Compton Community College District

Comprehensive Assessment
Fifth Progress Report

November 2010

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

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Executive Summary

Introduction

This fifth progress report for the Compton Community College District provides the latest in a series of periodic assessments conducted by the Fiscal Crisis and Management Assistance Team (FCMAT) of the district's progress in implementing the recommendations made in the initial Comprehensive Review of the Compton CCD conducted by FCMAT in April 2007.

Based on the incremental and positive progress of the Compton CCD, FCMAT is proposing to re-align the FCMAT standards with the Accrediting Commission for Community and Junior Colleges (ACCJC) eligibility requirements and eliminate any duplication for all component areas of study for academics, governance, financial management, facilities and personnel prior to the next review. The goal of this change is to assist the Compton CCD in further preparing to meet the eligibility requirements for accreditation as set forth by the ACCJC. Therefore, the sixth progress report will be structured to prepare the Compton CCD and the Compton Center for the accreditation self-study process with assistance from its governance partner, El Camino Community College.

Background

On June 30, 2006, Assembly Bill 318 provided a state loan of $30 million to the Compton Community College District (Compton CCD) and mandated that FCMAT conduct a comprehensive assessment of the district in five operational areas and develop a recovery plan for the district. FCMAT is required to file written status reports at regular six-month intervals on the district's progress in implementing the recovery plan. The bill authorizes the Board of Governors of the California Community Colleges to suspend the authority of the Compton Community College District for up to five years, including a period lasting until the Chancellor, FCMAT, Director of Finance and Secretary of Education concur with the state's special trustee that the district can sustain the progress and requirements of the assessment and recovery plan for two consecutive academic years.
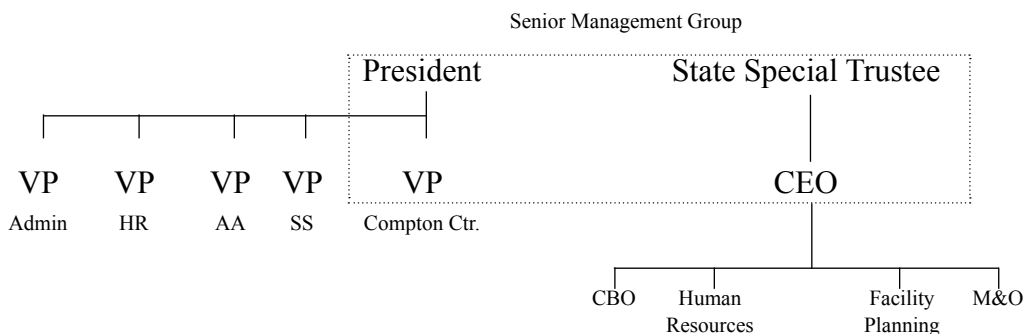
Subsequent to the passage of AB 318, the ACCJC reported that Compton Community College did not meet accreditation standards and formally withdrew accreditation from the college in August 2006. The district has provided uninterrupted educational services for the students by partnering with the El Camino Community College District (El Camino CCD). Under this partnership, instructional services are provided on the Compton campus by the El Camino College Compton Community Educational Center (Compton Center) primarily to residents of Compton, Carson, Lynwood, Paramount, and parts of north Long Beach.

A Memorandum of Understanding (MOU) signed in August 2006 outlines the agreement between the Compton CCD and the El Camino CCD, and continues to be a redefined working document. The current agreement for the Compton Center includes operations under the direct management of El Camino College through a vice president on the Compton Center campus who reports to the superintendent/president of El Camino College for the operational aspects of the Compton Center including its instructional programs and student services. Under this change, all business services, facilities, personnel, governance components and other programs and services will be managed by the Compton CCD's chief executive officer (CEO). The CEO will report to the state special trustee for the Compton CCD.

A formal Senior Management Group has been established and is composed of the El Camino College President, state's special trustee, El Camino College vice president for the Compton Center, and the Compton CEO. The management group will be co-chaired by the El Camino College vice president

for the Compton Center and the CEO for the Compton CCD. The goals and objectives of the Senior Management Group are to monitor and assist the Compton CCD to meet the ACCJC accreditation standards and regain local governance authority with full ACCJC (WASC) accreditation. The following organizational chart had not been formally approved prior to the completion of FCMAT's review:

<u>Revised Organizational Chart</u>

Senior Management Group

| President | State Special Trustee |

| VP | VP | VP | VP | VP | CEO |
| Admin | HR | AA | SS | Compton Ctr. | |

CBO   Human   Facility   M&O
      Resources   Planning

The provisions of AB 318 and the concurrent loss of the Compton CCD's accreditation are unprecedented and have presented an extremely complex governance and organizational structure to allow Compton CCD to continue offering accredited courses. Compton College is the first California public community college to lose its accreditation, have a special trustee appointed to administer the college district, have the authority of its elected governing board suspended by legislation, and receive a multimillion-dollar state loan to continue operations. The transition of instructional procedures and systems has been challenging, including establishing the proper reporting relationships, lines of communication, and the appropriate names and references for that part of the college now operating under the auspices of the El Camino CCD as the Compton Center and that part still operating as the Compton CCD.

As the Compton CCD continues to address both the operational deficiencies that led to the loss of local governance and accreditation, FCMAT's work with the Compton CCD and the Compton Center is intended to assist the district in improving its basic operations for an eventual return to local governance, and in taking the necessary steps to regain its accreditation.

FCMAT has developed a set of legal and professional standards to provide a standards-based assessment process for these reviews and has aligned these standards with the standards of the ACCJC. This standards-based process and a rubric to rate the standards is explained further in this report.

Use of FCMAT Professional and Legal Standards

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

For each ACCJC standard, appropriate FCMAT standards from the operational areas of Community Relations and Governance, Academic Achievement, Personnel Management, Financial Management and Facilities Management have been used to measure progress on the ACCJC standards. The ACCJC will conduct its own independent review to determine when accreditation will be restored to the Compton CCD. Based on the incremental and positive progress of the Compton CCD, FCMAT is proposing to realign the current FCMAT standards with the ACCJC standards and eligibility requirements for all component areas of study (academics, governance, financial management, facilities and personnel) prior to the next review period. The goal of this change is to assist the Compton CCD in further preparing to meet the eligibility requirements for accreditation as set forth by the ACCJC.

Each professional and legal standard has been scored, on a scale of 0 to 10, as to the Compton CCD's implementation of the standard at this point in time. These ratings provide a basis for measuring the district's progress in subsequent reporting periods.

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

Not Implemented (Scaled Score of 0)
There is no significant evidence that the standard is implemented.

Partially Implemented (Scaled Score of 1 through 7)
A partially implemented standard lacks completeness, and it is met in a limited degree. The degree of completeness varies as defined:

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

Fully Implemented (Scaled Score of 8-10)

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

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

Study Team

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

Administration and Report Writing – Fiscal Crisis and Management Assistance Team
- Anthony Bridges, Deputy Executive Officer, CFE
- Laura Haywood, Public Information Specialist

Financial Management – Fiscal Crisis and Management Assistance Team
- Anthony Bridges, Deputy Executive Officer, CFE
- Deborah Deal, Fiscal Intervention Specialist, CFE
- Marisa Ploog, Fiscal Intervention Specialist, CPA
- John Von Flue, Fiscal Intervention Specialist
- Andrew Prestage, Management Analyst

Academic Achievement – California Collegiate Brain Trust
- Shirley Kelly, Retired Community College President
- Peggy Moore, Retired Community College Vice President of Instruction
- Yasmine Delahoussaye, Vice President, Student Services, LA Valley College

Personnel Management – Fiscal Crisis and Management Assistance Team
- Deborah Deal, Fiscal Intervention Specialist, CFE
- John Von Flue, Fiscal Intervention Specialist

Facilities Management – Fiscal Crisis and Management Assistance Team
- Anthony Bridges, Deputy Executive Officer, CFE
- Deborah Deal, Fiscal Intervention Specialist, CFE
- Marisa Ploog, Fiscal Intervention Specialist, CPA
- John Von Flue, Fiscal Intervention Specialist

Community Relations and Governance – California School Boards Association
- Shirley Kelly, Retired Community College President
- Peggy Moore, Retired Community College Vice President of Instruction

Executive Summary

Summary of Progress

As described in this fifth progress review, much improvement has been noted in all operational areas of the Compton Community College District (Compton CCD) and the El Camino Community College Compton Educational Center (Compton Center). Ratings for all five components continue to increase overall as compared with the previous reporting period. The average ratings of the standards within each ACCJC standard show moderate increases, and a greater number of standards have scores that exceed four.

The transition under the partnership between the Compton CCD and the El Camino CCD continues to progress under the leadership of the state special trustee, chief executive officer and El Camino College executive management team. Specific organizational roles and responsibilities of the governing entities and administrators continue to evolve and be clarified as they apply to the Compton CCD and the Compton Center. Reporting relationships are now clearly communicated for all faculty, staff and students to navigate properly.

From a governance perspective, the special trustee provides decision making authority in lieu of the governing board and personnel commission. The CEO of the Compton CCD reports directly to the state special trustee, and the El Camino College vice president of the Compton Center reports to the superintendent/president of the El Camino CCD. This proposed organizational structure was undergoing review during FCMAT's fieldwork and had not been formally approved. FCMAT recommends that continued discussions occur and that the governance partners ratify this revised proposal to clarify roles and responsibilities under the Memorandum of Understanding. The Compton CCD requires active leadership from both the special trustee and the CEO to assist the Compton CCD in developing and sustaining the internal capacity required to eventually return the college to local governance and regain its accreditation.

Positive progress has been made in advancing long-range planning for the Compton Center. The state special trustee, CEO and El Camino College executive management team have initiated planning strategies, implemented needed improvements, and brought organizational balance to the unique organizational reporting structure of the governance partners. Provisions of the MOU continue to ensure that the El Camino College Board of Trustees is engaged in issues of policy affecting students at the Compton Center.

The state special trustee and CEO continue to embrace the positive changes since the last progress report in all areas of the standards-based review by FCMAT. All elected members, including three newly elected members of the board, continue to sit at the dais and participate in the business and academic operations of the meeting. The board members, along with the special trustee and CEO, have also begun to engage in a series of trainings with the Community College League of California (CCLC) to address expectations, responsibilities, and board roles and policies. The CCLC is a non-profit public benefit corporation whose voluntary membership consists of all 72 local community colleges. The league provides services to community college districts in six areas that include education programs, research and policy analysis, fiscal service programs, governmental relations, communications, and governance of athletics.

Communications at the Compton Center have continued to improve significantly with each FCMAT review. Interviewees continue to describe the organization and flow of critical information as effective and transparent for students, faculty and community members. All plans for internal and exter-

nal communication have been developed or proposed. The Compton Center has created a comprehensive communications plan to combat factual inaccuracies, streamline the dissemination of information and improve opportunities for positive two-way feedback for all faculty and students.

During the fourth reporting period the previous lack of confidence regarding the college's financial condition and fiscal practices due to the constant turnover with the position of chief business official (CBO) has stabilized with the hiring of a new CBO. Prior to the hiring of the current CBO, a retired chief business official filled the CBO position. The interim CBO has provided solid leadership and financial strategies to address serious questions about the capability of the college's business office staff to manage its resources, conduct its fiduciary responsibilities and sustain its financial condition. As noted in the report, the CBO has departed the district effective July 31, 2010. Sustainability of the accomplishments made during this review and the structure of operations may be difficult without the strong leadership of an interim CBO and expeditious employment of a qualified replacement.

The Compton CCD has utilized both Datatel and PeopleSoft, a financial reporting software system also used by the Los Angeles County Office of Education (LACOE). Although the conversion has been successfully made, the district's financial reporting processes are compounded because of the reconciliation of multiple financial reporting systems. A combination of both financial systems is utilized in preparation of the Form 311A and 311Q reporting since the payroll transactions post immediately into PeopleSoft and are timelier for financial reporting and payroll requirements by LACOE. There is little interaction and communication between these two operating systems, and a manual monthly reconciliation process performed by the accounting staff is very time consuming and labor intensive. Estimates range from 32 to 48 hours per week are required to maintain and reconcile the two sets of general ledgers depending on the various fluctuations and reporting requirements throughout the fiscal year. As previously recommended, transitioning from the current dual operating systems to one would be advantageous for consistent and timely reporting of financial data and reducing workload, and would lessen the risk of accounting errors and/or omissions subject to audit findings.

The Compton CCD continues to face major challenges with its campus and facilities as the row buildings are old and in critical need of repair. Significant safety concerns have been identified with inadequate drainage and insufficient electricity, including external lighting. Compton CCD and El Camino College staff have successfully completed a Facility Infrastructure Master Plan that includes underground utilities, technology, security, storm drainage and site lighting.

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

Although improvement was noted by the review team, the Compton Center continues to have problems related to long-range institutional planning, scope and quality of the written curriculum, quality

of classroom instruction, mechanisms for program assessment and accountability, and faculty professional development.

The recovery process for the Compton CCD and Compton Center requires much time and improvement and will proceed with incremental steps. The partnership between the Compton CCD and the El Camino CCD remains strong, and the entities are more confidently navigating through this unique and complex circumstance with a new organizational proposal.

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

Return to Local Governance

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

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

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

Based on the incremental and positive progress of the Compton CCD, FCMAT is in the process of realigning the standards with the ACCJC eligibility requirements and eliminating any duplication for all component areas of study (academics, governance, financial management, facilities and personnel) prior to the next review. The goal of this change is to assist the Compton CCD in further preparing to meet the eligibility requirements for accreditation as set forth by the ACCJC.

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

When the average score of the subset of standards within an ACCJC standard or standard subdivision reaches a level of six, progress is considered to be substantial and sustainable, no individual standard in the subset is below a four, and the district has sustained the standards for two consecutive academic years, this particular operational area or component could be considered for return to the local district governing board. It is conceivable that the governing board will regain local authority incrementally as the criteria are met in each of the ACCJC standard areas.

The full return of legal powers and responsibilities to the district board is based on the concurrence of the Chancellor, the Director of Finance and the Secretary for Education with the assessment of the special trustee and FCMAT that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment and the recovery plan, and that future compliance is sustainable. To meet the requirements and sustain the standards, the Compton CCD will need to remain financially solvent and demonstrate its ability to hire and monitor its own staff without external assistance.

The Accrediting Commission of Community and Junior Colleges will conduct its own assessment of the district to determine the eligibility requirements for the district's accreditation.

Recovery Plan

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

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

27 (now 26) of 37 standards in ACCJC Standard I-A and I-B, Mission and Effectiveness
16 (now 15) of 28 standards in ACCJC Standard II-A, II-B and II-C, Student Learning
40 of 82 standards in ACCJC Standard III-A, Human Resources

41 (now 40) of 71 standards in ACCJC Standard III-B, Physical Resources
41 of 88 standards in ACCJC Standard III-C Technology, and III-D Financial Resources
21 of 29 standards in ACCJC Standard IV-A and IV-B, Leadership and Governance

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

Later sections of this report provide greater detail on each of the standards in the identified subset of standards. For each standard, a description is provided of the district's progress in implementing the standard, and a rating, on a scale of 0-10, is provided of the district's progress at this point in time.

Summary Table of Progress

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

Standard	No. of Standards in Subset	Number of Standards less than 4						Average Rating					
		April 2007	Jan. 2008	July 2008	June 2009	Jan. 2010	July 2010	April 2007	Jan. 2008	July 2008	June 2009	Jan. 2010	July 2010
ACCJC Standard I-A, Mission, and I-B, Institutional Effectiveness	26*	26	26	25	3	0	0	1.52	1.96	2.19	4.81	5.74	**6.07**
ACCJC Standard II-A, Instructional Programs; II-B, Student Support Services, and II-C, Library and Learning Support Services	15*	14	12	11	0	0	0	1.75	2.44	2.88	5.40	5.47	**6.26**
ACCJC Standard III-A, Human Resources	40	36	28	20	6	0	0	1.35	2.83	3.95	5.53	7.00	**7.60**
ACCJC Standard III-B, Physical Resources	40*	28	28	25	2	0	0	2.32	2.34	2.76	6.13	6.93	**7.23**
ACCJC Standard III-C, Technology Resources, and III-D, Financial Resources	41	35	32	26	8	0	0	1.78	2.39	2.83	4.63	6.22	**6.80**
ACCJC Standard IV-A, Decision-Making Roles and Processes, and IV-B, Board and Administrative Organizations	21	17	17	17	1	0	0	2.10	2.14	2.71	5.33	7.10	**6.61**

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

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

Overview of Five Operational Areas of Management

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

Financial Management

Overview

The FCMAT team reviewed and assessed 38 financial management standards and prepared a comprehensive assessment based on the findings. Interviews with administrative management, classified staff and observations by FCMAT including supporting documentation show that the college has made significant progress under the direction of the chief business official (CBO). Several board policies and administrative regulations have been implemented during this reporting period to strengthen the internal structure in the finance area. In addition, processes for budget development, budget monitoring, requisition processing, bidding, contracting and other accounting functions have been implemented and are in practice. The business department has created a solid foundation with an emerging operating structure that is both effective and efficient.

Effective July 31, the CBO voluntarily resigned and left the district. Shortly following the departure of the CBO, additional resignations by the accounting supervisor and one senior account clerk have left an additional void in the business office. The departure of these employees will have a short-term impact on maintaining the positive progress made during this reporting period. The CBO provided significant experience, structure and guidance to staff and set forth high expectations for accurate and timely financial information. Sustaining these accomplishments and the operational structure may be difficult without the strong leadership of an interim CBO and expeditious employment of a qualified replacement.

Internal Control Climate

Demonstrated integrity and ethical behaviors by management on a daily basis sets forth the expectation for all members of the organization and creates an environment of high ethical and moral value. The presence of internal controls creates a strong foundation to deter fraud or illegal practices. Management-level personnel had previously demonstrated improvement in this area evidenced by numerous board policies and administrative regulations. The special trustee, CEO and El Camino CCD executive management continue their efforts to communicate organizational expectations to employees during staff meetings but need to demonstrate that an effective fraud reporting program is in place through the implementation of the adopted board policies and administrative regulations. This provides visibility and an awareness of management's intent to maintain a high level of focus on fraud deterrence and prevention.

The principal mechanism for deterring fraud, misappropriation of funds or other illegal practices in an organization is a strong system of internal controls. Effective internal control processes provide reasonable assurance that operations are effective and efficient, that the financial information produced is reliable, and that the district is operating in compliance with all applicable laws and

regulations. The internal control structure includes the policies and procedures used by district staff, accounting and information systems, the work environment and the professionalism of employees.

Compton CCD and El Camino CC share the internal auditor position, which was created to identify processes and procedures that protect against irregularities and illegal acts. During this reporting period, the internal auditor position, previously shared equally between the partners, was eliminated at the Compton location effective June 30, 2010. As recommended in the previous comprehensive report, the district is proceeding with hiring a full-time internal auditor to work exclusively for the Compton campus. Until a new internal auditor is hired, the existing internal auditor should continue to serve both campuses because this position is essential and critical to sustain the college's progress and to initiate the proper internal controls in key operational areas.

As previously mentioned, the district continues to operate two separate financial reporting systems that must be continually reconciled. This process requires intensive labor hours and duplicative work by the accounting staff. In addition, manually updating data from one operating system to another increases the risk of errors and omissions. Systems are rarely in sync due to timing differences and are viewed by external auditors and the FCMAT team as discrepancies, which are characterized as material weakness in the accounting systems.

Budget Process and Communications
Improved communication regarding budgetary information was evident throughout the organization. The team reviewed memorandums, board presentations, monthly financial updates to the board, campuswide employee meetings and information provided to the budget committee. The Planning and Budget Committee met several times during this reporting period and received detailed information regarding the budget assumptions and projections for the 2010-11 fiscal year. Monthly board agendas show that the CBO presented updates on the current operating budget and provided information on budgetary issues at the state level that had an impact on the 2010-11 budget for the district. Multiyear projections including assumptions for enrollment, revenue and expenditures provided management and the board valuable information upon which to make hiring decisions and the ability to correlate district goals with available funds for the upcoming academic year.

The district has fully implemented a budget development process including a calendar of events and deadlines leading up to the budget adoption. This process was open and transparent, involving key constituents and other interested individuals. The budget development process reflected the district's academic goals, staffing needs and facility requirements, demonstrating a clear nexus of planning with the budgeting process. The business office coordinated the budget development plan utilizing Plan Builder. This software tool allowed individual departments to coordinate their goals and plans with the districtwide academic and recovery goals. Department plans include unit goals, multiyear strategic directions, timelines and resources necessary to achieve objectives.

Several campuswide meetings were held for all employees and departments. These meetings were designed to keep all employees informed of the budgetary situation and provided a forum for management to address individual questions. This was informative to all employees of Compton CCD and provided much-needed transparency to the budget development process. The special trustee and CEO are continually informed of budget issues, various staff meetings and statutory financial reporting timelines.

After an extensive recruitment process, the permanent CBO position was filled in spring 2009 after a series of turnovers in this position. Now this CBO has separated from service. During the tenure of this CBO, considerable progress was made to establish structure and guidance to the business office staff members. In addition, the CBO continued the implementation process of several procedures initiated by the previous CBO. The CBO position is a key position in the recovery process, particularly for business operations. The district needs stability and strong leadership in the business office to sustain the progress to date.

Academic Achievement

Overview

The role of the review team is to assess and analyze the extent to which the Compton Center's instructional operations have conformed to 25 priority FCMAT Academic Achievement standards. These standards have been aligned with the ACCJC Accreditation Standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Student Learning Programs and Services (ACCJC Standard II).

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

Although responding to the FCMAT standards provides the basis of a review of Center activities, it does not yield an accreditation self-study. The ACCJC has many standards not covered by the current review. Furthermore, the requirement for documentation to support activities (e.g., the assessment of student learning outcomes [SLOs] and the use in improvement of instruction, the relationship between plans and budget, etc.) is very stringent. And while the activities undertaken as part of the FCMAT review will be useful in eventually preparing a self-study, an additional effort will be required on the part of Center staff.

During the visit, the Academic Achievement review team examined Compton Center documents and interviewed members of the administration, the faculty, students, and other key personnel. The Center has made considerable improvement between the previous visit in November 2009 and this reporting period. The organization for academic programs and student services has been changed with the hiring of a vice president who is now responsible for these areas and oversees the work of four deans. This structure provides the Center with a much-needed consistency with the structure of the Torrance campus of El Camino College.

The Center had made progress on some important initiatives at the last visit and had plans to begin others prior to this visit. The Center expected to develop an Educational Master Plan, restart program review, complete planning in technology and student service program areas, work with the faculty on the Torrance campus to develop and implement SLOs in hundreds of courses, continue to refine and implement staff development initiatives and provide training for faculty, write unit plans and deal with an enrollment increase of about 30%.

Status of Academic Achievement at El Camino College Compton Center

El Camino College Compton Center has made considerable progress toward meeting the FCMAT Academic Achievement standards since the team visit in fall 2009. At its last visit, the review team noted a number of areas of deficiency in planning, curriculum management and assessment, professional development and progress toward meeting AACJC standards. At this visit, improvement was noted in all of these areas.

The collaborative working relationship between the administrative leadership and the faculty continues to allow planning efforts to move forward. The team found a spirit of dedication among the employees in the academic and student service areas. People are proud of the progress they are making in student recruitment, fuller classes, stronger retention, and collaborative work with the staff at the Torrance campus.

Planning Processes

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

- The very comprehensive Technology Plan has been adopted and is in use
- The strong Enrollment Management Plan is in place and is being funded. Some activities have been completed. The plan has timelines, identified lead staff members to complete the plan and if needed, an associated budget. The current enrollment increase is at least partly due to the use of this plan
- A successful learning community that began in fall 2009 is continuing in areas involving basic skills
- Outreach programs to both the community and local high schools are meeting success
- Academic programs are engaged in the program review process
- Unit plans are improved and contain more thoughtful analyses of the programs
- The development of a Student Success Initiative plan is under way
- SLOs have been developed for all course and student services programs
- A Library Advisory Committee has been formed

At an earlier visit, the review team noted that the El Camino College Educational Master Plan had been updated, and Compton faculty and staff were part of that effort. However, the Compton Center portion of the plan is only a compilation of current programs. The Center intends to develop its master plan in the near future; the first activity is a visioning exercise.

The unit plans examined by the team were improved over those seen at the last visit. However, they still are generally lacking the prioritization of needs and a tie to the larger planning efforts of the Center.

Curriculum

The curriculum offered at Compton Center is managed and approved by the Curriculum Committee at El Camino College. While two faculty sit as voting members of that body, the ultimate decision about curriculum including the course outlines and the information contained therein is not made solely at the Compton Center.

The Curriculum Committee at El Camino includes neither SLOs nor the method of their assessment on the course outline of record. Although the team understands this will change beginning in fall 2010, it had not as of this visit. However, the new CurricuNET system will enable an easy linkage between outlines and the SLOs. Faculty at the Compton Center continue to state SLOs on the syllabi that students receive for individual courses. As yet few syllabi give any indication as to how the SLOs will be assessed. All program reviews submitted during the 2009-10 academic year contained at least one SLO and, in some cases, assessment data and suggestions for changes to improve the results.

The student services programs have developed SLOs and have progressed to discussions about the results of their assessment.

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

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

Instructional Strategies

Each Compton Center faculty member was expected to create an individual development plan based on what was learned in a review process conducted by outside faculty members. The plans were to be developed as part of the faculty evaluation process. The team found that the development of these plans has faltered somewhat. However, many faculty are engaged in faculty development activities, most notably the training in OnCourse.

Compton Center faculty are developing course syllabi based on the El Camino College course outlines. The faculty have adopted a template for the syllabi that includes several required components, including SLOs and the techniques of assessing them. A random sample of course syllabi showed that the faculty usually included at least one SLO for the course. Few course outlines gave any indication of how this SLO would be assessed.

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

There is concern that students are not being given the proper placement test. Although complete data are not currently available, some students have now completed the sequence of noncredit classes, and enrollment in credit ESL classes has allowed sections to be offered that in the past were cancelled. At a future visit, data should be available to ascertain the success of noncredit courses in preparing students for the transition to credit.

Since the last visit a part-time research associate has been hired. This position will continue until December 2010. The Center is in the process of hiring a permanent research analyst. This should allow the Center to obtain and use data for a variety of activities, including analysis of the ESL program and program review in general.

Assessment and Accountability
The ACCJC standards require the Center to demonstrate its effectiveness and support student learning by developing SLOs at the course, program, and degree level. The standards further specify: "This demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made." As noted above, Compton Center faculty are developing syllabi that include SLOs and, in some cases, their assessment.

A majority of syllabi examined include at least one SLO, but most are missing the methods for assessing them. The final step is the use of assessment data to improve instruction. As yet, this is not occurring regularly.

The team also learned that core competencies have been developed and a mapping of courses and their contribution to core competencies is now beginning.

Professional Development
As noted above, each Compton Center faculty member is to create an individual development plan based on what was learned in the peer-review process. These plans and the implementation are to be included in the portfolio a faculty member prepares for his/her comprehensive evaluation. Faculty are engaged in OnCourse training. Each of these faculty is now working with a colleague from another discipline to create a plan to use the information in their classrooms. A recent survey of faculty showed this program to be very successful.

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

The inability to move into the new library building and utilize its associated new equipment continues to hamper the delivery of effective learning support services. However, the team noted great improvements in the technology provided for instruction. For example, numerous smart classrooms have been created and carts are available to provide technology in other classrooms.

Personnel Management

Overview

The Compton CCD continues to make consistent and documented improvements with regard to the Human Resources recovery plan. The review team assessed and analyzed the standards related to the personnel operations and have validated the progress since the last review period. These standards have been aligned with the ACCJC Accreditation Standards relating to Human Resources (ACCJC Standard III-A).

The primary goal of the standards related to the personnel assessment is to improve departmental operations through complete implementation of the required programs and recommended personnel policies. Consistent with this mission is a secondary goal of assisting the Compton CCD to meet the ACCJC accreditation standards and regain its local governance authority status with full ACCJC (WASC) accreditation. The Compton CCD continues to operate under the personnel Commission Rules and Regulations for the classified service even though the commission was terminated under the provisions of AB 318. All personnel actions of the Board of Trustees require final approval by the special trustee as set forth in the AB 318 agreement.

Status of Operating Systems, Recruitment Activities and Compliance

Under the direction of the dean of human resources, the HR staff has fully implemented iGreentree software. This standalone software is used to track and manage applicant pools electronically and facilitates the selection processes as well as the statistical analysis of applicant pools.

The dean of HR provides a monthly report to the CEO that provides statistics on the number of applicants, vacancies, and other data. The monthly report also includes information on special projects and progress on stated goals for the current school year. An annual plan identifies previous goals and the performance indicators used to measure success, outlines new goals, opportunities and challenges for the upcoming year. All goals have performance indicators for desirable outcomes that are measurable.

The department continues to be effectively managed and staff members continue to look for ways to improve recruitment practices and streamline the process. The proactive accomplishments of the Compton CCD Human Resources department provide a solid foundation for sustainable success.

In January 2010, a final report of the Classification Study was completed. The primary objectives of the study were to gather information regarding each position, prepare an updated classification plan, provide current class descriptions and supporting documentation for compliance with the Americans with Disabilities Act, and provide sufficient documentation to allow Compton CCD to maintain the system for classified employees. This study was effective in reviewing and updating job descriptions. The district needs to implement a process that will call for the regular review of classified job descriptions to determine their relevance, application and compliance, and update accordingly.

The FCMAT team observed clear evidence that the Human Resources staff has solidified their working philosophy and approach to the recovery plan and process. The HR team has experienced stability within the department. Staff members work cooperatively and provide cross-training to each other. As a team, the HR staff encourages regular communication with other departments. They host monthly meetings with the Business office to ensure that any personnel and/or payroll issues are discussed and resolved.

The changes in HR policies and processes have become systemic throughout the organization, with a continued need for periodic assessments to update and modify policy and procedural issues.

Facilities Management

Overview

The Compton Community College District has made substantial progress in the facilities component and continues to make incremental improvements in the maintenance standards due to the hiring of the director of maintenance position. The Compton CEO, CBO, director of facilities management and planning, and director of facilities maintenance and operations continue to develop plans that prioritize and schedule facility projects annually and meet monthly to review and revise the plans.

The Compton CCD utilizes a director of facilities management and planning that is funded through the partnership agreement with the El Camino Community College/Compton Center. This position reports directly to the El Camino CCD and is technically not an employee of Compton CCD. This employee is extremely knowledgeable regarding local facilities planning and funding through the state and community college planning guidelines, processes and requirements. However, a continued need for a transition plan needs to be developed so that the Compton CCD can begin to hire, fund and build its own internal capacity and technical knowledge of state and local funding. This is a common theme throughout the report in an effort for Compton CCD to begin to meet the eligibility requirements for accreditation. During the review process, Compton CCD advertised for the director of facilities management and planning position but was not successful in identifying an applicant to meet the district's eligibility criteria.

Compton Community College was originally constructed in the early 1950s and opened for classes in fall 1953. Since that time more facilities including the new Learning Resource Center (not open for occupancy) have been added to the campus, but the utility infrastructure has not been upgraded. Compton CCD has now completed an Infrastructure Master Plan dated June 2009 that includes a summary of findings and recommendations for mechanical and electrical requirements, technology and fire and safety issues and other critical areas that will help to address the campus infrastructure and utility requirements.

The total outside gross square footage of the Compton campus is 459,873. In an effort to address potential health and life safety issues for students and faculty, the college in July 2007 included final project proposals to the California Community College's System Office in its 2009-13 Five-Year Construction Plan (2009-10 First-Year Funding) to fund the necessary improvements. The college has been successful in receiving approximately $31 million and is in discussions with El Camino College regarding a memorandum of understanding to delineate project responsibilities and construction liability.

The district has been proactive and successful in seeking state and local funds for capital improvements as evidenced by the passage of Measure CC in November 2002, which authorized the issuance of $100 million in general obligation bonds. This bond measure authorized funds to repair and renovate instructional classrooms and job training facilities, and upgrade safety/security systems, electrical capacity, computer technology, energy efficiency, and roofing systems. Although the district has bonding capacity, local assessed valuations have declined during the most recent economic recession, which limits the ability of the district to sell bonds. Therefore, the district will rely on state bond dollars to advance capital facility projects in the interim. General obligation bonding capacity will need to be calculated regularly in direct correlation with assessed valuation to support the repayment of the bonds. The Compton CCD is also completing a financial and performance audit of all funds expended by Measure CC. Measure CC authorized the district to issue up to $100 mil-

lion of general obligation bonds including but not limited to the stadium retrofit, Learning Resource Center and Child Development Center. The outcome of the audit will be to reconcile all bond funds expended year to date and measure the performance of each project, including change orders, against the approved budget.

The Facilities Master Plan has been finalized and adopted by the state special trustee. In addition to this planning document, the college annually prepares the Five-Year Capital Plan and the Deferred Maintenance Plan for submission to the Chancellor's Office. In previous reviews, the only capital planning weakness concerns were for short-term planning and prioritization of smaller-sized yet critical projects that affect health and safety. Compton CCD has now created a Facilities Project Priority List and continues to progress with a list of projects meeting these criteria. The budget for 2010-11 includes funding for repairs, building improvement, and a reserve for contingencies. Fund 41, Capital Outlay Projects Fund, contains line item budgets for repairs ($50,000), building improvements ($8,946,000), and a reserve for contingencies ($971,827).

 Although FCMAT observed favorable campus conditions during the 2009 site visits, the overall appearance of the campus during this assessment period had deteriorated. FCMAT observed varying degrees of campus conditions and lack of upkeep during this review period. Considerable deterioration of the grounds was observed in the vicinity of the administrative buildings. Lawns and vegetation were overgrown and dying in many areas.

The state special trustee has adopted a Facilities Master Plan with a facilities bridge plan. The Facilities Infrastructure component was completed as of June 2009. This document, combined with the 2012-2016 Five-Year Capital Outlay Plan developed in Fusion, establishes the district's facilities priorities. While the Facilities Master Plan contains critical elements for funding and facilities planning, the document still lacks the implementation and integration with educational and technology planning, including systematic links to the budgeting process. The final Facilities Master Plan will need to address this issue, but substantial progress has been made by the Compton CCD. Completion of this standard is critical to the accreditation process, and the college will need to have documented evidence that the Facilities Master Plan is linked to educational planning in accordance with requirements of the ACCJC and Western Association of Schools and Colleges.

