inventory management, which remained unresolved from the prior year's audit. There do not appear to be procedures or sufficient oversight to ensure that inventory items are adequately recorded and tracked.
7. Because of the conversion to El Camino's DataTel system, Compton Community College District's purchasing employee has been temporarily relocated to El Camino for training. Purchase orders are generated at El Camino, and the purchase order forms used are El Camino's. Compton Community College District is referenced in the shipping address, but all invoices are directed to El Camino. Since the Director of Fiscal Affairs is the authorized signer of purchase orders, the purchasing employee brings all purchase orders printed at El Camino over to Compton Community College District each day so they can get signed, which is time-consuming and cumbersome. The plan is to bring the purchasing employee back to Compton Community College District after training is completed so that purchase orders can be generated at the campus.
8. There is no direction as to which policies need to be followed by the Purchasing Department at Compton. Because of the conversion to El Camino's DataTel system, El Camino's policies are followed for most activities.
9. Compton does not offer a just-in-time purchasing option for campus staff to make frequent purchases of basic supplies. El Camino offers such a system, and Compton Community College District is beginning to look at that option.
10. The management letter dated October 24, 2005, contains an observation by the auditors that credit cards were given to staff to make purchases with no formal written policy in place. There was no evidence of a written policy or procedure to address this.

### **Recovery Plan Recommendations:**

1. The Administrative Services Division needs to assign a management employee the responsibility for overseeing the asset inventory, and procedures need to be implemented to appropriately record and track the center's assets.
2. Board policies governing the purchasing process must be brought up to date to reflect current regulations and to provide alternative processes, such as just-in-time purchasing, to reduce the need to handle each routine purchase with a purchasing requisition and a purchase order. This should reduce the time lag between ordering and receiving, and should reduce administrative costs.

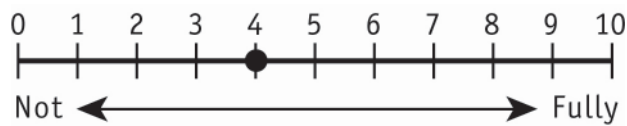
3. Include guidelines and standards in board policy for the use of credit cards to make purchases, and prepare detailed regulations and procedures to support the policy.
4. Continue to ensure that all purchases are pre-authorized and that there are consequences for employees that do not comply with the policy.
5. Eliminate, as soon as possible, the current method of hand carrying purchase orders between El Camino and Compton Community College District for authorization. This delays purchases, requires significant staff time, and increases the risk of lost paperwork. Procedures and controls need to be implemented to allow electronic authorization of purchase orders, or the purchase orders need to be generated at the same physical location as the authorized signer(s).
6. Provide clear direction to Compton Community College District's purchasing department as to which institution's policies – Compton's or El Camino's – govern the purchasing process.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**





## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 12.9 - Accounting, Purchasing and Warehousing**

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#### **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. CCCD Report on Audit of Financial Statements (June 30, 2005)
3. Management letter from audit firm dated October 24, 2005
4. CCCD Policy Manual of the Board of Trustees (Draft, 2003)
5. Bid Threshold and Bond Requirements (CCCD document dated April 2003)
6. Measure CC General Obligation Bonds with Independent Accountants' Report on Applying Agreed-Upon Procedures (dated June 30, 2005)

#### **Findings:**

1. Construction bids are handled by the purchasing department, and the center has secured legal services to assist in monitoring the use of bond funds and overseeing the bidding process. The county office of education also provides oversight of the purchasing process. All purchases and bids are now reviewed by El Camino staff as well. Proper bidding procedures appear to be followed.
2. As mentioned under FCMAT Standard 12.8, board policies addressing purchasing and bidding processes are out of date. The Bid Threshold and Bond Requirements document created by the center lists the types of projects that require bidding and bonds, with Public Contract, Civil, and Education Code citations. More detailed written procedures do not exist.
3. Based on the most recent audit report, for the year ended June 30, 2005, as well as the management letter dated October 24, 2005, there were several findings with regard to the construction accounting activities. These findings were in the prior year's audit report, which means they remained unresolved. The results of the audit for the year ended June 30, 2006, were not yet available at the time of fieldwork.
4. In the audit report of the general obligation bonds as of June 30, 2005, several findings involved the lack of supporting documentation, and some purchases charged to bond funds that were questionable for compliance with the ballot language and the established budgets. According to the district's responses, all of these items were researched and either determined to be correct, or corrections were made to resolve the issue. No evidence was provided of further audit processes, either internal or external, involving the general obligation bonds.
5. Responsibility for the various facility funds and related accounting records has been split among several people in the Business Office. Some of the employees are not qualified and/or lack sufficient training to perform their duties in a competent manner, as evidenced by the



audit findings. The most seasoned Business Office employee in this area is now being re-assigned to payroll. Construction accounting is a unique form of accounting that requires additional verifications and analysis to be performed beyond that of most other accounting activity. There are no written procedures to address this area.

### Recovery Plan Recommendations:

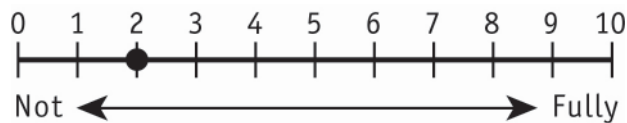
1. Board policies governing the purchasing and bidding process need to be brought up to date, and detailed procedures need to be written to support these policies. All employees involved in the process need to be provided with handbooks and appropriate training, and then held accountable for following proper procedures.
2. Implement procedures to ensure that the audit findings have been corrected and to avoid further findings. This needs to include assigning qualified employees to handle the construction accounting functions and providing written procedures and training to ensure that the accounting records are correct and complete. Particular attention needs to be paid to the year-end closing process to ensure that construction projects are properly accounted for and reflected in the financial statements.
3. Regularly conduct internal audits of construction accounting activities. These audits should be performed by qualified staff in the Business Office.

### Standard Implemented: Partially

April 2007 Rating:

2

Implementation Scale:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 12.10 - Accounting, Purchasing and Warehousing**

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#### **Professional Standard:**

The accounting system has an appropriate level of controls to prevent and detect errors and irregularities.

#### **Sources and Documentation:**

1. Various financial reports generated from PeopleSoft and DataTel
2. CCCD Report on Audit of Financial Statements (June 30, 2005)
3. Management letter from audit firm dated October 24, 2005
4. CCCD Policy Manual of the Board of Trustees (Draft, 2003)

#### **Findings:**

1. Board policies and administrative regulations do not properly address the misuse of funds and fraud prevention (see also FCMAT Standard 1.8).
2. Internal accounting controls and separation of duties within the accounting department are weak, and the controls that are in place are not always followed or enforced.
3. There are very few written desk procedures for Business Office employees to follow in performing their duties.
4. Most Business Office employees are not aware of Generally Accepted Accounting Principles (GAAP) or the Budget and Accounting Manual (BAM), and so are not trained to follow their guidance. Standard accounting practices are not performed, such as monthly reconciliations of accounts, so errors and anomalies go undetected and the accounting data in the system is invalid.
5. Supervision of the Business Office staff is lax. A major contributor to this issue is the fact that the Vice President of Business Affairs position remains vacant and there are few employees in the Business Office that are highly skilled in budgeting and accounting.
6. The cutover to El Camino's DataTel system for finance has resulted in the financial records being split between systems, and the validity of the data is suspect. Employees are not trained to use the new system, especially when it comes to running reports. Compton Community College District is unable to run reports from the system(s) to determine its current financial status.

#### **Recovery Plan Recommendations:**

1. Implement board policies to detect and prevent fraud, and hold all employees accountable for complying with policy.

2. Arrange the duties among Business Office staff to ensure appropriate segregation of duties and the existence of internal controls. Prepare written desk procedures for employees to follow and refer to as needed, to ensure consistency and completeness in the way tasks are done.
3. Ensure appropriate supervision of the Business Office by filling the Vice President of Business Affairs position with an employee with strong skills and experience in district budgeting and accounting.
4. Ensure that budgeting and accounting duties are assigned only to qualified and appropriately trained staff, and that standard accounting practices and procedures are followed throughout the year. Hold staff accountable for discharging their duties in a timely, accurate, and efficient manner.
5. Complete the data conversion and the training on the new financial system as soon as possible. Business office employees will most likely need additional resources to accomplish this quickly enough to allow meaningful oversight and management of the center's budget.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 12.11 - Accounting, Purchasing and Warehousing

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#### Professional Standard:

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.

#### Sources and Documentation:

1. Chart of accounts for both DataTel and PeopleSoft
2. Various financial reports generated from PeopleSoft and DataTel
3. CCCD Report on Audit of Financial Statements (June 30, 2005)
4. Management letter from audit firm dated October 24, 2005

#### Findings:

1. Based on a review of the chart of accounts for El Camino's DataTel system, it appears that the account code structure allows for the proper recording and reporting of financial activity as required by the state and other agencies. Crosswalk programming has been completed to convert the PeopleSoft account numbers to the DataTel chart of accounts.
2. Most of the Business Office employees are not yet familiar with the DataTel chart of accounts, or with the use of the system. Additional training is planned in the near future.
3. The review team requested various financial reports from both systems, PeopleSoft and DataTel, but did not receive most of them. The account code structure being used could be verified from the reports received, but insufficient detail was available from DataTel to ensure that the transactions are appropriately recorded (see also FCMAT Standard 12.2).

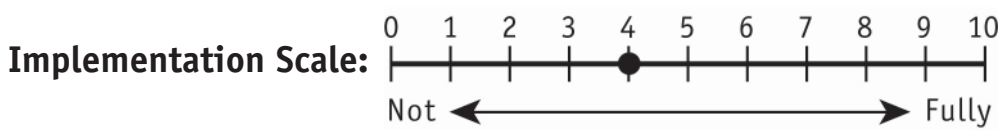
#### Recovery Plan Recommendations:

1. Provide training for all Business Office employees, as well as other employees on the campus that require it, to understand the DataTel chart of accounts and the use of the system.
2. Implement procedures to ensure that all budget and accounting transactions are properly recorded in the new system according to the established account code structure.

#### Standard Implemented: Partially

April 2007 Rating:

4



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 13.1 - Student Body Funds**

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#### **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. CCCD Policy Manual of the Board of Trustees (Draft, 2003)

#### **Findings:**

1. Board Policy 6.16, Campus Construction by Student Organizations (undated), requires student organizations to secure the President's approval before becoming involved in any campus construction.
2. Board Policy 8.3, Fiscal Operations, dated July 12, 1994, provides guidance for the financial activities of the Associated Student Body. It requires the following:
  - a. That all collections of money be deposited daily and intact with the Business Office with supporting documentation
  - b. That the funds be kept in the student body account(s) at a bank approved by the board
  - c. That the Business Office supervise the accounts
  - d. That only persons authorized by the organization can request withdrawal from its funds
3. Board Policy 8.4, Purchasing – Supplies, Equipment, and Services, dated May 14, 1996, governs the purchasing methods for use by the center, including the student body organization.
4. The review team could not locate any administrative regulations for the implementation of these board policies.
5. A document entitled "Associated Student Body Finance Policy" provides more specific guidance on budgets, fund-raising, cash handling, disbursements, financial statements, and audits. This document is undated, so the review team could not determine if it is current. In addition, there is no indication that this document was reviewed or approved by any authority at the center.

#### **Recovery Plan Recommendations:**

1. Adopt a broader board policy to provide overall guidance on the purpose, establishment, and conduct of a student body organization, which should include as a subset the financial aspects of the student body organization's operations.
2. Develop administrative regulations for board adoption to provide adequate guidance and ensure the consistent application of procedures.

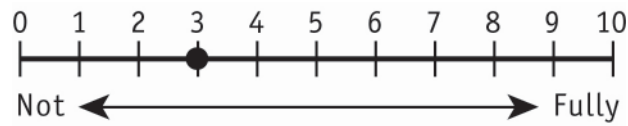
3. Provide all employees and students involved in handling student body funds with adequate training and a handbook containing the board policies, administrative regulations, detailed procedures, and forms to be used. All participants should be held accountable for following the established policies and procedures.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 13.2 - Student Body Funds**

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#### **Professional Standard:**

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.