In the maintenance component, building assessments to be included in the infrastructure component and utility master plan are in various stages but include sewer, storm drainage, domestic and fire water, natural gas, chiller water system, heating, electrical, site lighting, security, fire alarm and data/voice technology requirements. The district continues to provide sufficient exterior lighting for most of the campus, but the general lighting infrastructure is insufficient and unreliable. A complete upgrade of the campus lighting infrastructure is scheduled to occur in two phases ending in October 2011. The campuswide plan is in the design stages and is under review with the Division of the State Architect (DSA). Both phases combined are estimated to cost over $2.2 million. The plan includes the development of an exterior site lighting system that will extend the use of classrooms in the evening, increase safety and security and reduce energy cost. The lighting plan will play a key role in identifying lighted pathways and building entrances.

Additional maintenance efforts have included a review of the mechanical requirements of the campus for heating, ventilation and air conditioning (HVAC). All enhancements and fixes to the current campus HVAC retro-commissioning project qualify for California Community Colleges/Investor

Owned Utilities rebates. To qualify for energy rebates, the Compton CCD also completed an analysis of campus energy usage.

Under the new director of maintenance, the maintenance department has purchased a new online work order system. The new system allows the district to track and monitor labor and materials to establish historical costs, and provides the proper cost accounting by building and room locations. The utility maintenance workers have established zones on the campus to clean and sanitize all restroom facilities. The department has also completed a Custodial and Maintenance Procedures Manual that fully outlines the duties and responsibilities of the utility maintenance workers.

The district has initiated a systematic process for performing an annual campuswide chemical inventory. The inventory system documents each chemical, its physical condition, quantity, type of storage and/or handling requirements, physical location, and the presence of proper material safety data sheets. Acquisition and controls over chemical materials continues through the district's purchasing department. A lab technician provides documentation related to the acquisition of new chemicals to the director of facilities maintenance and operations.

The district has progressed in its development of board policy and administrative regulations as they pertain to facilities access. BP 3330, approved February 16, 2010, outlines the shared responsibility of the district and staff as it relates to safeguarding district assets. AR 3331, Key Issuance and Return, provides detailed regulations regarding the management and control of keys. Detailed parameters for key issuance are defined in this administrative regulation, as are the responsibilities of each key holder. Operational procedures have been developed and are documented in the Key Control Procedures Fiscal Year 2011.

Governance and Community Relations

Overview

The role of the review team is to assess and analyze the extent to which the Compton Community College District operations have conformed to 28 priority FCMAT Governance standards. These standards have been aligned with the ACCJC Accreditation Standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Governance (ACCJC Standard IV).

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

Although responding to the FCMAT standards provides the basis of a review of district activities, it does not yield an accreditation self-study. The ACCJC has many standards not covered by the current review. Furthermore, the requirement for documentation to support the description of activities is very stringent. While the activities undertaken as part of the FCMAT review will be useful in eventually preparing a self-study, an additional effort will be required on the part of staff.

During the visit, the Governance review team examined documents and interviewed the special trustee, administrators, staff, faculty, members of the Board of Trustees of the Compton CCD, and

community members. In addition, the team attended a meeting of the Board of Trustees of the El Camino CCD and a meeting of the Board of Trustees of the Compton CCD.

Since the Compton district trustee election took place in November 2009 with the seating of the full board in December 2009, many of the standards can only be assessed in a preliminary fashion. In many cases, sustainability remains to be seen since the board has been operating as a full board for such a short period of time. In discussions with board members, observations of the board meeting, conversations with faculty, administrators, members of the community, and the special trustee, and reviews of board policies and procedures, it appears that the board is well on its way to becoming a well-functioning and well-informed. The special study sessions organized by the special trustee will contribute to board education.

As the board becomes more effective and as individual board members become more comfortable in their role, characteristics to be evaluated will become more apparent. At a future review, the team will be able to more completely determine the sustainability of many of the characteristics required by the standards.

As a result of the circumstances described above, some scores for the standards will be somewhat lower than were assigned during the previous visit before the board was actually formed.

Although the FCMAT standards do not explicitly address the unique nature of the Compton CCD and the MOU between it and the El Camino CCD, the team feels it necessary to comment on this feature of the partnership. The MOU has expired and a new one needs to be put in place as soon as possible. Numerous individuals commented on the lack of a current MOU as an impediment to the functioning of the district. Furthermore, it is critical for a new MOU to be understood and supported by all members of the two districts.

This summary is an overview of the findings that are more fully addressed in the report under the 28 standards. Specific recommendations are presented there and should be considered and addressed prior to the next review.

Communications
External communication is formally handled through the director of community relations for the El Camino CCD. Internal communications are handled in a variety of ways that include the website and a monthly newsletter to everyone in the Compton CCD. In addition, the CEO holds meetings on campus for the purposes of communicating information about the district, the campus facilities, the budget and the progress of initiatives. Board agendas and minutes are posted regularly and timely. The Consultative Council also provides a forum for the exchange and discussion of information. Members of the council share the information received with their constituent groups. The team did not find a formalized plan for either external or internal communication.

Community Relations
The information about complaint procedures for students is included in the catalog and the schedule of classes. Complaints received by the board are referred to the CEO for resolution. The Board of Trustees is aware of its role regarding informal public concerns. It is important, however, that the board members do not speak or appear to be speaking for the whole board unless authorized to do so.

Community Collaboratives and District Committees
The outreach strategy for the Compton Center has been formalized in the Enrollment Management Plan and implementation is well under way. The district has supported the implementation by providing staffing and funding for the activities. The CEO has made a priority of developing relationships in the community.

Within the district, the Consultative Council and its committees provide the opportunity for individuals to provide advice and counsel. The district needs to continue its examination of committees and their functions.

Policy
A system for developing board policies and administrative rules and regulations is in place and being used effectively. The system includes an opportunity for the various constituencies of the district to have input prior to the policy being presented to the board. Each board meeting now has proposed board policies and administrative regulations associated with the policies as part of the agenda. The policies and regulations have gone through the consultative process on campus before being placed on the board agenda. Approximately 90% of the needed policies have been adopted; work needs to continue on the adoption of rules and regulations.

Board Roles/Boardsmanship
As noted above, the Compton CCD has a full board as of the November 2009 election. The board has engaged in numerous training sessions that have addressed the areas of expectations, roles and responsibilities for members and provide a framework for operations at board meetings. The team found general agreement about the importance of board training. The board currently serves in an advisory capacity, and this training will enable to board to assume its full role when the college again becomes an independent entity.

In October 2009, the board adopted a mission and vision statement as part of Board Policy 1200.

The board engages in regular study sessions to become informed on issues of importance. In addition, staff members regularly provide reports, and the CEO meets with members to give background information and data in advance of meetings.

The board is learning to work as a unified whole. The members show respect for one another and support the decisions of the majority. The board needs to continue work to develop a coherent, unified voice. Board members work well with staff and refer appropriate items and issues to staff. They treat members of the public with respect.

Board Meetings
Agendas and minutes of board meetings are posted in the Administration Building in a timely fashion. In addition, some of this material is available on the website.

As noted above, board members engage in study sessions, work with the special trustee and CEO before meetings, read and study the board agendas, and receive information and reports during the meetings. The board members state that they take their roles seriously as they participate in the governance of the Compton CCD.

Open and closed sessions are conducted according to the Ralph M. Brown Act. The board president conducts the meetings in a professional manner and board members participate in the discussion. Members of the public and the staff have an opportunity to address the board on both agenda and non-agenda items. The board treats the presenters respectfully.

Currently much of the action agenda is focused on approval of board policies. This is not surprising since the Compton CCD now has a full complement of board members and the revision of board policies and administrative rules and regulations is a critical task for the board. Senior managers are given the opportunity to discuss issues and accomplishments in their areas. Matters related to student educational attainment would be addressed in these reports.

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.

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

2   ACCJC Standard I

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
A. Mission						
Standard to be Addressed						
Policy - Community Relations and Governance Standards						
4.1 Policies are well written, organized and readily available to all members of the staff and to the public.	2					
4.6 Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.	**2**	**2**	**2**	**3**	**6**	**6**
Planning Process - Academic Achievement Standards						
1.1 A common vision of what all students should know and be able to do exists and is put into practice.	**2**	**3**	**3**	**5**	**5**	**7**
1.2 The administrative structure of the college promotes student achievement.	1					
1.3 The college has long-term goals and performance standards to support the improvement of student achievement.	**0**	**1**	**2**	**4**	**4**	**5**
Curriculum - Academic Achievement Standards						
2.3 The college has clear and valid objectives to promote student learning and a process for curriculum development.	**4**	**4**	**4**	**6**	**6**	**7**
Instructional Strategies - Academic Achievement Standards						
3.1 The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007]	1					
3.2 Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident.	**2**	**2**	**2**	**5**	**5**	**6**

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

ACCJC Standard I-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
3.5	**The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.**	1	1	1	6	6	7

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

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

Professional Standard:

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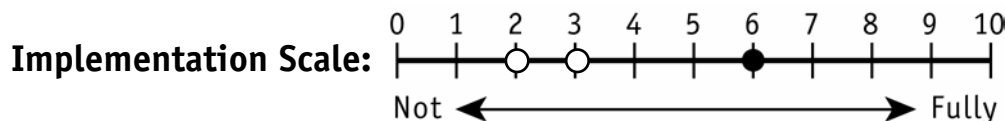
Sources and Documentation:

1. Review of board minutes and agendas from January-June 2010
2. Meeting with four board members
3. Meeting with the CEO
4. Meeting with the special trustee
5. Board policies and administrative procedures

Progress on Implementing the Recommendations of the Recovery Plan

1. There are no board bylaws. Board policies and administrative regulations are developed by the appropriate district administrators and, through the CEO, taken to the Consultative Council for review and discussion. The faculty leadership (who have four members on the Consultative Council) confirmed that the policies and administrative regulations are carefully reviewed by the constituency groups prior to the council meeting and then discussed at the council. If a constituency group has a concern, the policy is pulled until the concerns can be resolved. While this might slow the process, it ensures that all groups have input into the policies and regulations.

2. Once the board has adopted the policies and administrative regulations, they are posted on the website and in the board minutes.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 3
January 2010 Rating: 6
July 2010 Rating: 6

Implementation Scale:

ACCJC Standard I-A: Mission
FCMAT Academic Achievement Standard 1.1 - Planning Process – Vision

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

Sources and Documentation:
1. El Camino College Strategic Plans 2010-15
2. El Camino College Catalog 2010-2011, Compton Center Edition
3. El Camino College Educational Master Plan 2010-2015
4. Review of selected spring 2010, Compton Center course syllabi
5. Interviews with faculty, vice president of Compton and three academic administrators
6. Review of 12 student service program reviews (Compton Center)
7. Review of academic program reviews completed after November 2009 (Compton Center)
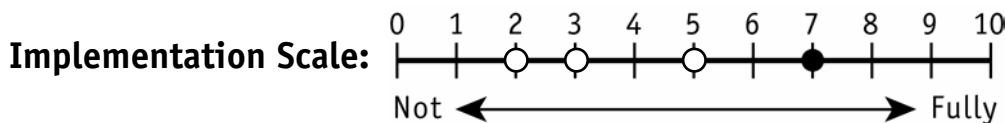8. Review of 10 annual plans (academic area)

Progress on Implementing the Recommendations of the Recovery Plan:

1. During the November 2009 visit, FCMAT examined 287 course outlines consisting of random samples from several disciplines. A review of selected course syllabi in ESL, math, political science, fashion design, theater, nursing, and physical education revealed improvement since the November 2009 visit. All of the boilerplate material such as mission and vision statement, policies on attendance, grading, and discrimination were included. During this visit the course objectives and student learning outcomes (SLOs) and assessment techniques were more complete. The recommendation to include the mission and vision statement on all class syllabi has been met.

2. A discussion with the three academic deans (career technical, academic affairs and health and human services) revealed a new process for checking the quality and correctness of course syllabi. The deans review those in their areas for content; then a staff person in the dean's office double checks them to be sure they include the material required in the guidelines provided to the faculty in 2008. These are now developed using the section number of the course and not the individual faculty name so that the dean can ensure that each course contains the required material. The Center deans have sent out a standard list of the boilerplate material (such as the mission and vision statement and information on students with disabilities) that can be copied and pasted into the individual course outlines. Since these have been vetted through the appropriate channels (Academic Senate and division faculty, as appropriate), this saves time and energy for the subject areas where individual faculty need to provide SLOs, assessment criteria and individual policies on the syllabi so that students are correctly informed about course requirements. Learning outcomes and assessment criteria were far more prevalent on courses this time than in the November 2009 visit. However, as in November 2009, the clarity and quality of the syllabi varied.

3. Conversations with Compton Center faculty curriculum committee members revealed that all courses or revisions of courses would contain both SLOs and assessment activities by fall 2010. This is a significant step in meeting the AACJC requirements. Ninety-five percent of courses in nursing and early childhood education have been updated.

4. The team reviewed most of the annual plans in student services in the November visit. During this visitation and review period, the FCMAT team performed a cursory review and scanned these but focused primarily on the annual plans in academic affairs (which were completed in March 2010), career and technical education (also completed in March 2010) and health and human services (complete in June 2010).

5. El Camino CC is shortening the program review cycle from six years to four years. The Compton Center will adopt this timeline. In addition, since some disciplines have one or two courses and cannot really be considered a program, these courses will be combined as a cluster (e.g., sociology might include ethnic studies and women's studies). This will ensure that all courses are placed in a review cycle. There is also a new program review template, which will help in the continuity of the program review process. In reviewing the document that outlines the cycle of program review adopted for all academic and student service programs at the Compton Center, FCMAT found that the Center is following the schedule.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 3
July 2008 Rating: 3
March 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard I-A: Mission
FCMAT Academic Achievement Standard 1.3 - Planning Process - Goals and Performance Standards

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

Sources and Documentation:
1. Meeting with the dean of student services, Compton Center
2. Minutes and/or reports of planning groups at the Compton Center (Technology Committee, library, Curriculum Committee
3. Meeting with the academic deans overseeing technology, library and the coordinator of the library
4. Documents that support long-range planning to improve student achievement at the Compton Center, since November 2009
5. El Camino Community College Strategic Plan, 2010 through 2015
6. Meeting with the three academic deans
7. Interviews with the vice president of the Compton Center and the vice president of student services at El Camino College, Torrance campus
8. Review of the Enrollment Management Plan 2010-11

Progress on Implementing the Recommendations of the Recovery Plan:

1. El Camino College-Torrance campus has an Educational Master Plan, but the Compton Center is mentioned only in the component of the Technology Plan, which is generally complete. The Compton Center has not yet begun to develop an educational master plan. The Compton Center vice president stated that the Center will engage an outside group to come in during the fall 2010 semester to conduct a visionary exercise. The vice president believes planning will follow from this activity. Compton CCD's intent is to focus on special and unique programs that the Compton Center can offer, which will sustain it in the future when some of the extraordinary growth that the Center is experiencing ceases (as surrounding colleges are able to accept some of the students who have moved from their campuses to Compton due to capped enrollments).

2. The enrollment management document for the Compton Center 2010-11 again contains action plans for academic programs, student recruitment, marketing, registration and student retention. The document generally assigns the task, the timeline for completion and the individuals responsible for implementation. Several individual elements of the plans are partially or fully implemented. Recruitment, retention activities and outreach are moving forward. In Student Services, the dean meets with the program managers each week. They develop a list of projects to be completed by month's end, and any projects not completed are carried over so incremental progress can be tracked and none get lost. A variety of very creative outreach programs are geared particularly to area high schools to interest students in attending Compton Center. El Camino College is over the enrollment cap, as are several of the surrounding community colleges including Long Beach CC. This has created a spike in enrollments for
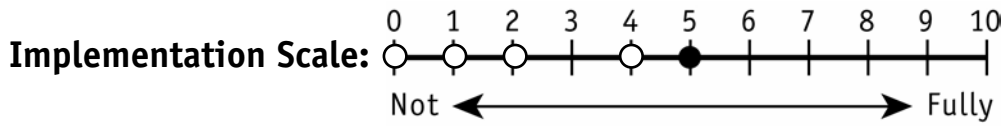
Compton, including students who have not traditionally attended the Compton Center. The challenge, and where the enrollment management plan can help, is to understand that once the other colleges are no longer over cap it is likely that students will return to their previous campus. Charts provided by the Center clearly show the high school population demographics at Compton CCD. The Distance Education program has doubled from summer 2009 to summer 2010. The Compton Center needs to continue to develop, hone and implement key portions of the plan.

3. The team reviewed five new long-range plans and rechecked the five developed in 2009. Most assessment portions of the plans are incomplete. While the plans contain evaluations of needs and costs, they do not (except for Human Development and ESL) provide a prioritized set of recommendations. The costs and recommendations are there but not the priority order of need. Some plans do not have time lines. Since there is no educational master plan, the long range plans cannot be integrated and tied to that plan. Once a plan is developed and adopted, that document should guide the unit plans. Since FCMAT's last visit the Compton Center has hired a vice president who is responsible for both instructional and student services), and has plans for a new associate dean who will handle SLOs, assessment, and help develop plans for initial accreditation and other tasks. The four deans feel they are working more cohesively and have collaborated on budgets and priorities. They appreciate the new vice president who is an expert on systems (including Datatel) and has solid relationships with the vice presidents at El Camino. There is much support in Institutional Planning which, although it is coordinated at the Torrance campus, includes participation from staff and faculty and administration at the Compton Center.

4. The Career/Technical division is working to articulate more of its courses with receiving institutions. CIS 3 and 43 and Business 55 should be articulated with Compton Unified (the primary feeder school to the Compton Center) as soon as the El Camino College Torrance campus processes the internal agreement. After the articulation with Compton USD, the dean and appropriate faculty plan to meet with CSU Dominguez Hills to create an agreement. The Automotive Technology program is articulated with Compton USD. The extra step of internal approval by the Torrance campus takes more time than if the Center were the sole entity involved in the articulation process.

5. The Enrollment Management Committee is composed of 16 members who represent various campus departments. The purpose of the committee is four fold: 1) achievement of enrollment targets to obtain maximum resources available to the Compton Center 2) maintenance of the greatest possible student access consistent with educational quality 3) a well balanced and varied schedule responsive to the needs of the students and community and 4) a comprehensive educational program that is responsive to the needs of students and the community. The retention goal for 2010-11 is to increase retention by 75% for each term/semester.

6. The Compton Center is working with industry partners to provide short-term career certificates for students to enhance local career opportunities. The dean of the Career Technical division stated that the proposed aerospace program would have the necessary machines on campus by July 14 for a demonstration. Industry partners will be present for the demonstration. The HVAV advisory committee has been working with veterans over the past year to assist them to become part of this program. There are jobs in the area for trained individuals.

FCMAT understands that more programs might be considered or are on the way to being developed, and the Center should keep working toward this goal.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 2
March 2009 Rating: 4
November 2009 Rating: 4
July 2010 Rating: 5

Implementation Scale:

ACCJC Standard I-A: Mission
FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

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

Sources and Documentation:
1. Review of selected course syllabi, Compton Center
2. Interview with vice president, Compton Center
3. El Camino College Compton Center spring 2010, summer 2010, fall 2010 schedules of classes
4. Meeting with two Curriculum Committee members and one new member from the Compton Center
5. El Camino Curriculum Handbook
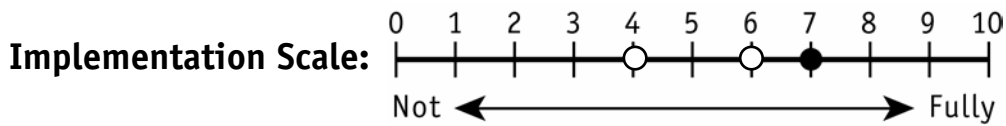6. Minutes of the CCC meetings, January 2010 to the present

Progress on Implementing the Recommendations of the Recovery Plan:

1. The three academic deans stated that more than 90% of all courses had both student learning outcomes (SLOs) and assessment. The assessment tools and rubric are on My ECC so they are available at any time to faculty.

2. The Curriculum Committee has agreed that all courses and revisions to courses that are submitted to the committee will have both SLOs and assessment on course outlines, effective in fall 2010.

3. Discussion with the Compton Center staff development director indicates the plan is still to tie the development of SLOs and assessment to the professional development plans of faculty in their disciplines. The SLOs Assessment Report for several courses showed some variance in the quality and completeness of the documents. The primary area that needs work is Section 3: Reflection of Assessment Results. The reflection section is of key importance for faculty to learn from the information and to "assess" the assessment. The questions asked in the document will lead to important information for discipline faculty to review, reflect upon and develop plans. The reflections section needed improvement in most of the documents FCMAT reviewed.

4. The Compton Center embarked on a program called On Course. Forty-two Compton faculty members participated in the program this past January. Faculty tried a variety of activities "hands on" that can be used in the classroom to encourage student engagement and learning. A second workshop is scheduled for the fall with the goal of attracting 20 faculty. Of the 82 full-time faculty at the Center, this would mean that 62 would have received On Course training. All faculty (full and part time) should be encouraged to participate in the On Course program. The college should develop a meaningful assessment tool to measure the effectiveness of the program.

5. The curriculum relationship between the faculty at the Center and the Torrance campus continues to be good, and this bodes well for the whole student learning outcome/assessment effort at the Center.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
April 2009 Rating:	6
November 2009 Rating:	6
July 2010 Rating:	7

Implementation Scale:

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ACCJC Standard I-A: Mission
FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:
Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident.

Sources and Documentation:
1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. Listing of El Camino College Courses Reviewed
3. Course outlines of record approved by El Camino College
4. Interviews with Compton Center administrators and faculty, and El Camino College administrator
5. Compton Center course syllabi
6. Student Community Advancement, Student Learning Outcomes at a Glance, Compton Educational Center
7. How to Create an Online Student Educational Plan
8. El Camino College/Compton Community Educational Center Online Educational Plan Procedure
9. El Camino College/Compton Center Student Education Plan Report, December 2009
10. El Camino College ACCJC Follow-up Report, October 15, 2009
11. Interviews with categorical program directors (CalWORKs, EOPS, DSPS, and Matriculation) and TRIO director
12. Current students in fall 2009 term without updated education plans for Compton College
13. Current students in spring 2010 term without updated education plans for Compton College
14. 2009 Annual Fact Book
15. Compton Community College District Center and Community Profiles
16. Student and Community Advancement Student Learning Outcomes at a Glance, Compton Community Educational Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College formed a joint committee to develop SLOs. They have made substantial progress; almost every course has at least one SLO identified. There is a timeline that calls for completion of all aspects of development, assessment and improvement by fall 2012. The institution has also developed institutional core competencies and is beginning the process of mapping the courses to these competencies.

2. El Camino College has undertaken a review of all courses that is nearing completion. The team was given a sample of course outlines. The dates on these outlines were all within the last year. Although they did not entirely follow the template the institution has adopted, the outlines were substantially complete. El Camino College has decided not to include SLOs as part of the course outline of record. However the new CurricuNET system will enable an easy link between outlines and the SLOs. The team was told that this new system is very useful as it allows the user to see materials produced at other community colleges. Recently a decision was made to include SLOs in course outlines beginning in fall 2010.

An examination of course syllabi produced by Compton Center faculty showed that most of the syllabi contained at least one SLO. Fewer had any reference to a method of assessing the SLO. However, every program review submitted during the 2010 academic year contained at least one SLO, and, in some cases, assessment data and suggestions for changes to improve the results.

The Student Services division at the Compton Center has continued to do a good job of documenting its progress on SLOs. Ten of 14 programs and/or services reporting to the dean of student services are now on their second round of assessment reporting and reflection of their SLOs. The nine programs or services currently in their second round include: 1) admissions and records, 2) athletics, 3) counseling, 4) CalWORKs, 5) EOP&S, 6) financial aid, 7) matriculation, 8) outreach, 9) student enhancement and 10) student support services.

The five other programs in the Student Services division have all undergone at least one cycle of assessment, meaning that all Student Services programs and services have conducted at least one round of assessment with plans for improvement. The five programs or services currently in their first round of their assessment reporting cycle includes: 1) Special Resource Center (or DSP&S), 2) placement testing, 3) transfer, 4) student development and the newest Student Services program begun just last year, 5) The Freshman Experience program.

To move these programs and services closer to the sustainable continuous quality improvement level, the dean of students has asked each program director to expand the dialogue beyond just the Student Services division. He has requested that each program director provide him with meeting minutes to show that they have discussed SLOs, assessments, and plans for improvement with their program staff. He has also required them to list the dates of their next round of assessments and reflections as part of their annual goals.

While the Student Services division is displaying good momentum with this standard, the following actions are recommended to meet the standard:

• The El Camino Office of Institutional Research should review the characteristics of what constitutes a good SLO with the Student Services Division. For example, the EOP&S SLO states that "students will be able to articulate their academic goal with confidence." ACCJC standards require that SLOs be measurable, and the concept of "confidence" is very hard to measure. Additionally, the Student Services division should expand beyond just one SLO for each area and should consider including service outcomes since so many of its programs are service oriented.

Much progress has been made in identifying, assessing and reflecting on SLOs. Multiple opportunities for training have been offered, and it appears that the faculty have taken advantage of them. By 2012, the ACCJC expects all community colleges to be at the proficiency level for SLOs. This means that the results of assessments are being used for improvement, with widespread institutional dialogue about the results. Compton Center and El Camino faculty and staff members must continue their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction and student services, including some demonstration of actual changes made in courses or programs. This should be documented in program review documents, etc.

3. To ensure that all students complete a Student Education Plan (SEP), the Compton Center Counseling Department sends a letter inviting them to see a counselor to develop their plan. For spring 2009, 2,500 (36%) of 7,000 students had a completed SEP on file. Current data on the number of students completing educational plans were not available to the visiting team.

    All counselors have been trained on SEP procedures. In fall 2008, 18 different professional development workshops took place and 11 additional workshops are planned for spring 2009. All of these workshops focus on some aspect of counseling students, and most involve the development of SEPs. Upcoming trainings will include the new degree audit system developed by El Camino after beta testing has ended.
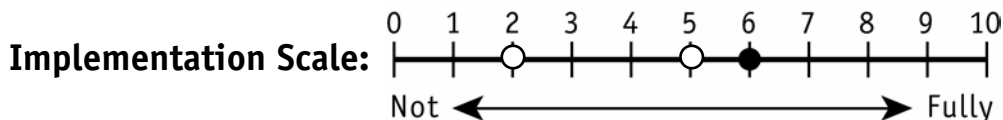
    Compton Center does not randomly inspect SEPs. However, future plans include the creation of a counseling committee to check the quality of SEPs. While Compton Center appears to be on track to meet the ACCJC's 2012 deadline of having all SLOs completed and assessed to fully meet the standard, counselors should make a more concerted effort to require students to complete and update their individual plans including intrusive counseling. Intrusive counseling requires counselors to go to the students (in classes, the cafeteria, etc.) to help complete their SEPs. Counselors should continue to attend professional development activities such as Ensuring Transfer Success to ensure that they have the latest knowledge about UC and CSU transfer.

    Since the last evaluation, the Compton Center was able to provide the team with current data regarding the number of SEPs on file. For fall 2009, 3,675 (or 54.2%) of the 6,780 enrolled students did not have an updated SEP on file. In spring 2009, 3,917 or (53.3%) of the 7,354 enrolled students did not have an updated SEP on file. It should be noted that both semesters show considerable improvement from spring 2009 when only 36% of enrolled Compton Center students had completed SEPs on file.

    Because each program director interviewed reported that they had been provided a goal of working to ensure that their respective program participants have updated plans on file, the team also looked at data that showed varying degrees of success regarding this goal. For example, in fall 2009, 96.6% (197) of the 204 students with a registered disability during the 2008-09 academic year had an updated SEP on file. However, only 73.1% (857) of the 1,173 students registered with the EOPS office had an updated SEP on file.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:

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

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

Sources and Documentation:
1. El Camino College Catalog 2009-2010, Compton Center Edition
2. El Camino College, Compton Center syllabi
3. ARCC College Level Indicators, 2010 Report
4. Community College Survey of Student Engagement – Overview of 2008 Survey Results, El Camino Compton Center
5. Interviews with administrators, classified staff, and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. The expectations for student learning and behavior are communicated to students in official publications of the Compton Center, such as the El Camino Catalog, Compton Center edition, and the Compton Center Student Handbook and Planner. The planner has a section on student conduct and an excellent section on study skills emphasizing the difference between expectations in high school and college. For example, grades are primarily based on quality of work and not attendance and class participation.

2. The behavioral expectations for students are now communicated through course syllabi. The template for syllabi includes a section on behavior. An examination of Compton Center course syllabi revealed that all syllabi included sections on the instructor's expectations for student behavior.

3. The El Camino Catalog and Student Handbook, Compton Center, reflect high academic expectations and academic standards. Students are informed that the college is dedicated to maintaining an optimal learning environment (Standards of Student Conduct, Board Policy 5138). Violations of the Standards of Student Conduct are handled by the dean of student services with the right of appeal, if any, to El Camino College's vice president of student and community advancement.

4. Counselors are becoming more accustomed to using the online educational plan system introduced by the El Camino staff. Some counselors reported that the electronic SEPs are going well because they can see the last SEP completed, which is helpful when students come in for an updated educational plan. The only apparent resistance to using the online educational plan system is twofold. First, a counselor in DSPS is using a cascaded computer that constantly freezes thus making it impossible for her to use the system. Second, it is difficult to do different educational plans if the student is undecided and has identified different majors as their educational goal because only one SEP can be stored in the system as the most recent one.

In December 2008, the El Camino College IT staff created the Student Education Plan Report, which is a report of currently registered students who have no educational plan or have not updated one since a certain date. While this program takes three hours to run, it has provided the Student Services administrators at the Compton Center with useful data on the total number of students lacking an updated educational plan so that counselors can provide follow-up services.

5. The fall 2007 Student Profile report for Compton Center shows that 30% of students did not stay in their courses until the end of the semester, and only about 57% of students successfully passed their courses. These statistics indicate there has been little headway in improving basic skills instruction, increasing degree and certificate completion rates and raising transfer rates. In June 2009, the Compton Center invited a visiting team of basic skills experts to aid in shaping an approach to the college's basic skills initiative. For three months (March to May 2009) the visiting team met with administrators, instructional faculty, non-instructional faculty, staff, researchers, committees, and program directors. In addition, they reviewed a number of college documents, including reports and plans. The Hope report, as the findings of this visiting team is commonly referred to on campus, provided the college with a number of short- and long-term recommendations in the areas of: 1) Campus Culture and Climate, 2) Administrative and Organizational Practices, 3) Program Components, 4) Staff Development, 5) Instructional Practices, and 6) Research Considerations as they relate to the college's basic skills student population. The Hope report was named after team lead Laura Hope, who has worked to assist a number of colleges evaluate the effectiveness of their basic skills initiative.

With only 1% of all students testing into college level math and just 10% reading at college level, the Hope report has given the college an opportunity to engage in a more campuswide dialogue beyond the SSTARS (Student Success Transfer and Retention Services) Committee about the low level of basic skills students that faculty are struggling with in their classrooms. While the visiting team made a number of short- and long-term recommendations, it is also important to note that many community colleges in the state are trying to develop strategies to increase the success of their basic skills students.

The fall 2007 Demographic and Enrollment Characteristics Summary revealed that about 40% of Compton Center students indicate "transfer" as their educational goal on admittance to the Center. California Postsecondary Educational Commission (CPEC) Transfer Pathways data show that transfers to the UC and CSU systems have declined during the most recent years when data are available. While these data are questionable in some regards because of the methodology CPEC uses to assign the transferring institution, the Compton Center numbers are historically so low that the margin of error would not substantially increase the transfer numbers comparable to other colleges of similar size. In 2005-06, the latest data available for the UC system, the Compton Center transferred one student to a UC campus compared to six in the prior year. For the CSU system, 117 students transferred from Compton Center in 2006-07 compared to 168 in 2005-06. Student goals are a lagging indicator of achievement, and over 88% of Compton Center students attend part-time, so transfer numbers do not always reflect the achievement of current student goals. Nevertheless, the numbers are shockingly low. Additionally, transfer from Compton Center to universities will become even more difficult to track, because the students are now El Camino College students.
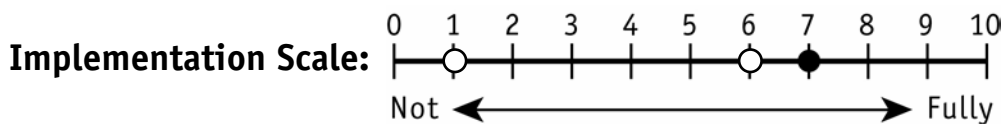
According to the 2008-09 Enrollment Management Report, while over 54% of Compton Center students indicated that their educational goal was to transfer, few were able to do so. CPEC Transfer Pathways data shows that transfers to the UC system from the Compton Center continue to decline. For example, in 2005-06, a year before the partnership began, the Compton Center transferred just one student into the UC system. In 2006-07, two students transferred, in 2007-08 one student transferred, and in 2008-09, no students transferred from the Compton Center according to CPEC data. Transfers to the California State University system have also declined. In 2005-06, 168 students transferred to CSU campuses, in 2006-07, that number declined to 117 and in 2007-08 the most recent report shows that only 104 students transferred. Although some of the decline could be attributed to the fact that students have the option of identifying themselves as El Camino students instead of Compton students, the Compton Center could track its students using the National Student Loan Clearing-house to ascertain how many of their students have actually transferred.

6. No poll of students concerning expectations has been conducted, and students typically are not regularly involved in faculty evaluations. The new evaluation policy negotiated in the latest collective bargaining agreement provides for student evaluations as part of the comprehensive evaluation process, though it is not mandatory. There is no consistent way to solicit student feedback if a poll is not taken.

The Compton Center should begin working on the implementation of both the short-term and long-term recommendations outlined in the Hope report.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	6
November 2009 Rating:	6
July 2010 Rating:	7

Implementation Scale:

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

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

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

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
B. Improving Institutional Effectiveness						
Standard to be Addressed						
Community Relations/Governance Standards – Communications						
1.1 **The college has developed a comprehensive plan for internal and external communications, including media relations.**	**1**	**1**	**1**	**5**	**7**	**5**
1.2 **Information is communicated to the staff at all levels in an effective and timely manner.**	**2**	**2**	**2**	**5**	**7**	**5**
1.3 **Staff input into college operations is encouraged.**	**1**	**2**	**2**	**4**	**7**	**6**
1.4 Media contacts and spokespersons who have the authority to speak on behalf of the college have been identified.	2					
1.5 **Individuals not authorized to speak on behalf of the college refrain from making public comments on board decisions and college programs.**	**2**	**2**	**2**	**6**	**7**	**6**
Parent and Community Relations - Community Relations/Governance Standards						
2.3 The college has developed and annually disseminates procedures on the handling of complaints of unlawful discrimination.	2					
2.4 **Students' and community members' complaints are addressed in a fair and timely manner.**	**2**	**2**	**2**	**5**	**6**	**7**
2.7 Volunteers receive appropriate training and play a meaningful role that contributes to the educational program.	1					
Community Collaboratives - Community Relations/Governance Standards						
3.1 **The board and president support partnerships and collaborations with community groups, local agencies, and businesses.**	**2**	**2**	**3**	**5**	**8**	**7**

ACCJC Standard I-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
3.2	**The board and the President/Provost establish broad-based committees or councils to advise the district on critical district issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations - Shared Governance, Academic Senate, etc.**	3	3	3	4	6	6
Policy - Community Relations/Governance Standards							
4.1	Policies are well written, organized and readily available to all members of the staff and to the public.	2					
4.2	**Policies and administrative regulations are up to date and reflect current law and local needs.**	2	2	2	3	6	5
4.3	**The board has adopted all policies mandated by state and federal law.**	1	1	1	2	6	5
4.6	**Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.**	2	2	2	3	6	6
Planning Processes - Academic Achievement Standards							
1.2	The administrative structure of the college promotes student achievement.	1					
1.3	**The college has long-term goals and performance standards to support the improvement of student achievement.**	0	1	2	4	4	5
1.4	**The college directs its resources fairly and consistently to accomplish its objectives.**	0	1	1	not reviewed	not reviewed	not reviewed
Curriculum - Academic Achievement Standards							
2.2	Policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Governing Board.	8					

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

ACCJC Standard I-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
2.3	**The college has clear and valid objectives to promote student learning and a process for curriculum development.**	4	4	4	6	6	7
2.4	**A process is in place to maintain alignment among standards, practices and assessments.**	1	1	3	5	5	6
2.10	**The college has adopted a plan for integrating technology into curriculum and instruction.**	2	3	3	6	6	7
2.11	The college optimizes all funding to install technology in classrooms and offices.	4					
Instructional Strategies - Academic Achievement Standards							
3.1	The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007]	1					
3.2	**Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident.**	1	2	2	5	5	6
3.5	**The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.**	1	1	1	6	6	7
3.11	**Class size and faculty assignments support effective student learning to achieve student learning outcomes.**	2	5	6	8	8	8
3.12	**Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.**	1	1	2	5	5	6
Assessment and Accountability - Academic Achievement Standards							
4.1	**The college has developed content and learning standards for all subject areas that are understood and followed by college faculty.**	3	3	3	5	6	6

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

ACCJC Standard I-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
4.2	**Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).**	**1**	**1**	**1**	**4**	**4**	**6**
4.3	**The assessment tools are clear measures of what is being taught and provide information for the administration and faculty to improve learning opportunities for all students.**	**1**	**1**	**1**	**4**	**4**	**6**
4.4	**Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze, evaluate and solve issues of student learning outcomes.**	**1**	**1**	**1**	**5**	**5**	**6**
4.10	The board and college understand the elements of state and federal accountability programs and communicate the availability of options and special services to students.	1					
Professional Development - Academic Achievement Standards							
5.1	**Professional development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.**	**1**	**2**	**2**	**5**	**5**	**6**
5.2	**Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.**	**1**	**2**	**2**	**6**	**6**	**6**
5.6	Administrative support and training are provided to all faculty members, and new faculty members and administrators are provided with training and support opportunities.	1					
5.7	**Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.**	**1**	**2**	**2**	**4**	**5**	**5**

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

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

Professional Standard:

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

Sources and Documentation:

1. Meeting with 18 community members
2. District Policies and Procedures Manual
3. Newsletters
4. Interview with the CEO of the Compton CCD
5. Interview with the special trustee and four board members
6. Meeting with El Camino College director of community relations
7. Meeting with five faculty leaders
8. Website – Compton Center
9. Focus group report

Progress on Implementing the Recommendations of the Recovery Plan:

1. External communication for the Compton Center is formally handled through the director of community relations for the El Camino CCD. News releases about the Center are provided through the office. Recent examples of material of interest to the community included: a release on the new foundation president, the students selected to attend UC Irvine, African American history events, Saturdays with Scientists, and regular information of interest.

2. District information is on the website at www.district.compton.edu. The Center should ensure that the website is current and maintained.

3. Internal communications are handled in a variety of ways, which include the website and a monthly newsletter. The newsletter averages about 10 pages in length and includes a message/update from both the CEO and the vice president of the Compton Center. It contains a number of items including stories on student successes, facilities projects, election results and other items that are of general interest to the district community.

4. The CEO meets regularly with faculty, staff and students. The CEO has an open door policy, and conversations with faculty and students indicate that he is easy to talk with and share opinions.

5. The team did not find a formalized plan for either external or internal communication. The practice is that official communication to the external community comes from the director of community relations. Some internal communications also comes from newsletters and appropriate spokespeople such as the CEO or the vice president of the Compton Center (in academic and student service matters). The Center should consider developing a formalized plan for internal and external communication.

6. The Center conducted focus groups in the community, and this information will be used to assess community concerns and interests. The feedback from the focus groups should be utilized in deciding on appropriate plans and actions regarding the overall planning for the Center. Community information sessions with both the CEO and vice president should be conducted to provide information on issues of concern in the Compton area.

7. One of the major concerns shared with the team during the community meeting was the necessity to obtain an MOU between the Compton Center and the El Camino CCD addressing the timelines for the Center to begin the accreditation process.

8. The CEO has developed collegial relationships with community groups and individual community leaders. He has brought a positive image and message to the community about the Compton Center. The CEO should continue holding meetings with groups on campus.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 5

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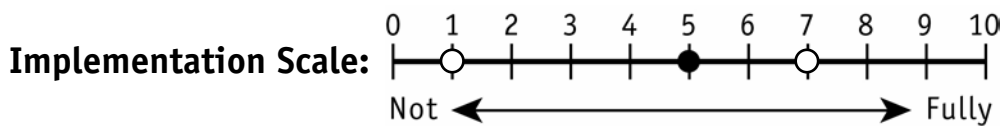
ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 1.2 – Communications

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

Sources and Documentation:
1. Meeting with the CEO
2. Meeting with five faculty leaders
3. Review of Consultative Council agendas and minutes
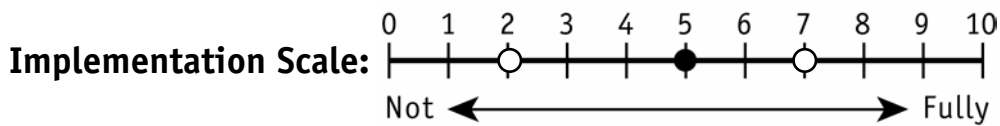4. Review of ECC Compton Center News (since January 2010)
5. Institutional Effectiveness Committee documents

Progress on Implementing the Recommendations of the Recovery Plan:

1. As mentioned in Standard 1.1, monthly newsletters provide a source of information to all campus members. In addition, the CEO continues to hold meetings on campus to communicate information about the district, the campus facilities, the budget and the progress of initiatives.

2. Board agendas and minutes are regularly and timely posted in the administration building for both campus and public information.

3. The Center has a Consultative Council composed of three administrators appointed by the provost, four members of the Academic Senate, two classified employees appointed by the CCCFE, one confidential/supervisory employee and three students appointed by ASB. The CEO confirmed that this is the shared governance group on campus. Recent agendas and minutes of the group showed that the majority of business for the last several months has been reviewing and approving new board policies for ultimate board discussion and approval. In conversations with the faculty leadership, FCMAT learned that the Consultative Council also reviews and approves all plans and other items that have Center-wide impact. In light of the new administrative structure, it is not clear whether either the membership or appointment authority remains the same or will be altered in the future. Since this council has representatives from all campus constituencies, the communication responsibility (except meeting minutes) rests with the representative members directly to their groups. Regular meetings of the Consultative Council should continue. While the approval of board policies and administrative rules, regulations and procedures is important, the other areas of shared governance are critical and should be part of these meetings.

4. The more permanent nature of management, including the fairly recent reorganization of upper management responsibilities, has provided a more effective structure for timely communication. In Student Services, the dean holds weekly meetings with the mid level program managers. Each manager gives a report, filling in the group on projects and activities related to student services. In discussion with the three academic deans, they appreciate the more collaborative opportunities to communicate and work on planning and budget matters with the student services dean. This is more possible now because all four deans report directly to the vice president of the Center.

5. The team attempted to review the minutes and agendas of the Institutional Effectiveness Committee. However, the committee has only had one meeting since January in which a quorum was present (late spring 2010). The minutes of the meeting have not yet been distributed. The committee is quite large (14-17 members), making it very difficult to find a regular, common meeting time. Some members of the committee believe its function should expand to include budget matters, although a budget committee already exists. The purpose of the committee and its membership may need to be reviewed by the Consultative Council so that it can function in a helpful and meaningful way.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 5

Implementation Scale:

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      Not ◄─────────────────────► Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 1.3 – Communications

Professional Standard:
Staff input into college operations is encouraged.
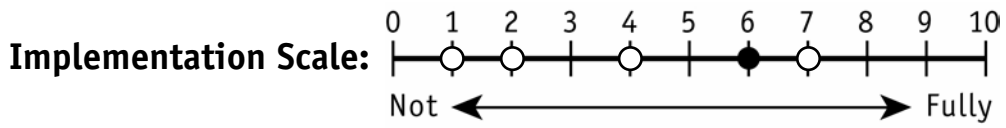
Sources and Documentation:
1. Interviews with five faculty leaders
2. Interviews with Center administrators (deans, vice president, CEO)
3. Review of agendas and minutes of the Consultative Council
4. Interview with the special trustee
5. Review of board agendas
6. Attendance at the July 20 board meeting
7. Board Policy 2370

Progress on Implementing the Recommendations of the Recovery Plan:

1. The review team attended the Board of Trustees meeting of the Compton CCD on Tuesday, July 20. At that meeting representatives from the student and staff organizations on campus were on the agenda for reports from their constituency groups. (BP 2370 governs constituency group representatives.) In addition, two staff members were provided time at the meeting to speak on non-agenda items.

2. In separate meetings with the special trustee and the CEO, it was clear that both valued and encouraged faculty, staff and student input on matters that affect the Compton Center.

3. Discussions with both administrators and faculty demonstrate that collaborative decisions are supported and there are a variety of avenues for members of the campus community to provide input on matters affecting the Compton Center.

4. As more advisory committees are implemented and established, a regular meeting schedule and pattern should be instituted. For the next year or two they should be evaluated annually to see that they are meeting their mission. If the plans of these committees are forwarded to the Consultative Council and that group meets regularly and engages the issues and plans, the opportunity for input will become more regular and the campus community can look for a more institutionalized avenue for communication.

5. Meetings of the Consultative Council should continue, with consideration given to interspersing the board policy and procedure items with other items that deal with governance-related plans.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 6

Implementation Scale:

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

Professional Standard

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

Sources and Documentation:

1. Interviews with four board members
2. Interview with the special trustee
3. Interview with the CEO
4. Interviews with director of community relations
5. Review of recent articles dealing with the Compton CCDMeeting with five faculty leaders

Progress on Implementing the Recommendations of the Recovery Plan:

1. FCMAT could not find any board policy or administrative rule or regulation governing the authority to speak on behalf of the college. However, in discussions with various individuals, most Center employees understand that the CEO speaks on behalf of the Compton CCD and the director of community relations at El Camino College speaks on behalf of the Center to the media on programs, items of community interest and other information normally assigned to the public information office of a campus.

2. At the July 20 board meeting, the academic senate president read a resolution that, among other things, reinforced the need for all communication to the media to go through the appropriate channels.

3. In discussions with four of the five board members, two of the board members were very clear that when queried by the media, the refer the individual to the district CEO.

4. The issue of speaking on behalf of the district when not authorized to do so is not a significant problem in the Compton CCD.

5. However, the Center should consider adopting a policy that addresses the process for communicating to the media or public about board decisions and college programs.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	6

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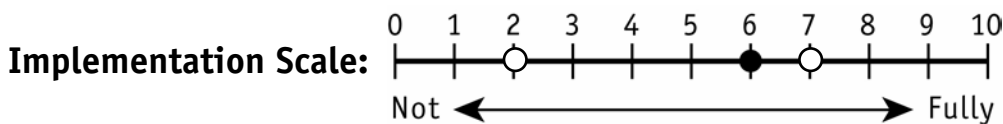
ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 2.4 – Community Relations

Professional Standard:
Students' and community members' complaints are addressed in a fair and timely manner.

Sources and Documentation:
1. Faculty, staff, and administration interviews
2. Board of Trustees member interviews
3. District policies
4. El Camino College Compton Center Schedule of Classes Summer 2010
5. El Camino College Catalog 2009-2010
6. Compton CCD Board of Trustees meeting
7. Compton CCD Board of Trustees meeting minutes January-June 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The information about complaint procedures for students is included in the catalog. The catalog cites El Camino College Board Policy 5310 on student grievances, which includes steps for resolution. Some information is also included in the schedule of classes. This documentation includes clear information about how students are to proceed with grievances and the complaint process. As the district continues its comprehensive policy review and update process, it should ensure that written policies and forms are also in place.

2. An examination of board minutes revealed only one instance of complaints being presented to the board. Such complaints are referred to the Chief Executive Officer (CEO) for resolution.

   The district should continue its current practice of handling grievances. In addition, it should ensure that forms for student complaints are available.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
January 2010 Rating: 6
July 2010 Rating: 7

Implementation Scale:

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

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

Sources and Documentation:
1. Board of Trustees member interviews
2. Faculty, staff, and administration interviews
3. Community member interviews
4. Council and Committee Structure – Compton Community College District
5. El Camino College Compton Community Educational Center 2010-2011 Enrollment Management Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The community outreach strategy for the Compton Center has been formalized in the Enrollment Management Plan and implementation is under way. The district has supported the implementation by providing funding and staffing for the activities in the plan. The Enrollment Management Committee is a committee of the Consultative Council, and develops marketing, recruitment and retention plans. The enrollment management and marketing plans include specific outreach strategies to engage local school districts and charter schools and provide information to middle and high school students within the district boundaries. The CEO has made a priority of developing relationships with local businesses, and continues to build partnerships with community and civic organizations. The CEO makes a practice of informing the community of Compton Center activities and goals through meetings with church groups and local councils.

   The district should continue its outreach to community groups and the formation of partnerships that will serve the district and its students. Board members also should participate in community outreach with each of their constituencies. It is essential for the CEO and the vice president to work together to make formal connections between the district and community groups, government agencies, and elected officials.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 8
July 2010 Rating: 7

Implementation Scale:

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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 3.2 – Community Collaboratives and District Committees

Professional Standard:

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

Sources and Documentation:

1. Faculty, staff, and administration interviews
2. Community member interviews
3. Compton CCD board policies
4. Employee Campus Climate Survey, El Camino College Compton Center Survey Results Spring 2010 (June 7, 2010)
5. Council and Committee Structure – Compton Community College District
6. Minutes of the Consultative Council

Progress on Implementing the Recommendations of the Recovery Plan:
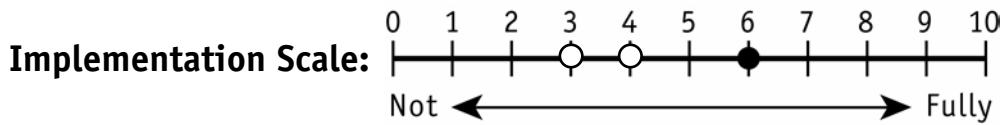
1. The Compton CCD Board of Trustees passed Board Policy 2410 (10/20/09) that states that employees and students shall have the opportunity to participate in the development of board policies and administrative regulations through a consultative process. The board also passed Board Policy 2510 (6/20/10), Participation in Local Decision Making. This policy states that, although the board/state trustee is the ultimate decision maker, it is committed to ensuring that appropriate members of the district participate in developing policies and procedures. Additionally, the policy states that the board/state trustee will not take any action on matters subject to this policy until the appropriate constituent groups have been provided the opportunity to participate. The Consultative Council and its subcommittees are responsible for providing the input. An examination of minutes from recent council meetings shows discussion is largely devoted to consideration of board policies and administrative regulations. However, faculty members indicated that the council has been concerned with other matters as well and does provide an avenue for faculty opinions to be heard.

2. The Institutional Effectiveness Committee, a committee of the Consultative Council, has rarely had a quorum at its recent meetings. Several individuals expressed and the team agrees that there is a necessity to examine and clarify the role of this committee if it is to be effective.

3. The results of the Employee Campus Climate Survey showed that employees were neutral when asked whether they felt they could talk to management about their concerns. They also were neutral when asked if they understood how college funds are budgeted or if they felt included in processes.

4. Advisory committees are required for all technical programs. If properly constituted, they can provide valuable advice for program changes and development. It is not clear that all programs have active committees.

   The district should continue to review its committees (e.g., the Institutional Effectiveness Committee) and should ensure that advisory committees are functioning.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 6
July 2010 Rating: 6

Implementation Scale:

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

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

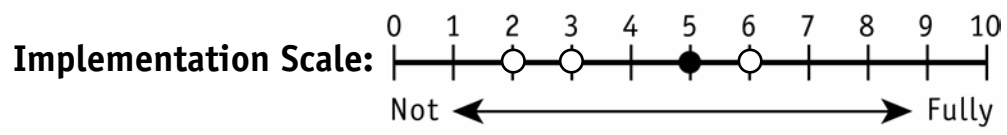### Sources and Documentation:
1. Board policies and administrative regulations
2. Four board member interviews
3. Board meeting agendas and minutes (January-July 2010)
4. Attendance at the July 20 board meeting
5. Interview with the CEO
6. Interview with the special trustee

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD has a full board as of the November 2009 election. This has allowed the district to begin to function more effectively. A system for developing board policies and administrative rules and regulations is in place and being used effectively.

2. Each of the board meetings now has proposed board policies on the agenda, along with the associated administrative regulations. The policies and regulations have gone through the consultative process on campus before being placed on the board agenda. The board policies and administrative rules and regulations follow the numbering and format adopted by the Community College League of California (CCLC) and provided to districts in 2008. All but about 10% of the board polices needed have been adopted. These occurred between late 2009 and 2010.

3. The policies and regulations that are contained in the Board Policy Manual reflect the current law and local needs. However, the process is ongoing since all policies need to be revised, reviewed and approved. The implementation of this standard is in process and thus cannot be considered met. Again, all but about 10% of the policies have been adopted, but work still needs to occur on administrative procedures. Board policies and procedures should be reviewed on a regularly scheduled timeline so that they remain current and meet the legal requirements.

4. Once approved, policies and regulations are posted on the website (district.compton.edu) so that the public and the campus can view them.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	3
January 2010 Rating:	6
July 2010 Rating:	5

Implementation Scale:

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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 4.3 – Policy

Professional Standard:
The board has adopted all policies mandated by state and federal law.
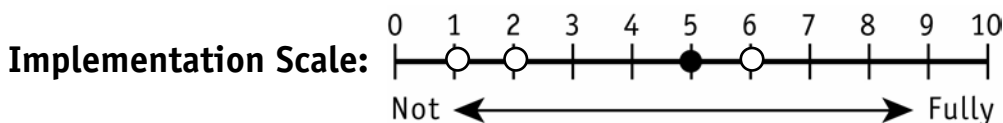
Sources and Documentation:
1. Interview with the CEO
2. Interview with the special trustee
3. Four board member interviews
4. Board policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. A review of the Board Policy Manual, which contains the approved board policies, shows that the district has made significant progress in adopting required board policies. As of June 2010 the board has adopted 72 policies (two for the district, 23 for the Board of Trustees, eight for general institution, two in Student Services, 15 in the Business Office, 17 in Human Resources and five for safety).

2. Some administrative regulations associated with the board policies have also been adopted. However, in conversation with the special trustee, more work is needed on administrative procedures. The board should continue to review and adopt policies in all areas as suggested by CCLC (when appropriate) and use the consultation process for reviewing the policies prior to adoption. A schedule should be followed so that the policies are completed in a timely fashion.

3. Under the guidance of the special trustee, board policies are presented to the board for discussion and adoption after the Consultative Council at the Center has reviewed them. The policies follow the appropriate format developed by CCLC and meet the standards for all legal entities.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 2
January 2010 Rating: 6
July 2010 Rating: 5

Implementation Scale:

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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Community Relations/Governance Standard 4.6 – Policy

Professional Standard:
Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.
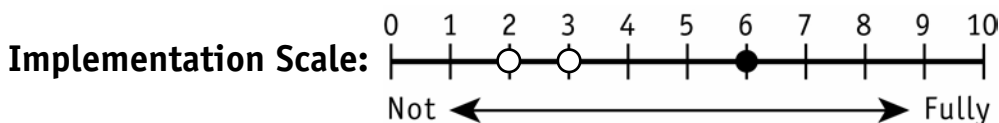
Sources and Documentation:
1. Review of board minutes and agendas from January-June 2010
2. Meeting with four board members
3. Meeting with the CEO
4. Meeting with the special trustee
5. Board policies and administrative procedures

Progress on Implementing the Recommendations of the Recovery Plan

1. There are no board bylaws. Board policies and administrative regulations are developed by the appropriate district administrators and, through the CEO, taken to the Consultative Council for review and discussion. The faculty leadership (who have four members on the Consultative Council) confirmed that the policies and administrative regulations are carefully reviewed by the constituency groups prior to the council meeting and then discussed at the council. If a constituency group has a concern, the policy is pulled until the concerns can be resolved. While this might slow the process, it ensures that all groups have input into the policies and regulations.

2. Once the board has adopted the policies and administrative regulations, they are posted on the website and in the board minutes.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	3
January 2010 Rating:	6
July 2010 Rating:	6

Implementation Scale:

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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 1.3 - Planning Process - Goals and Performance Standards

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

Sources and Documentation:
1. Meeting with the dean of student services, Compton Center
2. Minutes and/or reports of planning groups at the Compton Center (Technology Committee, library, Curriculum Committee
3. Meeting with the academic deans overseeing technology, library and the coordinator of the library
4. Documents that support long-range planning to improve student achievement at the Compton Center, since November 2009
5. El Camino Community College Strategic Plan, 2010 through 2015
6. Meeting with the three academic deans
7. Interviews with the vice president of the Compton Center and the vice president of student services at El Camino College, Torrance campus
8. Review of the Enrollment Management Plan 2010-11

Progress on Implementing the Recommendations of the Recovery Plan:

1. El Camino College-Torrance campus has an Educational Master Plan, but the Compton Center is mentioned only in the component of the Technology Plan, which is generally complete. The Compton Center has not yet begun to develop an educational master plan. The Compton Center vice president stated that the Center will engage an outside group to come in during the fall 2010 semester to conduct a visionary exercise. The vice president believes planning will follow from this activity. Compton CCD's intent is to focus on special and unique programs that the Compton Center can offer, which will sustain it in the future when some of the extraordinary growth that the Center is experiencing ceases (as surrounding colleges are able to accept some of the students who have moved from their campuses to Compton due to capped enrollments).

2. The enrollment management document for the Compton Center 2010-11 again contains action plans for academic programs, student recruitment, marketing, registration and student retention. The document generally assigns the task, the timeline for completion and the individuals responsible for implementation. Several individual elements of the plans are partially or fully implemented. Recruitment, retention activities and outreach are moving forward. In Student Services, the dean meets with the program managers each week. They develop a list of projects to be completed by month's end, and any projects not completed are carried over so incremental progress can be tracked and none get lost. A variety of very creative outreach programs are geared particularly to area high schools to interest students in attending Compton Center. El Camino College is over the enrollment cap, as are several of the surrounding community colleges including Long Beach CC. This has created a spike in enrollments for
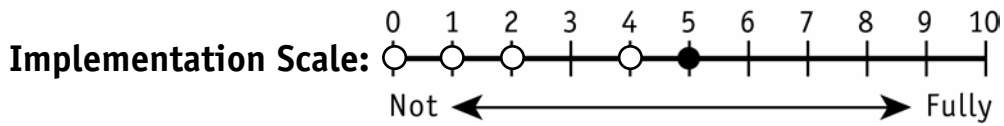
Compton, including students who have not traditionally attended the Compton Center. The challenge, and where the enrollment management plan can help, is to understand that once the other colleges are no longer over cap it is likely that students will return to their previous campus. Charts provided by the Center clearly show the high school population demographics at Compton CCD. The Distance Education program has doubled from summer 2009 to summer 2010. The Compton Center needs to continue to develop, hone and implement key portions of the plan.

3. The team reviewed five new long-range plans and rechecked the five developed in 2009. Most assessment portions of the plans are incomplete. While the plans contain evaluations of needs and costs, they do not (except for Human Development and ESL) provide a prioritized set of recommendations. The costs and recommendations are there but not the priority order of need. Some plans do not have time lines. Since there is no educational master plan, the long range plans cannot be integrated and tied to that plan. Once a plan is developed and adopted, that document should guide the unit plans. Since FCMAT's last visit the Compton Center has hired a vice president who is responsible for both instructional and student services), and has plans for a new associate dean who will handle SLOs, assessment, and help develop plans for initial accreditation and other tasks. The four deans feel they are working more cohesively and have collaborated on budgets and priorities. They appreciate the new vice president who is an expert on systems (including Datatel) and has solid relationships with the vice presidents at El Camino. There is much support in Institutional Planning which, although it is coordinated at the Torrance campus, includes participation from staff and faculty and administration at the Compton Center.

4. The Career/Technical division is working to articulate more of its courses with receiving institutions. CIS 3 and 43 and Business 55 should be articulated with Compton Unified (the primary feeder school to the Compton Center) as soon as the El Camino College Torrance campus processes the internal agreement. After the articulation with Compton USD, the dean and appropriate faculty plan to meet with CSU Dominguez Hills to create an agreement. The Automotive Technology program is articulated with Compton USD. The extra step of internal approval by the Torrance campus takes more time than if the Center were the sole entity involved in the articulation process.

5. The Enrollment Management Committee is composed of 16 members who represent various campus departments. The purpose of the committee is four fold: 1) achievement of enrollment targets to obtain maximum resources available to the Compton Center 2) maintenance of the greatest possible student access consistent with educational quality 3) a well balanced and varied schedule responsive to the needs of the students and community and 4) a comprehensive educational program that is responsive to the needs of students and the community. The retention goal for 2010-11 is to increase retention by 75% for each term/semester.

6. The Compton Center is working with industry partners to provide short-term career certificates for students to enhance local career opportunities. The dean of the Career Technical division stated that the proposed aerospace program would have the necessary machines on campus by July 14 for a demonstration. Industry partners will be present for the demonstration. The HVAV advisory committee has been working with veterans over the past year to assist them to become part of this program. There are jobs in the area for trained individuals.

FCMAT understands that more programs might be considered or are on the way to being developed, and the Center should keep working toward this goal.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 2
March 2009 Rating: 4
November 2009 Rating: 4
July 2010 Rating: 5

Implementation Scale:

ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

Professional Standard:

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

Sources and Documentation:

1. Review of selected course syllabi, Compton Center
2. Interview with vice president, Compton Center
3. El Camino College Compton Center spring 2010, summer 2010, fall 2010 schedules of classes
4. Meeting with two Curriculum Committee members and one new member from the Compton Center
5. El Camino Curriculum Handbook
6. Minutes of the CCC meetings, January 2010 to the present

Progress on Implementing the Recommendations of the Recovery Plan:

1. The three academic deans stated that more than 90% of all courses had both student learning outcomes (SLOs) and assessment. The assessment tools and rubric are on My ECC so they are available at any time to faculty.

2. The Curriculum Committee has agreed that all courses and revisions to courses that are submitted to the committee will have both SLOs and assessment on course outlines, effective in fall 2010.

3. Discussion with the Compton Center staff development director indicates the plan is still to tie the development of SLOs and assessment to the professional development plans of faculty in their disciplines. The SLOs Assessment Report for several courses showed some variance in the quality and completeness of the documents. The primary area that needs work is Section 3: Reflection of Assessment Results. The reflection section is of key importance for faculty to learn from the information and to "assess" the assessment. The questions asked in the document will lead to important information for discipline faculty to review, reflect upon and develop plans. The reflections section needed improvement in most of the documents FCMAT reviewed.

4. The Compton Center embarked on a program called On Course. Forty-two Compton faculty members participated in the program this past January. Faculty tried a variety of activities "hands on" that can be used in the classroom to encourage student engagement and learning. A second workshop is scheduled for the fall with the goal of attracting 20 faculty. Of the 82 full-time faculty at the Center, this would mean that 62 would have received On Course training. All faculty (full and part time) should be encouraged to participate in the On Course program. The college should develop a meaningful assessment tool to measure the effectiveness of the program.

5. The curriculum relationship between the faculty at the Center and the Torrance campus continues to be good, and this bodes well for the whole student learning outcome/assessment effort at the Center.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
April 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 7

Implementation Scale:

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    0   1   2   3   4   5   6   7   8   9   10
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 2.4 - Curriculum Alignment

Professional Standard:
A process is in place to maintain alignment among standards, practices and assessments.
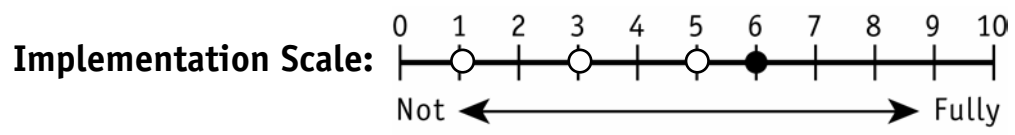
Sources and Documentation:
1. Compton Center course syllabi
2. El Camino College, Response to Accrediting Commission Visit
3. Curriculum Handbook for El Camino College
4. Meeting with two Curriculum Committee members and one member whose service begins in fall 2010
5. Meeting with three deans in the academic areas

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last review, the Curriculum Committee (composed of representatives of both the Torrance campus and the Compton Center) had agreed that assessments would appear on the course outline of record by fall 2010. Currently, 100% of all courses have at least one SLOs, which can be viewed at My ECC. In addition, they are also listed on CurricuNET.

2. Twenty percent of all courses have completed assessment of SLOs. The program documents reviewed by FCMAT included some assessment data.

3. The template for course syllabi approved in spring 2009 was sent to faculty, who were asked to submit revised course syllabi to the Instruction Office. Although 287 course outlines were reviewed at the last visit, the review this time involved a random selection of courses (e.g., dance, nursing, history, English, ESL, math, chemistry, physics, astronomy, and others) to check for consistency in material presented for students. The Center again provided faculty with the boilerplate material that could be cut and pasted to their individual syllabi, which would then provide students with all the information they need about academic policies in areas like attendance, plagiarism, non students in classes, etc.

4. The Center has been holding professional development workshops for faculty on developing assessment tools and incorporating them into their courses. The student learning outcome faculty coordinator discussed the overall work by faculty on assessment measures, which has improved since the last visit.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
April 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:

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    0   1   2   3   4   5   6   7   8   9   10
    ├───○───┼───○───┼───○───●───┼───┼───┼───┤
    Not ←─────────────────────→ Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 2.10 - Curriculum - Integrating Technology

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

Sources and Documentation:
1. Compton Center Technology Vision Statement
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Interviews with librarian, Compton Center deans
4. Interview with the vice president, Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has completed the Technology Plan, which is awaiting review by the Institutional Effectiveness Committee. The plan includes all aspects of technology at the Compton Center. Much of the plan is devoted to both direct technology in the classroom and the infrastructure in the classroom buildings. Since the November 2009 visit, the support for technology in the most critical buildings (the row buildings) has been upgraded. Smart classrooms are present in Building E (primarily for nursing students) as well as other row buildings. The Vocational Technology building has smart classrooms, and the Center now has 14 audiovisual carts that provide smart classroom technology.

2. The dean of academic programs has conducted a survey asking faculty and staff about their classroom technology needs. The survey asked them to rate these needs by both frequency of need and overall importance. The survey asked, "What media would you use in your class if available?" and provided seven options. It also asked what three rooms the instructional staff would recommend first to convert to smart classrooms and if they needed other audio or video equipment for classes they teach. The results of this survey were used to designate smart classrooms and determine what technology would be purchased with available dollars.

3. The dean of career technical education, who is now the administrator in charge of academic technology, held four meetings since May to get feedback on the technology issues at the Center. The meetings produced a consensus on the following goals. Technology should focus on 1) student success/retention, 2) infrastructure, 3) administrative concerns, and 4) communication with the entire Center. The plan is to ask the following questions in the fall: 1) What is the future going to look like? 2) Will technology make our lives better? 3) How will I participate? The plan is to take the survey responses and develop a plan to tie the technology needs to the Educational Master Plan, once such a plan exists.

4. An online survey of faculty was conducted in spring 2010 to ask what technology is required. The survey results are being used in technology planning at the Center. For example, student response systems are being used by some faculty in their classrooms.

5. A discussion with the three academic deans revealed that in each of their areas, student use of labs has increased. For example, in the child development programs there is now a resource room to assist students with assigned projects. The nursing program has mandated skill labs

and simulation labs. The simulation labs are open during the summer and winter sessions as well. In the Career Technical building the lab is open from 8 a.m. to 6:30 p.m. and is well used. The labs in the learning center are experiencing increasing use and tutoring in the writing center has increased.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	3
July 2008 Rating:	3
April 2009 Rating:	6
November 2009 Rating:	6
July 2010 Rating:	7

Implementation Scale:

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    0   1   2   3   4   5   6   7   8   9  10
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:
Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident.