#### **Sources and Documentation:**

1. Associated Student Body Finance Policy and Procedures (undated)
2. CCCD Policy Manual of the Board of Trustees (Draft, 2003)
3. CCCD Report on Audit of Financial Statements (June 30, 2005)
4. Sample completed source documents and bank reconciliation
5. ASB financial statements (pre-audit) for 2003-04 and 2004-05

#### **Findings:**

1. The Acting Dean, Student Affairs, is responsible for the student body organization. This was determined through interviews with staff, since there is no policy that specifies the responsible party.
2. Board Policy 8.3, Fiscal Operations, dated July 12, 1994, specifies that the Business Office is responsible for supervising the student body account(s).
3. As mentioned under FCMAT Standard 13.1, board policies governing the student body organization are minimal in scope, and the review team found no administrative regulations that address this area.
4. The Associated Student Body Finance Policy document provides written procedures, but it is not complete. For example, it does not address all of the financial aspects of a student body organization, and does not include timelines, sample forms, and other components to help ensure consistent application of the procedures.

#### **Recovery Plan Recommendations:**

1. Expand board policy to more adequately address the operations of the student body organization, including specification of the administrative position that is responsible for its operations.
2. Develop and adopt administrative regulations to provide adequate guidance and consistent application of procedures.
3. Develop a complete set of written procedures for all financial activities of the student body organization, with enough specificity to ensure consistency of application.

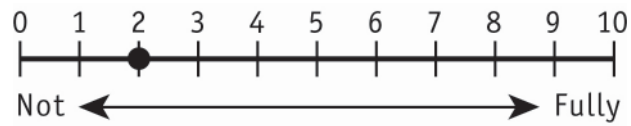
4. Prepare a handbook that contains the policies, administrative regulations, procedures, and sample forms for all employees and students with responsibility for any of the financial aspects of the student body organization's activities.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**





## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 13.3 - Student Body Funds**

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#### **Professional Standard:**

The college provides training and guidance to college personnel and students on the policies and procedures governing student body accounts.

#### **Sources and Documentation:**

1. Associated Student Body Finance Policy and Procedures (undated)
2. CCCD Policy Manual of the Board of Trustees (Draft, 2003)
3. CCCD Report on Audit of Financial Statements (June 30, 2005)
4. Sample completed source documents and bank reconciliation
5. ASB financial statements (pre-audit) for 2003-04 and 2004-05
6. Associated Student Body Tentative Budget (2005-2006)

#### **Findings:**

1. As discussed under FCMAT Standards 13.1 and 13.2, the board policies governing the operation of the student body organization and the written procedures are incomplete, and formal administrative regulations do not exist. Therefore, there is little material with which to conduct training for the staff and students involved.
2. Even in the absence of formal administrative regulations and complete procedures, it appears that some standard procedures are being followed by the student body organization, based upon some source documents that were provided during fieldwork. For example, deposits to the Bursar's Office are made almost daily, and requisitions are prepared upon approval at a student body meeting and signed by an officer of the student body organization, the advisor for the student body, and the dean.
3. Based upon the condition of the financial records for the student body organization, it appears that employees in the Business Office are not adequately trained to appropriately handle and oversee the student body accounts (see also FCMAT Standard 13.4).

#### **Recovery Plan Recommendations:**

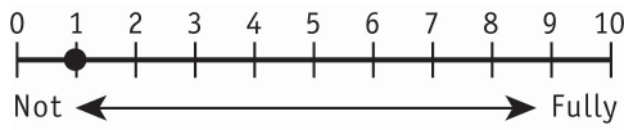
1. Once the board policies are adopted, administrative regulations are developed and adopted, written procedures are completed, and a student body organization handbook is prepared, provide all staff members and students involved in the financial aspects of the student body organization with appropriate training and a handbook for reference. This would include employees in the Business Office that are responsible for handling student body accounts or for supervising employees that do.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 13.4 – Student Body Funds**

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#### **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. CCCD Policy Manual of the Board of Trustees (Draft, 2003)
3. CCCD Report on Audit of Financial Statements (June 30, 2005)
4. Sample completed source documents and bank reconciliation
5. ASB financial statements (pre-audit) for 2003-04 and 2004-05

#### **Findings:**

1. A desktop software application, QuickBooks, is used to maintain the financial records for the student body organization. The review team requested transaction listings and financial statements for the current year (2006-07) and prior year (2005-06). The team received some transaction listings, but no current financial statements. The team received copies of the unaudited financial statements for the two years prior. The plan is to move this application to the DataTel system at some point in the future.
2. Based on review of cash transactions and general ledger postings for the current and two prior years, several situations were noted that warrant further investigation, such as:
  - a. A “due from district” of \$60,414.18 as of June 30, 2006, which is a significant amount for the student body organization, but with no activity posted five months into the new year. This receivable should be validated and resolved.
  - b. Transactions made in May 2006 that reference “transfer scholarship to Foundation,” with the scholarship accounts involved ending with a zero balance. It should be verified that there was community college board approval to transfer these funds to another legal entity.
  - c. A number of trust accounts had no activity during the entire fiscal year. These should be investigated, and then closed out if there is no longer a bona fide group or activity to support the account.
  - d. A number of the funds appear to exist to support instruction or a particular department, based on the name of the fund. It should be verified that these funds are used to support the student organization, rather than an operation of the college. If not, then they should be folded into the operational budget of the college.
  - e. The general ASB fees account has transactions with the label “Unauthorized withdrawal from account.” Seven transactions were noted during January and February 2006, for a total of \$13,500. This should be investigated further, with action taken as necessary to resolve the issue and replenish the funds.
  - f. The “vending income” account reflects a significant decrease in deposits over the last year, more than is justified by the change in numbers of students, and there is no activity posted after April 2006. This should be investigated further to see if machines were removed from campus and/or the revenues are directed to another recipient.

- g. The unassigned account appears to be a suspense account, but ended the 2005-06 year with \$32,027.38. No transactions have occurred since then to begin clearing out that account.
  - h. Income and expense accounts don't appear to be closed out at the end of each fiscal year. The transaction listings show a balance that is carried forward from year to year.
  - i. There have been several transfers between funds and transactions to close funds in the last two years. It should be verified that these have all been approved by the student body organization.
3. The latest audit report, for the year ended June 30, 2005, contains a finding that the financial statements prepared by the center for its student body funds did not appropriately reflect the financial condition of the accounts. There was no change from year to year in some of the balance sheet accounts, the balance sheet was out of balance, and the auditors detected unrecorded revenues. The results of the audit for the 2005-06 fiscal year were not yet available at the time of fieldwork. However, based on review of the transaction listings provided, it does not appear that these issues were resolved by the end of the 2005-06 year.
  4. The Business Office has moved the responsibility for student body accounting from an employee to an outside contractor who comes to the center for a few hours each week. At the time of fieldwork, the contractor had been in place for two weeks. The intent is to move this responsibility in the near future to a different employee.
  5. At the time of fieldwork (November 2006), the bank account had been reconciled through September 2006.
  6. Interviewees expressed the intent to generate monthly financial statements of the student body funds, but the review team was unable to verify that any had been generated for the current year.
  7. Check stock for the student body account is kept in a file drawer that does not lock.
  8. Interviewees expressed concern about advances being provided from student body funds because there are occasions where sufficient receipts are not provided to support the expenditure of those funds and the item is left unresolved. This is supported by the transaction listings, which show advances being made but no adjusting entries to the accounts to show that the advance has been closed out.
  9. Almost all aspects of student body accounting are assigned to one employee. The only exceptions are that the cash collections and depositing are done by the Bursar's Office and the checks are signed by management. This condition is a serious departure from appropriate internal controls.
  10. No internal audits are being performed in this area.

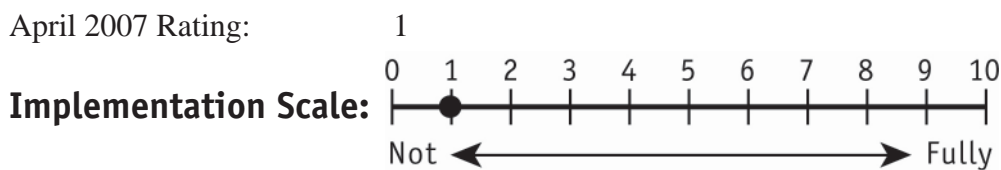
### **Recovery Plan Recommendations:**

1. Review and revise the current practices and procedures to ensure that the audit finding has been resolved and that all transactions are posted to the ledger in an accurate and timely manner.

2. Assign the ongoing responsibility for student body accounting to permanent employees in the Business Office. Avoid making frequent changes in assignments so there is some stability and consistency in the activities involved, and so the responsible employees can be appropriately trained.
3. Establish procedures to ensure that the accounting records are kept up to date and monthly financial statements are generated in a timely manner. These statements should be provided to Business Office management, the student body organization, and the board each month.
4. Secure the check stock by storing it in a locking safe or file cabinet in the Business Office, with restricted access.
5. Consider setting up a petty cash fund to be housed at the student body organization office, as long as it is handled only by an assigned responsible employee with appropriate training, and can be appropriately secured day and night. This should reduce the number of advance checks handled by the Business Office.
6. Ensure that advance checks are only used as an exception rather than as the purchasing method of choice, and have employees receiving funds sign a document of responsibility for bringing back to the Business Office a combination of money and receipts that add up to the amount of the advance. The document should include a statement that their signature on the document authorizes payroll to deduct any funds from their paycheck if the full amount in money and receipts is not returned within a certain time frame.
7. Segregate some of the duties as necessary to provide appropriate internal controls. For example, separate the bank reconciliation from the posting to the general ledger.
8. Through the Business Office, institute periodic internal audits of student body finances.

**Standard Implemented: Partially**

April 2007 Rating:



## 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. 2005-06 tentative budget
2. 2005-06 final budget
3. 2005-06 Quarterly Financial Status Report CCFS 311A
4. 2006-07 tentative budget
5. 2006-07 final budget
6. 2006-07 Quarterly Financial Status Report 311Q

#### Findings:

1. Compton Community College District does not prepare comprehensive multiyear financial projections to determine the impact of current spending patterns on future years. While historically this has not been unusual for community college districts, with the current financial condition of the college and the state, as well as the decline in FTES, the need for multiyear projections is even more critical.
2. The use of multiyear financial planning promotes long-term fiscal stability. The college has no way to measure performance in this area by examining (1) the accuracy of financial projections, (2) the process for updating projections when assumptions change, and (3) how projections are used to make decisions. Financial planning should include the current year budget, short- and long-range capital expenditure plans, and other long-term goals of the college. No documentation could be provided that would demonstrate methodologies were being utilized to promote long-term fiscal planning.

#### Recovery Plan Recommendations:

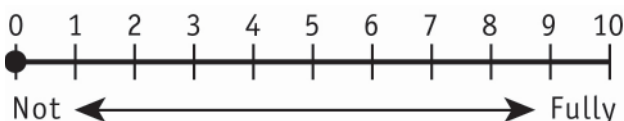
1. Make the multiyear projection available to the board and the public in an understandable format to provide opportunities for informed input and comment by the Special Trustee, staff, and public.