Sources and Documentation:
1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. Listing of El Camino College Courses Reviewed
3. Course outlines of record approved by El Camino College
4. Interviews with Compton Center administrators and faculty, and El Camino College administrator
5. Compton Center course syllabi
6. Student Community Advancement, Student Learning Outcomes at a Glance, Compton Educational Center
7. How to Create an Online Student Educational Plan
8. El Camino College/Compton Community Educational Center Online Educational Plan Procedure
9. El Camino College/Compton Center Student Education Plan Report, December 2009
10. El Camino College ACCJC Follow-up Report, October 15, 2009
11. Interviews with categorical program directors (CalWORKs, EOPS, DSPS, and Matriculation) and TRIO director
12. Current students in fall 2009 term without updated education plans for Compton College
13. Current students in spring 2010 term without updated education plans for Compton College
14. 2009 Annual Fact Book
15. Compton Community College District Center and Community Profiles
16. Student and Community Advancement Student Learning Outcomes at a Glance, Compton Community Educational Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College formed a joint committee to develop SLOs. They have made substantial progress; almost every course has at least one SLO identified. There is a timeline that calls for completion of all aspects of development, assessment and improvement by fall 2012. The institution has also developed institutional core competencies and is beginning the process of mapping the courses to these competencies.

2. El Camino College has undertaken a review of all courses that is nearing completion. The team was given a sample of course outlines. The dates on these outlines were all within the last year. Although they did not entirely follow the template the institution has adopted, the outlines were substantially complete. El Camino College has decided not to include SLOs as part of the course outline of record. However the new CurricuNET system will enable an easy link between outlines and the SLOs. The team was told that this new system is very useful as it allows the user to see materials produced at other community colleges. Recently a decision was made to include SLOs in course outlines beginning in fall 2010.

An examination of course syllabi produced by Compton Center faculty showed that most of the syllabi contained at least one SLO. Fewer had any reference to a method of assessing the SLO. However, every program review submitted during the 2010 academic year contained at least one SLO, and, in some cases, assessment data and suggestions for changes to improve the results.

The Student Services division at the Compton Center has continued to do a good job of documenting its progress on SLOs. Ten of 14 programs and/or services reporting to the dean of student services are now on their second round of assessment reporting and reflection of their SLOs. The nine programs or services currently in their second round include: 1) admissions and records, 2) athletics, 3) counseling, 4) CalWORKs, 5) EOP&S, 6) financial aid, 7) matriculation, 8) outreach, 9) student enhancement and 10) student support services.

The five other programs in the Student Services division have all undergone at least one cycle of assessment, meaning that all Student Services programs and services have conducted at least one round of assessment with plans for improvement. The five programs or services currently in their first round of their assessment reporting cycle includes: 1) Special Resource Center (or DSP&S), 2) placement testing, 3) transfer, 4) student development and the newest Student Services program begun just last year, 5) The Freshman Experience program.

To move these programs and services closer to the sustainable continuous quality improvement level, the dean of students has asked each program director to expand the dialogue beyond just the Student Services division. He has requested that each program director provide him with meeting minutes to show that they have discussed SLOs, assessments, and plans for improvement with their program staff. He has also required them to list the dates of their next round of assessments and reflections as part of their annual goals.

While the Student Services division is displaying good momentum with this standard, the following actions are recommended to meet the standard:

• The El Camino Office of Institutional Research should review the characteristics of what constitutes a good SLO with the Student Services Division. For example, the EOP&S SLO states that "students will be able to articulate their academic goal with confidence." ACCJC standards require that SLOs be measurable, and the concept of "confidence" is very hard to measure. Additionally, the Student Services division should expand beyond just one SLO for each area and should consider including service outcomes since so many of its programs are service oriented.

Much progress has been made in identifying, assessing and reflecting on SLOs. Multiple opportunities for training have been offered, and it appears that the faculty have taken advantage of them. By 2012, the ACCJC expects all community colleges to be at the proficiency level for SLOs. This means that the results of assessments are being used for improvement, with widespread institutional dialogue about the results. Compton Center and El Camino faculty and staff members must continue their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction and student services, including some demonstration of actual changes made in courses or programs. This should be documented in program review documents, etc.

3. To ensure that all students complete a Student Education Plan (SEP), the Compton Center Counseling Department sends a letter inviting them to see a counselor to develop their plan. For spring 2009, 2,500 (36%) of 7,000 students had a completed SEP on file. Current data on the number of students completing educational plans were not available to the visiting team.

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

   Compton Center does not randomly inspect SEPs. However, future plans include the creation of a counseling committee to check the quality of SEPs. While Compton Center appears to be on track to meet the ACCJC's 2012 deadline of having all SLOs completed and assessed to fully meet the standard, counselors should make a more concerted effort to require students to complete and update their individual plans including intrusive counseling. Intrusive counseling requires counselors to go to the students (in classes, the cafeteria, etc.) to help complete their SEPs. Counselors should continue to attend professional development activities such as Ensuring Transfer Success to ensure that they have the latest knowledge about UC and CSU transfer.

   Since the last evaluation, the Compton Center was able to provide the team with current data regarding the number of SEPs on file. For fall 2009, 3,675 (or 54.2%) of the 6,780 enrolled students did not have an updated SEP on file. In spring 2009, 3,917 or (53.3%) of the 7,354 enrolled students did not have an updated SEP on file. It should be noted that both semesters show considerable improvement from spring 2009 when only 36% of enrolled Compton Center students had completed SEPs on file.

   Because each program director interviewed reported that they had been provided a goal of working to ensure that their respective program participants have updated plans on file, the team also looked at data that showed varying degrees of success regarding this goal. For example, in fall 2009, 96.6% (197) of the 204 students with a registered disability during the 2008-09 academic year had an updated SEP on file. However, only 73.1% (857) of the 1,173 students registered with the EOPS office had an updated SEP on file.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:

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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 3.5 – Instructional Strategies – Expectations for Students

Professional Standard:

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

Sources and Documentation:

1. El Camino College Catalog 2009-2010, Compton Center Edition
2. El Camino College, Compton Center syllabi
3. ARCC College Level Indicators, 2010 Report
4. Community College Survey of Student Engagement – Overview of 2008 Survey Results, El Camino Compton Center
5. Interviews with administrators, classified staff, and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. The expectations for student learning and behavior are communicated to students in official publications of the Compton Center, such as the El Camino Catalog, Compton Center edition, and the Compton Center Student Handbook and Planner. The planner has a section on student conduct and an excellent section on study skills emphasizing the difference between expectations in high school and college. For example, grades are primarily based on quality of work and not attendance and class participation.

2. The behavioral expectations for students are now communicated through course syllabi. The template for syllabi includes a section on behavior. An examination of Compton Center course syllabi revealed that all syllabi included sections on the instructor's expectations for student behavior.

3. The El Camino Catalog and Student Handbook, Compton Center, reflect high academic expectations and academic standards. Students are informed that the college is dedicated to maintaining an optimal learning environment (Standards of Student Conduct, Board Policy 5138). Violations of the Standards of Student Conduct are handled by the dean of student services with the right of appeal, if any, to El Camino College's vice president of student and community advancement.

4. Counselors are becoming more accustomed to using the online educational plan system introduced by the El Camino staff. Some counselors reported that the electronic SEPs are going well because they can see the last SEP completed, which is helpful when students come in for an updated educational plan. The only apparent resistance to using the online educational plan system is twofold. First, a counselor in DSPS is using a cascaded computer that constantly freezes thus making it impossible for her to use the system. Second, it is difficult to do different educational plans if the student is undecided and has identified different majors as their educational goal because only one SEP can be stored in the system as the most recent one.

In December 2008, the El Camino College IT staff created the Student Education Plan Report, which is a report of currently registered students who have no educational plan or have not updated one since a certain date. While this program takes three hours to run, it has provided the Student Services administrators at the Compton Center with useful data on the total number of students lacking an updated educational plan so that counselors can provide follow-up services.

5. The fall 2007 Student Profile report for Compton Center shows that 30% of students did not stay in their courses until the end of the semester, and only about 57% of students successfully passed their courses. These statistics indicate there has been little headway in improving basic skills instruction, increasing degree and certificate completion rates and raising transfer rates. In June 2009, the Compton Center invited a visiting team of basic skills experts to aid in shaping an approach to the college's basic skills initiative. For three months (March to May 2009) the visiting team met with administrators, instructional faculty, non-instructional faculty, staff, researchers, committees, and program directors. In addition, they reviewed a number of college documents, including reports and plans. The Hope report, as the findings of this visiting team is commonly referred to on campus, provided the college with a number of short- and long-term recommendations in the areas of: 1) Campus Culture and Climate, 2) Administrative and Organizational Practices, 3) Program Components, 4) Staff Development, 5) Instructional Practices, and 6) Research Considerations as they relate to the college's basic skills student population. The Hope report was named after team lead Laura Hope, who has worked to assist a number of colleges evaluate the effectiveness of their basic skills initiative.

With only 1% of all students testing into college level math and just 10% reading at college level, the Hope report has given the college an opportunity to engage in a more campuswide dialogue beyond the SSTARS (Student Success Transfer and Retention Services) Committee about the low level of basic skills students that faculty are struggling with in their classrooms. While the visiting team made a number of short- and long-term recommendations, it is also important to note that many community colleges in the state are trying to develop strategies to increase the success of their basic skills students.

The fall 2007 Demographic and Enrollment Characteristics Summary revealed that about 40% of Compton Center students indicate "transfer" as their educational goal on admittance to the Center. California Postsecondary Educational Commission (CPEC) Transfer Pathways data show that transfers to the UC and CSU systems have declined during the most recent years when data are available. While these data are questionable in some regards because of the methodology CPEC uses to assign the transferring institution, the Compton Center numbers are historically so low that the margin of error would not substantially increase the transfer numbers comparable to other colleges of similar size. In 2005-06, the latest data available for the UC system, the Compton Center transferred one student to a UC campus compared to six in the prior year. For the CSU system, 117 students transferred from Compton Center in 2006-07 compared to 168 in 2005-06. Student goals are a lagging indicator of achievement, and over 88% of Compton Center students attend part-time, so transfer numbers do not always reflect the achievement of current student goals. Nevertheless, the numbers are shockingly low. Additionally, transfer from Compton Center to universities will become even more difficult to track, because the students are now El Camino College students.
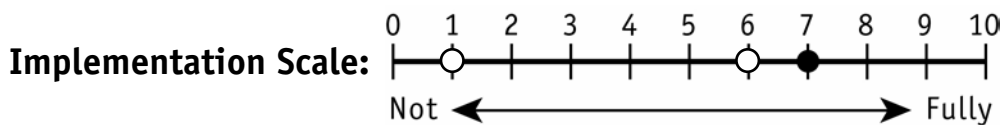
According to the 2008-09 Enrollment Management Report, while over 54% of Compton Center students indicated that their educational goal was to transfer, few were able to do so. CPEC Transfer Pathways data shows that transfers to the UC system from the Compton Center continue to decline. For example, in 2005-06, a year before the partnership began, the Compton Center transferred just one student into the UC system. In 2006-07, two students transferred, in 2007-08 one student transferred, and in 2008-09, no students transferred from the Compton Center according to CPEC data. Transfers to the California State University system have also declined. In 2005-06, 168 students transferred to CSU campuses, in 2006-07, that number declined to 117 and in 2007-08 the most recent report shows that only 104 students transferred. Although some of the decline could be attributed to the fact that students have the option of identifying themselves as El Camino students instead of Compton students, the Compton Center could track its students using the National Student Loan Clearinghouse to ascertain how many of their students have actually transferred.

6. No poll of students concerning expectations has been conducted, and students typically are not regularly involved in faculty evaluations. The new evaluation policy negotiated in the latest collective bargaining agreement provides for student evaluations as part of the comprehensive evaluation process, though it is not mandatory. There is no consistent way to solicit student feedback if a poll is not taken.

The Compton Center should begin working on the implementation of both the short-term and long-term recommendations outlined in the Hope report.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	6
November 2009 Rating:	6
July 2010 Rating:	7

Implementation Scale:

ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

Professional Standard:

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

Sources and Documentation:

1. Summer 2010 Schedule of Classes
2. Voices of the Compton Community and Local College Students, Analysis of Opinion Research about the Role of El Camino College Compton Educational Center (February 2010)
3. El Camino College Compton Community Educational Center 2010-2011 Enrollment Management Plan
4. Compton Center 2010-2011 Scheduling Guidelines
5. Interviews with administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. Management of the class schedule continues to undergo revisions. The Scheduling Guidelines call for a 30% increase in enrollment each session, a class fill rate average of 80%, class offerings during both day and evening seven days a week, use of data to support the direction of programs and services, and for budget cuts to be made in non-classroom areas whenever possible. The Center should continue to manage the schedule of course offerings efficiently to control the numbers of students enrolling in sections. With the increased enrollment at the Center, the addition of course offerings is critical. The Center needs to capture as much enrollment as possible, as it is eligible for restoration funding.

2. Compton Center has substantially increased its presence in the local high schools, charter schools and the community. As called for in the Enrollment Management Plan, the Center has implemented comprehensive outreach and student recruitment activities that have contributed to its growth. The plan includes goals for retention and quality improvement. Action steps, identification of responsible personnel, timelines and resources needed are also included.

3. As a result of the various activities engaged in by the Compton Center personnel, enrollment at the Center has continued to increase.

4. A recent survey shows that 60% of the students are very satisfied and an additional 34% are somewhat satisfied with their experience at Compton Center. The same survey found that 43% of the students thought that the scheduling of classes is excellent, and an addition 37% found it to be good.

5. The Center continues to build pools of adjunct faculty that meet the minimum qualifications required for teaching in specific fields. Compton Center is particularly looking for faculty who will support student success and persistence. Administrators report obtaining large and well-qualified pools of potential adjunct faculty. This is probably a result of layoffs at El

Camino College as well as neighboring community colleges. The Center is growing while other institutions are cutting classes. This should enable Compton Center to hire excellent new faculty members. Administrators also report that new part-time faculty are already contributing to Center activities. The Center should continue to scrutinize the faculty service area qualifications of all new faculty hires, both contract and adjunct, prior to employment.

Standard Implemented: Fully - Substantially

April 2007 Rating: 2
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 8
November 2009 Rating: 8
July 2010 Rating: 8

Implementation Scale:

ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 3.12 – Instructional Strategies

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

Sources and Documentation:
1. El Camino College Compton Center Summer 2009 Course Schedule
2. El Camino College course outlines
3. Compton Center course syllabi
4. Compton Educational Center Professional/Staff Development Committee Guidelines, Draft October 27, 2009
5. El Camino College Compton Educational Center Faculty Inquiry Partnership Program (FIPP) Final Report for Spring 2010
6. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Each Compton Center faculty member is to create an individual development plan to be included in the portfolio submitted for the comprehensive evaluation that occurs every four years. The basic evaluation schedule calls for one-third of the faculty to be evaluated in fall 2008, 2009, and 2010. At the time of the current visit, the development of plans has not progressed much beyond the previous visit. Examination of several portfolios in the academic programs area revealed that this requirement is often ignored. However, all faculty in the student services area have been evaluated, and the team saw development plans for all counseling staff.

   The emphasis for staff development is on training sessions for On Course, a program for faculty that assists students to be successful in college and in life. In this program faculty are given tools to assist students to take ownership for their own success. Forty-two faculty have completed the training. Each one is now participating with a colleague from another discipline to create a FIPP to develop ways to use the information in their classrooms. A survey of faculty showed that they observed a great increase in the active involvement of students in the classroom, an increase in active learning on the part of students, an increase in their own confidence to address difficult student behavior, and an increase in individual student responsibility for his/her own learning and success. This appears to be a highly successful project. Recruitment of faculty to participate in the fall 2010 training is under way. All faculty should ultimately be involved.
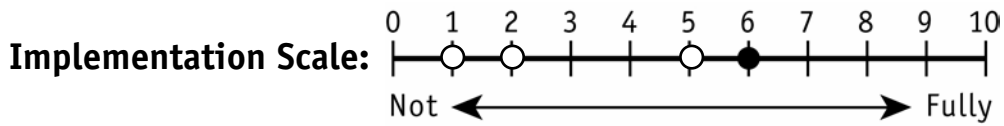
   The Center should continue with development of the individual plans and show evidence that the plans are actually being implemented.

2. The review team examined course syllabi from spring 2010. In only a few of the syllabi were diverse teaching methods given. In general, neither course outlines nor syllabi demonstrate a commitment to using strategies to meet diverse learning styles. However the On Course staff development activities as described above will provide tools for faculty to better meet student

needs. Course syllabi should, in the future, show several diverse teaching methods (e.g., lecture, discussion groups, student presentations).

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:

ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 4.1 - Assessment and Accountability – Content and Learning Standards

Professional Standard:

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

Sources and Documentation:

1. Compton Center course syllabi
2. El Camino College Compton Center courses outlines
3. Course schedule spring 2009
4. Interviews with administrators and faculty

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center is using El Camino course outlines of record, all of which have been recently reviewed. The design of SLOs is a collaborative effort between the faculties of Compton Center and El Camino College. This effort began in 2006 and is ongoing. The El Camino College Instructional Self Study in Support of Reaffirmation of Accreditation (May 19, 2008) projects completion of SLOs and accompanying assessments for regularly offered courses by 2012. El Camino College has decided not to include SLOs as part of the course outline of record. However the new CurricuNET system will enable an easy link between outlines and the SLOs. The team was told that this new system is very useful as it allows the user to see materials produced at other community colleges. Recently a decision was made to include SLOs in course outlines beginning in fall 2010.

2. An examination of course syllabi produced by Compton Center faculty showed that most of the syllabi contained at least one SLO. Fewer had any reference to a method of assessing the SLO. However, all program reviews submitted during the 2010 academic year contained at least one SLO, and, in some cases, assessment data and suggestions for changes to improve the results.

3. The Compton Center has a completed SLO framework for Student Services. Student Services programs and departments have developed SLOs, with plans to add more at a later date, and there is evidence that the division is adhering to the timeline/reporting cycle that it has set for itself. The division is discussing the results of the assessment. This dialogue is required to meet accreditation standards.

   Compton Center and El Camino faculty and staff members must continue and accelerate their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction including some demonstration of actual changes made in courses. This should be documented in program review documents, etc.

In addition, Center faculty are finalizing core competencies and are beginning to map courses into the competencies. Assessment of core competencies has begun. The results are to be analyzed. This data should be available for a future visit.

Tight alignment between the body of knowledge in course objectives and the body of knowledge described by SLOs is essential if the college is to "award credit based on student achievement of the course's stated learning outcomes" and the "program's stated learning outcomes" (ACCJC Standard II, 2h and 2i). This alignment implies that SLOs are course-bound, meaning they are designed by course and are used by all who instruct that course to ensure that student achievement is a measure of the course's learning objectives.

The administration and faculty of the Compton Center must continue to establish:

• course syllabi that are designed to deliver the learning objectives established in the approved course outline of record.

• delivery of instruction that adheres to the course objectives established in the approved course outline of record.

• SLOs for every course and program that are measured and used by instructors to improve instruction.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 5
November 2009 Rating: 6
July 2010 Rating: 6

Implementation Scale:
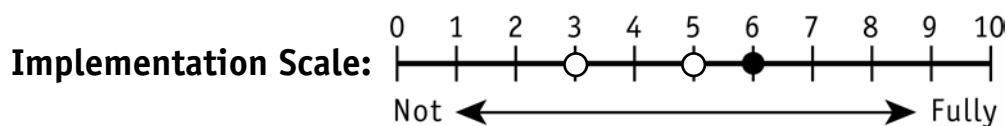
ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 4.2 – Assessment and Accountability – Measurement of Learning Outcomes

Professional Standard:
Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).
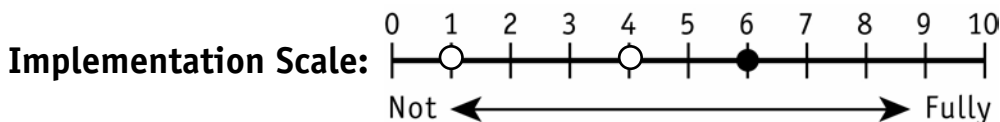
Sources and Documentation:
1. El Camino College Compton Center course syllabi
2. El Camino College Compton Center courses outlines of record
3. Standards set by the Accrediting Commission for Community and Junior Colleges, 2002
4. Compton Center Academic Affairs program reviews
5. Interviews with faculty and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. As noted earlier in this review period, not all course syllabi included SLOs and fewer listed assessment techniques. Nevertheless, there are indications that faculty are aware of multiple techniques of assessing SLOs. Exams and surveys are the predominant means of assessment. Future visits should include a review of this area as more assessment activities are carried out.

2. To meet this standard, the faculty at the Compton Center, in collaboration with El Camino College personnel, needs to continue to address the intent of the ACCJC accreditation standards regarding measuring student learning: "… demonstration of effectiveness requires that learning outcomes be measured and assessed to determine how well learning is occurring so that changes to improve learning and teaching can be made." The measurement of how well learning is occurring will involve assessment tools that are aligned to course objectives and designed to include a range of cognitive processes and means of demonstrating learning that include authentic problem solving and application. Faculty need to use the data from such assessments to improve learning and teaching and to engage in discussions of ways to deliver instruction to maximize student learning. The next team visit should again include a review of progress on SLO development at the course and program levels. In addition, at the time of the next visit more SLOs should be undergoing assessment and the results used for improvement of instruction. These results should be documented.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	4
November 2009 Rating:	4
July 2010 Rating:	6

Implementation Scale:

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      0  1  2  3  4  5  6  7  8  9  10
      ├──○──┼──┼──○──┼──●──┼──┼──┤
      Not ◄──────────────────► Fully
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ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 4.3 – Assessment and Accountability – Alignment of Assessments and Use of Data

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

Sources and Documentation:
1. El Camino College Compton Center course syllabi spring 2009
2. El Camino College Compton Center courses outlines
3. Interviews with administrators and faculty

### Progress on Implementing the Recommendations of the Recovery Plan:

1. Since assessment tools to accompany course and program level student learning outcomes (SLOs) are in the design phase, the review team could not fully evaluate whether such tools are clear measures of course objectives. The major focus of current work on designing SLOs and assessments is at the course level, with a projected goal of having SLOs and assessments at the program level by fall 2012. The Center has begun the process of developing and assessing core competencies.

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

2. See additional information in Standards 4.1 and 4.2.

3. The administration and faculty of El Camino College and the Compton Center should continue to collaboratively complete the design of assessment tools to evaluate courses and certificate and degree programs and to continue work on actual assessment of SLOs at the course and program level. Results should be documented.

4. Although much is still in the design phase, considerable progress has been made since the last visit. SLOs have been identified for most courses and all student services programs. Assessment tools and rubrics are under development and there has been some use of the results of the assessments that have been conducted.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 4
November 2009 Rating: 4
July 2010 Rating: 6

Implementation Scale:
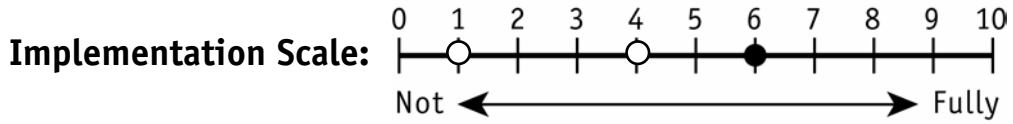
ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 4.4 – Assessment and Accountability – Availability of Data

Professional Standard:

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

Sources and Documentation:

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

Progress on Implementing the Recommendations of the Recovery Plan:

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

   Since the last visit a part-time research associate has been hired. This position will continue until December 2010. The Center is in the process of hiring a permanent research analyst. The work of this individual will be directed by El Camino College. In addition the college will be participating in the BRIC project, which will enable the end user to obtain and use data.

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

2. As SLOs are assessed the faculty will need the results to enable them to improve instruction. Since these measurements are in the beginning phase, it is unknown how the data will be analyzed and shared. Further, faculty may need training in interpreting the data. To fully meet this standard, the institution will need to show evidence of the collection, interpretation and use of the assessment data.

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

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:
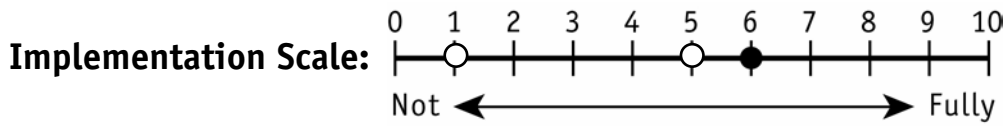
ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 5.1 – Professional Development Planning

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

Sources and Documentation:
1. El Camino College Compton Center Bargaining Unit Contract, Evaluation article
2. Meeting with vice president, Compton Center
3. Review of sample faculty evaluations
4. El Camino College, Compton Center Edition, 2010-11 Catalog
5. Interviews with four deans
6. Meeting with faculty chair of staff development/SLO committee
7. Professional Development Plan, November
8. Faculty Inquiry Partnership Program plans, February 2010

### Progress on Implementing the Recommendations of the Recovery Plan:

1. The faculty at the Compton Center and the El Camino College Torrance campus continue to collaborate on staff development plans, to the benefit of both entities.

2. One of the recommendations from the last visit was to continue to monitor the relationship of the Institutional Priorities and the Faculty Professional Development Project to ensure that the projects mirror the priorities. In discussion with the vice president of the Compton Center and in reviewing appropriate documents, this area still needs attention. There is an overall concern that professional development programs should help faculty to continue to be better teachers. With this in mind, some of the focus for future development programs will be to assist faculty to attend more conferences on teaching and learning rather than only discipline conferences. One such example is the recent Faculty Inquiry Partnership Program (FIPP) that was held this past spring. Forty-two full-time faculty members participated in the On Course program, with the goal to create stronger student retention by involving faculty in more interactive exercises in the classroom. FCMAT met with faculty who participated in the program and were very excited about it. Student surveys (1,110) were administered to classes where the faculty member completed the program and integrated exercises and techniques in their courses. A very high percentage of students surveyed (92.5%) agreed that it helped them in the class and kept them motivated ("Kept me actively involved in the material or topic.") Faculty also completed pre and post program surveys. The post test results showed significant improvement in students actively involved in learning. The Center will host another training with 20 full-time faculty this fall. This major staff development activity also helped faculty work collaboratively with colleagues in different disciplines to promote student learning. This example of effective professional development should provide Center staff with the incentive to continue to find ways to promote meaningful staff development programs.

3. One concern that still needs to be addressed is evaluation deficiencies because the contract between the faculty and Compton does not address this issue. The Center will now have a process where if a deficiency should occur in the evaluation process, the deans will attach an

addendum to the evaluation, outlining what area(s) needs to be addressed and an outline of the deficiency. This would be an opportunity then to involve some professional development activity to assist faculty if this should occur.

4. The review team examined a variety of individual professional development plans and found they were not consistent in specifics of the individual plan. One of the questions FCMAT asked several individuals is whether it is fair to say that except in the counseling department and some nursing that the assessment process for individual professional development plans have "fallen by the wayside." There was general agreement that this is a fair statement. In discussions with administrators, the plan to get the assessment back on track is that faculty going through evaluation this year will have that assessment as a mandatory part of the process. This will be monitored and ensured by the appropriate dean.

5. The Student Success Initiative and the work of that committee should provide the Center with a final plan by the end of fall semester.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
April 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:
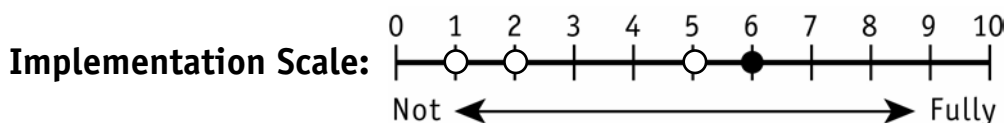
ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 5.2 — Professional Development to Improve Instruction

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

Sources and Documentation:
1. On Course workshop documents
2. Various professional development workshop documents
3. El Camino College Compton Center bargaining unit contract
4. Interviews with staff development chair
5. Unit plans
6. Student Learning Outcomes and Assessment Handbook (Spring 2009)
7. Interviews with vice president, Compton Center
8. Documents on Professional/Staff Development Committee

Progress on Implementing the Recommendations of the Recovery Plan:

1. As mentioned in Standard 5.1, the Compton Center has engaged in a large professional development project (On Course), which was attended in the spring by 42 full-time faculty members. A follow-up On Course program will be offered this fall, with the intent to sign up 20 full-time faculty members. The students in the classes of the participants had high praise for the techniques that the faculty engaged in during the semester. The faculty, including the participants, lauded the program. In addition, there were a series of workshops and several online opportunities like Excel, PowerPoint 2007, and All About Graphics. The nursing faculty has four different activities scheduled for August.

2. The Professional Development Committee meets monthly, September through May. There are six voting members (the Academic Senate VP, two faculty selected by the Senate, two classified, one from the confidential group and one administrator). The committee has two co-chairs, one from the faculty and one from the committee at large). There are general guidelines that provide priorities for selecting activities. FCMAT reviewed a draft of the guidelines and plan of this committee, which included a mission statement, goals, objectives, criteria for distribution of funds and the duties of the co-chairs. This committee structure allows for input from the entire Center staff and faculty regarding professional development activities.

3. The three academic deans confirmed that this fall the Center will finalize the evaluation and professional development plan process. The faculty in the career technical area is writing annual staff development plans. The schedule for faculty evaluations is in place, with the years identified for each full-time faculty member. The joining of the evaluation and the staff development plan will begin to occur regularly with the 2010-11 academic year.

4. The Center and the El Camino College Torrance campus have a different number of mandatory flex days, which limits some of the collaborative activities that might be scheduled. The Torrance campus has one mandatory day in the fall and one in the spring and several days (that are apparently optional) during the year. The Center has two mandatory days in the fall and two in the spring. The two institutions are working to see if they can develop a similar schedule of mandatory days but these are part of the negotiated contract, which is different for each institution.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
April 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 6

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← ——————————→ Fully
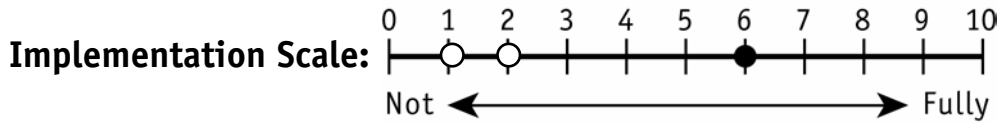
ACCJC Standard I-B: Improving Institutional Effectiveness
FCMAT Academic Achievement Standard 5.7 – Professional Development – Evaluation and Constructive Feedback

Professional Standard:

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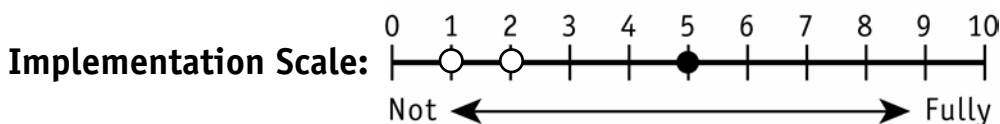
Sources and Documentation:

1. Collective bargaining contract, Article X, Evaluation, spring 2008
2. Interviews with vice president, Compton Center
3. Interviews with four deans
4. Review of selected faculty evaluations

Progress on Implementing the Recommendations of the Recovery Plan:

1. One of the recommendations from the last visit was for the Center to develop an assessment process for individual professional development plans that tie to student learning and student success. In discussions with the campus administration it appears this has not been done. Except in the counseling area and some in the nursing area, the assessment portion of the recommendation is not complete. However, this fall all faculty going through the evaluation process will have the assessment portion of this as a mandatory part of the process. The deans will be responsible for ensuring this is completed.

2. Professional development plans at the Compton Center are individualized and thus tailored to specific needs of individual instructors. This is only one side of effective professional development. The Center, though the On Course program, seems to be moving to a more collaborative approach to professional development activities as well. These focus on direct classroom techniques to increase student involvement and thus student retention.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
April 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 5

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9  10
        |---O---O---+---+---●---+---+---+---+---|
        Not  ←                      →  Fully
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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 are of inquiry or in an established interdisciplinary core.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements,

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

   a. *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*
   b. *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*
   c. *The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

7.   In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

   a. *Faculty distinguish between personal conviction and professionally accepted vies in a discipline. They present data and information fairly and objectively.*
   b. *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*
   c. *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

8.   Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Use of FCMAT Professional and Legal Standards

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

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

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
A. Instructional Programs						
Standard to be Addressed						
Planning Process - Academic Achievement						
1.2 The administrative structure of the college promotes student learning outcomes.	1					
1.6 **The college's planning process focuses on supporting increased student learning outcomes.**	**0**	**1**	**1**	**5**	**5**	**6**
Curriculum - Academic Achievement						
2.1 **The college, through its adopted policies, provides a clear operational framework for the management of the curriculum.**	**4**	**4**	**4**	**7**	**7**	**7**
2.2 Policies regarding curriculum and instruction are reviewed and approved by the Governing Board.	8					
2.3 **The college has clear and valid objectives to promote student learning and a process for curriculum development.**	**4**	**4**	**4**	**6**	**6**	**7**
2.4 **A process is in place to maintain alignment among standards, practices, and assessments.**	**1**	**1**	**3**	**5**	**5**	**6**
2.6 **Sufficient instructional materials are available for students to learn.**	**1**	**2**	**3**	**5**	**5**	**6**
2.10 **The college has adopted a plan for integrating technology into curriculum.**	**2**	**3**	**3**	**6**	**6**	**7**
Instructional Strategies - Academic Achievement						
3.1 The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007]	1					

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

ACCJC Standard II-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
3.2	**Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident.**	1	2	2	5	5	6
3.4	**Students are engaged in learning, and they are able to demonstrate and apply their knowledge.**	2	2	3	5	5	6
3.24	The college provides access and encourages student enrollment in transfer programs to four-year institution of higher learning.	1					

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

ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 1.6 – Planning Process – Student Support

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

Sources and Documentation:
1. Flow chart of planning process
2. Review of the data from the basic skills review team
3. Interview with the dean of student services at Compton Center
4. Meeting with the vice president of student services, El Camino College Compton Center
5. Long range planning documents prepared since November 2009
6. Review of Program Review Status document and program reviews in Student Services and Academic Affairs
7. First Year Experience documents and interviews with dean of student services
8. Review of Enrollment Management Plan 2010-11
9. Meeting with division chair, English/Humanities/ESL
10. Review of the ESL Program Review

### Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center expressed concern with the ESL program, specifically the relationship between noncredit and credit ESL. Students have been misplaced in the ESL classes for a variety of reasons (lack of a Spanish speaking counselor, misunderstanding about the value of noncredit ESL courses, testing issues). The Center has worked diligently since the last review to rectify placement and student retention issues. A part-time counselor now works with ESL students. Faculty in the noncredit program walk students over to the testing area to ensure they take the correct test. Faculty have called ESL students who dropped to find out why. The Center provides a one-hour session every Friday for students to drop in on tutoring sessions that focus on particular topics, e.g., fragments and subject/verb agreement. This past semester 25%-30% of students at Our Lady of Victory (noncredit ESL) are coming to the Center for further classes. The Center hosted a luncheon for high school, Title 3 and ESL students that 50-60 people attended. This is an excellent example of outreach. Work should continue in this area given the large Spanish-speaking population in the Center's service area.

2. During the November visit, FCMAT reviewed the new learning communities project with appropriate program leaders, which was to take place in the 2009-10 academic year. This project, called the First Year Experience, enrolled 60 students. Forty-seven completed the program. The Torrance campus provided $40,000 in funding for the program. The Compton Center will fund the program for this academic year. The persistence, retention and success data was not gathered in the fall but was for spring 2010 and should be available in July of this year. All faculty teaching in the program attended an in-service conference at Evergreen College, which helped provide excellent training for the Center's first foray into this program. This year a part-time counselor and a coordinator have augmented the program, which should help with organization and retention. The goal for this year is 140 students. The Center counselors refer students to the program, and the program coordinator holds an orientation every Thursday in the early evening for interested students. Last year's students are "ambassadors" for the program. The planning

for the First Year Experience has apparently paid off in the number of students who participated and the fact that the Center is doubling its efforts for this coming academic year. The Center should evaluate the data from the assessment of the First Year Experience program this summer and use the data to plan and strengthen the program for the future.

3. The Basic Skills project has become the Student Success Initiative. FCMAT attended part of a meeting of the Student Success Initiative Committee (comprised of both academic and student services faculty and staff). The dean of academic affairs chairs the group and the dean of student services is an active participant. The group was using the plan adopted by Long Beach College (part of the group that provided the basic skills assessment review in 2009). The dean has targeted September as the date the plan will be reviewed, with a final document completed by the end of the fall semester when implementation will begin.

4. Another program that is helping student retention is supplemental instruction. This program has been expanded from math to include chemistry and some science classes. The program is funded through basic skills dollars and enrollment management funding. It is operated through the Learning Resource Center.

5. The Compton Center has an ambitious enrollment management plan, which includes elements of recruitment and retention. The retention sections of the plan provide specific tasks the Center staff will undertake to increase persistence and develop intervention methods. It appears that this plan is being implemented and refined through the Outreach office. The growth in the Center's enrollment this past year is evidence of successful outreach efforts. The Center should analyze recruitment in high schools and in the community so that when other colleges no longer have cap restrictions, the Center can maintain the growth it has achieved.

6. A variety of initiatives at the Center are directly focused on student success. These include programs in the academic areas (supplemental instruction, learning communities/First Year Experience, coordination of ESL offerings) as well as student support programs from the student services area. The Center should continue to offer these programs, pending assessment of them, and plan other programs that will provide opportunities for student success.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	1
April 2009 Rating:	5
November 2009 Rating:	5
July 2010 Rating:	6

Implementation Scale:
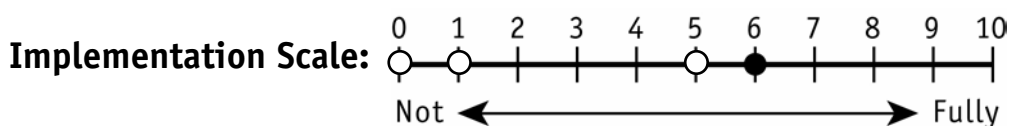
ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 2.1 – Instructional Strategies – Curriculum Management

Professional Standard:
The college, through its adopted policies, provides a clear operational framework for management of the curriculum.
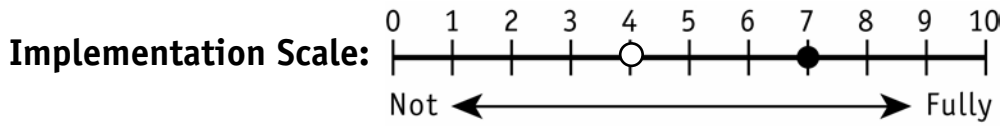
Sources and Documentation:
1. Interviews with the two current Compton Center Curriculum Committee members and one new member
2. El Camino College Compton Educational Center curriculum development/approval process
3. Curriculum Handbook for El Camino College
4. Interview with Compton Center academic administrators
5. El Camino College Compton Center syllabi template sample
6. Student Learning Outcomes document, Compton Center
7. Student Learning Outcomes and Assessment Handbook (El Camino College Torrance campus)
8. May 14, 2010 SLO progress campuswide meeting report

Progress on Implementing the Recommendations of the Recovery Plan:

1. The responsibility for curriculum development rests with El Camino College. Since the Compton Center is an educational center of its governance partner, El Camino College, it is not permitted to develop curriculum outside the established and board-approved process of El Camino College. This relationship is mandated by WASC and the MOU between El Camino College and the Compton Center. El Camino College and thus the Compton Educational Center follow the curriculum policies developed by the statewide Senate and the El Camino College Board of Trustees.

2. The College Curriculum Committee has agreed that all courses and course revisions going through the curriculum process will have assessments completed by fall 2010. The Assessment Learning Committee meets weekly. The committee has finalized the core competencies, which were administered on campus, and the results will be analyzed. The campus community can go to CurricuNET to get the student learning outcomes (SLOs) through a link. This makes information available to interested parties and avoids the rather lengthy and laborious process of getting a course through the curriculum process.

3. In discussions with the deans and division chairs, FCMAT learned that all courses have at least one SLO. These are part of the course syllabi but are not yet on the El Camino College course outlines. Currently Curricuware (a local program) provides the course outline of record. CurricuNET will be the avenue, in the future, for curriculum information. Going to My ECC will also provide the SLOs.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
April 2009 Rating: 7
November 2009 Rating: 7
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 2.3—Curriculum—Management and Quality

Professional Standard:

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

Sources and Documentation:

1. Review of selected course syllabi, Compton Center
2. Interview with vice president, Compton Center
3. El Camino College Compton Center spring 2010, summer 2010, fall 2010 schedules of classes
4. Meeting with two Curriculum Committee members and one new member from the Compton Center
5. El Camino Curriculum Handbook
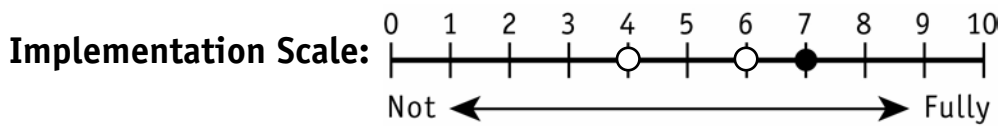6. Minutes of the CCC meetings, January 2010 to the present

Progress on Implementing the Recommendations of the Recovery Plan:

1. The three academic deans stated that more than 90% of all courses had both student learning outcomes (SLOs) and assessment. The assessment tools and rubric are on My ECC so they are available at any time to faculty.

2. The Curriculum Committee has agreed that all courses and revisions to courses that are submitted to the committee will have both SLOs and assessment on course outlines, effective in fall 2010.

3. Discussion with the Compton Center staff development director indicates the plan is still to tie the development of SLOs and assessment to the professional development plans of faculty in their disciplines. The SLOs Assessment Report for several courses showed some variance in the quality and completeness of the documents. The primary area that needs work is Section 3: Reflection of Assessment Results. The reflection section is of key importance for faculty to learn from the information and to "assess" the assessment. The questions asked in the document will lead to important information for discipline faculty to review, reflect upon and develop plans. The reflections section needed improvement in most of the documents FCMAT reviewed.

4. The Compton Center embarked on a program called On Course. Forty-two Compton faculty members participated in the program this past January. Faculty tried a variety of activities "hands on" that can be used in the classroom to encourage student engagement and learning. A second workshop is scheduled for the fall with the goal of attracting 20 faculty. Of the 82 full-time faculty at the Center, this would mean that 62 would have received On Course training. All faculty (full and part time) should be encouraged to participate in the On Course program. The college should develop a meaningful assessment tool to measure the effectiveness of the program.

5. The curriculum relationship between the faculty at the Center and the Torrance campus continues to be good, and this bodes well for the whole student learning outcome/assessment effort at the Center.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
April 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 2.4 - Curriculum Alignment

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

Sources and Documentation:
1. Compton Center course syllabi
2. El Camino College, Response to Accrediting Commission Visit
3. Curriculum Handbook for El Camino College
4. Meeting with two Curriculum Committee members and one member whose service begins in fall 2010
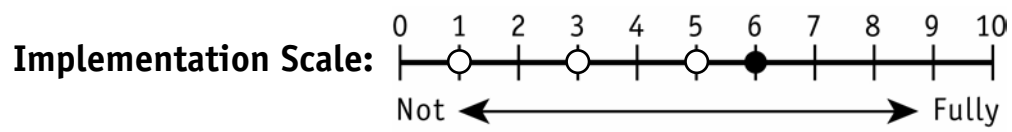5. Meeting with three deans in the academic areas

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the last review, the Curriculum Committee (composed of representatives of both the Torrance campus and the Compton Center) had agreed that assessments would appear on the course outline of record by fall 2010. Currently, 100% of all courses have at least one SLOs, which can be viewed at My ECC. In addition, they are also listed on CurricuNET.

2. Twenty percent of all courses have completed assessment of SLOs. The program documents reviewed by FCMAT included some assessment data.

3. The template for course syllabi approved in spring 2009 was sent to faculty, who were asked to submit revised course syllabi to the Instruction Office. Although 287 course outlines were reviewed at the last visit, the review this time involved a random selection of courses (e.g., dance, nursing, history, English, ESL, math, chemistry, physics, astronomy, and others) to check for consistency in material presented for students. The Center again provided faculty with the boilerplate material that could be cut and pasted to their individual syllabi, which would then provide students with all the information they need about academic policies in areas like attendance, plagiarism, non students in classes, etc.

4. The Center has been holding professional development workshops for faculty on developing assessment tools and incorporating them into their courses. The student learning outcome faculty coordinator discussed the overall work by faculty on assessment measures, which has improved since the last visit.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
April 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully

ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 2.6 – Curriculum – Sufficient Materials

Professional Standard:
Sufficient instructional materials are available for students to learn.

Sources and Documentation:
1. Interviews with faculty
2. Interviews with Compton Center librarian
3. Interviews with dean of academic affairs, supervising administrator of the LRC
4. Library User Survey, spring 2010 (results)
5. Minutes of the Library Advisory Committee meeting (June 7, 2010)
6. Visiting team report on basic skills (executive summary), June 2009
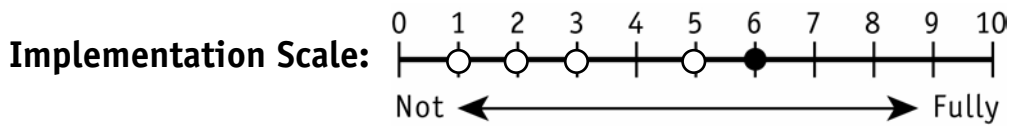7. Minutes from the May 27, 2010 meeting of the Student Success Initiative Committee

Progress on Implementing the Recommendations of the Recovery Plan:

1. The new Learning Resource Center has flaws in the construction and the date for opening has been delayed until summer/fall 2011. The Center continues to work with end users and the architects on internal design.

2. The Compton Center faculty continues to be actively involved in updating the collection. There is now an advisory committee composed of representative faculty and appropriate administrators who are involved with library/learning resource center policies. According to the minutes of the June 2010 meeting, the purposes of the committee is to "obtain input from the college community regarding classroom and instructional needs and to seek out effective ways to respond to college needs in terms of library collection development and operations." The committee should hold regular advisory committee meetings.

3. As the cycle of program reviews for the Center has been finalized, the proposal is that the library program review is not scheduled to occur until 2013. The delay will allow the library to be open for two years before the review is due, which will give the staff and the students time to assess strengths and weaknesses of the program, given that the facilities will be superior to what the Center has now and the facility complaints from the user survey (lack of air conditioning, lack of more technology) will be eliminated. Thus the focus of evaluation can be on the service and materials rather than the building.

4. The statewide TTIP money, used to support materials and programs, is no longer available to colleges and centers. The Compton Center is fortunate to be able to fund the library at the same rate as if the TTIP money were available and is able to provide a level of service not diminished by the absence of state funding. This will be a challenge for future budget years. The Center should develop a plan to address the budget implications stemming from the loss of TTIP money.

5. The Student Success Committee had two meetings in spring 2010. It used the Long Beach plan to guide planning efforts since the external review team was involved in the Long Beach plan. Small groups will work on specific strategies. Currently, 13 strategies are identified in

the plan. FCMAT attended part of the July 13 meeting and reviewed the documents. The next meeting is in August, with a target date for a draft of the plan by September/October and a finalized plan by the end of the fall semester.

Standard Implemented: Partially

January 31, 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	3
April 2009 Rating:	5
November 2009 Rating:	5
July 2010 Rating:	6

Implementation Scale:

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ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 2.10 - Curriculum - Integrating Technology

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

Sources and Documentation:
1. Compton Center Technology Vision Statement
2. El Camino College Compton Center Technology Plan, 2005-2010
3. Interviews with librarian, Compton Center deans
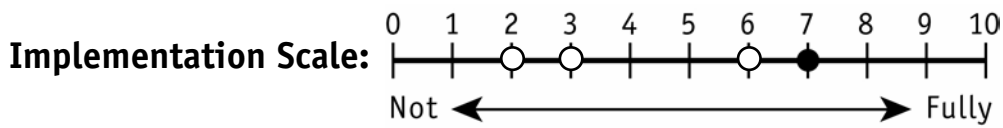4. Interview with the vice president, Compton Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has completed the Technology Plan, which is awaiting review by the Institutional Effectiveness Committee. The plan includes all aspects of technology at the Compton Center. Much of the plan is devoted to both direct technology in the classroom and the infrastructure in the classroom buildings. Since the November 2009 visit, the support for technology in the most critical buildings (the row buildings) has been upgraded. Smart class-rooms are present in Building E (primarily for nursing students) as well as other row build-ings. The Vocational Technology building has smart classrooms, and the Center now has 14 audiovisual carts that provide smart classroom technology.

2. The dean of academic programs has conducted a survey asking faculty and staff about their classroom technology needs. The survey asked them to rate these needs by both frequency of need and overall importance. The survey asked, "What media would you use in your class if available?" and provided seven options. It also asked what three rooms the instructional staff would recommend first to convert to smart classrooms and if they needed other audio or vid-eo equipment for classes they teach. The results of this survey were used to designate smart classrooms and determine what technology would be purchased with available dollars.

3. The dean of career technical education, who is now the administrator in charge of academic technology, held four meetings since May to get feedback on the technology issues at the Center. The meetings produced a consensus on the following goals. Technology should focus on 1) student success/retention, 2) infrastructure, 3) administrative concerns, and 4) com-munication with the entire Center. The plan is to ask the following questions in the fall: 1) What is the future going to look like? 2) Will technology make our lives better? 3) How will I participate? The plan is to take the survey responses and develop a plan to tie the technology needs to the Educational Master Plan, once such a plan exists.

4. An online survey of faculty was conducted in spring 2010 to ask what technology is required. The survey results are being used in technology planning at the Center. For example, student response systems are being used by some faculty in their classrooms.

5. A discussion with the three academic deans revealed that in each of their areas, student use of labs has increased. For example, in the child development programs there is now a resource room to assist students with assigned projects. The nursing program has mandated skill labs

and simulation labs. The simulation labs are open during the summer and winter sessions as well. In the Career Technical building the lab is open from 8 a.m. to 6:30 p.m. and is well used. The labs in the learning center are experiencing increasing use and tutoring in the writing center has increased.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 3
July 2008 Rating: 3
April 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 7

Implementation Scale:

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ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 3.2 - Instructional Strategies - Student Plans and Outcomes

Professional Standard:

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

Sources and Documentation:

1. Guide to Evaluating Institutions, Accrediting Commission for Community and Junior Colleges (ACCJC), August 2007
2. Listing of El Camino College Courses Reviewed
3. Course outlines of record approved by El Camino College
4. Interviews with Compton Center administrators and faculty, and El Camino College administrator
5. Compton Center course syllabi
6. Student Community Advancement, Student Learning Outcomes at a Glance, Compton Educational Center
7. How to Create an Online Student Educational Plan
8. El Camino College/Compton Community Educational Center Online Educational Plan Procedure
9. El Camino College/Compton Center Student Education Plan Report, December 2009
10. El Camino College ACCJC Follow-up Report, October 15, 2009
11. Interviews with categorical program directors (CalWORKs, EOPS, DSPS, and Matriculation) and TRIO director
12. Current students in fall 2009 term without updated education plans for Compton College
13. Current students in spring 2010 term without updated education plans for Compton College
14. 2009 Annual Fact Book
15. Compton Community College District Center and Community Profiles
16. Student and Community Advancement Student Learning Outcomes at a Glance, Compton Community Educational Center

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty members from the Compton Center and El Camino College formed a joint committee to develop SLOs. They have made substantial progress; almost every course has at least one SLO identified. There is a timeline that calls for completion of all aspects of development, assessment and improvement by fall 2012. The institution has also developed institutional core competencies and is beginning the process of mapping the courses to these competencies.

2. El Camino College has undertaken a review of all courses that is nearing completion. The team was given a sample of course outlines. The dates on these outlines were all within the last year. Although they did not entirely follow the template the institution has adopted, the outlines were substantially complete. El Camino College has decided not to include SLOs as part of the course outline of record. However the new CurricuNET system will enable an easy link between outlines and the SLOs. The team was told that this new system is very useful as it allows the user to see materials produced at other community colleges. Recently a decision was made to include SLOs in course outlines beginning in fall 2010.

An examination of course syllabi produced by Compton Center faculty showed that most of the syllabi contained at least one SLO. Fewer had any reference to a method of assessing the SLO. However, every program review submitted during the 2010 academic year contained at least one SLO, and, in some cases, assessment data and suggestions for changes to improve the results.

The Student Services division at the Compton Center has continued to do a good job of documenting its progress on SLOs. Ten of 14 programs and/or services reporting to the dean of student services are now on their second round of assessment reporting and reflection of their SLOs. The nine programs or services currently in their second round include: 1) admissions and records, 2) athletics, 3) counseling, 4) CalWORKs, 5) EOP&S, 6) financial aid, 7) matriculation, 8) outreach, 9) student enhancement and 10) student support services.

The five other programs in the Student Services division have all undergone at least one cycle of assessment, meaning that all Student Services programs and services have conducted at least one round of assessment with plans for improvement. The five programs or services currently in their first round of their assessment reporting cycle includes: 1) Special Resource Center (or DSP&S), 2) placement testing, 3) transfer, 4) student development and the newest Student Services program begun just last year, 5) The Freshman Experience program.

To move these programs and services closer to the sustainable continuous quality improvement level, the dean of students has asked each program director to expand the dialogue beyond just the Student Services division. He has requested that each program director provide him with meeting minutes to show that they have discussed SLOs, assessments, and plans for improvement with their program staff. He has also required them to list the dates of their next round of assessments and reflections as part of their annual goals.

While the Student Services division is displaying good momentum with this standard, the following actions are recommended to meet the standard:

- The El Camino Office of Institutional Research should review the characteristics of what constitutes a good SLO with the Student Services Division. For example, the EOP&S SLO states that "students will be able to articulate their academic goal with confidence." ACCJC standards require that SLOs be measurable, and the concept of "confidence" is very hard to measure. Additionally, the Student Services division should expand beyond just one SLO for each area and should consider including service outcomes since so many of its programs are service oriented.

Much progress has been made in identifying, assessing and reflecting on SLOs. Multiple opportunities for training have been offered, and it appears that the faculty have taken advantage of them. By 2012, the ACCJC expects all community colleges to be at the proficiency level for SLOs. This means that the results of assessments are being used for improvement, with widespread institutional dialogue about the results. Compton Center and El Camino faculty and staff members must continue their joint efforts to develop all SLOs and methods of assessing them as required by ACCJC. The next step is to show the use of the data for improving instruction and student services, including some demonstration of actual changes made in courses or programs. This should be documented in program review documents, etc.

3. To ensure that all students complete a Student Education Plan (SEP), the Compton Center Counseling Department sends a letter inviting them to see a counselor to develop their plan. For spring 2009, 2,500 (36%) of 7,000 students had a completed SEP on file. Current data on the number of students completing educational plans were not available to the visiting team.

   All counselors have been trained on SEP procedures. In fall 2008, 18 different professional development workshops took place and 11 additional workshops are planned for spring 2009. All of these workshops focus on some aspect of counseling students, and most involve the development of SEPs. Upcoming trainings will include the new degree audit system developed by El Camino after beta testing has ended.
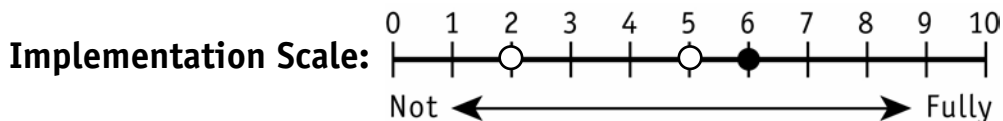
   Compton Center does not randomly inspect SEPs. However, future plans include the creation of a counseling committee to check the quality of SEPs. While Compton Center appears to be on track to meet the ACCJC's 2012 deadline of having all SLOs completed and assessed to fully meet the standard, counselors should make a more concerted effort to require students to complete and update their individual plans including intrusive counseling. Intrusive counseling requires counselors to go to the students (in classes, the cafeteria, etc.) to help complete their SEPs. Counselors should continue to attend professional development activities such as Ensuring Transfer Success to ensure that they have the latest knowledge about UC and CSU transfer.

   Since the last evaluation, the Compton Center was able to provide the team with current data regarding the number of SEPs on file. For fall 2009, 3,675 (or 54.2%) of the 6,780 enrolled students did not have an updated SEP on file. In spring 2009, 3,917 or (53.3%) of the 7,354 enrolled students did not have an updated SEP on file. It should be noted that both semesters show considerable improvement from spring 2009 when only 36% of enrolled Compton Center students had completed SEPs on file.

   Because each program director interviewed reported that they had been provided a goal of working to ensure that their respective program participants have updated plans on file, the team also looked at data that showed varying degrees of success regarding this goal. For example, in fall 2009, 96.6% (197) of the 204 students with a registered disability during the 2008-09 academic year had an updated SEP on file. However, only 73.1% (857) of the 1,173 students registered with the EOPS office had an updated SEP on file.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:

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         Not  ◄─────────────────────►  Fully
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ACCJC Standard II-A: Instructional Programs
FCMAT Academic Achievement Standard 3.4 – Instructional Strategies

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

Sources and Documentation:
1. Promotional material for learning communities
2. Review of El Camino College Compton Center syllabi
3. Interviews with division chairs, faculty, and administrators
4. El Camino College Compton Educational Center Faculty Inquiry Partnership Program (FIPP) Final Report for Spring 2010
5. Faculty Development Plans

Progress on Implementing the Recommendations of the Recovery Plan:

1. Each Compton Center faculty member is to create an individual development plan to be included in the portfolio submitted for the comprehensive evaluation that occurs every four years. The basic evaluation schedule calls for one-third of the faculty to be evaluated in fall 2008, 2009, and 2010. At the time of the current visit, the development of plans has not progressed much beyond the previous visit. Examination of several portfolios in the academic programs area revealed that this requirement is often ignored. However, all faculty in the student services area have been evaluated, and the team saw development plans for all of the counseling staff.

   The emphasis for staff development is on training sessions for On Course, a program for faculty that assists students to be successful in college and in life. In this program faculty are given tools to assist students to take ownership for their own success. Forty-two faculty have completed the training. Each one is now participating with a colleague from another discipline to create a FIPP to develop ways to use the information in their classrooms. A survey of faculty showed that they observed a great increase in the active involvement of students in the classroom, an increase in active learning on the part of students, an increase in their own confidence to address difficult student behavior, and an increase in individual student responsibility for his/her own learning and success. This appears to be a highly successful project. Recruitment of faculty to participate in the fall 2010 training is under way. Ideally, all faculty will ultimately be involved in the training sessions.

   The Center should continue with development of the individual plans and show evidence that the plans are actually being implemented.
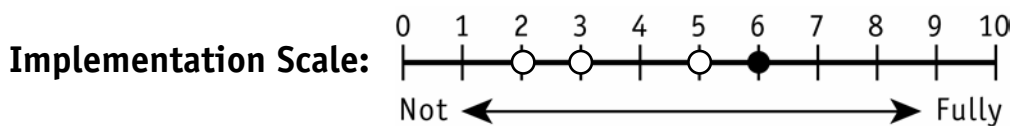
2. The Center is involved in a comprehensive student success initiative. The purpose of the initiative is to develop an integrated approach to the delivery of classes and services for underprepared students. A team of community college professionals who possess expertise in the basic skills areas visited the college in May 2009 to evaluate the existing efforts in this area. The Center is beginning to develop a plan to serve underprepared students. Compton Center personnel visited three community colleges to learn of their activities. They decided to adopt Long Beach City College's plan as the foundation for their own plan, which is due to be completed in fall 2010. This plan should be available for review during future visits.

3. The Center is continuing the successful First Year Experience project. Recruitment is under way for the fall semester. The goal is to have 140 students involved during the next academic year. This program is now funded by the Compton Center.

4. The Center continues to offer supplemental instruction in math. Among other activities, tutors attend class and meet with students after class to provide assistance. Supplemental instruction is also offered in a few classes in the sciences.

5. The Center had 11 students accepted to the University of California. This is a major increase over past years.

   Analysis of the results of the activities described in 1-4 above should provide additional data for the future rating of this standard.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:

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.

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	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
B. Student Support Services						
Standard to be Addressed						
Planning Process - Academic Achievement						
1.5 Categorical and compensatory program funds supplement students in their pursuit of postsecondary education.	0	1	1	not reviewed	not reviewed	
Instructional Strategies - Academic Achievement						
3.10 Clearly defined student conduct practices have been established and communicated among the students, staff, board, and community.	4					
3.11 Class size and faculty assignments support student learning outcomes.	**2**	**5**	**6**	**8**	**8**	**8**
3.12 Faculty uses a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.	**1**	**1**	**2**	**5**	**5**	**6**
3.13 Faculty is provided with professional development on special needs, language acquisition, timely interventions, and culturally responsive teaching.	**1**	**1**	**1**	**5**	**5**	**6**
3.14 The identification and placement of English language learners into appropriate courses is conducted in a timely and effective manner.	3					
3.15 Curriculum and instruction for English language learners prepares these students to transition to regular class settings and achieve at a high level in all subjects.	**2**	**2**	**2**	**4**	**4**	**5**
3.16 Programs for English language learners comply with state and federal regulations.	3					

ACCJC Standard II-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
3.18	Individual education plans are reviewed and updated on time.	3					
3.26	College counselors are knowledgeable about individual student academic needs and work to support postsecondary education goals.	3					
3.27	**College students have access to career and post-secondary education guidance and counseling.**	**3**	**3**	**4**	**5**	**5**	**6**

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

ACCJC Standard II-B: Student Support Services
FCMAT Academic Achievement Standard 3.11 - Instructional Strategies - Faculty Assignments

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

Sources and Documentation:
1. Summer 2010 Schedule of Classes
2. Voices of the Compton Community and Local College Students, Analysis of Opinion Research about the Role of El Camino College Compton Educational Center (February 2010)
3. El Camino College Compton Community Educational Center 2010-2011 Enrollment Management Plan
4. Compton Center 2010-2011 Scheduling Guidelines
5. Interviews with administrators and faculty

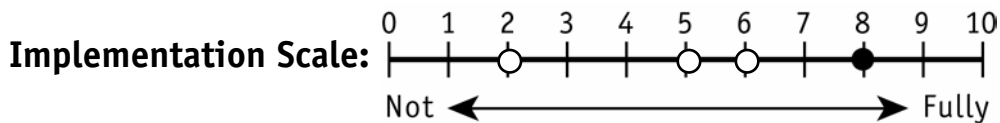### Progress on Implementing the Recommendations of the Recovery Plan:

1. Management of the class schedule continues to undergo revisions. The Scheduling Guidelines call for a 30% increase in enrollment each session, a class fill rate average of 80%, class offerings during both day and evening seven days a week, use of data to support the direction of programs and services, and for budget cuts to be made in non-classroom areas whenever possible. The Center should continue to manage the schedule of course offerings efficiently to control the numbers of students enrolling in sections. With the increased enrollment at the Center, the addition of course offerings is critical. The Center needs to capture as much enrollment as possible, as it is eligible for restoration funding.

2. Compton Center has substantially increased its presence in the local high schools, charter schools and the community. As called for in the Enrollment Management Plan, the Center has implemented comprehensive outreach and student recruitment activities that have contributed to its growth. The plan includes goals for retention and quality improvement. Action steps, identification of responsible personnel, timelines and resources needed are also included.

3. As a result of the various activities engaged in by the Compton Center personnel, enrollment at the Center has continued to increase.

4. A recent survey shows that 60% of the students are very satisfied and an additional 34% are somewhat satisfied with their experience at Compton Center. The same survey found that 43% of the students thought that the scheduling of classes is excellent, and an addition 37% found it to be good.

5. The Center continues to build pools of adjunct faculty that meet the minimum qualifications required for teaching in specific fields. Compton Center is particularly looking for faculty who will support student success and persistence. Administrators report obtaining large and well-qualified pools of potential adjunct faculty. This is probably a result of layoffs at El

Camino College as well as neighboring community colleges. The Center is growing while other institutions are cutting classes. This should enable Compton Center to hire excellent new faculty members. Administrators also report that new part-time faculty are already contributing to Center activities. The Center should continue to scrutinize the faculty service area qualifications of all new faculty hires, both contract and adjunct, prior to employment.

Standard Implemented: Fully - Substantially

April 2007 Rating: 2
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 8
November 2009 Rating: 8
July 2010 Rating: 8

Implementation Scale:

ACCJC Standard II-B: Student Support Services
FCMAT Academic Achievement Standard 3.12 – Instructional Strategies

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

Sources and Documentation:
1. El Camino College Compton Center Summer 2009 Course Schedule
2. El Camino College course outlines
3. Compton Center course syllabi
4. Compton Educational Center Professional/Staff Development Committee Guidelines, Draft October 27, 2009
5. El Camino College Compton Educational Center Faculty Inquiry Partnership Program (FIPP) Final Report for Spring 2010
6. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. Each Compton Center faculty member is to create an individual development plan to be included in the portfolio submitted for the comprehensive evaluation that occurs every four years. The basic evaluation schedule calls for one-third of the faculty to be evaluated in fall 2008, 2009, and 2010. At the time of the current visit, the development of plans has not progressed much beyond the previous visit. Examination of several portfolios in the academic programs area revealed that this requirement is often ignored. However, all faculty in the student services area have been evaluated, and the team saw development plans for all counseling staff.

   The emphasis for staff development is on training sessions for On Course, a program for faculty that assists students to be successful in college and in life. In this program faculty are given tools to assist students to take ownership for their own success. Forty-two faculty have completed the training. Each one is now participating with a colleague from another discipline to create a FIPP to develop ways to use the information in their classrooms. A survey of faculty showed that they observed a great increase in the active involvement of students in the classroom, an increase in active learning on the part of students, an increase in their own confidence to address difficult student behavior, and an increase in individual student responsibility for his/her own learning and success. This appears to be a highly successful project. Recruitment of faculty to participate in the fall 2010 training is under way. All faculty should ultimately be involved.
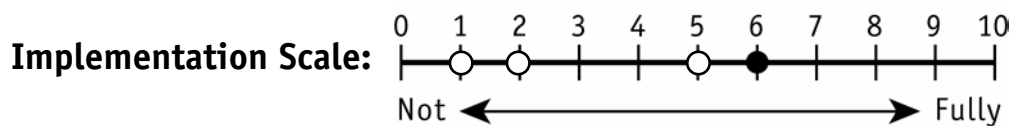
   The Center should continue with development of the individual plans and show evidence that the plans are actually being implemented.

2. The review team examined course syllabi from spring 2010. In only a few of the syllabi were diverse teaching methods given. In general, neither course outlines nor syllabi demonstrate a commitment to using strategies to meet diverse learning styles. However the On Course staff development activities as described above will provide tools for faculty to better meet student

needs. Course syllabi should, in the future, show several diverse teaching methods (e.g., lecture, discussion groups, student presentations).

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:

ACCJC Standard II-B: Student Support Services
FCMAT Academic Achievement Standard 3.13 – Professional Development for Special Needs

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

Sources and Documentation:
1. El Camino College Compton Center Summer 2009 Course Schedule
2. El Camino College course outlines
3. Compton Center course syllabi
4. Compton Educational Center Professional/Staff Development Committee Guidelines, Draft October 27, 2009
5. El Camino College Compton Educational Center Faculty Inquiry Partnership Program (FIPP) Final Report for Spring 2010
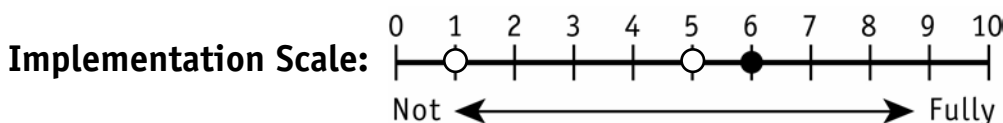6. Faculty and administrator interviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. See items 1 and 2 in Standard 3.12.

2. The Center is involved in a comprehensive student success initiative. The purpose of the initiative is to develop an integrated approach to the delivery of classes and services for underprepared students. A team of community college professionals who possess expertise in the basic skills areas visited the college in May 2009 to evaluate the existing efforts in this area. The Center is beginning to develop a plan to serve underprepared students. Compton Center personnel visited three community colleges to learn of their activities. They decided to adopt Long Beach City College's plan as the foundation for their own plan, which is due to be completed in fall 2010. This plan should be available for review during future visits.