#### Standard Implemented: Not Implemented

April 2007 Rating:

0

Implementation Scale:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 14.3 – Multiyear Financial Projections**

#### **Professional Standard:**

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

#### **Sources and Documentation:**

1. 2005-06 tentative budget
2. 2005-06 final budget
3. 2005-06 Quarterly Financial Status Report CCFS 311A
4. 2006-07 tentative budget
5. 2006-07 final budget
6. 2006-07 Quarterly Financial Status Report 311Q

#### **Findings:**

1. Compton Community College District does not prepare comprehensive multiyear financial projections to determine the impact of current spending patterns on future years. While historically this has not been unusual for community college districts, with the current financial condition of the college and the state, as well as the decline in FTES, the need for multiyear projections is even more critical.
2. The use of multiyear financial planning promotes long-term fiscal solvency and is critical for the decision making process to ensure the financial stability of the Compton Community College District. The district has no way to measure performance in this area and does not examine (1) the accuracy of financial projections, (2) the process for updating projections when assumptions change, and (3) how projections are used to make decisions. Financial planning should include the current year budget, short- and long-range capital expenditure plans, and other long-term goals of the college. No documentation could be provided that would demonstrate methodologies were being utilized to promote long term fiscal planning.

#### **Recovery Plan Recommendations:**

1. Compton Community College District's Business Office should prepare multiyear projections that are modified several times during the year. The college should formalize these projections in the overall budget review process to ensure that its budget is fiscally stable both in the short term and long term. If the college is negotiating with bargaining units, these projections need to provide a basis for "what if" scenarios that may occur. Multiyear projections should be based on information such as:
  - Demographic trends to project enrollment and FTES patterns
  - Historical information, economic analysis, and financial indicators prepared by the state, universities, and private entities to project FTES and other revenue and expenditure data
  - Program and legislative information to estimate revenues for categorical programs
  - Expenditure assumptions as provided for in contracts with bargaining units, vendors, health benefit providers, and other sources

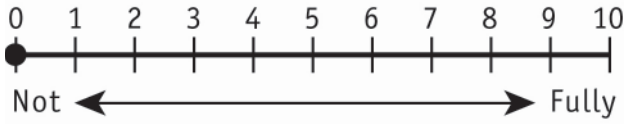
2. Make the multiyear projection available to the Special Trustee and the public in an understandable format to provide opportunities for informed input and comment by the Special Trustee, staff, and public.

**Standard Implemented: Not Implemented**

April 2007 Rating:

0

**Implementation Scale:**





## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 14.4 - Multiyear Financial Projections**

#### **Professional Standard:**

Assumptions used in developing multiyear projections are based on the most accurate information available.

#### **Sources and Documentation:**

1. 2005-06 tentative budget
2. 2005-06 final budget
3. 2005-06 Quarterly Financial Status Report CCFS 311A
4. 2006-07 tentative budget
5. 2006-07 final budget
6. 2006-07 Quarterly Financial Status Report 311Q

#### **Findings:**

1. Compton Community College District does not prepare comprehensive multiyear financial projections to determine the impact of current spending patterns on future years. While historically this has not been unusual for community college districts, with the current financial condition of the college and the state, as well as the decline in FTES, the need for multiyear projections is even more critical.

#### **Recovery Plan Recommendations:**

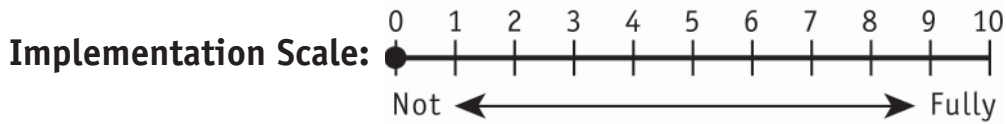
1. Develop a strategic planning and goal setting process that encompasses a multiyear financial projection and plan with overall goals.
2. Develop goals and priorities for each functional area, department, and program.
3. Develop a budget calendar that reflects all of the key dates and events that will be part of the budget development process.
4. Staff should meet and confer with the Special Trustee regarding budget assumptions and guidelines to ensure that the multiyear financial projection is prepared in a timely manner. Budget assumptions and guidelines provide the tools with which the MYFP can be prepared. Such assumptions should include but not be limited to the following:
  - Projected enrollment and FTES
  - Projected revenues for unrestricted and restricted resources
  - Anticipated cost-of-living (COLA) increases for state apportionment and categorical programs
  - Anticipated or projected compensation or benefit changes
  - The cost of step and column salary schedule movement
  - Certificated and classified employee retirements
  - Projected cost increases in health benefits, workers compensation insurance, supplies, utilities and other commodities

- Anticipated changes in class sizes or programs, such as the closing of programs without sufficient demand or the implementation of new programs and their effects on the budget
- Anticipated change in local match requirements or contributions to restricted programs
- Any changes in post-employment benefits
- Projection of the current-year ending fund balance
- Projected carryovers of restricted funds
- Any planned addition to or reduction of the college's reserves
- Any other known conditions affecting the financial status of the college

**Standard Implemented: Not Implemented**

April 2007 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
3. Actuarial reports

#### Findings:

1. The Compton Community College District in general meets with all the requirements for potential long term obligations. The district has not undertaken a study and analysis for GASB 43/45 requirements.

#### Recovery Plan Recommendations:

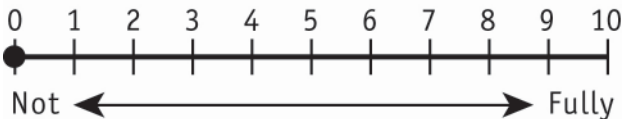
1. Determine what employee retirement benefit obligations the district has that are subject to GASB 43/45.
2. Provide for an actuarial analysis to be performed to determine the significance of the liability.

#### Standard Implemented: Not Implemented

April 2007 Rating:

0

Implementation Scale:



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 15.2 - Long-Term Debt Obligations

#### Professional Standard:

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.

#### Sources and Documentation:

1. Annual audits
2. Business Office files

#### Findings:

1. The Compton Community College District has only a voter approved general obligation bond.

#### Recovery Plan Recommendations:

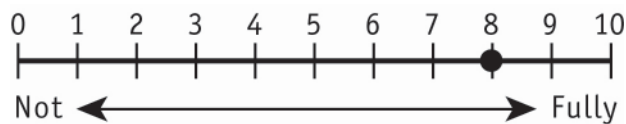
1. None.

#### Standard Implemented: Fully - Substantially

April 2007 Rating:

8

Implementation Scale:



**ACCJC Standard III-D: Financial Resources**

**FCMAT Financial Management Standard 15.3 - Long-Term Debt Obligations**

**Professional Standard:**

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.

**Sources and Documentation:**

- 1. Business Office files
- 2. Annual audits

**Findings:**

- 1. The Compton Community College District has only a voter approved general obligation bond for which principal and interest payments are made from the collections from the annual property tax override.

**Recovery Plan Recommendations:**

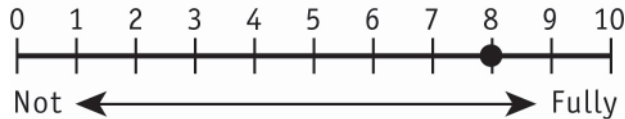
- 1. None.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8

**Implementation Scale:**



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 15.4 - Long-Term Debt Obligations

#### Professional Standard:

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.

#### Sources and Documentation:

1. Business Office files

#### Findings:

1. The Compton Community College District has not undertaken a study and analysis for GASB 43/45 requirements.

#### Recovery Plan Recommendations:

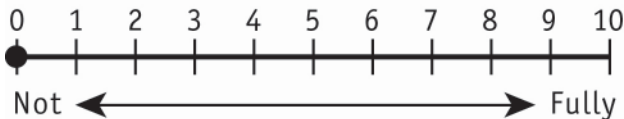
1. Determine what employee retirement benefit obligations the district has that are subject to GASB 43/45.
2. Have an actuarial analysis performed to determine the significance of the liability.

#### Standard Implemented: Not Implemented

April 2007 Rating:

0

Implementation Scale:



**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. Collective bargaining agreements
3. Interviews of Human Resources Office staff
4. Review of Business Office files and files in the office of the former Vice President of Business Affairs

**Findings:**

1. The Compton Community College District is in the sunshining process for the current year for both bargaining units.
2. The district has a firm grasp of the collective bargaining process.

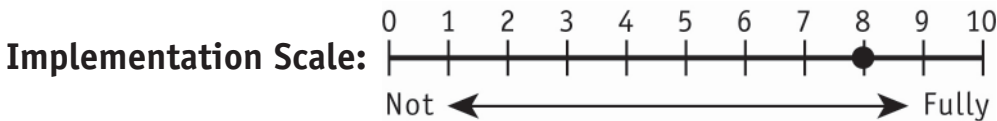
**Recovery Plan Recommendations:**

1. None.

**Standard Implemented: Fully - Substantially**

April 2007 Rating:

8



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 16.2 - Impact of Collective Bargaining

#### Professional Standard:

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.

#### Sources and Documentation:

1. Human Resource Department files
2. Collective bargaining agreements
3. Interviews of Human Resources Office staff
4. Review of Business Office files and files in the office of the former Vice President of Business Affairs

#### Findings:

1. Due to the timing and general disruption in the Business Office, the team was unable to determine the district's methodology as it relates to this standard.

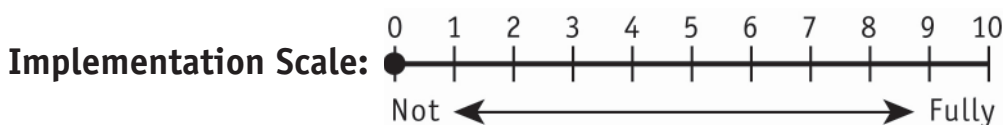
#### Recovery Plan Recommendations:

1. As a component of its budget development process, the district should develop a collective bargaining component, with inclusion of a multiyear projection tool.

#### Standard Implemented: Not Implemented

April 2007 Rating:

0





## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 18.1 - Maintenance and Operations Fiscal Controls**

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#### **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 Community College District budget, unaudited actuals, board policies and insurance policies

#### **Findings:**

1. The Compton Community College District has risk management duties spread over two departments: Business Services and Human Resources. Human Resources manages the claims and reporting function, while Business Services supervises the fiscal and physical plant management.
2. The property and liability and Workers' Compensation programs are funded through two community college JPAs. The Workers' Compensation program utilizes Buckeye Administrators, while the balance of the colleges in the JPA utilize Keenan and Associates. Keenan is the administrator for the property and liability program.
3. The Workers' Compensation program is underfunded, as the district in the past has failed to transfer sufficient funds to cover anticipated claims. In 2005, Bay Actuaries reviewed the Workers' Compensation program, found it to be underfunded, and recommended a rate for the 2005-06 year. The district did not make up for the funding deficit or transfer funds from the general fund to the self-insurance fund at the recommended rate.
4. The Compton Community College District's health and welfare benefits are obtained through LARISA, another JPA consisting of California school districts.

#### **Recovery Plan Recommendations:**

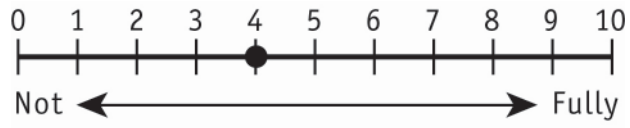
1. Conduct a new actuarial study.
2. Fund the Workers' Compensation negative fund balance.
3. Charge the general fund and all other funds the appropriate rate, and ensure that funds are transferred annually to the self-insurance fund.
4. Due to the changing environment in the Business Office, develop a risk management responsibility plan delineating responsibilities between the departments, with identification of additional resources available through the plan administrators or their consulting services.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 18.2 - Maintenance and Operations Fiscal Controls**

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**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. District employees

**Findings:**

- 1. The Compton Community College District utilizes a very rudimentary, home-grown work order system. It is unable to track work requests, status, priority, or projected completion dates. The system has no management, employee or financial accountability or management capabilities.

**Recovery Plan Recommendations:**

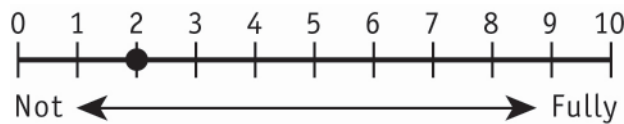
- 1. Investigate and obtain one of the standardized maintenance work order systems that can be installed on the district network that would allow online work order submission and tracking. This system should also contain an employee assignment, management and order cost accounting capabilities.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 18.3 - Maintenance and Operations Fiscal Controls**

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**Professional Standard:**

The college controls the use of facilities and charges fees for usage in accordance with college policy.