   Compton Center should demonstrate development plans that include addressing special student needs, provide data on faculty attendance or participation in activities addressing this standard, and show evidence of transfer of knowledge gained to actual classroom settings.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 5
November 2009 Rating: 5
July 2010 Rating: 6

Implementation Scale:

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       0   1   2   3   4   5   6   7   8   9   10
       |---O---|---|---|---O---●---|---|---|
       Not  ◄──────────────────►  Fully
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ACCJC Standard II-B: Student Support Services
FCMAT Academic Achievement Standard 3.15 – Instructional Strategies – Curriculum and Instruction of English Learners

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

Sources and Documentation:
1. Compton Center course syllabi
2. El Camino College course outlines
3. El Camino College Compton Center course schedule for summer 2010
4. ESL Program Review 2009-2010 (April 15, 2010)
5. ARCC 2010 Report, Focus on Results. Compton Center Report (3/31/10)
6. Interviews with administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. A system is not yet in place to provide student data necessary to monitor the effectiveness of curriculum and instruction in preparing English learners for transition to basic skills, credit, and transfer courses. ESL students are now tagged in the computer system. Data should be available in the future.

2. Current data do not provide statistics on student progression through a sequence of courses to determine if coursework prepares students to transition to higher level ESL courses and/or credit courses. However, transfer from noncredit ESL to credit ESL is now beginning because some enrollees have completed the full sequence of preparatory noncredit classes.

3. Compton Center has implemented nine noncredit ESL courses designed to prepare students to make the transition to El Camino College credit ESL courses. The course outlines of record include SLOs and assessment measures. The program review includes both program and course SLOs. One course SLO was assessed during fall 2009 and it was suggested that the results of the assessment be used to change the focus of the course.

4. A five-year ESL/Basic Skills plan was developed (May 2008), and included as one of its goals to increase the performance of ESL students as reported in the Accountability Report for Community Colleges (ARCC). The plan includes timelines and assigns responsibility for actions. The Center is planning to phase in this plan. A future visit should review the progress.

   The most recent ARCC report shows that ESL improvement rates in the Compton Center have improved and are approaching the average of the peer group.

5. Placement in ESL courses is based on assessment. A diagnostic assessment, CELSA, is used for initial placement and LEOP is used to place students in credit courses. At present, there is concern that students are not being given the correct exam. If not, they may be assigned to a lower level than is appropriate. Some students currently enrolled in noncredit may actu-

ally belong in credit courses. The plan is for entering students to see a counselor before being given an assessment test. Assessment of language acquisition needed to make the transition to the next level is based on teacher-made tests.

The Center must take measures to ensure that students are properly assessed for placement in ESL courses.

Assessment of SLOs will assist in determining whether the content and pedagogy is adequate to prepare students for advancement.

6. Intervention services are available through tutorials and the language laboratory. Instructors refer students to these services.

7. New staff development opportunities are being provided to Compton Center faculty. A future review should examine the individual plans for development of ESL faculty. See additional information on faculty development at Standard 3.4.

8. The Student Success Initiative (see standard 3.13) should help to address issues of retention of ESL students.

To fulfill this standard, data for the progress of ESL students should be available and used to counsel students and develop/modify programs and curriculum. SLOs should be assessed and the results used for improvement of instruction.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 4
November 2009 Rating: 4
July 2010 Rating: 5

Implementation Scale:
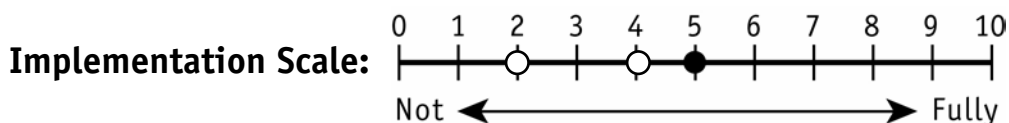
ACCJC Standard II-B: Student Support Services
FCMAT Academic Achievement Standard 3.27 – Instructional Strategies – Career Guidance

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

Sources and Documentation:
1. Interview with dean of students
2. Interviews with three counselors
3. Interview with Transfer Center coordinator
4. Interview with job placement coordinator
5. Interview with vice president of student and community advancement
6. Interview with categorical program directors (CalWORKs, EOPS, and TRIO)
7. Human Development Enrollment Analysis (2009-10 Academic Year)
8. Transfer Center Activity, Compton (spring 2010)
9. Metrics for Student Services Report
10. Career and technical education job placement activity
11. Quarterly Report (January-March 2010)
12. El Camino College Compton Center Career & Technical Education Career Center handout
13. Student and Community Advancement Student Learning Outcomes at a Glance
14. Annual Area Plan for Student Services 2010-11

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center does not yet have a comprehensive career guidance and information system because it functions more as a job placement center, not a career center. However, two adjunct vocational counselors recently have been hired, providing about 40 hours per week of coverage for counseling career/technical students. This is a significant improvement since the October 2007 visit when there were no vocational counselors. The Compton Center should train all full-time permanent counselors to become career counselors rather than relying on adjuncts who may not be hired the following year.

   The Compton Center still does not have a career center that can assist students with all aspects of career services (e.g., providing career information and materials, assessments, and counseling). To receive career counseling, a student must enroll in a human development class. The only full-time counselor trained to administer career assessments has been assigned to the EOPS office and can only serve the students enrolled in that program.

   Given the number of first generation and undecided students that need to have access to career guidance, the Compton Center should identify at least one counselor who can step forward and lead a viable career center that does not function as a job placement center.

2. Outdated materials have been culled from the Career Center collection and some new materials have been ordered, but after almost three months they have not been received. The Center administrator has written an internal grant to begin a soft skills academy.

Since the last evaluation, the Compton Center has moved forward with its plans to establish a viable career center. The current plan is to hire a part-time counselor. This counselor will report to the transfer center director and split his time between transfer and career counseling (each 10 hours per week). However, this part-time position is not a permanent line item in the college's budget; therefore, there is no guarantee of future funding for the position.

The dean of students has requested a full-time career counselor position through the college's hiring process. If the hiring committee does not accept this request, he plans to move a general counselor to career counseling. He also plans to change the name of the Transfer Center to the Transfer/Career Center.

When the team interviewed the Transfer Center director, there was no plan for where the funding would come from for career center materials (e.g., Eureka license, assessment tests, books for the career library, and operating expenses such as supplies and printing). Also, no space on campus had been identified that could house both a transfer and career center.

Until the part-time career counselor begins working, the only option left open to students is a Human Development 5 class. While the class had 669 students enrolled during the 2009-10 academic year, the counselors teaching the class do not have access to some of the most basic career resources such as the Strong-Campbell Interest Inventory, values and skills assessments, career books or the opportunity to attend specialized training sessions for career counselors. Many of them rely on free career counseling materials that they find on the Internet. The Compton Center has made some progress on this standard, but much more needs to be done before the college can be given credit for meeting the standard.

The college should: 1) identify a location for the new transfer/career center, 2) find a funding source for the career center materials, operating expenses, etc. necessary to open a career center and 3) develop a career center plan that parallels the Transfer Center Plan so there is a sense of direction for the mission and vision of the new career center.

3. Activities being conducted by the Transfer Center to help increase the transfer rate from Compton Center include university tours locally and in Northern California, transfer center visits, and field trips involving universities. A transfer counselor was added three hours a day, two days per week. One issue is that Compton will no longer get credit for transfer students because they all are now El Camino College students. The universities to which these students transfer will not know the students attended Compton Center. Reports to the California Postsecondary Education Commission (CPEC) from universities concerning transferring institutions will eventually stop reporting the Compton CCD.

The Transfer Center plays an important role in attempting to create a transfer culture on campus. Signage telling students that they should "get ready, get set, . . .transfer!" is prominently displayed on campus, the 2009-2010 El Camino College Transfer Guide helps students to understand the transfer process, and a plethora of transfer materials and services is offered to students including numerous transfer workshops. All of these transfer activities are important to establish a transfer culture. However, the Transfer Center by itself cannot develop high transfer success rates which, even before the partnership began, have historically been quite low. Before Compton can begin to establish a well-defined transfer strategy, the college must

first address the instructional challenges that its students face in basic skills course completion and persistence.

For example, the lack of success by so many students (only 44.7% of basic skills students are successfully passing their classes) is impeding the transfer process. Furthermore, student persistence continues to be a challenge. Since fall 2006, the Office of Institutional Research has tracked persistence over the course of four semesters for new cohorts entering the college. In fall 2006, more than half (50.7%) of the cohort failed to return for the spring semester and by the end of the second year or fourth semester, just 27% of the cohort remained in college. In fall 2007, these percentages were largely unchanged and in fall 2008, the percentage of the cohort not returning for the second semester climbed to 52.5%, suggesting that before Compton can even begin developing a transfer strategy, the college must identify the learning challenges its students face that prevent a large number of them from being retained beyond a semester and persisting to the point of transfer.

A promising endeavor begun this fall is the First Year Experience (FYE) program, which is already showing excellent results. In fall 2009, 70 students were enrolled in the program after a team of instructional and student services personnel attended training at a national FYE conference. So far, heading into final exams, 91% of the students have been retained and are expected to return for the spring semester. This is an excellent example of how collaboration between instruction and support services can benefit students. The only concern that the team notes with the FYE Program is whether or not it can be expanded beyond a small percentage of freshmen, due to the expense of student support services required to run it.

One of the most important ways that a college can determine the quality of its Transfer Center is to ask for feedback from the students who use it. In spring 2010, the Transfer Center surveyed 269 students regarding activities that they participated in at the Center.

More than 96% (259 students) strongly agreed or agreed that they were more aware of their transfer options as a result of visiting the center. In addition, more than 96 % strongly agreed or agreed that they had a better understanding of transfer admission requirements and were more motivated to transfer to a four-year university. This demonstrates a high degree of student satisfaction with the Transfer Center.

While the transfer center director provides excellent postsecondary guidance and counseling, it is important for the college to recognize that the Center is understaffed to serve the various needs of its students. The Center has one employee, a counselor who has multiple demands on her time. She directs the Transfer Center, counsels students eight hours a week, attends numerous committee meetings, coordinates New Student Welcome Week, the University of California, Irvine Summer Residential Program, and works with the First Year Experience program. Furthermore, she also functions as the clerical staff, limiting her ability to provide follow-up services and monitor student progress toward transfer.

The Compton Center should reassess the heavy workload of the transfer center director. While she has been very effective in her role, with each new responsibility added to her job duty statement, her ability to perform her responsibilities will diminish over time.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	4
March 2009 Rating:	5
November 2009 Rating:	5
July 2010 Rating:	6
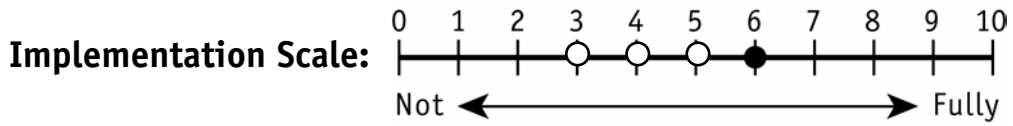
Implementation Scale:

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.

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	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
C. Library and Learning Support Services						
Standard to be Addressed						
Learning Support Services - Academic Achievement						
6.1 **The college selects and maintains appropriate, current, and sufficient educational equipment and materials to support student learning.**	**3**	**4**	**4**	**5**	**6**	**6**
6.2 Students have access to college library services and collections, learning centers, and computer laboratories, and receive training to competently utilize the college's informational systems.	1					
6.3 Students may access the college's informational systems from off-site locations.	2					
6.4 The college provides effective maintenance and security for its library, laboratories and informational systems.	5					
6.5 **The college periodically evaluates the library and learning support services provided to students and makes necessary improvement to ensure their adequacy in meeting student needs.**	**1**	**3**	**3**	**5**	**5**	**6**

ACCJC Standard II-C: Library and Learning Support Services
FCMAT Academic Achievement Standard 6.1 – Learning Support Services – Equipment and Materials

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

Sources and Documentation:
1. Technology Plan
2. Interview with Compton Center librarian
3. Interview with dean of academic affairs and dean of career technical education
4. Review of Learning Resources Program SLOs
5. Interview with vice president, Compton Center

### Progress on Implementing the Recommendations of the Recovery Plan:

1. During the last visit, the review team understood that the Technology Plan was to be presented to the Institutional Effectiveness Committee in December for plan approval. In discussions with the vice president, it appears that the committee only had a quorum at its June meeting and the minutes had not been released, so the review team could not evaluate whether the Technology Plan was finally approved. If the Institutional Effectiveness Committee has plan approval responsibility it needs to meet regularly with a quorum so that business can be conducted. If it cannot, then the Center needs to develop a different process to handle the committee responsibilities.

2. The Technology Committee now reports to the dean of the career/technical area. The new process for assessing technology needed is for each area to have an advisory committee. That group reviews the courses in their area and determines if the existing technology is current and if equipment is needed. If the area determines that additional equipment or different equipment is needed, they put those requests in their plan builder. This is the process for tying the plans to budgets, at least for equipment. The individual areas prioritize equipment needs with other needs in the plan builder, which then reflects the budget priority in that area. All career/technical faculty and staff follow this process. The dean and two technical staff members have been meeting to discuss the Center needs for technology. In fall 2010, the dean plans to create a new team (composed of administrators, IT staff from the Torrance campus and the Compton Center, CIS faculty and MIS support staff) to continue the planning function.

3. The Compton Center Campus row buildings had been at serious risk of losing connectivity due to the age of the wiring but have undergone the necessary upgrade to make them effective classroom learning environments. This was to have been completed by the end of fall semester but is now completed. Some classrooms have new technology, which will enhance the opportunity for improved student learning. Five rooms in Building E (nursing classrooms), and five additional rooms in C, E, F and M have also been completed. In addition, 14 audiovisual carts contain portable computers available for classroom use.

4. Student labs are receiving more use, and the Center has responded by increasing open hours of labs for student use. In the Vocational Tech building the labs are open from 8 a.m. to 6:30 p.m. An instructional associate speaks to all CIS and Business classes to promote the services available to students. The dean of the area reports that these labs are full almost all the time. The learning center lab attendance has also increased, as has the math/computer lab in the math/science building. Tutoring in the writing center has also increased.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 4
July 2008 Rating: 4
April 2009 Rating: 6
November 2009 Rating: 6
July 2010 Rating: 6

Implementation Scale:
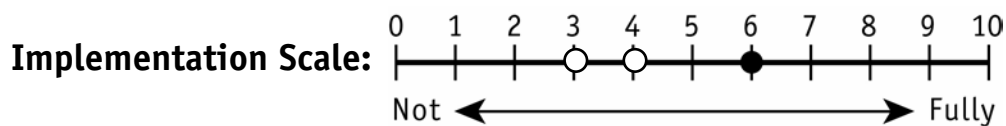
ACCJC Standard II-C: Library and Learning Support Services
FCMAT Standard 6.5 Learning Support Services—Library Evaluation

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

Sources and Documentation:
1. Interviews with Compton Center librarian and the dean of academic affairs
2. Review of a library user survey, spring 2010
3. Review of Learning Resources Unit Council progress report (spring 2010)
4. Meeting with dean of student services and Student Service Program heads
5. Interview with vice president, Compton Center
6. Review of last Library Advisory Committee Meeting (June 7, 2010)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The new Learning Resource Center (LRC) has not been able to open on schedule due to construction and structural safety issues that are being reviewed by the Department of State Architect's Office. However, the Compton Center continues to move forward with both evaluation and planning to ensure that student needs are met. It appears that the facility will be ready for student use in the summer or fall of 2011.

2. In the November 2009 visit, FCMAT suggested that the LRC assess its services. The library staff developed a library user survey, which was administered in spring 2010. Comments suggest that users are pleased with the help they receive. ("The library staff is very helpful. I am very pleased with their services and would recommend everyone to use their facility." "Just keep up the good work. I'm satisfied, that's why I come to the library to spend all my time and do my studying."). Areas of improvement include the need for air conditioning, more computers and longer hours. Many users asked when the LRC would move to the new facility.

3. During the March and November 2009 visits, the review team noted a number of successful areas in which the library has made progress in planning and beginning implementation of initiatives and activities, which will fulfill the requirements of this standard. Discussions with both the director of learning resources and the dean overseeing that area indicate that the collaboration with the library staff at the El Camino Torrance campus continues to be productive, faculty are involved in selecting library materials for their academic discipline, and collaboration with ITS staff in reviewing technology for learning services continues to occur.

4. The Center now has an advisory committee established with a process in place to support faculty input into acquisition and deletion of library materials in their disciplines. The process begins with the three academic librarians bringing policies/procedures to the committee for review and revision and to ensure that they align with the policies and procedures at the Torrance campus.

5. Working with the ITS staff, the library has purchased additional technology to assist student learning, particularly in basic skills. These include an upgraded Voyager, a contract with Ex

Libros to provide 24/7 support and the purchase of training modules to go with the support program. The learning center has upgraded Plato and new Century software, and the LRC has also purchased a module that provides reports of activities such as the age of the collection, books added, overdue materials, etc., to help with monitoring and accountability.

6. Since the last visit, the Library/LRC has completed all SLOs and course assessment (seven courses), and all programs have SLOs and program assessment.

7. The LRC began a supplemental instruction program in fall 2009. The program was not continued in spring 2010, but this fall there will be a directed effort to provide supplemental instruction in more math and science courses. Data reviewed, particularly on the basic skills students and particularly in the movement of students from one level to the next of the basic skills classes, suggests that the low numbers would encourage the Center to provide additional support to students in these classes. Students in many of the Basic English classes have tutors in the classrooms, which faculty believe provides direct help to students.

8. At the last review, the team continued to suggest that the Center develop/reinstate policies and procedures, e.g., collection development, public service, outreach to faculty and students. There was no evidence that this has been done.

9. Much of the success of a library/learning resource center depends upon adequate budgets. Statewide TTIP money is no longer provided to the colleges, but the Compton Center received the same funding it would have received from TTIP from the general fund, so materials and programs (databases and periodicals) can still be purchased for student use.

10. Despite legal issues surrounding construction of the new LRC, the Center expects to have the facility ready in the summer or fall of 2011. In the interests of planning, the staff continues to meet with end users and the architect for space design of the interior of the facility.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 3
April 2009 Rating: 5
November Rating: 5
July 2010 Rating: 6
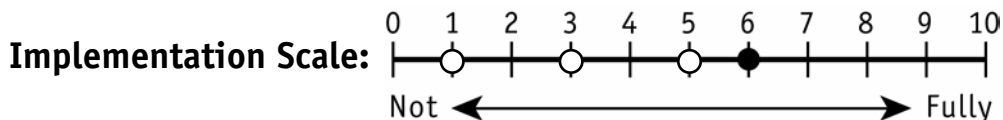
Implementation Scale:

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    0  1  2  3  4  5  6  7  8  9  10
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    Not ◄─────────────────► Fully
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Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

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

A. Human Resources -- The institution employees 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.

Accforditng Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
A. Human Resources						
Standard to be Addressed						
Organization and Planning - Personnel Management Standards						
1.1 **An updated and detailed policy and procedures manual exists that delineates the responsibilities and operational aspects of the Human Resources Division.**	**1**	**3**	**3**	**5**	**7**	**8**
1.2 **The college has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees.**	**1**	**3**	**3**	**6**	**7**	**7**
1.3 The Human Resources Division has developed a mission statement that sets clear direction for Division staff. The Human Resources Division has established goals and objectives directly related to the college's goals that are reviewed and updated annually.	1					
1.4 The Human Resources Division has an organizational chart and a functions chart that include the names and positions and job functions of all staff in the Human Resources Division.	8					
1.5 **The Human Resources Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings.**	**1**	**5**	**6**	**7**	**7**	**7**
Communications - Personnel Management Standards						
2.1 **The Human Resources Division utilizes the latest technological equipment for incoming and outgoing communications.**	**2**	**2**	**3**	**6**	**7**	**8**
2.2 The Human Resources and Business Divisions have developed and distributed a menu of services that includes the activities performed, the individual responsible, and the telephone numbers where they may be contacted.	8					

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
2.3	**The Human Resources Division provides an annual report of activities and services provided during the year.**	**0**	**0**	**1**	**3**	**7**	**8**
2.4	**The Human Resources Division staff is cross-trained to respond to client need without delay.**	**0**	**2**	**3**	**4**	**6**	**7**
2.5	**The Human Resources Division holds regularly scheduled staff meetings.**	**1**	**5**	**6**	**7**	**7**	**8**
2.6	Various publications are provided on a number of subjects to orient and inform various clients.	0					
Employee Recruitment/Selection - Personnel Management Standards							
3.1	**The Governing Board provides equal employment opportunities for all people without regard to race, color, creed, sex, religion, ancestry, national origin, age, or disability.**	**1**	**3**	**3**	**5**	**8**	**8**
3.2	**Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.**	**1**	**3**	**3**	**4**	**7**	**8**
3.3	The job application form requests information that is legal, useful, pertinent, and easily understood.	1					
3.4	**The Human Resources Division has a recruitment plan that contains recruitment goals, including the targeting of adjunct faculty positions. The college has established an adequate recruitment budget that includes funds for travel, advertising, staff training, promotional materials and the printing of a year-end report, and that effectively implements the provisions of the college recruitment plan.**	**0**	**1**	**2**	**3**	**8**	**8**
3.5	The college has developed materials that promote the college and community, are attractive, informative and easily available to all applicants and other interested parties.	0					

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
3.6	The college has identified people to participate in recruitment efforts, and has provided them with adequate training to carry out the college's recruitment goals.	0					
3.7	The college has effectively identified a variety of successful recruitment sources, including Web sites, job fairs, and other colleges and universities publications.	3					
3.11	**The college systematically initiates and follows up on reference checking on all applicants being considered for employment.**	**1**	**3**	**5**	**6**	**7**	**8**
3.12	**Selection procedures are uniformly applied.**	**1**	**3**	**5**	**6**	**7**	**7**
3.13	**The college appropriately monitors faculty assignments and reports as required.**	**1**	**3**	**4**	**5**	**7**	**8**
3.14	Appropriateness of required tests for specific classified positions is evident.	4					
3.15	The college has implemented procedures to comply with state legislation governing short-term employees.	1					
3.16	In the merit system, recruitment and selection for classified service are delegated to the Personnel Commission.	Not applicable					
3.17	The Personnel Commission prepares an eligibility list of qualified candidates for each classified position that is open, indicating the top three candidates.	Not applicable					
3.18	Classified recruitment results are provided in an annual report to the Personnel Commission Board.	Not applicable					
Employee Induction and Orientation - Personnel Management Standards							
4.1	**Initial orientation is provided for all new staff, and orientation handbooks are provided for new employees in all classifications: certificated and classified employees including full-time, part-time, hourly, limited-term.**	**1**	**4**	**4**	**5**	**8**	**8**

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

ACCJC Standard III-A **Standard to be Addressed**		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
4.2	The Human Resources Division has developed materials of the college's activities and expectations for new employee orientation.	4					
4.3	**The Human Resources Division has developed an employment checklist to be used for all new employees that includes college forms and state and federal mandated information. The checklist is signed by the employee and kept on file.**	1	3	5	6	7	7
Operational Procedures - Personnel Management Standards							
5.1	**Personnel files are complete, well-organized and up to date.**	1	3	5	7	7	7
5.2	The Human Resources Division non-management staff members have individual desk manuals for all of the personnel functions for which they are held responsible.	1					
5.3	**The Human Resources Division has an operation procedures manual for internal department use in order to establish consistent application of personnel actions.**	1	2	5	7	7	7
5.4	**The Human Resources Division has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans with Disabilities Act (ADA) requirements.**	1	1	2	3	5	6
5.5	**The Human Resources Division has procedures in place that allow for both personnel and payroll staff to meet regularly to solve problems which develop in the process of new employees, classification changes, and employee promotions.**	1	4	5	6	7	8
5.6	**Wage and salary determination and ongoing implementation are handled without delays and conflicts (temporary employees, stipends, shift differential, etc.).**	4	4	5	6	7	8

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
5.7	**Regulations or agreements covering various types of leaves are fairly administered.**	4	4	4	5	7	8
5.8	Human Resources Division staff members attend training sessions/workshops to keep abreast of the most current acceptable practices and requirements facing Human Resources administrators.	5					
5.9	The Human Resources Division provides employees with appropriate forms for documenting requested actions (e.g. leaves, transfers, resignations, and retirements).	3					
5.10	Established staffing formulas dictate the assignment of personnel to the various programs.	0					
State and Federal Compliance - Personnel Management Standards							
6.1	**Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees.**	1	5	6	7	7	8
6.2	The Governing Board requires every employee to present evidence of freedom from tuberculosis as required by state law.	4					
6.4	A clear implemented policy exists on the prohibition of discrimination.	1					
6.5	**All certificated employees hold one or more valid certificates, credentials or diplomas or equivalencies that allow the holder to engage in services designated in the document.**	4	6	8	8	8	8
6.8	**The college has established a process by which all required notices and training sessions have been performed and documented such as those for sexual harassment and nondiscrimination.**	1	3	4	5	7	8

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
6.9	**The college is in compliance with Title IX Policies on discrimination and Government Code 12950(a) posting requirements concerning harassment or discrimination.**	3	5	6	7	7	8
6.10	**The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).**	5	6	8	8	8	9
6.11	**The college is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications.**	2	5	6	7	7	8
6.12	**The college is in compliance with the Americans with Disabilities Act (ADA) in application procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges of employment.**	1	2	3	3	5	6
6.13	**The college has identified exempt and nonexempt employees and has promulgated rules and regulations for overtime that are in compliance with the Fair Labor Standards Act and California statutes.**	1	3	3	3	6	6
6.14	**Current position descriptions are established for each type of work performed by certificated and classified employees.**	1	1	3	6	6	7
6.15	**The college obtains a criminal record summary from the Department of Justice before employing an individual, and does not employ anyone who has been convicted of a violent or serious felony.**	1	5	6	7	7	8
Use of Technology - Personnel Management Standards							
7.1	An online position control system is utilized and is integrated with payroll/financial systems.	8					
7.3	**The certificated and classified departments of the Human Resources Division have an applicant tracking system.**	0	1	2	7	7	8

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
7.4	The Human Resources Division has a program providing funds and time for staff training and skills development in the use of computers.	1					
7.5	The Human Resources Division has computerized its employee database system including, but not limited to: credentials/qualifications, seniority lists, evaluations, personnel by funding source/program/location, and Workers' Compensation benefits.	8					
Staff Training - Personnel Management Standards							
8.1	**The college has developed a systematic program for identifying areas of need for training for all employees.**	**0**	**3**	**4**	**6**	**7**	**7**
8.2	The college makes provisions for division-directed professional development activities.	1					
8.3	Faculty, staff and other members of the college are provided with diversity training.	1					
8.4	The college has adopted policies and procedures regarding the recognition and reporting of sexual harassment.	1					
8.5	**The college provides training for all management and supervisory staff responsible for employee evaluations.**	**1**	**1**	**3**	**5**	**8**	**8**
8.6	The college provides training opportunities to managers and supervisors in leadership development and supervision. Training topics might include interpersonal relationships, effective supervision, conflict resolution, cultural diversity, gender sensitivity and equity, and team building.	1					
8.7	The college develops handbooks and materials for all training components.	0					

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

ACCJC Standard III-A Standard to be Addressed	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
Evaluation/Due Process Assistance - Personnel Management Standards						
9.1 **The evaluation process is a regular function related to each employee and involves criteria related to the position.**	**2**	**1**	**3**	**6**	**7**	**7**
9.2 **Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers.**	**2**	**1**	**3**	**6**	**7**	**7**
9.3 The Human Resources Division provides a process for the monitoring of employee evaluations and the accountability reporting of their completion.	1					
9.4 **The Human Resources Division has developed an evaluation handbook and provided due process training for managers and supervisors.**	**1**	**1**	**3**	**6**	**7**	**7**
9.5 The Human Resources Division has developed a process for providing assistance to certificated and classified employees performing at less-than-satisfactory levels.	2					
9.6 The board evaluates the president based upon pre-approved goals and objectives.	1					
10.2 The Human Resources Division has developed recognition programs for all employee groups.	0					
Employee Services - Personnel Management Standards						
10.3 The Human Resources Division has available to its employees various referral agencies to assist employees in need.	10					
10.4 Employee benefits are well understood by employees through periodic printed communications provided by the Human Resources Division. Timely notification of annual open enrollment periods is sent to all employees.	8					

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
10.5	The Human Resources Division provides new hires and current employees with a detailed explanation of benefits, the effective date of coverage, along with written information outlining their benefits and when enrollment forms must be returned to implement coverage.	8					
10.6	Employees are provided the state's injury report form (DWC Form 1) within one working day of having knowledge of any injury or illness.	8					
10.7	The college notifies the third party administrator of an employee's claim of injury within five working days of learning of the injury and forwards a completed Form 5020 to the insurance authority.	8					
10.8	The college's workers' compensation experiences and activities are reported periodically to the President's cabinet.	0					
10.9	The workers' compensation unit is actively involved in providing injured workers with an opportunity to participate in a modified duty program.	1					
10.10	The workers' compensation unit maintains the California OSHA log for all work sites and a copy is posted at each work site during the month of February as required.	1					
Employer/Employee Relations - Personnel Management Standards							
11.1	The college has collected data that compare the salaries and benefits of its employees with colleges of similar size, geographic location and other comparable measures.	1					
11.2	The Human Resources Division involves administrators in the bargaining and labor relations decision making process.	1					

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

ACCJC Standard III-A Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
11.3	**The Human Resources Division provides all managers and supervisors (certificated and classified) training in contract management with emphasis on the grievance process and administration. The Human Resources Division provides clearly defined forms and procedures in the handling of grievances for its managers and supervisors.**	**1**	**1**	**1**	**5**	**7**	**8**
11.4	**The Human Resources Division provides a clearly defined process for bargaining with its employee groups (i.e., traditional, interest-based).**	**1**	**1**	**3**	**4**	**7**	**8**
11.5	**The Human Resources Division has a process that provides management and the board with information on the impact of bargaining proposals, e.g., fiscal, staffing, management flexibility, student outcomes.**	**1**	**1**	**1**	**3**	**8**	**9**
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					
Employee Benefits/Workers' Compensation - Personnel Management Standards							
12.1	The college has its self-insured workers' compensation programs reviewed by an actuary in accordance with Education Code Section 17566 and filed with the appropriate agencies.	8					
12.2	Timely notice of annual open enrollment period is sent to all eligible employees.	10					

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

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 1.1 – Organization and Planning

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

Sources and Documentation:
1. Interview with the dean of Human Resources
2. Interviews with Human Resources Division personnel
3. Review of former policies and procedures affecting academic and classified personnel
4. Collective bargaining agreements
5. Human Resources Procedure Manual
6. 2010-11 Annual Unit Plan, Human Resources Unit
7. El Camino College Compton Center Staffing Plan
8. Human Resources Program Review, February 2009
9. Board Policy 7140, Collective Bargaining, January 19, 2010
10. Board Policy 7210, Academic Employees, January 19, 2010
11. Board Policy 7230, Classified Employees, January 19, 2010
12. Board Policy 7240, Confidential Employees, February 16, 2010
13. Board Policy 7250, Administrators, February 16, 2010
14. Board Policy 7260, Classified Supervisors, February 16, 2010
15. Board Policy 7270, Unclassified Employees, February 16, 2010
16. Board Policy 7310, Nepotism in Employment, May 18, 2010
17. Administrative Regulation 7311, Nepotism Prohibited Conduct, April 19, 2010
18. Board Policy 7330, Tuberculosis Examination, May 18, 2010
19. Board Policy 7340, Leaves, June 8, 2010
20. Administrative Regulation 7341, Leaves, Draft June 15, 2010
21. Board Policy 7350, Resignations, June 8, 2010
22. Administrative Regulation 7351, Resignations, Draft June 15, 2010
23. Board Policy 7360, Discipline and Dismissal – Academic Employees, July 20, 2010
24. Board Policy 7370, Discipline and Dismissal – Classified Employees, July 20, 2010
25. Board Policy 7390, Salary Deductions, July 20, 2010
26. Board Policy 7400, Board and Employee Travel, July 20, 2010
27. Board Policy 7510, Domestic Partners, July 20, 2010
28. Board Policy 7700, Whistleblower Protection, June 8, 2010
29. Purchase Invoice, "Whistleblowers are Protected"
30. Board Policy 7710, Political Activity, June 8, 2010
31. Leave of Absence Request form
32. Board Policy 7120
33. Handbook for Classified Employees, August 2008
34. Employees' Policy and Procedures Handbook
35. Operations Manual for HR Staff Members Assigned Duties

## Progress on Implementing the Recommendations of the Recovery Plan:

1. The Personnel Commission for classified service has the responsibility to complete formal job analysis, recommending salary range placement and the selection of job titles for classified positions. With the passage of AB 318, the special trustee must oversee and approve all recommendations of the commission. FCMAT has confirmed the continuation of this administrative process.

2. Interactions between the Compton CCD and El Camino College instructional programs and human resources administration affect the manner in which the Compton Center addresses related policies and operational procedures regarding academic personnel. During FCMAT's visit, negotiations between Compton CCD and the American Federation of Teachers (AFT) resulted in a collective bargaining agreement to increase the adjunct faculty salary schedule by 6% in 2010-11. An additional 6% increase for 2011-12 is contingent on the district achieving 6,400 FTES.

3. Compton Center and Compton CCD have implemented several board policies and accompanying administrative regulations during the current review period in an effort to update the personnel system. Many of the board policies are modeled after those in place at El Camino College. However, there are inevitably going to be differences between the two institutions such as the difference in class specifications, job descriptions, classified salary schedule and collective bargaining agreements. The eventual goal is to develop and implement a comprehensive policy and procedure manual for El Camino CC, Compton CCD and the Compton Center.

   The human resources department staff has developed a comprehensive Human Resources Procedures Manual and Employees' Policy and Procedures Handbook available for all staff. A complete set of HR operational policies and procedures will eventually be placed into one cohesive set of policies between the two entities. Those policies and procedures are being reviewed, with the objective of presenting them to the Compton CCD special trustee and El Camino College staff for approval in the coming months.

4. The Compton CCD Human Resources department operational manual contains current policies and procedures related to employment and employee benefit compensation. The department dean has done a thorough job of updating board policies and administrative regulations. Management staff and other key personnel need to be informed regarding changes in policies, procedures and practices to ensure compliance.