**Sources and Documentation:**

1. Compton Community College District policies

**Findings:**

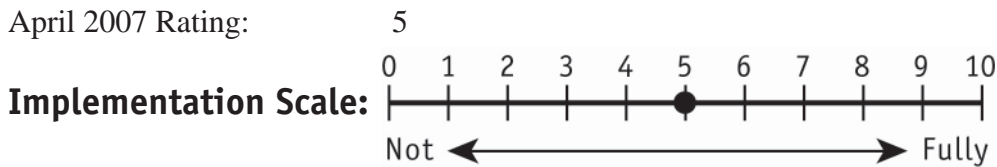
1. The Compton Community College District had recently revised its facility use policy and fee schedule, due to mismanagement in the past. Past proceeds were deposited into the foundation's treasury, although the district experienced the actual costs.

**Recovery Plan Recommendations:**

1. Develop administrative regulations to ensure that fee schedules are updated annually, and fee waivers are approved by the Provost. Develop Business Office procedures to ensure that fees derived from use of district facilities are provided to the district for deposit.

**Standard Implemented: Partially**

April 2007 Rating:



## ACCJC Standard III-D: Financial Resources

### FCMAT Financial Management Standard 18.4 - Maintenance and Operations Fiscal Controls

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#### 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 Community College District documents and employee interviews

#### Findings:

1. Due to the Compton Community College District's recent economic difficulties, there are no open purchase orders for Maintenance. All purchasing for Maintenance and Operations is accomplished through the district's requisition/purchase order process or by the Associate Vice-President.

#### Recovery Plan Recommendations:

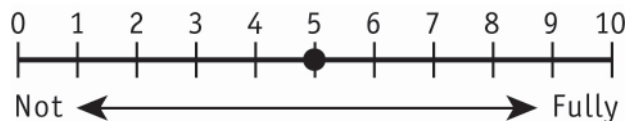
1. Once normal business operations begin again, rather than returning to the use of open purchase orders, the district should consider the use of CAL-Cards for its emergency purchasing needs.

#### Standard Implemented: Partially

April 2007 Rating:

5

Implementation Scale:



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 18.5 - Maintenance and Operations Fiscal Controls**

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**Professional Standard:**

Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.

**Sources and Documentation:**

1. Compton Community College District documents and employee interviews

**Findings:**

1. The Compton Community College District maintains a secured, inventoried supply area for Maintenance and Operations. Items are issued to employees based on a standardized list and volume. Rate of use is then monitored for evidence of proper use or misuse.

**Recovery Plan Recommendations:**

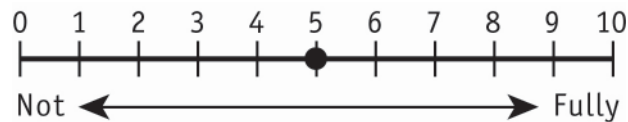
1. The Compton Community College District appears to have a capable physical system. When it acquires and installs a new maintenance work order system, the district should consider whether it can accommodate the inventory process.

**Standard Implemented:**

April 2007 Rating:

5

**Implementation Scale:**



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 18.6 - Maintenance and Operations Fiscal Controls**

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**Professional Standard:**

College-owned vehicles are used only for college purposes. Fuel is inventoried and controlled as to use.

**Sources and Documentation:**

1. Compton Community College District documents and employee interviews

**Findings:**

1. Due to recent misuse of Compton Community College District vehicles and bus, new guidelines have been put in place for use of district vehicles by personnel. The district has its own fueling facility, but does not change the access code periodically.

**Recovery Plan Recommendations:**

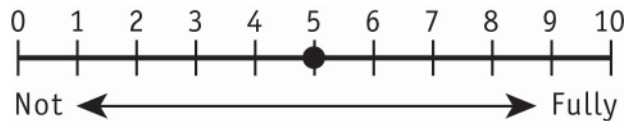
1. Ensure through appropriate administrative regulations that new guidelines are strictly enforced. The district should change its gas and diesel fuel codes at least annually.

**Standard Implemented: Partially**

April 2007 Rating:

5

**Implementation Scale:**



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 18.8 - Maintenance and Operations Fiscal Controls**

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**Professional Standard:**

Capital equipment and furniture is tagged as college-owned property and inventoried at least annually.

**Sources and Documentation:**

1. Compton Community College District documents and employee interviews

**Findings:**

1. The Compton Community College District has had an inventory conducted for loss control. It does not track or tag fixed assets. The district has recently suffered the loss of a significant amount of new computer equipment.

**Recovery Plan Recommendations:**

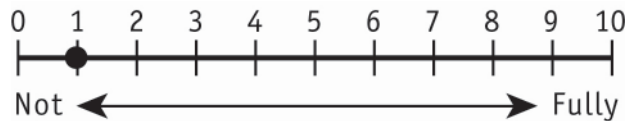
1. Establish a fixed asset program with nonremovable tags, which is inventoried by room and subject to periodic update and verification. An equipment retirement and disposal process should be included in the program.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**





# ACCJC Standard III-D: Financial Resources

## FCMAT Financial Management Standard 18.9 - Maintenance and Operations Fiscal Controls

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### Legal Standard:

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.

### Sources and Documentation:

1. Compton Community College District documents, employee and consultant interviews

### Findings:

1. The Compton Community College District and consultants are very conversant with bid and force account rules. The district is not using the California Uniform Construction Cost Accounting Act.

### Recovery Plan Recommendations:

1. Continue to remain conversant with continuing changes in the Public Contract Code, and review the California Uniform Construction Cost Accounting Act to determine if it is applicable for future construction and maintenance and operations work. This would allow the bid limits to be increased, and thus may allow work to be offered to local contractors and businesses through informal bids and/or quotes.

### Standard Implemented: Partially

April 2007 Rating:

7

Implementation Scale:



**ACCJC Standard III-D: Financial Resources**  
**FCMAT Financial Management Standard 18.10 - Maintenance and Operations**  
**Fiscal Controls**

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**Professional Standard:**

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.

**Sources and Documentation:**

1. Compton Community College District documents, employee and consultant interviews

**Findings:**

1. The Compton Community College District is in the process of converting to the DataTel purchasing system. This system will not issue a purchase requisition unless the requestor has the appropriate authorization level and there are funds budgeted. The requisition then goes to purchasing for processing and vendor selection. For public works projects the program management firm has a detailed hierarchical structure for bid award, authorization to proceed, payment submittal approvals and change order procedures. It is not a smooth operation, and is subject to delays and other problems. The district has a history of decentralized purchasing, most of which occurs before the purchase order/requisition is issued.

**Recovery Plan Recommendations:**

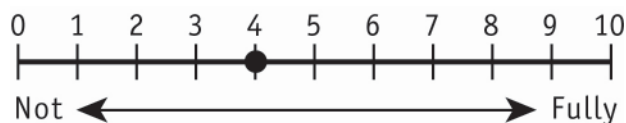
1. Pursue the successful implementation of the DataTel system, and then develop the appropriate and administrative regulations for its use. The district should review the various procedures that BRJ utilizes and incorporate those that apply to its own financial areas, whether or not it is a construction contract. The district needs to create and enforce regulations to create a centralized purchasing process.

**Standard Implemented: Partially**

April 2007 Rating:

4

**Implementation Scale:**



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 19.1 - Food Service Fiscal Controls**

#### **Professional Standard:**

The college operates the food service programs in accordance with applicable laws and regulations.

#### **Sources and Documentation:**

1. Blueprints for food service kitchen operation, revised 10/5/06, approved by LA County Health Department 10/10/06
2. CCCD Board of Trustees action item, dated August 22, 2006, Cafeteria/Catering Agreement
3. CCCD Policy Manual of the Board of Trustees (Draft, 2003)

#### **Findings:**

1. The review team could not locate any board policies or administrative regulations that address cafeteria operations.
2. The cafeteria was closed during the last school year. In August 2006 the center contracted with a vendor to provide all food services as needed for the campus, including concessions and event catering. This includes handling the financial aspects of the food service operation as well. The cafeteria is currently being remodeled, and furniture and equipment has been purchased. The plans for remodeling were recently approved by the health department, and at the time of fieldwork the plan was to complete the remodel and reopen the cafeteria in December 2006. It was stated that the center might consider moving the responsibility for food services to in-house employees at some point in the future.
3. The funding for the purchase of the furniture and equipment, as well as the cost of the contract with the food services vendor comes from the general fund (unrestricted). The remodel is paid for by bond funds.

#### **Recovery Plan Recommendations:**

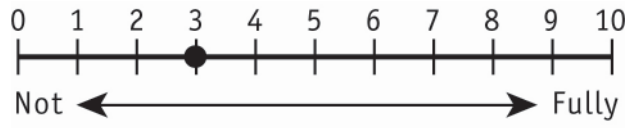
1. Develop and adopt board policy to govern the operation of campus food services, making it applicable whether or not the service is contracted out. Ensure that the contractor providing the service is aware of and complies with the applicable board policies.
2. Conduct the research necessary, including securing a legal opinion if warranted, to verify that the cafeteria remodel project is an allowable use of the bond funds according to the ballot language.
3. If the Compton Center decides to run the food services operation itself using the center's employees, then develop appropriate administrative regulations and procedures to implement the program. The center needs to pay special attention to ensuring that qualified employees are hired and trained appropriately to handle the financial aspects of the food services operation.

## Standard Implemented: Partially

April 2007 Rating:

3

Implementation Scale:



## **ACCJC Standard III-D: Financial Resources**

### **FCMAT Financial Management Standard 21.1 - State-Mandated Cost**

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#### **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 timelines for reporting mandated cost information; and review of data and preparation of the actual claims.

#### **Sources and Documentation:**

1. Centration's list of documents needed for upcoming visit (examples)
2. Claims for:
  - Open Meetings Act 2000/01 and 1999/00, and 1998/99 (filed in June 2001 as revised)
  - Open Meetings Act 1998/99 and 1997/98 (filed in June 2001 as revised)
  - Collective Bargaining 2001/02 and 2002/03 (filed in January 2003)
  - Mandate Reimbursement Process 2001/02 and 2002/03 (filed January 2003)
  - Open Meetings Act/Brown Act 2001/02 and 2002/03 (filed January 2003)
  - Collective Bargaining 2000/01 and 2001/02 (filed in January 2002)
  - Mandate Reimbursement Process 2000/01 and 2001/02 (filed January 2002)
  - Open Meetings Act/Brown Act 2000/01 and 2001/02 (filed January 2002)
3. Centration's proposal for services for 2003/04

#### **Findings:**

1. In recent years, Compton Community College District has secured the services of a contractor to provide mandated cost training to staff, provide the data collection forms, and prepare the claims to be filed with the state. During those years, the claims were filed with the state in a timely manner. The review team was not provided any claims filed after 2002-03 and could not verify that claims have been filed for the years following. The team also could not verify that there is a current contract with a mandated costs claims provider.
2. The process has been working through the Office Coordinator position in the business office, and the claims have been signed by the Director of Fiscal Affairs. Recently, however, the Office Coordinator has been reassigned temporarily to El Camino, and this duty is being shifted to another employee who has not yet been determined.
3. The Compton Center's operating budget for 2006/07 contains \$18,500 in revenues from mandated cost claims, which is the same amount budgeted for 2005/06. The ending trial balance generated from the financial system for 2005/06 shows that \$2,444 in revenues were received, so it appears that revenues from mandated cost claims were overstated for 2005/06. Estimating revenues for 2006/07 is complicated by the increased amount provided in the state budget and because the review team was unable to verify that claims were filed after 2002/03.

## Recovery Plan Recommendations:

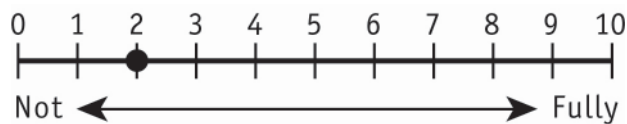
1. Ensure that the mandated cost claims for the years after 2002-03 were indeed filed on time, and that there is a current contract with a mandated cost claims provider, or a process in place to file the claims through internal staff.
2. Determine who will now be responsible for coordinating the mandated cost claims process since the Office Coordinator has been reassigned. At the time of fieldwork, the annual deadline for filing claims was coming up rapidly, in January.
3. Since the revenue from mandated cost claims was overstated in 2005/06 by a significant percentage, is a relatively insignificant portion of the overall budget, and is difficult to estimate, it should not be included in the tentative or adopted budgets. As revenues are received throughout the year, then the budget can be updated to reflect the cash received.

## Standard Implemented: Partially

April 2007 Rating:

2

Implementation Scale:



# Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

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- 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.



**Accrediting Commission for Community and Junior Colleges (ACCJC)  
Standard IV: Leadership and Governance**

<b>A. Decision-Making Roles and Processes</b>		
<b>Standard to be Addressed</b>		April 2007 Rating
<b>Communications - Community Relations and Governance</b>		
<b>1.3</b>	<b>Staff input into college operations is encouraged.</b>	<b>1</b>
<b>Community Collaboratives, Advisory Committees - Community Relations and Governance</b>		
<b>3.1</b>	<b>The board and president support partnerships and collaborations with community groups, local agencies and businesses.</b>	<b>2</b>
<b>3.2</b>	<b>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.</b>	<b>3</b>
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 IV-A: Leadership and Governance**  
**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

**Findings:**

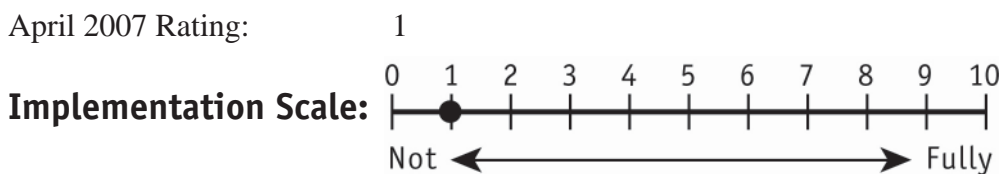
1. The Compton Community College District does not have a comprehensive communications plan that includes strategies for encouraging input and feedback from staff (see also ACCJC Standard I-A, FCMAT Standard 1.1).
2. In the past year, the district has not made use of committees and task forces to obtain broad-based input (see also FCMAT Standard 3.2).
3. Compton Community College District administrators have not provided significant opportunities for a wide cross-section of staff to provide input on issues over the past few years. Some staff did provide input at board meetings.
4. Faculty and staff have not been consistently engaged in policy development or review. It appears that there are few formal opportunities for staff and faculty to provide input, except at board meetings.

**Recovery Plan Recommendations:**

1. 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, as the district’s comprehensive communications plan is developed.
2. 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. It is suggested that the Provost/CEO consider conducting town hall meetings or other campus-wide forums to engage faculty and staff and to allow two-way communication.

**Standard Implemented: Partially**

April 2007 Rating:



## **ACCJC Standard IV-A: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 3.1 - Community Collaboratives and District Committees**

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#### **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

#### **Findings:**

1. There does not appear to be formal district-wide coordination of partnership-building efforts, or a goal or strategy for enhancing collaboration. Interviewees indicated an intent to form a plan in the spring of 2007 to engage potential partners.
2. Individual board members are engaged in some community outreach with different constituencies.
3. The district has some interaction with city governments within the district's boundaries, various chambers of commerce, and Major League Baseball.
4. Some interviewees indicated that the district has been ineffective at engaging partners to collaborate on programs that would benefit students.

#### **Recovery Plan Recommendations:**

1. Develop a coordinated strategy for building community collaboratives and partnerships that serve students and facilitate the sharing of resources.
  - a. The district's strategy should be linked to its goals.
  - b. The district's strategy should identify the roles and responsibilities of the governing board and key staff; this should include the designation of a coordinator to follow up on the district's implementation of the strategy.
2. The Special Trustee and appropriate staff should be assertive and creative in initiating partnerships and relationships with community groups, agencies and businesses.

The Special Trustee or a designee should contact community agencies and organizations to invite them to participate in meetings to consider ways to coordinate community services and develop a common vision for the community.

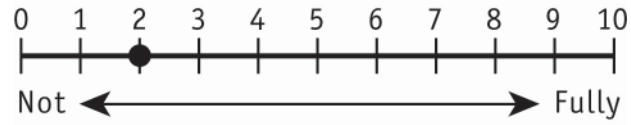
3. Provide information about partnerships to the community and staff on a regular basis, and regularly provide reports about partnerships at board meetings.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **ACCJC Standard IV-A: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 3.2 - Community Collaboratives and District Committees**

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#### **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

#### **Findings:**

1. In the past, the Compton Community College District has had standing committees of the board, but these groups were ineffective and are no longer meeting.
2. A citizens bond oversight commission, established by the passage of a facilities bond measure, includes community members.
3. The academic senate/faculty council and shared governance committees continue to meet. These groups operate effectively but their ability to be responsive is sometimes limited by the nature of the current relationship between El Camino Community College District and the Compton Community College District.
4. The Special Trustee has developed plans to recruit members of the community to participate in the advisory committee created by AB 318 and thus provide input on district decisions and actions.
5. Interviewees acknowledge that it is often difficult to recruit interested individuals to participate in committees and collaboratives, and the small pool of interested parties frequently lacks diversity.

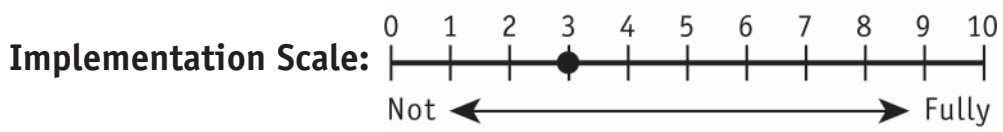
#### **Recovery Plan Recommendations:**

1. Review the existing committee structure in the context of the district's key goals.
2. Implement strategies to involve a broad cross-section of community members on the advisory committee.
  - a. The district must continue to disseminate information to staff and the community about the advisory committee's purpose, responsibilities and successful results so that these constituencies understand the committee's important role in advising the Special Trustee.

## Standard Implemented: Partially

April 2007 Rating:

3



## ACCJC Standard IV-A: Leadership and Governance

### FCMAT Community Relations/Governance Standard 3.3 - Community Collaboratives and District Committees

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#### Professional Standard:

Community collaboratives and the college's Shared Governance and Academic Senate have identified specific outcome goals that are understood by all members.

#### Sources and Documentation:

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

#### Findings:

1. The goals and objectives of the shared governance committee and the academic senate are described in Board Policy 2.7, though it is unclear whether the groups are using these goals to direct their actions.
2. It appears that board members understand clearly the goals of the bond oversight commission.
3. Board policy 2.7 does not provide for committee members to receive a written statement of the committee's specific objectives upon appointment.

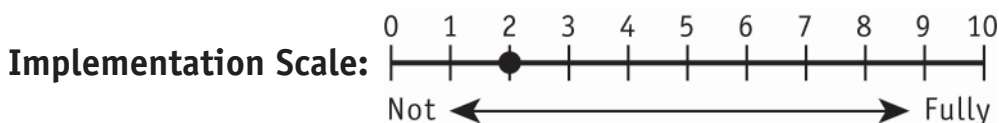
#### Recovery Plan Recommendations:

1. Ensure that each committee or council has a written protocol or statement of goals that is adopted by the Special Trustee.
  - a. The district should update its handbook for councils and committees to reflect current laws and district practices.
2. Communicate written protocols or goal statements to all current and prospective committee/council members, and make these available to members of the public via the district's Web site and other means.
3. Use the written protocols or goal statements to guide the work of each committee or council. Include topics for study or activity, along with other specified information about the term of service, committee structure, available resources, reporting requirements, etc.

#### Standard Implemented: Partially

April 2007 Rating:

2





## ACCJC Standard IV-A: Leadership and Governance

### FCMAT Community Relations/Governance Standard 3.4 - Community Collaboratives and District Committees

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#### Professional Standard:

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.

#### Sources and Documentation:

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

#### Findings:

1. There is no evidence that written information regarding roles and responsibilities is provided to members of standing committees.
2. Although the membership has not been appointed, plans have been developed and recruitment is underway for the advisory committee defined by AB 318. This group will serve an important role in providing advisory input to the Special Trustee.

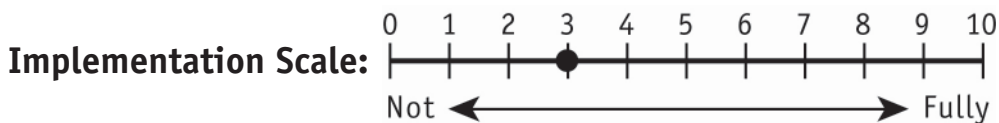
#### Recovery Plan Recommendations:

1. Provide training, information and support to members of the advisory committees regarding their responsibilities. The Provost/CEO should work with the Special Trustee to develop written materials for committee members that clearly define the committee's structure, roles and protocols.

#### Standard Implemented: Partially

April 2007 Rating:

3



## **ACCJC Standard IV-A: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 3.5 - Community Collaboratives and District Committees**

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#### **Professional Standard:**

Community collaboratives and college councils effectively fulfill their responsibilities and provide a meaningful role for all participants.

#### **Sources and Documentation:**

1. Faculty, staff, and administration interviews
2. Community member interviews
3. Board agendas and minutes
4. District documents

#### **Findings:**

1. The Compton Community College District's Academic Senate continues to meet as an independent entity, but also convenes meetings as a "Faculty Council" to acknowledge its dual role as a part of the Academic Senate of El Camino College. This unusual arrangement allows the faculty members to divide meeting agendas between district business and issues related to academics.
2. Shared governance meetings include representatives from a variety of campus groups, and different levels of administrators, staff and faculty.
3. The advisory committee created by AB 318 will play an important part in providing input and counsel to the Special Trustee once its membership is appointed and meetings convene.
4. Participants on some committees and task forces expressed frustration that the work they completed was either not productive or not appropriately valued. The group that wrote the student equity plan developed a strong, coherent document, but the district must allocate sufficient resources for the plan's recommendations to be implemented.

#### **Recovery Plan Recommendations:**

1. Provide each committee or council with a written protocol or statement of goals that is adopted by the Special Trustee.
2. Encourage each individual member of committees and councils to take an active and meaningful role.
  - a. The chair of each committee or council must ensure that all members have an opportunity to present their views in a respectful environment. The chairs should also ensure that members receive adequate background information on issues and opportunities to hear divergent viewpoints.