5. The Compton CCD Human Resources Department continues to update the Employees' Personnel Policy and Procedures Handbook to align with current board policies, administrative regulations and collective bargaining agreements.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
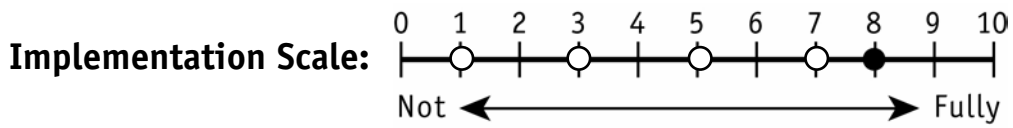
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 1.2 – Organization and Planning

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

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

Sources and Documentation:
1. Board policies in effect subject to official action of the special trustee
2. Interviews with the dean of Human Resources
3. Review of written faculty, management and classified hiring procedures
4. Observation of the recruitment and hiring procedures
5. Board agendas through July 2010 indicating personnel actions, job description and other submittals to the board/special trustee affecting human resources operations
6. Handbook for Classified Employees
7. Compton Community College District Employees' Policy and Procedures Handbook

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district operates under the merit system (civil service). In accordance with the Compton CCD Employees' Policy and Procedures Handbook, the Personnel Commission recommends classified candidates with the highest overall scores to the interview committee. Final selection of the successful candidate is made by the Board of Trustees under the authorization of the special trustee. All personnel actions of the Board of Trustees for the Compton CCD require final approval by the special trustee as set forth in the AB 318 agreement. The AB 318 agreement authorizes the special trustee to manage the business affairs of the district.

   The special trustee plans, organizes and conducts regularly scheduled board meetings with a publicly noticed and published agenda, with appropriate meeting minutes and other legally mandated requirements and follows the same legal and procedural criteria as a community college board would normally execute under the Brown Act. The special trustee is also charged with taking the necessary action to address employment, promotion, discipline, separations and retirement as recommended by the Personnel Commission.

2. The HR department is responsible for recruitment, testing, development, approval of appropriate eligibility lists, and testing and selection for promotional positions. The department administers the personnel policies and procedures, which includes monitoring all activities related to employee grievances, leaves, separation from service and benefits. The special trustee has final authority for hiring, resignations, promotion, and implementing disciplinary actions as recommended by the Personnel Commission, including the conduct and procedures of disciplinary hearings.

Because these personnel responsibilities pertain to the Compton CCD, the El Camino College Board of Trustees is not directly involved in this process. The Compton CCD special trustee and the president of El Camino College maintain open communication on potential areas of conflict. A similar open and continuous communication exists between the Human Resources departments. The HR department ensures open and continuous communication exists between HR and campus departments.

The HR department ensures that all faculty and administrators meet the eligibility and qualifications for similar positions at El Camino CC.

3. The Business Office and HR departments work cooperatively to align the projected student enrollment with the number of full- and part-time faculty. The Compton CCD instructional and HR administrative staff have an effective working relationship with the instructional leadership at El Camino College. Through joint discussions, both teams determine appropriate staffing levels for the Compton Center instructional programs and verify that faculty members are to teach the courses/instructional disciplines to which they are assigned.

4. There has been a significant increase in student enrollment for the 2010-11 academic school year. The HR department, in conjunction with the Business Office, has adequately staffed faculty positions in accordance with current student enrollment. Communication between these two departments is essential during these difficult budgetary times.

5. The Compton CCD HR department has an operations manual that aligns with El Camino CC's policies and procedures. Included is the latest revised collective bargaining agreement with the faculty employee organization.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

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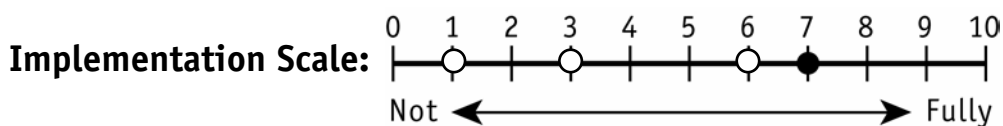
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 1.5 – Organization and Planning

Professional Standard:

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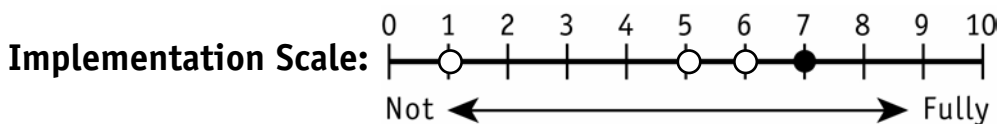
Sources and Documentation:

1. Interviews with all Human Resources staff
2. Calendars and memoranda regarding key dates
3. El Camino College Compton Center - Administrators List– 2009-2010
4. Monthly Human Resources activities calendar through July 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The HR department maintains a calendar of events that includes critical deadlines, board meetings, training events, intradepartmental meetings and closing dates. The calendar is regularly updated and communicated with staff to ensure that information is timely for proper planning. The calendar events are communicated to many constituency groups and are distributed to all campus departments and available online to all employees.

2. The HR dean assists staff with memorandums and e-mail reminders to inform campus administrators and managers of important deadlines, training events, benefits updates and other key dates. The HR department publishes and distributes monthly activities calendars.

3. The HR department conducts monthly staff meetings to facilitate department operations, communication and planning. Campus wide information is distributed to all departments following the monthly meeting. Progress and current assessment for improvement on FCMAT personnel standards is evaluated at every staff meeting.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	7
January 2010 Rating:	7
July 2010 Rating:	7