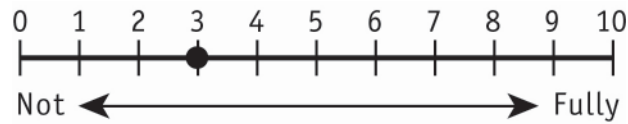
3. Ensure that board meetings include regular reports by advisory councils, committees and task forces.
  - a. Each advisory council, committee or task force should be informed of expectations and of the schedule for sharing recommendations and reports.
  - b. Minutes of council, committee or task force meetings should be provided to the board and made available to the public through means such as the district Web site.
  - c. The Special Trustee should regularly receive reports from councils, committees and task forces.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**





# Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

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- 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.*

**Accrediting Commission for Community and Junior Colleges (ACCJC)  
Standard IV: Leadership and Governance**

**B. Board and Administrative Organizations**

<b>Standard to be Addressed</b>		<b>April 2007 Rating</b>
<b>Community Relations - Community Relations and Governance</b>		
<b>2.5</b>	<b>Board members refer informal public concerns to the appropriate staff for attention and response.</b>	<b>3</b>
2.9	Board members are actively involved in building community relations.	2
<b>Policy - Community Relations and Governance</b>		
4.5	The college has established a system of securing staff and citizen input in policy development and review.	2
<b>Board Roles/Boardsmanship - Community Relations and Governance</b>		
<b>5.2</b>	<b>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.</b>	<b>1</b>
<b>5.3</b>	<b>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.</b>	<b>3</b>
<b>5.4</b>	<b>The board makes decisions based on the study of all available data, including the recommendation of the president.</b>	<b>3</b>
<b>5.5</b>	<b>Functional working relations are maintained among board members.</b>	<b>1</b>
<b>5.6</b>	<b>Individual board members respect the decisions of the board majority and support the board's actions in public.</b>	<b>1</b>
<b>5.7</b>	<b>Functional working relations are maintained between the board and administration.</b>	<b>1</b>
<b>5.8</b>	<b>The board publicly demonstrates respect for and support for the district staff.</b>	<b>1</b>
<b>5.9</b>	<b>The board publicly demonstrates respect for public input at meetings and public hearings.</b>	<b>1</b>
<b>5.10</b>	<b>Board members respect confidentiality of information shared by the administration.</b>	<b>1</b>
<b>5.11</b>	<b>Board members do not involve themselves in operational issues that are the responsibility of the President and staff.</b>	<b>1</b>

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

***Accrediting Commission for Community and Junior Colleges (ACCJC)  
Standard IV: Leadership and Governance***

**B. Board and Administrative Organizations**

<b>Standard to be Addressed</b>		<b>April 2007 Rating</b>
<b>5.12</b>	<b>The board acts for the community and in the interests of all students in the district.</b>	<b>1</b>
<b>Board Meetings - Community Relations and Governance</b>		
6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting.	3
<b>6.2</b>	<b>The board agenda is made available to the public in the manner and under the time lines prescribed by law.</b>	<b>4</b>
<b>6.3</b>	<b>Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.</b>	<b>1</b>
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	1
<b>6.5</b>	<b>Open and closed sessions are conducted according to the Ralph M. Brown Act.</b>	<b>5</b>
<b>6.6</b>	<b>Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.</b>	<b>5</b>
6.7	The Board has adopted bylaws for the placement of items on the board agenda by members of the public.	4
<b>6.8</b>	<b>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.</b>	<b>4</b>
<b>6.9</b>	<b>Board meetings focus on matters related to student educational attainment.</b>	<b>1</b>



**ACCJC Standard IV-B: Leadership and Governance**  
**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

**Findings:**

1. The Special Trustee generally directs concerns to the Provost's or CEO's office. In the past there were serious concerns that board members circumvented the chain of command by contacting staff members directly regarding problems rather than addressing top administrators.
2. Board policy 1.2 states that the board and individual board members will refer any complaints, constructive criticism or suggestions they receive to the college president for appropriate investigation, consideration or action.

**Recovery Plan Recommendations:**

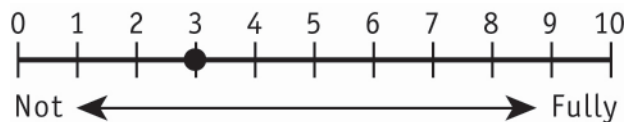
1. Review district policies and practices regarding the referral of informal public concerns to ensure a common understanding of appropriate processes. The Special Trustee should reaffirm board policy 1.2 to validate and formalize the practice of referring concerns to the Provost/CEO.

**Standard Implemented: Partially**

April 2007 Rating:

3

**Implementation Scale:**



## **ACCJC Standard IV-B: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 2.9 - Community Relations**

#### **Professional Standard:**

Board members are actively involved in building community relations.

#### **Sources and Documentation:**

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

#### **Findings:**

1. Most individual board members have ties to groups and organizations within the community, including various chambers of commerce and faith-based groups.
2. Board members state that they receive information and input by talking to faculty, staff and community members. However, a number of staff, faculty and students indicated that they did not feel there were opportunities outside of regular board meetings to provide input. It appears that for the past several years the board has rarely held public forums outside of regular board meetings.
3. Although individual board members pursue activities with community groups, there does not appear to be a coordinated plan or effort to build relationships between the board and many community constituencies (see also FCMAT Standard 3.1).
4. Many community members interviewed felt that the board was so distracted with defending their actions that adequate attempts had not been made to create a sense of community ownership of the Compton Community College District nor to demonstrate that it actively welcomes the community's input.
5. Interviewees noted that the district should strengthen its communication with the community and provide opportunities for the public to understand important issues facing the district.

#### **Recovery Plan Recommendations:**

1. Develop a plan to coordinate and strengthen community relations. Board members' participation in community relations activities might also be addressed as part of the district's comprehensive communications plan.
  - a. The Special Trustee should work with board members to identify how their community relations efforts can best be linked to the district's key goals.
2. Encourage each individual board member to be proactive in seeking opportunities to increase his or her visibility in the community. The intent should be to serve as an ambassador for the district and to increase their own awareness of the needs and interests of students and the community.

Board members should create opportunities to meet with students and other individuals from all segments of the community, especially with groups of potential students whose enrollment could benefit the college.

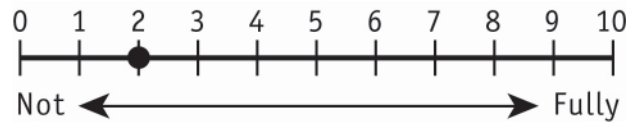
3. Encourage board members to participate in continuing education to help strengthen communications skills and build community relations, including working collaboratively with local governments and agencies.

**Standard Implemented: Partially**

April 2007 Rating:

2

**Implementation Scale:**



## **ACCJC Standard IV-B: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 4.5 - Policy**

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#### **Professional Standard:**

The college has established a system of securing staff and citizen input in policy development and review.

#### **Sources and Documentation:**

1. District policies
2. Faculty, staff, and administration interviews
3. Community member interviews
4. Board agendas
5. Observation of board meetings

#### **Findings:**

1. The district's board bylaws address public participation at board meetings (BP 1.8) but do not specifically mention a policy manual or the board's desire for staff and community input regarding district policies.
2. In the past, reviews of board policy were usually initiated by college administrators or prompted by external recommendations. Policy review has not been a high priority for the district; very few policies have been reviewed in the past year. Policies adopted prior to the past year often consisted of generic templates without modifications to address local conditions.
3. Members of the public appear to have opportunities to speak about policy items at board meetings.
4. There has not been a formal, consistent process to engage staff at all levels in policy development. Interviewees indicated that opportunities for informal input into policies do not exist, and that public comments at the board meetings are the only means offered to provide feedback on policy. However, the Provost/CEO maintains an open door policy and encourages staff input.

#### **Recovery Plan Recommendations:**

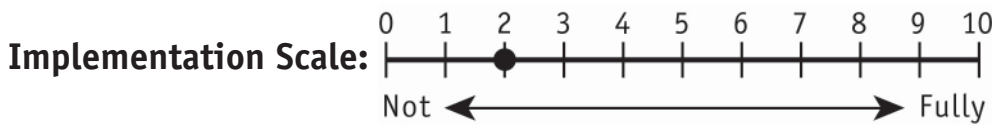
1. Implement an effective policy development process that includes greater opportunities for input from staff at all levels.
  - a. Notify staff of appropriate channels for submitting suggestions regarding issues that require new or revised policies.
  - b. Develop methods to solicit faculty and staff input on proposed policies. Methods might include distributing draft policies to appropriate staff by e-mail or at staff meetings, establishing a policy review committee that includes staff members, and encouraging staff to attend board meetings at which policy issues will be discussed.

- c. Expand the bylaws to include a policy on the process for reviewing and developing policies, including the methods that will be used to obtain staff input.
2. The Provost/CEO should work with the Special Trustee to expand opportunities for community members to provide input regarding district policies.
    - a. Identify policies that are of greatest interest to community members and would most benefit from their input. For example, policy changes made to comply with the law may require less input than changes which are to a greater extent at the district's discretion.
    - b. Use the advisory committee as one way for citizens to provide input on critical policies.
    - c. Expand the bylaw describing the policy development process to specify the methods that will be used to obtain citizen input.

**Standard Implemented: Partially**

April 2007 Rating:

2



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 5.2 - Board Roles/  
Boardsmanship**

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**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:**

Interviews with administrators and board members

**Findings:**

1. The Community College League of California conducted training with the board in the past. However, beyond this training, there is no evidence of a coordinated effort for all members of the governance team to participate in board training activities. There is no formal process for providing board members with training to be more effective in their roles. In part this is because the authority of the elected members of the board has been suspended by AB 318.

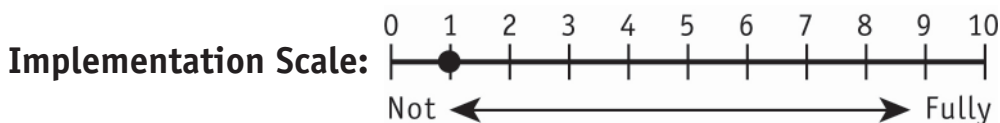
It appears that the Special Trustee appointed by the state, who has assumed the role and responsibilities of the board, is aware of the duties, functions, authority and responsibilities of an elected board.

**Recovery Plan Recommendations:**

1. When their powers are reinstated, the elected board members should participate in continuing education designed to help increase their understanding of effectively fulfilling their governance responsibilities.
  - a. The district should formalize a training program policy to allow a reinstated board to better understand its role. 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.
  - b. The Special Trustee and/or District Administrator should ensure that the reinstated board members have an opportunity to receive training on critical topics affecting the college.

**Standard Implemented: Partially**

April 2007 Rating: 1



## **ACCJC Standard IV-B: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 5.3 - Board Roles/ Boardsmanship**

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#### **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

#### **Findings:**

1. In July 2005 the board adopted a mission statement. The policy manual dated 2003 also contains a mission statement, vision statement and institutional goals. These statements are fairly generic and the goals do not reflect specific, measurable actions that can be used to monitor whether the district is achieving them. The district must ensure that fiscal recovery, the return of accreditation, increased enrollment, building a stronger institutional culture and other specific tasks are included in the goals of the institution.
2. The preexisting mission statement does appear on posters throughout the campus. However, it does not appear that the mission statement significantly directs the actions of the staff.
3. District goals could become a routine part of board meeting agendas and could be tied to each action item on the board meeting agendas, with a notation of how the action item will affect achievement of the goals.

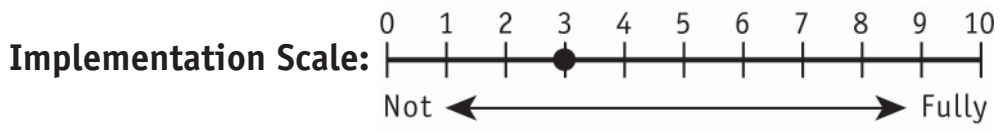
#### **Recovery Plan Recommendations:**

1. Ensure that processes are in place for measuring progress on established goals and hold district personnel accountable.
2. Review the findings and recommendations in this report to identify the district's needs, establish priorities for meeting the needs, and develop strategies for improvement.
3. Develop a long-term strategy for involving the board, staff, students and the community in identifying the district's needs and updating the district's vision/mission and goals. The purpose should be to build the district's long term capacity to sustain improvements once local authority is restored.

## Standard Implemented: Partially

April 2007 Rating:

3





## **ACCJC Standard IV-B: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 5.4 - Board Roles/Boardsmanship**

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#### **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

#### **Findings:**

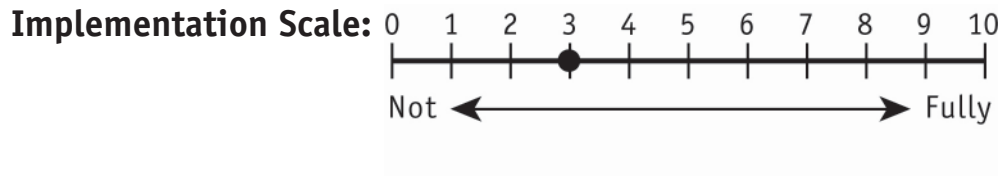
1. The Special Trustee asks for reports and background data before reaching decisions at board meetings. Staff members are becoming accustomed to giving written and oral reports at board meetings. The Special Trustee models sound practice by asking for information in advance rather than surprising staff with questions during their presentations.
2. Board members in the past did not appear to consistently and proactively seek widespread input or information from staff or community members prior to important decisions. There were few alternate outreach efforts to seek public input other than through regular board meetings.
3. Some interviewees indicated that in the past there were instances where the board perceived that it was required to take an action recommended by the staff because an agreement had already been negotiated.
4. The Special Trustee has placed an emphasis on building a district culture in which the accuracy and integrity of data are paramount.

#### **Recovery Plan Recommendations:**

1. Ensure that appropriate materials and information are provided to the Special Trustee and to the public prior to board meetings.
  - a. Board agendas should include cost estimates for proposals, related board policy, data on student achievement or program effectiveness, staff recommendations, and other information agreed upon by the Provost or CEO and the Special Trustee.
2. Continue to focus on building and sustaining internal systems and accountability structures that enable the district to generate accurate data.
3. Encourage the board members to consider continuing education workshops related to understanding budget analysis and data-based decision making.

**Standard Implemented: Partially**

April 2007 Rating: 3



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 5.5 - Board Roles/  
Boardsmanship**

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**Professional Standard:**

Functional working relations are maintained among board members.

**Sources and Documentation:**

Interviews with staff, faculty, administrators and board members

**Findings:**

1. Direct observation of board member interactions was not possible for this review because the members of the board no longer participate in the business of the public meeting. However, interviewees indicated that past board meetings were sometimes dysfunctional and unproductive.

**Recovery Plan Recommendations:**

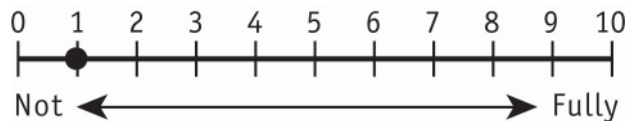
1. When reinstated, board members should work together to rebuild the credibility of the board, communicate in a professional and respectful manner, and focus the meeting agenda on matters related to student educational attainment. Ongoing training related to communications is recommended.
2. When reinstated, the board president should attend training on conducting effective meetings to ensure that all members of the board are adequately heard during the discussion of issues.
3. The Special Trustee currently, and the reinstated board in the future, should consider affirming a code of ethics to formalize the expectations for conduct of the participants of the public board meetings.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 5.6 - Board Roles/  
Boardsmanship**

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**Professional Standard:**

Individual board members respect the decisions of the board majority and support the board’s actions in public.

**Sources and Documentation:**

Interviews with staff, faculty, administrators and community members

**Findings:**

1. Direct observation of board member actions was not possible for this review because the members of the board no longer participate in the business of the public meeting. However, some interviewees characterized the relations between the members of the board as, at times, being contentious.

**Recovery Plan Recommendations:**

1. When reinstated, all board members should work together to ensure that board decisions are not undermined by individual members. When reinstated, board members should engage in workshops or training related to effective board governance.
2. The Special Trustee should consider affirming a code of ethics to formalize the expectations for conduct of the participants of the public board meetings.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## ACCJC Standard IV-B: Leadership and Governance

### FCMAT Community Relations/Governance Standard 5.7 - Board Roles/ Boardsmanship

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#### Professional Standard:

Functional working relations are maintained between the board and administration.

#### Sources and Documentation:

Interviews with administrators and board members

#### Findings:

1. The fact that the members of the board no longer participate, even in an advisory capacity, in public board meetings, has created tension between the board and the administration. However, both the Provost and the Special Trustee indicated that they could maintain cordial relationships with individual members of the board. Similarly, members of the elected board indicated that their relationships with the Special Trustee and administration were functional, even if there was some tension.

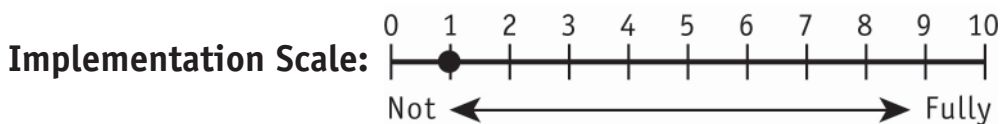
#### Recovery Plan Recommendations:

1. The Special Trustee and Provost should engage in regular, proactive communication with one another relative to conducting the business of the Compton Community College District. When reinstated, the elected board should engage in regular, proactive communication with the administration.
2. The Special Trustee should consider engaging in discussion at the regular scheduled board meetings to clarify the expected and appropriate roles and responsibilities of the Special Trustee under AB 318. Just before the powers, duties, and legal rights of the elected board are returned, the Special Trustee and administration should provide board member training sessions relative to this standard.

#### Standard Implemented: Partially

April 2007 Rating:

1



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 5.8 - Board Roles/  
Boardsmanship**

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**Professional Standard:**

The board publicly demonstrates respect for and support for the district staff.

**Sources and Documentation:**

Interviews with staff, faculty, administrators and community members

**Findings:**

1. Some faculty and staff indicated that in the past, they often felt frustration with the lack of recognition by the board and with the lack of reliable information coming from the board or administration. The low morale of staff and faculty was identified by multiple interviewees as a key issue facing the district as it moves toward recovery.

**Recovery Plan Recommendations:**

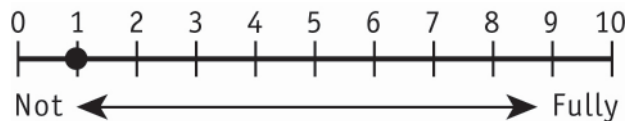
1. The district should take steps to build employee morale and retain quality staff. The Special Trustee, current administrators, and, when reinstated, the board should ensure that a formal program for staff recognition is adopted, recognizing positive performance.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 5.9 - Board Roles/  
Boardsmanship**

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**Professional Standard:**

The board publicly demonstrates respect for public input at meetings and public hearings.

**Sources and Documentation:**

Interviews with staff, faculty, students, administrators and community members

**Findings:**

1. Direct observation of board member actions was not possible for this review because the members of the board no longer participate in the business of the public meeting. However, some interviewees noted that board meetings in the past were sometimes perceived as being hostile to input from the public and that public comment was not always welcomed. The Special Trustee holds public board meetings that include the respectful participation of the public, administration and staff. Thus, the business of the Compton Community College District is conducted in a professional and dignified manner.

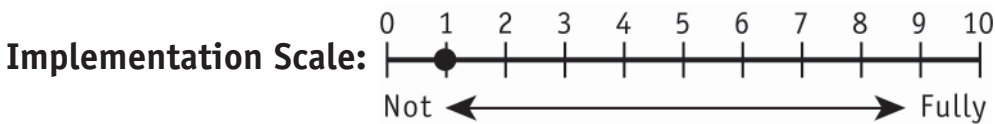
**Recovery Plan Recommendations:**

1. The Special Trustee should continue to hold public hearings and forums on critical issues, allowing for meaningful opportunities for input by the public. The Special Trustee should ensure that these events are widely publicized. When reinstated, the board should continue to ensure these practices.

**Standard Implemented: Partially**

April 2007 Rating:

1



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 5.10 - Board Roles/  
Boardsmanship**

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**Professional Standard:**

Board members respect confidentiality of information shared by the administration.

**Sources and Documentation:**

Interviews with staff, faculty, and administrators

**Findings:**

1. Direct observation of board member actions was not possible for this review because the members of the board no longer participate in the business of the public meeting. However, there were some interviewees who reported the perception that some matters discussed in closed session were not always kept confidential. The Special Trustee respects the confidentiality of information from the administration and legal counsel.

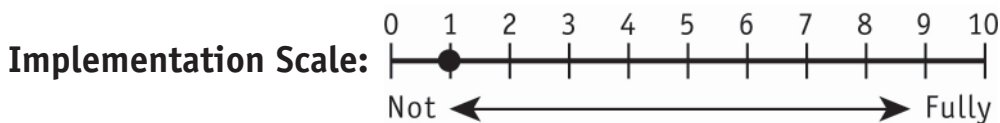
**Recovery Plan Recommendations:**

1. Continue to ensure that the confidentiality of closed session items is maintained. When reinstated, the board should participate in training to review confidentiality requirements with legal counsel, the Special Trustee, and administrators.

**Standard Implemented: Partially**

April 2007 Rating:

1





**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 5.11 - Board Roles/  
Boardsmanship**

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**Professional Standard:**

Board members do not involve themselves in operational issues that are the responsibility of the President and staff.

**Sources and Documentation:**

Interviews with staff, faculty, and administrators

**Findings:**

1. Direct observation of board member actions was not possible for this review because the members of the board no longer participate in the business of the public meeting. However, the FCMAT report issued in October 2004 noted examples of activities of previous board members that went beyond their appropriate advisory roles.

Interviews with staff, faculty and administrators indicated that some members of the board continue to try to involve themselves in the daily operational issues of the district or attempt to exercise administrative responsibility.

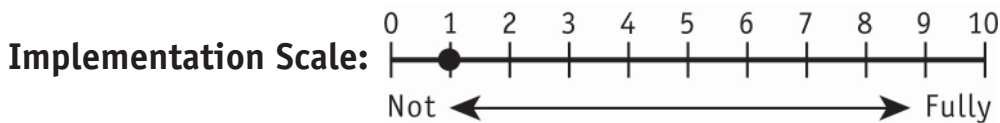
**Recovery Plan Recommendations:**

1. The Special Trustee should review and reaffirm the policy to clarify the separation in roles between the board and the Provost/CEO. Additionally, when the board is reinstated, board members should receive training about appropriate and effective board governance.

**Standard Implemented: Partially**

April 2007 Rating:

1



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 5.12 - Board Roles/  
Boardsmanship**

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**Professional Standard:**

The board acts for the community and in the interest of all students in the district.

**Sources and Documentation:**

Interviews with staff, faculty, students, administrators and community members

**Findings:**

1. The perceptions of students, community members, and district employees characterized the previous board as not always acting with the best interests of students in mind. Some interviewees reported that the district has not had a consistent emphasis on students and their educational attainment. Past board meetings sometimes focused on the pet projects of board members rather than on the academic needs of students. Some indicated that the board’s prior focus on retaining accreditation may have overshadowed the needs and interests of the student body. The board did not always have access to accurate information and analysis, which also hampered their ability to act in the best interests of students.

**Recovery Plan Recommendations:**

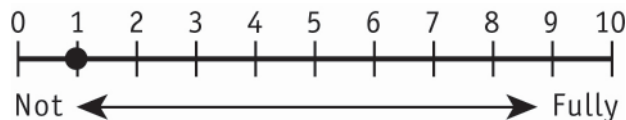
1. Ensure that the needs of the diverse population of students are being met. The recruitment and retention of students is a critical issue for the district that must be addressed and continually monitored. Timely and accurate data and analysis must be provided to the Special Trustee, to the reinstated board and to the public for meaningful discussion to occur. Additionally, the Special Trustee should ensure that the Board of Advisors serves the role of providing input from a diverse cross-section of community members.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 6.1 - Board Meetings**

**Legal Standard:**

An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting.

**Sources and Documentation:**

1. Faculty, staff, and administration interviews
2. District calendar
3. District web site
4. District policies/bylaws
5. Board agendas and minutes

**Findings:**

1. A calendar of regular meetings exists and was adopted by the Special Trustee in October 2005. In recent months, board meetings have usually been held on the fourth Tuesday of the month in the administration building.
2. Board bylaws from 2003 specify a meeting schedule; however, the schedule does not accurately reflect the current meeting calendar.

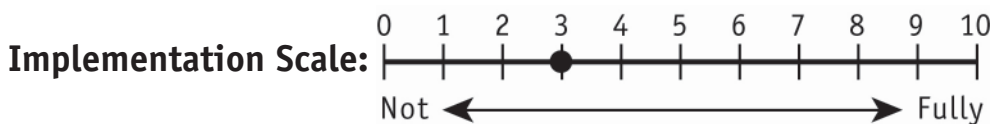
**Recovery Plan Recommendations:**

1. The Special Trustee should review and revise as needed the board policy regarding the meeting calendar.

**Standard Implemented: Partially**

April 2007 Rating:

3



## **ACCJC Standard IV-B: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 6.2 - Board Meetings**

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#### **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

#### **Findings:**

1. Board agendas are posted on the front and back doors of the district office in compliance with Government Code 54954.2, which requires that the agenda be posted at least 72 hours prior to a regular meeting and 24 hours prior to a special meeting at one or more locations freely accessible to the public.
2. It also appears that the district complies with Government Code 54954.1, which requires the district to mail the full agenda packet to any person upon request, charging a fee to cover costs if desired.
3. Board agendas are posted on the Friday prior to regularly scheduled Tuesday meetings. A full agenda packet with background materials is often not available until the day of the meeting. It appears that agendas are posted to the district's Web site prior to the meetings.
4. Board Policy 1.7, Agenda and Meetings of the Board of Trustees, and Board Policy 1.9, Meetings of the Board, address the legal requirements for posting and distributing agendas, but must be updated.

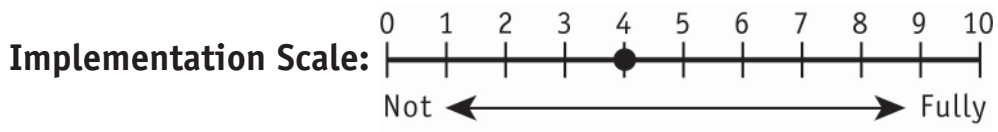
#### **Recovery Plan Recommendations:**

1. Consider posting all meeting agendas and minutes on the district's Web site.
2. Make complete agenda packets available to the public as early as possible.
3. Review the board policy on agendas, update them as necessary and have them adopted by the Special Trustee.

## Standard Implemented: Partially

April 2007 Rating:

4



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 6.3 Board Meetings**

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**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

**Findings:**

1. Direct observation of board member actions was not possible for this review because the members of the board no longer participate in the business of the public meeting. However, interviewees indicated that, in the past, agendas and background materials did not always drive the actions taken at board meetings. The Special Trustee is well prepared and familiar with the agenda and support materials prior to the meeting.

**Recovery Plan Recommendations:**

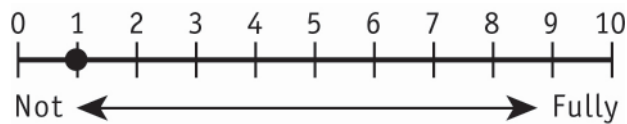
1. Ensure that agenda packets are created and distributed before every board meeting. The packets must be timely, accurate and have meaningful background data and analysis. When reinstated, board members should receive training about appropriate and effective board governance and accept responsibility for reviewing agenda materials prior to meetings.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 6.4 - Board Meetings**

**Professional Standard:**

Board meetings are conducted according to a set of bylaws adopted by the board.

**Sources and Documentation:**

Interviews with staff, faculty, and administrators

**Findings:**

1. Direct observation of board member actions was not possible for this review because the members of the board no longer participate in the business of the public meeting. However, some interviewees indicated that, in the past, board meetings were not always conducted professionally or effectively. While board bylaws exist, they were not always used to guide the conduct of meetings, and the meeting agendas were not always followed as frameworks for action.
2. The state has assigned a Special Trustee to manage the district. The meetings under the Special Trustee are conducted according to legal review and appropriate guidelines.

**Recovery Plan Recommendations:**

1. The Special Trustee should review the bylaws and update them, as appropriate. The Special Trustee should demonstrate a commitment to following the procedures once they are updated and adopted.

**Standard Implemented: Partially**

April 2007 Rating:

1

**Implementation Scale:**



## **ACCJC Standard IV-B: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 6.5 - Board Meetings**

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#### **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.

#### **Findings:**

1. In Board Policy 1.7, Agenda and Meetings of the Board of Trustees, and Board Policy 1.9, Meetings of the Board, the district has adopted bylaws that provide for the conduct of open and closed sessions according to the Brown Act. However, these policies need to be reviewed and revised.
2. The district holds regular and special meetings within district boundaries in compliance with the Brown Act.
3. In open sessions, there were no indications that topics inappropriate for open sessions have arisen or been discussed, or that the Special Trustee discussed or took action on items that were not on the agenda.
4. Persons wishing to speak during the meeting are required to submit a form indicating their desire to do so.
5. Meeting agendas appear to list the topics discussed at closed sessions. In compliance with the law, the Special Trustee reports in open session any decisions made in closed session.

#### **Recovery Plan Recommendations:**

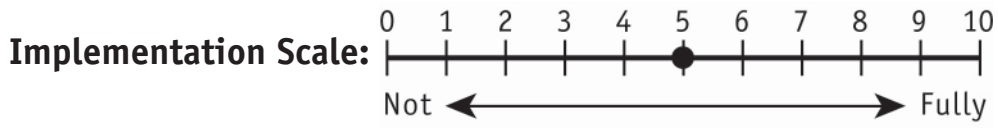
1. Update the district bylaws on open and closed sessions to ensure that they reflect current law.
2. Ensure that the Special Trustee and the staff participating in closed sessions adhere to the requirements of the Brown Act.
  - a. Ensure that every newly elected board member who will participate in meetings receives an orientation regarding the Brown Act.
  - b. Ensure that members of the advisory committee receive training regarding the Brown Act.
  - c. Seek the advice of legal counsel whenever questions arise.



## Standard Implemented: Partially

April 2007 Rating:

5



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 6.6 - Board Meetings**

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**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

**Findings:**

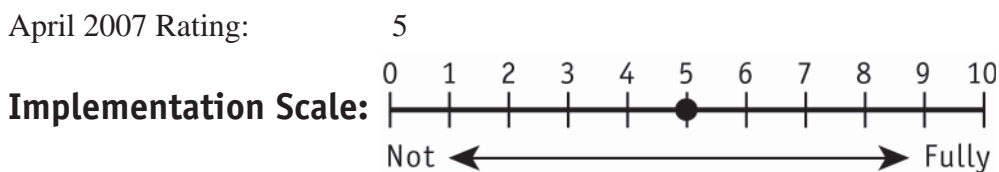
1. The Special Trustee facilitates board meetings, calls on staff to speak on particular agenda topics and allows for public comment during meetings.
2. Interviewees indicated that meetings have been conducted in a respectful and professional manner during the past several months.
3. Board Policy 1.8 establishes the procedure by which a member of the public may address the board at a meeting; however, this policy needs to be reviewed and revised. Elected board members, union representatives, faculty representatives and other parties may also speak during this time.
4. Interviewees indicated that the Special Trustee has attempted to engage staff with questions to illuminate particular issues before voting on an issue. Because a Special Trustee is not required to reach consensus or engage in discussion before making a decision, taking this time to ask questions of staff is especially important; this process helps the public understand the rationale for the Special Trustee’s decisions and the implications of each decision for the district.

**Recovery Plan Recommendations:**

1. The Special Trustee should continue to ask questions of staff to ensure that the public has an opportunity to understand the issues facing the district and the rationale used by the Special Trustee in reaching a decision.

**Standard Implemented: Partially**

April 2007 Rating:



**ACCJC Standard IV-B: Leadership and Governance**  
**FCMAT Community Relations/Governance Standard 6.7 - Board Meetings**

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**Legal Standard:**

The board has adopted bylaws for the placement of items on the board agenda by members of the public.

**Sources and Documentation:**

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

**Findings:**

1. Board Policy 1.8 allows members of the public to place items pertaining to the district on the agenda for board review. However, this policy needs to be reviewed and clarified. It is not clear if this policy is routinely followed, or if members of the public may request that specific items be added to the meeting agenda.
2. Students and community members did not indicate any concerns regarding their ability to place items on an agenda.
3. The public also has an opportunity during board meetings to raise issues not on the agenda (see also FCMAT Standard 6.8).

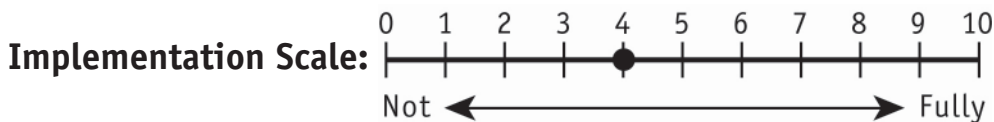
**Recovery Plan Recommendations:**

1. Review Board Policy 1.8 and clarify the protocol that members of the public must follow when submitting agenda items. For example, the policy could specify that agenda items must be submitted in writing to the Provost or CEO at least one week before the meeting.

**Standard Implemented: Partially**

April 2007 Rating:

4



## **ACCJC Standard IV-B: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 6.8 - Board Meetings**

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#### **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.

#### **Findings:**

1. The board has adopted a bylaw (Board Policy 1.8) that describes procedures for public participation at board meetings. This bylaw allows for and encourages members of the public to participate at board meetings. It also establishes rules and guidelines for public participation, including providing for members of the public to address the board either before or during consideration of each item of business at regular or special meetings.
2. In practice, regular and special meeting agendas consistently contain an opportunity for public comment from interested parties, including staff and representatives of employee organizations. Comment is permitted on both agenda and non-agenda items.
3. Individuals wishing to speak are asked to fill out a form prior to the start of the meeting.
4. The Special Trustee generally adheres to established time limits for individual speakers and topics.
5. Members of the public did not express concerns about a lack of opportunities to address the Special Trustee at meetings.
6. Five to ten individuals usually speak at board meetings, though attendance and the amount of public input vary greatly depending on the issues being discussed.

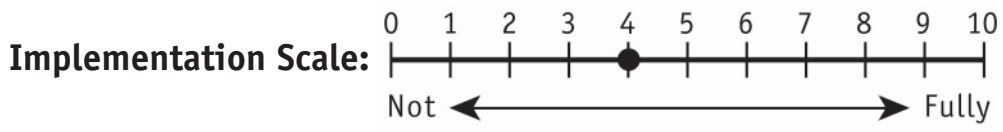
#### **Recovery Plan Recommendations:**

1. Formalize the process for community input and public participation at board meetings. The Special Trustee should review, revise, adopt and use the policy to reinforce the practices already in place at board meetings.

## Standard Implemented: Partially

April 2007 Rating:

4



## **ACCJC Standard IV-B: Leadership and Governance**

### **FCMAT Community Relations/Governance Standard 6.9 Board Meetings**

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#### **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

#### **Findings:**

1. The district's board meeting agendas usually focus on matters related to fiscal recovery, budget, legal issues, and ongoing operations such as the bookstore and the management of student enrollment. Board meetings during the past year rarely focused on policy or in-depth reports and analysis.
2. Board meeting agendas currently reflect the issues of the highest priority for achieving fiscal recovery, thus budget and legal matters are on the agenda most frequently. While it is clear that budget cuts have a significant impact on educational programs, there has been little opportunity to focus agendas on students' educational achievement.
3. Regular reports by representatives from the faculty, employee unions and student groups consist primarily of information about the events and meetings that these individual leaders have attended.

#### **Recovery Plan Recommendations:**

1. Ensure that matters related to the educational achievement of students are a primary focus of board meetings.
  - a. The Special Trustee should work with the Provost or CEO to develop meeting agendas that consistently relate to the district's key goals for student achievement. Agendas should allow for frequent discussion of relevant district policies, and for reports and analyses of program effectiveness.
  - b. Agendas should more clearly define the educational impact of each item; they should be planned to allow maximum time for the most important items rather than for operational issues.
  - c. Staff should develop a calendar for systemically reporting issues of program effectiveness and progress toward specific institutional goals at board meetings.

## Standard Implemented: Partially

April 2007 Rating:

1