Implementation Scale:

```
        0   1   2   3   4   5   6   7   8   9   10
        |---O---+---+---+---O---O---●---+---+---|
          Not  ◄───────────────────►  Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 2.1 – Communications

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

Sources and Documentation:
1. Interviews of Human Resources staff and observation software system utilized for recruitment and employee tracking
2. Compton Center HR website
3. Manuals for operating and training on iGreentree v8.2 System
4. Online Application Procedures
   a. Classified Opportunities Employment Center
   b. Faculty/Academic Administration Employment Center
   c. El Camino College Compton Center Manager Self-Service – Hiring Manager (guideline)
5. Memoranda – CEC Omni Staff Questionnaire – Staff Development; Announcement Compton Center News Release; VP Compton Center Appointment – General Information Update
6. Vice President's Message, May 2010
7. Current advertisement on the Los Angeles Times website – Moving Ribbon Announcement

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR staff has new computer equipment and specialized HR software that significantly enhances department operations, applicant tracking and coordination of operational procedures with other departments on campus.

2. The iGreentree software is a standalone HR system that does not interface with either the PeopleSoft or the HRS payroll systems. It is used to track and manage applicant pools electronically. The system facilitates the employee selection processes and statistical analysis of applicant pools to assist in diversity efforts. It also provides effective communication with the applicants for each vacancy. The software can link approved job openings to internal and external applicants. All application forms, resumes, letters of recommendation, transcripts and any other required documents are uploaded or scanned into the system. Hiring managers have access to view potential applicants electronically and can establish an interview schedule through the e-mail system to the HR department. This highly sophisticated system replicates existing departmental forms and eliminates the need to log and maintain hard copies of applicant information. Because the iGreentree system is not integrated with PeopleSoft or the HRS payroll system, there is some duplication between the Business Office and HR department. However, the benefits of having an effective and efficient HR system to meet the critical needs of the department outweigh the loss of efficiency that exists with a fully integrated system.

   The implementation of iGreentree software system and "going green" has addressed issues associated with limited storage availability and the number of employee hours necessary to maintain file storage. The online process has reduced overall departmental operating costs.

3. The Compton CCD HR department has access to high speed IInternet service. This allows the department to post position vacancies through various publications for recruitment purposes. In addition, the HR department has immediate access to other community college districts throughout the state and can research information for use in department operations and collective bargaining matters. The operating systems and hardware have allowed HR staff to work much more efficiently and concurrently maintain essential communications with campus administrators, managers, faculty and classified employees.

4. The HR department has a designated area with computer access for use by applicants to provide information on the Center and vacancy announcements. Interested applicants can use the computer terminal to prepare and submit online application materials to be processed in the iGreentree system. HR staff is available to assist applicants with the process.

Standard Implemented: Fully - Substantially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
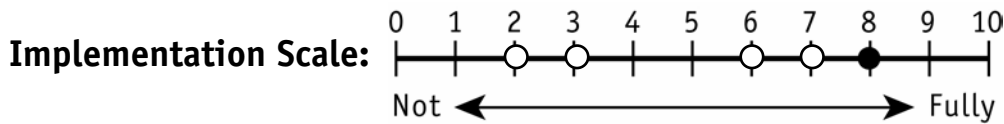
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 2.3 – Communications

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

Sources and Documentation:
1. Interview with dean of Human Resources
2. CEO Executive Cabinet meeting agendas January 13, 2010 through July 14, 2010
3. Memoranda requesting board agency items, summer payroll schedules, summer school contracts, spring contracts, various employment opportunities and credit union retirement workshops
4. 2010-11 Annual Unit Plan – Human Resources Unit

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center HR department has initiated regular reporting to the Compton Center CEO, the special trustee, the district's Board of Trustees and Personnel Commission. This communication is disseminated through executive cabinet meetings, memorandums, and postings on the department's Web page.

2. The HR department maintains electronic records in the iGreentree system pertaining to statistics and ethnic origins of applicants throughout the recruitment and selection process to monitor diversity efforts and track departmental activities. This process includes the application, interview(s), and final selection.

   The iGreentree system allows the department to specifically track and report diversity efforts gathered from various sources including publications, the department website, and other Web locations.

3. The dean of Human Resources issues a monthly report to the CEO that provides statistics on vacancies, number of applicants, positions filled, terminations, and data on workers ' compensation claims, legal updates, collective bargaining matters, grievances and other requested information. The monthly report also includes a list of special projects and progress on goals identified for the next reporting period, and other pertinent data that may be necessary for grant reporting purposes.

4. The HR department develops an annual department plan. This plan provides information on the progress from the preceding fiscal year and outlines the goals, opportunities and challenges for the upcoming fiscal year. Stated goals have performance indicators for desirable outcomes that are measurable.

Standard Implemented: Fully - Substantially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1
June 2009 Rating: 3
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
        o---o---+---o---+---+---+---o---●---+---
        Not  ◄───────────────────────►  Fully
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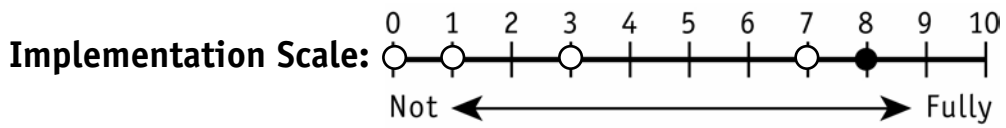
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 2.4 – Communications

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

Sources and Documentation:
1. Interview with dean of HR department
2. Southern California Community College Districts ERC – 2009-10 Workshop Schedule
3. Southern California Community College Districts ERC – 2010-11 Workshop Schedule
4. NTSA Drug Impairment Training for Education Professionals
5. Staff-prepared list of cross trained activities
6. PowerPoint presentation for internal operations
7. Human Resource Management for Compton District Classified Employees – Merit System Applicant and Employee Processing

Progress on Implementing the Recommendations of the Recovery Plan:

1. The HR department has created a comprehensive cross-training document that includes instructions for each department employee. A PowerPoint presentation delineates each assigned area and has sample forms attached for reference. Step-by-step instructions give employees needed information on how to process internal and external requests.

2. The Human Resources department has four employees assigned to specific areas of HR service. Specialty areas include:

   • A personnel analyst is primarily assigned faculty and certificated administrators. This position provides general assistance in other HR operations as necessary and is cross trained on classified tasks.

   • A personnel specialist is primarily assigned to classified and classified administrators. This position also assists with Personnel Commission tasks and is cross trained on academic personnel tasks.

   • A benefits specialist specializes in medical benefits, retirement and tax sheltered annuities. To date, this position has not been cross trained in other areas of the department.

   • The second personnel specialist is responsible for workers' compensation, property and liability, and employee transportation coordinator (Rideshare program.) This employee also serves as the primary interface with legal counsel on risk management and other HR legal actions. The position is cross trained on the district's human resources system and is able to assist with certificated and classified data entry when needed.

   The efforts of the HR department dean have made noticeable improvement in the efficient operations of the department. Cross training provides additional professional development opportunities for the department employees.

3. Interviews with the Compton CCD dean of HR and department employees confirm progress in cross training. Additional cross training will be conducted in the next phase of staff development activities for department staff.

4. Compton CCD HR employees continue to incorporate and mainstream processes, procedures and methodology to mirror those from El Camino College's HR department. Informal training is conducted by El Camino's chief human resources officer to address a variety of topics.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 6
July 2010 Rating: 7

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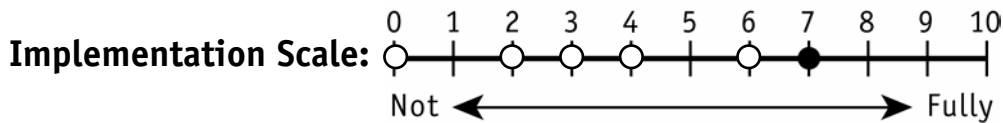
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 2.5 – Communications

Professional Standard:
The Human Resources Division holds regularly scheduled staff meetings.

Sources and Documentation:
1. Interviews with the Compton CCD HR dean
2. Agendas from Human Resources and Payroll staff meetings, December 2009 through June 2010
3. Agendas from Human Resources departmental meetings, December 2009 through June 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department has consistently conducted regular monthly staff meetings with the Payroll department. This practice is informative and provides both departments an excellent communication vehicle to discuss changes in staffing, new hires, resignations, retirements and training events. As evidenced from the meeting minutes, these joint meetings provide a forum to discuss interdepartmental issues and find appropriate solutions.

2. A review of the meeting agendas confirms that a number of personnel issues such as missing time cards, information on individual employees that are on leave (with and without pay), pending personnel actions for board action, new hires and terminations are discussed.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
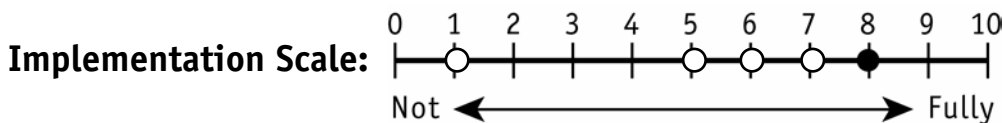
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 3.1 – Employee Recruitment/Selection

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

Sources and Documentation:
1. Board Policy 7100, Commitment to Diversity, October 20, 2009
2. Administrative Regulation 7101, Equal Employment Opportunity, October 20, 2009
3. Board Policy 7110, Delegation of Authority, Human Resources, October 20, 2009
4. Administrative Regulation 7111, Delegation of Authority for Human Resources, October 20, 2009
5. Administrative Regulation 7112, Personnel Assignment Authority, March 15, 2010
6. Board Policy 7120, Recruitment and Selection, October 20, 2009
7. Administrative Regulation 7121, Administrative Recruitment and Selection, October 20, 2009
8. Administrative Regulation 7122, Faculty Recruitment and Selection, October 20, 2009
9. Administrative Regulation 7123, Classified Recruitment and Selection, October 20, 2009
10. Administrative Regulation 7124, Unclassified Recruitment and Selection, October 20, 2009
11. Administrative Regulation 7125, Verification of Eligibility for Employment, October 20, 2009
12. Administrative Regulation 7126, Applicant Background Checks, October 20, 2009
13. Board Policy 7310, Nepotism in Employment, May 18, 2010
14. Administrative Regulation 7311, Nepotism Prohibited Conduct, April 19, 2010
15. Employees' Policy and Procedures Handbook
16. Interviews with Compton CCD dean of HR, Compton Center HR staff
17. Compton CCD Faculty Selection Procedures
18. Compton CCD Administrator Selection Procedures (May 22, 2007)
19. Personnel Commission Rules and Regulations for Classified Employees
20. Application forms and informational materials, including vacancy notices and distribution list
21. Impact Ratio Analysis - demographics of applicants and electronic applicant tracking data pertaining to recent recruitment/selection procedures for different employee groups

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted policies that support the commitment to providing equal employment opportunities. Board Policy 7100, Commitment to Diversity, states that "the Board is committed to hiring and staff development processes that support the goals of equal opportunity and diversity, and to providing equal consideration for all qualified candidates." The district has adopted several administrative regulations regarding equal employment opportunities, delegation of authority to the HR department, recruitment and selection, eligibility for employment, background checking, and nepotism. The district has recruitment and hiring procedures in place for faculty, administrators, and classified personnel to ensure a diversity of applicants and a fair evaluation of eligibility and qualifications. Defined selection and processes are in effect for advertising, recruiting, screening and selecting qualified staff in compliance with the equal opportunity and diversity requirements. iGreentree software is in place to enhance the coordination and tracking of the selection process to ensure effectiveness and efficiency. Additionally, the Employees' Policy and Procedures Handbook is published

online and is available to employees and the public. Section 2.2 of the handbook states that the "Compton Community College District is an Equal Opportunity Employer" and provides contact information for the EEO compliance officer for additional information.

2. The iGreentree system has been implemented to assist with applicant tracking and diversity information. Statistical information is maintained and compiled by Compton CCD Human Resources staff on applicant pools for each category of employee recruitment/selection. This information includes diversity monitoring at each level of the selection process, gender and ethnicity of applicants, including adverse impact reports to display weaknesses in the recruitment process. The applicant to selected candidate rate is tracked and compared. This information is available for review and analysis to ensure that the processes for selection and recruitment are in place to provide for equal employment opportunities in accordance with board policy. Current reports reflect a diversity of applicants and indicate no bias in the application, recruitment and selection process.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	8
July 2010 Rating:	8

Implementation Scale:
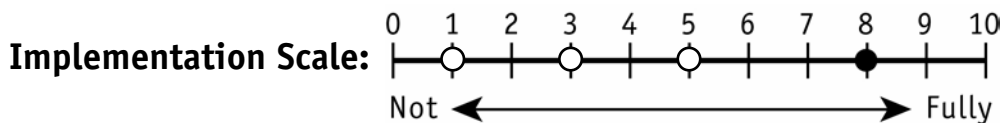
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 3.2 – Employee Recruitment/Selection

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

Sources and Documentation:
1. Board Policy 7100, Commitment to Diversity, October 20, 2009
2. Administrative Regulation 7101, Equal Employment Opportunity, October 20, 2009
3. Board Policy 7110, Delegation of Authority, Human Resources, October 20, 2009
4. Administrative Regulation 7111, Delegation of Authority for Human Resources, October 20, 2009
5. Administrative Regulation 7112, Personnel Assignment Authority, March 15, 2010
6. Board Policy 7120, Recruitment and Selection, October 20, 2009
7. Administrative Regulation 7121, Administrative Recruitment and Selection, October 20, 2009
8. Administrative Regulation 7122, Faculty Recruitment and Selection, October 20, 2009
9. Administrative Regulation 7123, Classified Recruitment and Selection, October 20, 2009
10. Administrative Regulation 7124, Unclassified Recruitment and Selection, October 20, 2009
11. Administrative Regulation 7125, Verification of Eligibility for Employment, October 20, 2009
12. Administrative Regulation 7126, Applicant Background Checks, October 20, 2009
13. Board Policy 7310, Nepotism in Employment, May 18, 2010
14. Administrative Regulation 7311, Nepotism Prohibited Conduct, April 19, 2010
15. Interviews with Compton Center Human Resources dean and staff
16. Compton CCD Faculty Selection Procedures
17. Compton CCD Administrator Selection Procedures
18. Personnel Commission Rules and Regulations for Classified Employees
19. Application forms, vacancy notices and distribution list
20. Written application and hiring procedures.
21. Statistical Information Questionnaire
22. Demographics of applicants and electronic applicant tracking data pertaining to recent recruitment/selection procedures for different employee groups
23. Vacancy notices
24. Compliance posters and posting roster
25. Compton CCD website

### Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has written policies and administrative regulations that promote fairness and equal opportunity in the recruitment, selection, and employment process. The Human Resources department follows the adopted policies and regulations by maintaining appropriate employment procedures and practices. These processes are well documented in the written application and hiring procedures.

2. Support of these practices and the district commitment is found throughout the district. Application forms identify the Equal Employment Opportunity policy, EEO compliance officer, and direct contact information. Information is also provided with applications that out-

lines the application procedures, application information, and hiring procedures. Compliance posters stating that "Equal Employment Opportunity is the Law" are posted in departments throughout the campus. The district Human Resources web page of open positions identifies Compton CCD and El Camino College Compton Center as equal opportunity employers and provides contact information for the EEO compliance officer.

3. The Human Resources department maintains data regarding open positions and applicants throughout the process. iGreentree, an open position and applicant tracking system, has been implemented to assist with applicant tracking and diversity information and identifying any bias or discrimination activities. This software facilitates the district's recruitment, selection, and employment processes while providing administration with applicant and diversity information.

4. The process for recruitment and selection of faculty or administration supports fairness, equal opportunity, and the hiring of the most qualified candidate. The process calls for the selection of a diverse search committee, which includes one nonvoting equal employment opportunity representative to ensure a fair process. The Human Resources department is responsible for reviewing applications for completion and conducting a preliminary review of each applicant's possession of the applicable minimum qualifications as identified by the committee and job description.

5. The district's adoption of policies and regulations, maintenance of a human resources applicant tracking system, and implementation of selection and hiring procedures all evidence the district's commitment to be an equal opportunity employer. The presence of discrimination or unfair employment procedures allegations would highlight questionable practices. During the interview process, the dean of Human Resources and Human Resources staff informed FCMAT that no allegations or claims of favoritism or bias in the employee recruitment or selection process existed.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
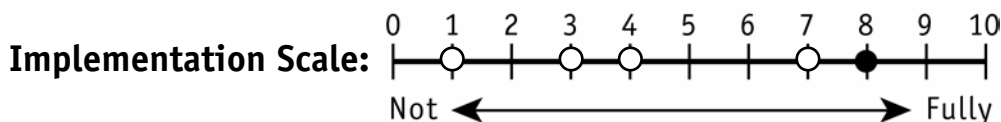
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 3.4 – Employee Recruitment/Selection

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

Sources and Documentation:
1. Interviews with Compton CCD dean of Human Resources
2. Compton CCD Faculty Selection Procedures
3. Compton CCD Administrator Selection Procedures
4. Personnel Commission Rules and Regulations for Classified Employees
5. Application forms and information materials, including vacancy notices and distribution list
6. Recruitment Status Report
7. Vacancy advertising invoices
8. El Camino College District Human Resource Budget for 2010, dated July 26, 2010
9. Department budget reports and information for the Compton Center Human Resources Department

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district allocates funds to the Human Resources department for the attainment of district and department goals. The department is responsible for utilizing its funds appropriately to promote the district, create awareness of available opportunities, attract the best possible candidates, and provide for the development of existing employees.

2. To attract the best qualified candidates, it is important to publish employment opportunities to a large audience and to use trade and industry publications that target readers with the credentials and skill set sought by the district. El Camino CCD (Compton Center) utilized Ad Club advertising services to publish open positions in the Los Angeles Times, Los Angeles Newspaper Group (Long Beach Press), and Working Nurse Magazine.

3. Interviews with dean of Human Resources indicated that the recruitment processes currently followed provide for a diverse pool of qualified applicants. The dean of Human Resources stated that the college is able to meet its needs and goals in attracting qualified candidates to faculty and staff positions.

4. The Compton CCD Human Resources department recruitment plan should be continuously developed and updated to include the district's objectives, funds for advertising, recruitment, training, promotional materials, and a year-end report. Public relations programs are currently viewed as the responsibility of El Camino College, although the Compton CCD Human Resources department actively engages in promotional activities regarding recruitment and selection for regular and adjunct faculty, classified and administrative positions. Continuous improvement of the college image as an employer of choice will have a positive impact on recruitment efforts by identifying Compton CCD as a desirable place to work. Professional

advertising and promotional materials, as well as the focus on staff development help to increase the attraction of high quality staff and the attainment of recruitment goals.

Standard Implemented: Fully - Substantially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 3
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:
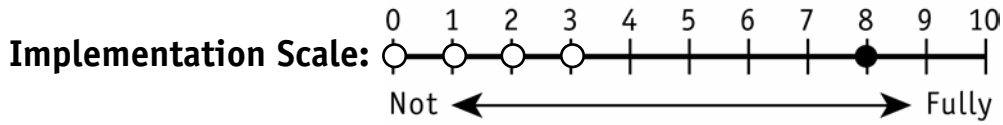
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 3.11 – Employee Recruitment/Selection

Professional Standard:

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

Sources and Documentation:

1. Board Policy 7100, Commitment to Diversity, October 20, 2009
2. Administrative Regulation 7101, Equal Employment Opportunity, October 20, 2009
3. Board Policy 7110, Delegation of Authority, Human Resources, October 20, 2009
4. Administrative Regulation 7111, Delegation of Authority for Human Resources, October 20, 2009
5. Interviews with Compton CCD dean of Human Resources, Human Resources department staff
6. Faculty and Staff Diversity EEO Plan
7. Compton CCD Faculty Selection Procedures
8. Compton CCD Administrator Selection Procedures
9. Personnel Commission Rules and Regulations for Classified Employees
10. Reference Check Form for Management and Faculty Candidates
11. Reference Check Form for Classified Employees
12. Revised application forms for classified and academic positions

Progress on Implementing the Recommendations of the Recovery Plan:

1. District policies and administrative regulations call for equal opportunity and a commitment to diversity. Further authority is given to the Human Resources department to ensure appropriate recruitment and hiring practices are implemented. The Faculty and Staff Diversity/Equal Employment Opportunity Plan clearly identifies the process and procedures to be used by administration in performing reference checks on candidates for employment. The Compton CCD Human Resources department monitors the recruitment/selection process to ensure that reference checking is done in accordance with operational procedures. A standardized Reference Check Form for Classified and Certificated Personnel is used to gather and verify information regarding the candidates' qualities, dependability, and ability to work cooperatively with others.

2. Human Resources staff and selection committee members are assigned the responsibility for checking the references of classified and certificated applicants to ensure uniformity in administration. The Human Resources Department personnel ensure that selection committee members performing this reference check process are aware of the legal and Compton Center operational procedures and legal mandates associated with reference checking.

3. The reference check process gathers information verifying qualifications, the ability to work with others, and other relevant information. Information gathered from reference checks is defined in the hiring procedures for the particular position and is used to verify minimum candidate qualifications. Once received, they are sent to the El Camino College president and Compton CEO for review prior to candidate interviews.

4. Reference checks are necessary to verify the qualifications of candidates and are an essential part of the eligibility determination process. A thorough reference check should be performed for each applicant prior to employment. A sampling of records indicated that Compton CCD regularly performs reference checks in accordance with district regulations.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
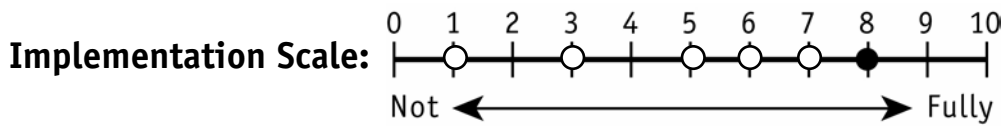
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 3.12 – Employee Recruitment/Selection

Professional Standard:
Selection procedures are uniformly applied.

Sources and Documentation:
1. Board Policy 7100, Commitment to Diversity, October 20, 2009
2. Administrative Regulation 7101, Equal Employment Opportunity, October 20, 2009
3. Board Policy 7110, Delegation of Authority, Human Resources, October 20, 2009
4. Administrative Regulation 7111, Delegation of Authority for Human Resources, October 20, 2009
5. Administrative Regulation 7112, Personnel Assignment Authority, March 15, 2010
6. Board Policy 7120, Recruitment and Selection, October 20, 2009
7. Administrative Regulation 7121, Administrative Recruitment and Selection, October 20, 2009
8. Administrative Regulation 7122, Faculty Recruitment and Selection, October 20, 2009
9. Administrative Regulation 7123, Classified Recruitment and Selection, October 20, 2009
10. Administrative Regulation 7124, Unclassified Recruitment and Selection, October 20, 2009
11. Administrative Regulation 7125, Verification of Eligibility for Employment, October 20, 2009
12. Administrative Regulation 7126, Applicant Background Checks, October 20, 2009
13. Board Policy 7310, Nepotism in Employment, May 18, 2010
14. Administrative Regulation 7311, Nepotism Prohibited Conduct, April 19, 2010
15. Desk manuals for Office of Human Resources, El Camino College Compton Center
16. Compton CCD Faculty Selection Procedures (May 22, 2007)
17. Compton CCD Administrator Selection Procedures
18. Personnel Commission Rules and Regulations for Classified Employees
19. Application forms and informational materials, including vacancy notices and distribution list
20. Interview with dean of Human Resources

Progress on Implementing the Recommendations of the Recovery Plan:

1. Policies, regulations, and procedures governing the recruitment and selection of employees have been adopted and implemented. The authority to administer the policies and procedures is delegated to the Human Resources department, which is responsible for their uniform application. Comprehensive selection procedures have been put into operation by the Compton CCD Human Resources department to advertise, recruit, screen and select qualified administrators, faculty and classified staff within affirmative action and equal opportunity parameters. These processes have been in place and operating effectively since approximately June 2007.

2. The Human Resources department has developed a Human Resources desk manual that, along with bargaining agreements, clearly outlines the recruitment and selection processes. The Human Resources department oversees the recruitment and selection process to ensure compliance with affirmative action and equal opportunity. A selection committee is chosen that includes representatives from the employee classification, administration, and an Equal Employment Opportunity representative to ensure the process is fair and equitable to all candidates and adheres to the adopted policies, regulations and procedures.

3. Human Resources department recruitment, application, and selection procedures consistent with the board policy and administrative regulations are referred to in various documents including the Human Resources desk manual, Employee Policy and Procedures handbook, bargaining agreements, and selection procedures publications. Interviews with dean of Human Resources and staff exhibit a thorough understanding of selection procedures and the importance of consistent adherence to avoid discrimination or favoritism in the recruitment, selection, and employment process. Compton CCD Human Resources staff provides selection committee members with a department utilization analysis to report the ethnic composition to assist in identifying diversity goals before the screening/selection process begins. They also ensure that selection committee participants are provided diversity training.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:
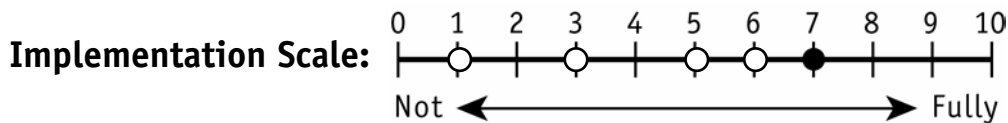
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 3.13 – Employee Recruitment/Selection

Professional Standard:
The college appropriately monitors faculty assignments and reports as required.

Sources and Documentation:
1. Interview with dean of Human Resources
2. Compton CCD Faculty Selection Procedures
3. Application forms and informational materials, including vacancy notices and distribution list
4. Faculty Service Area Petition Form
5. Compton Community College Federation of Employees (Certificated) bargaining agreement
6. Transcript Review Sheet, Office of Human Resources
7. Minimum Qualifications for Faculty and Administrators in California Community Colleges
8. Compton CCD Human Resources faculty audit

Progress on Implementing the Recommendations of the Recovery Plan:

1. Appropriate recruitment, reference verification, qualification verification, and selection of faculty are necessary to ensure an eligible and appropriate assignment. Prior to assignment, official transcripts are evaluated using the Minimum Qualifications for Faculty and Administrators in California Community Colleges. Transcripts are also compared to the assignment by Compton CCD Human Resources staff to ensure that minimum qualifications are met for the discipline to which the candidate has applied.

2. Forms and procedures are in place to assist current faculty in adding to their instructional qualifications. This process includes a review of coursework completed, degrees obtained, and an equivalency process and is designed to offer additional opportunities for existing qualified faculty to fulfill college staffing needs. The El Camino College vice president of human resources and vice president of instruction sign off on equivalencies as the approving authority. Division chairs may make recommendations only regarding an applicant's ability to be certified as meeting the requisite minimum qualifications through the equivalency process. FCMAT was provided documentation confirming that this procedure is consistently and effectively followed for all faculty selection processes.

3. El Camino CC has the right to review all faculty members' qualifications and to determine whether the assignment in the Compton Center is appropriate. El Camino CC must confirm in writing that El Camino CC will accept the faculty assignment in the Compton Center.

4. The Compton Human Resources staff monitors faculty assignments to ensure that both full-time and adjunct instructors meet the minimum qualifications for assigned courses. This process ensures that qualified instructors are placed in appropriate assignments. The Human Resources department uses adequate technology systems to facilitate and expedite administrative review of the qualifications of full-time and adjunct faculty to teach in an assigned discipline, as well as to determine and publish faculty class loads to ensure compliance with state and district mandates.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 8

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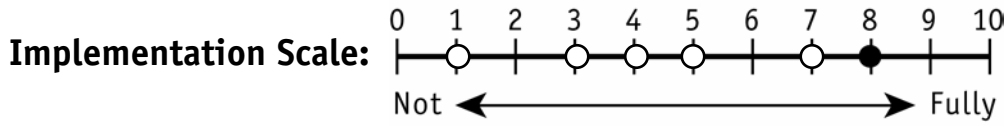
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 4.1 – Employee Induction and Orientation

Professional Standard:

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

Sources and Documentation:

1. Interviews with Compton CCD dean of Human Resources
2. Handbook for Classified Employees, August 2008
3. Employees' Personnel Policy and Procedures Handbook
4. Employee Accountability New Hire Forms Checklist
5. Personnel File Checklists

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has written documents, procedures, and handbooks for use in the orientation to new employees. The procedures are consistently followed and new employees are provided with written information and access to additional information relevant to assist them with orientation to the college and their position.

2. The Employees' Policies and Procedures Handbook is used to introduce new employees to El Camino College Compton Center, and to overview employment, compensation, benefits, performance reviews, conflict resolution, discipline, safety, lost and found items, and other relevant policies and procedures important for a new employee to understand. The manual is updated regularly to reflect changes in policy and bargaining agreements.

3. The Human Resources department has standardized the hiring process to include an orientation for all new employees that covers an overview of policies, procedures, contacts, sexual harassment, employee safety, workers' compensation, employee notification of rights materials, and the availability of free metro bus to work service as well as other mandatory state and federal required notifications. Interviews and employment packet samples indicated consistent adherence to the orientation process.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 6
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:

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     0   1   2   3   4   5   6   7   8   9   10
     ├───○───┼───┼───○───┼───○───┼───●───┼───┤
     Not ◄─────────────────────────► Fully
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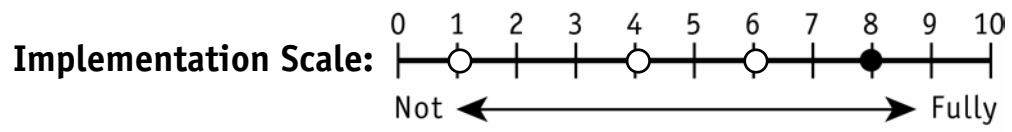
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 4.3 — Employee Induction and Orientation

Professional Standard:

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

Sources and Documentation:

1. Interviews with Compton CCD dean of Human Resources
2. Handbook for Classified Employees, August 2008
3. Employment Information Sheet (classified)
4. Personnel File Check-off List (certificated)
5. Employee Accountability New Hire Forms Checklist
6. Employees' Personnel Policy and Procedures Handbook
7. Personnel file review

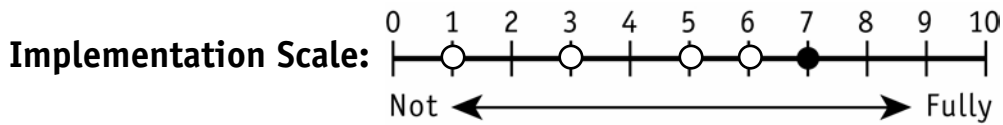### Progress on Implementing the Recommendations of the Recovery Plan:

1. The Human Resources department developed a personnel file checklist and a new employee orientation checklist to help ensure proper communication and thorough dissemination of required and beneficial employment information. Failure to provide required documentation creates inefficiencies in the processing of employees' benefits and compensation. In addition, the district is left at risk as the employer is responsible to ensure that employees are aware of their rights and to hold the employee accountable for their actions.

2. The Employment Information Sheet is provided to classified staff. The sheet lists all required forms to be completed and returned and other necessary information/processes to be completed such as TB test, transcripts, and Live Scan form. The sheet requires the employee signature and date they received information regarding workers' compensation, industrial illness/injury, safety and health, sexual harassment, drug free campus compliance, and HIPAA regulations.

3. The personnel file check-off list is provided to certificated staff. The list includes information needed for the file to include application, hire packet, transcripts, contract, evaluations, credentials, and items maintained in a separate filing including W-4, I-9, TB test, and Live Scan form. The personnel file check-off list is not signed by the employee.

4. The Employee Accountability New Hire Forms Checklist includes a new hire pamphlet (Keenan & Associates), notice to employees (Keenan & Associates), workers' compensation predesignation of personal physician, covered employee notification of rights materials and free metro bus to work service. This checklist is signed by the employee and filed.

5. FCMAT found that the Human Resources staff routinely reviews personnel files for each new employee to ensure a complete orientation and verify that the necessary and desired

documentation was received. The files reviewed were found in order and contained required documentation including the file checklist.

6. The Human Resources department utilizes different checklists specifically designed for each employment classification. These checklists are in a variety of formats and require different procedures, including some requiring an employee signature. FCMAT recommends that Human Resources standardize the employment checklist form to include all mandatory documents, specific job and classification documents, and the checklist verification and filing process.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.1 – Operational Procedures

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

Sources and Documentation:
1. Interviews with dean of Human Resources
2. Personnel files
3. Personnel File Checklist
4. Observation of personnel files storage area
5. Observation of the Human Resources office

Progress on Implementing the Recommendations of the Recovery Plan:

1. The permanent personnel files reviewed were complete and organized. Personnel file documentation required to verify employment processes was completed and proper orientation was completed. The files contain sections for current evaluations and other pertinent information.

2. Personnel files are maintained in a secured and lockable room. During off hours, security systems are enabled to notify of possible break-ins. During business hours, walk-in access to the Human Resources office is restricted by a belt stanchion and staff monitoring. Confidential files are kept in separate lockable filing cabinets. Access to personnel files is limited to applicable Human Resources staff, and the files are maintained in a room adjacent to the Human Resources office so they may be monitored during office hours.

3. Human Resources staff must ensure that all security measures are fully utilized. For example, the doors to sensitive areas are closed and locked, and cabinets are closed and locked to ensure that only authorized staff can access personnel files. Failure to maintain security subjects the district to liability related to confidentiality, and compromises the integrity of personnel files.

4. Human Resources staff routinely reviews personnel files for new employees to ensure a complete orientation and verify that the necessary and desired documentation was received. A sample review of HR files found that the required documentation was in order including a file checklist.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	3
July 2008 Rating:	5
June 2009 Rating:	7
January 2010 Rating:	7
July 2010 Rating:	7

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully
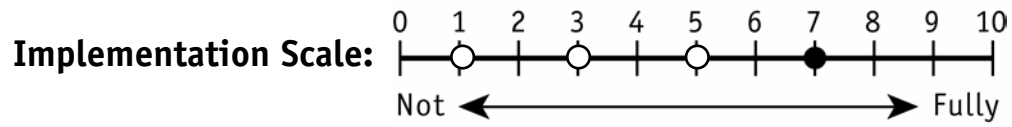
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.3 – Operational Procedures

Professional Standard:

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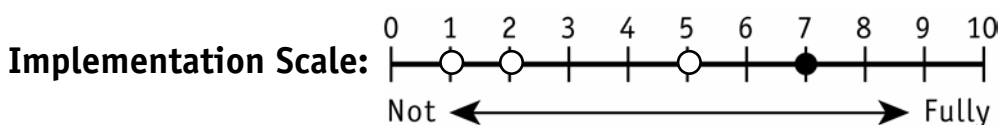
Sources and Documentation:

1. Human Resources Desk Manual
2. Interviews with Dean of Human Resources and Human Resources Department staff

Progress on Implementing the Recommendations of the Recovery Plan:

1. The El Camino College Compton Center Human Resources Desk Manual serves as a guideline for personnel practices. Most processes are covered by the manual following this well-organized effort to document internal operations. The manual contains sections addressing certificated, classified, risk management (workers' compensation and property and liability), as well as health and welfare.

2. The desk manual is an important tool that allows consistent application of personnel actions. It is essential that the dean regularly review processes and procedures to ensure they are updated with new district policies and legal requirements. It is also essential that the dean provide oversight to ensure that HR appropriately follows the processes and procedures.

3. The desk manual requires regular updating to ensure implementation of the most recent district policies and procedures; laws and requirements; and most recent application of bargained issues.

4. When questioned, the Human Resources staff was aware of the desk manual and stated that they refer to it regularly to ensure compliance with district policies and processes. This demonstrates that the desk manual is a valuable tool that enables the Human Resources staff to be helpful outside of their area of regular duties and to assist when other department employees are on leave.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 5
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.4 – Operational Procedures

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

Sources and Documentation:
1. Sample job descriptions for classified and faculty classifications: full-time, hourly, management and confidential
2. Interviews with Compton CCD dean of Human Resources
3. Classification study, January 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The final report of the Classification Study for the Compton Community College District was completed in January 2010. The classification study was contracted to Koff & Associates in March 2009 with the goals including: gather information regarding each position, prepare an updated classification plan, provide up-to-date class descriptions and supporting documentation for compliance with the Americans with Disabilities Act, and provide sufficient documentation to allow the district to maintain the classification system. According to the classification study, the maintenance of the classification plan requires an evaluation of: 1) type and level of knowledge, skill, and abilities required; 2) supervisory/management responsibility; 3) problem solving; 4) authority of making decisions and taking action; 5) interaction with others; 6) working conditions/physical demands.

   The classification study was a forward step in reviewing and updating job descriptions. Compton CCD needs to implement a process that will call for regular review of all classified job descriptions to determine their relevance, application and compliance, and update accordingly.
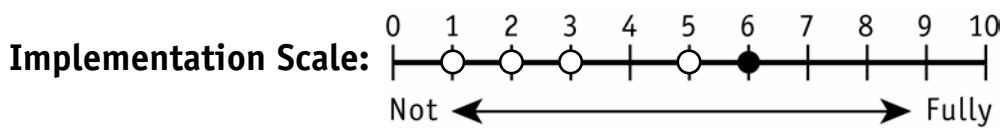
2. Faculty job descriptions reflect the duties and responsibilities of the respective positions. Compton CCD and El Camino College have established and implemented procedures for the development of new faculty job descriptions as necessary. In addition, they have reviewed and corrected staff job descriptions to be ADA compliant by including essential job duties. The district lacks implementation of a process to maintain and update job descriptions regularly as standards and requirements change. However, the district has made progress in this standard and is compliant with the current job descriptions. The district should put a process in place to provide a regular periodic review that ensures updates and future compliance with job duties and legal requirements. Job descriptions should accurately reflect the activities, skills, knowledge, and responsibilities of the position. These requirements should be used to align pay grade to job in an effort to properly compensate employees. The district should make efforts to ensure that compensation is fair and commensurate with the skills, knowledge, and responsibilities of the job.

3. A regular review of management and supervisor job descriptions should also be scheduled. Job descriptions should identify the supervisor/management position that oversees the job. Likewise, supervisorial job descriptions should be in alignment and identify their areas of oversight.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 3
January 2010 Rating: 5
July 2010 Rating: 6

Implementation Scale:

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      0   1   2   3   4   5   6   7   8   9   10
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      Not ◄─────────────────────────► Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.5 – Operational Procedures

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

Sources and Documentation:
1. Interview with the dean of Human Resources and department staff
2. Human Resources meeting schedule
3. Human Resources and Payroll staff meeting agendas/minutes
4. CEO cabinet meeting agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD Human Resources division has monthly staff meetings following the monthly Payroll and Human Resources staff meetings. The meeting calendar for 2010-11 indicates that this schedule will continue through the current fiscal year. These meetings are chaired by the dean of Human Resources and are intended to convey to the Human Resources staff the developments from the board meeting and the Human Resources and Payroll meeting.

2. The Human Resources and Payroll staff meetings are held monthly following the board meeting and are attended regularly by the Human Resources staff, including the dean of Human Resources, and the Payroll staff, including the director of accounting. The dean of Human Resources chairs these meetings and covers topics such as legal issues, personnel and employment changes, and other items of concern. These meetings are essential to communicate actions taken at the board meeting and to clarify the processing roles of each department.

3. CEO cabinet meeting agendas list Human Resources as a discussion item, giving the Human Resources department the opportunity to discuss issues with the Compton CEO cabinet. These regularly held meetings are the opportunity for each of the cabinet members to communicate the activities in their respective areas of responsibility and to address and resolve concerns and issues.

4. These regularly scheduled meetings of the various organizational levels are important to maintain a cohesive and efficient implementation of policy and to resolve problems. The meetings promote cohesiveness in the Human Resources division and assist in interactions and communications with the other district divisions. It is important for Human Resources staff to regularly attend these meetings and promote participation at every level.

5. The Compton CCD Human Resources system is effectively managed through the use of PeopleSoft, Datatel and iGreentree. These systems are not integrated and are managed separately for various purposes. The PeopleSoft system is the required system to process financial information to the county office and for financial reporting purposes. Datatel is a student information and financial management system. iGreentree is a human resources management

system utilized for recruitment and applicant tracking, demographic and credentialing information system. Ideally, the district should use one fully integrated system that would derive higher efficiency and be more cost effective; reduce duplication of efforts by employees that input information into multiple systems; and allow access to information that is shared by multiple departments.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 4
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
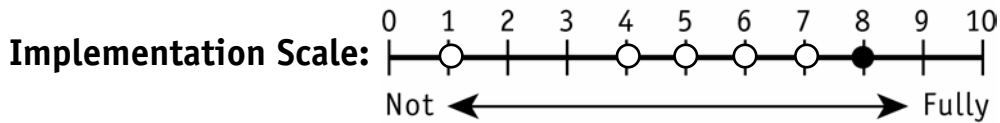
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.6 – Operational Procedures

Professional Standard:
Wage and salary determination and ongoing implementation are handled without delays and conflicts (temporary employees, stipends, shift differentials, etc.).
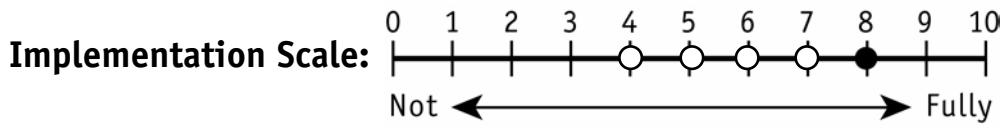
Sources and Documentation:
1. Human Resources Procedure Manual
2. Interviews with Compton Center dean of Human Resources
3. Certificated and classified salary schedules
4. Collective bargaining agreements

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD maintains three systems to manage its human resources and payroll services – iGreentree, Datatel, and HRS (PeopleSoft). The interaction and reconciliation processes between these systems is inefficient and increases the margin of error through the manual input of data into multiple systems. The HRS system runs parallel to the Datatel system, but the Human Resources staff work effectively to transition information between the two systems to effectively process wage and salary determinations and changes without delays or conflicts. This interface, although inefficient, does not alter or infringe on the process and procedures between the Compton CCD and El Camino College Human Resources operations.

2. Wage and salary determination and verification is a component of the employment and staffing process. Qualifications and credentials are reviewed and verified by both the Human Resources department and payroll staff. The Human Resources and Payroll staff meetings are held monthly following the board meeting and are attended regularly by the Human Resources staff, including the dean of Human Resources, and the Payroll staff, including the director of accounting. Topics covered include legal issues, personnel and employment changes, and other items of concern. These meetings are essential to communicate actions taken at the board meeting and to coordinate the roles of each department.

3. Salary schedules for certificated, classified, and management personnel are in place. They have been approved through negotiations with the respective bargaining units and in accordance with district policy and procedures. Bargaining agreements provide pay error and dispute resolution language that give employees support to settle any pay issues that may arise. FCMAT found no regular or ongoing issue with delays and/or conflicts in pay.

4. The Human Resources department has a well trained staff that functions as a cohesive unit. The staff is cross trained to assist each other during peak periods. The Human Resources department communicates regularly and works well with the payroll staff to ensure the timely exchange and accuracy of information. Employee compensation and benefit situations are handled professionally, timely, and with consideration for the employee.

Standard Implemented: Fully - Substantially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:

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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 5.7 – Operational Procedures

Professional Standard:
Regulations or agreements covering various types of leaves are fairly administered.
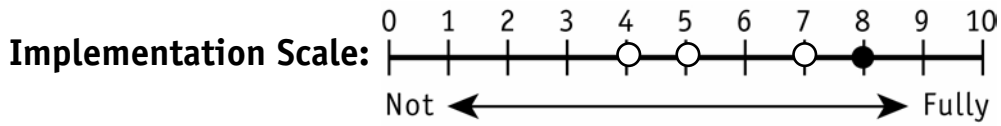
Sources and Documentation:
1. Administrative Regulation 7341, Leaves, June 15, 2010
2. Board Policy 7340, Leaves, June 8, 2010
3. Leave policy as indicated in the Procedure Manual for employees and management
4. Applicable sections of the collective bargaining agreements
5. Interviews with the Compton CCD dean of Human Resources
6. Family Medical Leave tracking sheets – classified and faculty
7. Rules and regulations of the Classified Service
8. Leave of Absence Request Form 1234

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board Policy 7340 defines the various types of leaves and authorizes the establishment of regulations for their implementation. Administrative Regulation 7341 provides a table that coordinates the type of leave with the corresponding authorizing entity to include Education Code and bargaining agreement references. Included in Administrative Regulation 7341 is Form 7341A, Leave of Absence Request. This form is used to formalize the request for leave, ensure proper processing, and provide for the appropriate approval process. Leave provisions are consistent with provisions of board policies, administrative regulations, bargaining agreements, and legal requirements.

2. Most leaves of absence in effect for the Compton CCD are subject to the negotiations process and are incorporated into the collective bargaining agreements. The Compton Community College Federation of Employees (Certificated Unit) contract Article XII, Leaves, details the types of leaves available for certificated employees, the request procedure, and the administration. The agreement also provides for grievance procedures should a disagreement occur. Compton College Federation of Classified Employees contract Article VII, Leaves of Absence, details the types of leaves available for classified employees, the request procedure, and the administration. The agreement also provides for grievance procedures should a disagreement occur.

3. Appropriate forms and records for monitoring and controlling leaves are maintained by the Compton CCD Human Resources staff to ensure proper tracking of leaves and proper compensation or benefit retention as applicable. FCMAT's review of the leave provision process and documentation indicated that the college administers leaves in accordance with the bargaining unit agreements, district policy, and legal requirements.

Standard Implemented: Fully - Substantially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.1 – State and Federal Compliance

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

Sources and Documentation:
1. Interviews with Compton CCD dean of HR
2. AP 7337, Fingerprinting
3. Education Code Sections 88022 and 88024
4. Request for Live Scan Service samples
5. El Camino Police Department Live Scan/fingerprinting information

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton HR department staff has comprehensive policies and procedures to ensure proper state laws governing fingerprinting of all newly hired employees (both temporary and permanent) are in place.

2. The HR department has clearly defined processes for fingerprinting new hires to expedite the transmission of the fingerprints and results from the California Department of Justice. Once an offer of employment has been made and accepted, full-time faculty members and classified employees are electronically fingerprinted through a Live Scan system located in the El Camino College security department. El Camino transmits directly to the state. This provides timely information to Compton CCD and the Compton Center to help finalize hiring decisions.

3. Information regarding arrests, convictions and possible judicial probation status is included in the report transmitted directly to the Compton HR department from the Department of Justice. These processes provide rapid notification of any conviction that precludes employment in a public education system as defined by state law.

4. The Compton HR department has implemented security procedures for the receipt, evaluation and storage of printed Live Scan reports. The information reports are maintained separate from the employee's permanent personnel file to ensure the confidentiality of any information provided by the Department of Justice.

5. The Compton HR department has a procedure in place that allows applicants to provide confidential information regarding arrests and convictions prior to an offer of employment. This process allows the HR administration adequate time to evaluate official court records and related information that directly impact employment decisions. The procedure provides the necessary protections for the Compton CCD, Compton Center and El Camino College, while also assuring confidentiality for the affected applicant.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
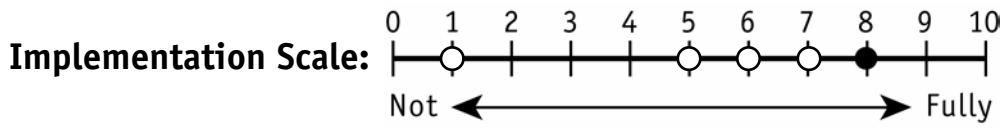
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.5 – State and Federal Compliance

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

Sources and Documentation:
1. Interview with Compton dean of HR
2. The California Community Colleges' Chancellor's Office Minimum Qualifications to Teach in the California Community Colleges
3. Faculty File Audit
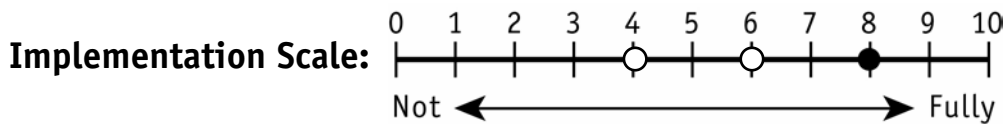4. Classified File Audit

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton HR department includes the minimum qualifications for employment in vacancy announcements for academic employees and educational administrators. These are specified in the Minimum Qualifications document published by the California Community Colleges' Chancellor's Office in consultation with the State Academic Senate. Qualifications beyond the minimum requirements are not included in the recruitment materials or the application evaluation criteria.

2. The Compton HR department's published vacancy announcements for academic employees contain eligibility requirements that meet the minimum qualifications for employment as a faculty member.

3. The minimum qualifications for employment and equivalency statements in effect for El Camino College are required for full-time faculty vacancy announcements for the Compton Center.

4. Compton HR department staff and the academic/educational administrator selection committee members review application materials to certify that minimum qualifications have been met as compared with the minimum qualifications list or the equivalency process utilized by El Camino College. The vice president of El Camino CC must sign off verifying that the candidate meets minimum qualifications and/or equivalencies.

5. El Camino College Human Resources department, in conjunction with the Compton HR department personnel, have conducted an audit to verify that all faculty positions meet state-mandated minimum qualifications and ensure that placement on the salary schedule is valid. During the audit process, it was discovered that the nurses were not correctly placed. As a result, new procedures will ensure proper placement in the future. The HR department needs to periodically review placement to ensure that faculty assignments are made to academic employees that meet the minimum qualifications for the classes and courses to which they are assigned.

6. The Compton HR department staff have also completed an audit of the classified placement. During the current review period, the district completed a study to ensure proper salary and range placement for classified employees.

Standard Implemented: Fully – Substantially

April 2007 Rating: 4
January 2008 Rating: 6
July 2008 Rating: 8
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:

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      Not ←─────────────────────────→ Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.8 – State and Federal Compliance

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

Sources and Documentation:
1. Interview with Compton dean of HR
2. Compton Community College District Employees' Policy and Procedures Handbook
3. Application forms and materials including Request for Live Scan Service
4. Recruitment brochures and advertisements
5. Keenan & Associates Online Employee Training
6. Keenan & Associates PowerPoint presentation – Instructions for Online Training Courses
7. Board Policy 7100, Commitment to Diversity
8. Administrative Regulation 7101, Equal Opportunity Employer
9. Attendance Sign-in Sheet – Injury & Illness Prevention Program, June 29, 2010
10. Compton Community College District – Injury & Illness Prevention Program Handbook – May 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton HR department has established, implemented and continues to monitor a comprehensive process for planning and documenting training programs that include injury and illness prevention, sexual harassment and nondiscrimination. The Compton HR department hosts an online training and tracking program developed through Keenan & Associates. This program identifies each employee classification and the required training necessary for that position. Course completions are tracked by employee to ensure compliance. Although not a substitute for training provided by an instructor in person, it allows employees to take courses at their convenience. Major program sections include:

   a. Environmental
   b. Emergency Management
   c. Health
   d. Human Resources
   e. Nutrition Services
   f. School Safety and Behavioral
   g. Transportation

2. According to the training guidelines, all administrators and managers are required to comply with AB 1825, Sexual Harassment. The Keenan & Associates program offers this training. The Compton CCD Employees' Policy and Procedures Handbook addresses the district's policy on sexual harassment, stating that the "District is committed to providing an academic and work environment that respects the dignity of individuals and groups." Fostering an environment where students, faculty and staff feel safe from sexual harassment, fear of retaliation or reprisal meets the spirit of the AB 1825 legislation. The handbook references AP 3435; however, the district's website does not contain board policy or administrative regulations

that address sexual harassment or the procedures to report any incidents of harassment and/or retaliation. In addition to the handbook, the HR department should ensure that the appropriate board policy and related administrative regulations are adopted by the Board of Trustees and posted on the district's website.

3. Board Policy 7100, Commitment to Diversity, states that the district recognizes that a diverse educational environment fosters and promotes cultural awareness, mutual understanding and respect. The district maintains an ongoing program of equal employment opportunity. An example of this ongoing activity is the tracking of applicants through the iGreentree software program. The HR department monitors compliance through the hiring process and current employment practices.

4. The district has written policies and procedures to handle informal and formal complaints of unlawful discrimination and/or sexual harassment in the employee handbook. These procedures contain very detailed steps to file complaints and provide the appropriate legal references to notify other governmental agencies if necessary.

   The district has developed a comprehensive handbook for injury and illness prevention. Employees are trained to use protective equipment issued to protect them from identified hazards, to report unsafe conditions, to maintain a safe and healthy workplace and to establish procedures and safety guidelines in their assigned work areas.

5. Supervisors and managers have developed the procedures that ensure effective compliance in accordance with California Labor Code Section 6401.7 and California Code of Regulations Title 8, Sections 1509 and 3203 that govern the health and safety of employees. Regulations mandate the every employer "establish, implement and maintain an effective Injury and Illness Prevention Program." The district has established a written safety practice, posted the safety practices information at the job site, and conducted safety training meetings to emphasize safety in accordance with state regulations.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
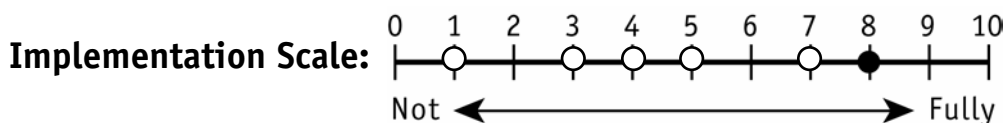
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.9 – State and Federal Compliance

Professional Standard:

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

Sources and Documentation:

1. Interview with Compton dean of HR
2. Compton Community College District Employees' Policy and Procedures Handbook
3. Recruitment brochures and advertisements
4. Keenan & Associates – Online Employee Training
5. Keenan & Associates – PowerPoint presentation – Instructions for Online Training Courses
6. Board Policy 7100, Commitment to Diversity
7. Administrative Regulation 7101, Equal Opportunity Employer
8. Memorandum to All Students and Employees – Update of District Policies Prohibiting Discrimination and Title IX Coordinator Contact Information
9. Training/staff development announcements and brochures
10. Legal postings regarding discrimination, complaint procedures, Title IX Compliance
11. Purchase invoice for Sexual Harassment and Harassment/Violence posters

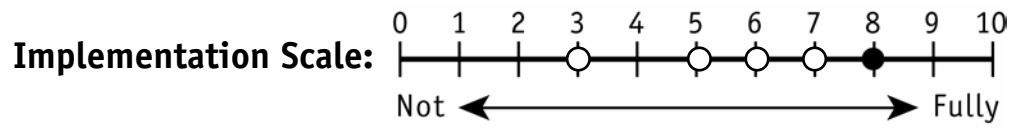### Progress on Implementing the Recommendations of the Recovery Plan:

1. The district is fully compliant with the legal posting requirements associated with Title IX and the related complaint procedures available to students and employees.

   Information has been disseminated in a variety of publications that include campus wide memoranda, newsletters, employee handbooks and bulletin board postings, with applicable policies and complaint forms located in the Compton CCD and El Camino College HR departments.

2. Written Title IX policies and procedures have now been disseminated to students, faculty and staff. The Compton HR department plans to incorporate the policies, procedures and applicable forms into the revised Faculty and Staff Diversity Plan. The Compton HR department ensures that legal postings are current and posted in conspicuous places. The discrimination complaint procedure as legally mandated by the California Community Colleges' Chancellor's Office is also included in the plan.

Standard Implemented: Fully - Substantially

April 2007 Rating: 3
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 7
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:

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   Not ◄─────────────────────────────► Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.10 – State and Federal Compliance

Professional Standard:
The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).
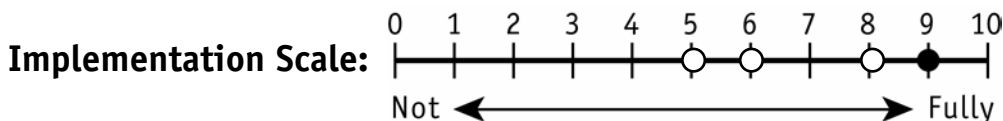
Sources and Documentation:
1. Interviews with Compton dean of HR and department staff
2. General Notice of COBRA Continuation Coverage Rights
3. Notice of Right to Elect COBRA Continuation Coverage
4. Distribution list to all departments to distribute COBRA posters

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton HR department has developed informational materials and sample communications that notify affected personnel of their rights to continue enrollment in the district health and welfare benefits program under COBRA regulations. These materials are distributed in a timely manner.

2. The HR department makes the appropriate notification including eligibility, length of coverage and associated costs. Employees electing coverage are tracked to ensure timely payment of premiums and term eligibility.

Standard Implemented: Fully - Substantially

April 2007 Rating: 5
January 2008 Rating: 6
July 2008 Rating: 8
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 9

Implementation Scale:

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      0   1   2   3   4   5   6   7   8   9   10
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      Not ◄─────────────────────►  Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.11 – State and Federal Compliance

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

Sources and Documentation:
1. Interviews with Compton Center dean of HR, HR department staff, other administrators and faculty assigned to the Center
2. Listing of employees on illness leave – 2009-10
3. California Government Code Section 12945.2
4. Family and Medical Leave Act, Title 29 of the United States Code, Section 2601, et seq.
5. Section 12.8, Compton Community College Federation of Employees – Certificated Employees bargaining agreement
6. Article VII, Section I, Compton Community College Federation of Classified Employees bargaining agreement
7. Family Medical Leave forms

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton HR department has developed extensive and complete informational materials and sample communications that notify affected personnel of their rights to continue employment status and health and welfare benefits under the federal Family Medical Leave Act (FMLA). Information is available in the collective bargaining agreements, various posters throughout designated employee areas and in board policy. HR department personnel have been trained to address questions and/or concerns and provide information in a confidential and sensitive manner.

2. The Compton HR department has established procedures to notify affected personnel of their rights under federal FMLA in a timely manner. Included in the notification letter is the acknowledgement of the basis for taking leave as well as the rights and benefits. These communications are provided to Compton Center employees that are absent on a long-term basis. Managers, supervisors, and department deans refer employees to the HR department to answer questions regarding qualifying events that could affect eligibility for the legal benefits of both federal and state benefits.

3. The HR department personnel receive ongoing training on FMLA administration as a part as part of their professional development activities. They participate in training sessions and workshops to maintain current information on changes in laws, regulations and/or employee benefits under federal and state laws.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	7
January 2010 Rating:	7
July 2010 Rating:	8

Implementation Scale:
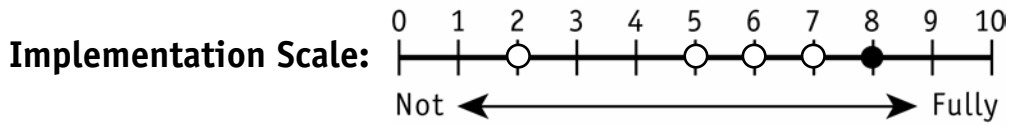
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.12– State and Federal Compliance

Professional Standard:

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

Sources and Documentation:

1. Interviews with Compton Center dean of HR and department staff
2. Americans with Disabilities Act, 1990 as amended with ADA Amendments Act of 2008 (P.L. 110-325), which became effective on January 1, 2009
3. Final report of the Classification Study for the Compton Community College District – Koff & Associates, Inc.

Progress on Implementing the Recommendations of the Recovery Plan:

1. In accordance with the Americans with Disabilities Act (ADA), "No covered entity shall discriminate against a qualified individual on the basis of disability in regard to job application procedures, the hiring, advancement, or discharge of employees, employee compensation, job training, and other terms, conditions, and privileges of employment." The district is fully compliant with ADA requirements. Evidence of compliance includes written recruitment procedures, job announcements, postings in employee lounge areas, board policy and employee handbooks.

2. On January 22, 2010, Koff & Associates, Inc. issued a final report for a classification study for the district. The report provided recommendations for updating the range placement for all classified positions in accordance with industry standards. An essential goal of the study was to provide current class descriptions with supporting documentation to comply with the ADA and other requirements that are job-related and meet legal guidelines. The district is in negotiations that include the implementation of the study. Full implementation will require additional financial resources.

3. Job vacancy announcements published in various sources by the Compton HR department contain provisions for reasonable accommodations and working conditions but no designation of essential duties in the list of representative duties.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 3
January 2010 Rating: 5
July 2010 Rating: 6

Implementation Scale:
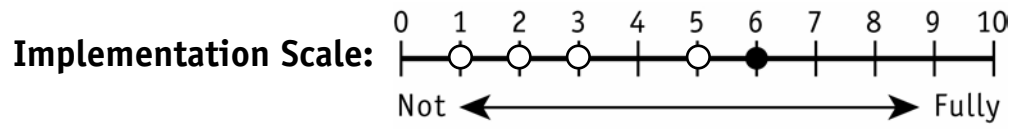
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.13 – State and Federal Compliance

Professional Standard:

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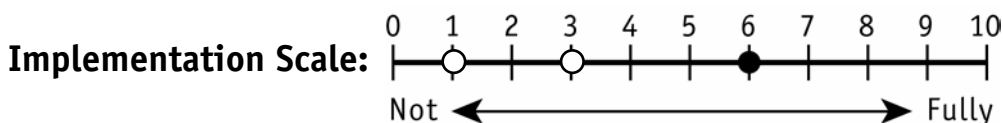
Sources and Documentation:

1. Interview with Compton CCD dean of HR
2. Fair Labor Standards Act, 1938, including amendments through 2009
3. Education Code Sections 88026 through 88030
4. Compton CCD Personnel Commission Rules and Regulations for the Classified Service

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD Personnel Commission Rules and Regulations for the Classified Service dated September 2005 specify supervisory, administrative and executive positions that are exempted from overtime legal and regulatory provisions of the Fair Labor Standards Act (FLSA) as well as California Education Code Sections 88026 through 88030. The stated criteria for such exemption was that "the classifications of established positions … are clearly and reasonably management positions … (and) the duties, flexibility of hours, salary, benefit structure, and authority of these classes are of such a nature that they should be set apart from positions subject to overtime …"

2. The Personnel Commission Rules and Regulations further identifies seven classifications that are exempted from the overtime compensation for hours worked in excess of eight per day, but not for hours worked in excess of 40 hours per week based on the nature of the work. The HR department must continue to ensure that job description and class specification remains current so these designated positions can remain overtime exempt.

3. The HR department gives training and materials to all administrators and managers to ensure that the legal requirements of FLSA and Education Code are applied consistently and uniformly.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 3
January 2010 Rating: 6
July 2010 Rating: 6

Implementation Scale:

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      Not ◄─────────────────────► Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.14 – State and Federal Compliance

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

Sources and Documentation:
1. Interviews with Compton dean of HR
2. Final report of the Classification Study for the Compton Community College District – Koff & Associates, Inc.
3. Board Policy 7120, Recruitment and Selection, October 2009
4. Administrative Regulation 7121, Administrative Recruitment and Selection
5. Administrative Regulation 7122, Faculty Recruitment and Selection
6. Administrative Regulation 7123, Classified Recruitment and Selection
7. Administrative Regulation 7124, Unclassified Recruitment and Selection
8. Vacancy announcement brochures

Progress on Implementing the Recommendations of the Recovery Plan:

1. On January 22, 2010, Koff & Associates, Inc. issued a final report for a classification study for the district. The report provided recommendations for updating the range placement for all classified positions in accordance with industry standards. The purpose of the study was to develop updated and objective classification descriptions for all classified positions to ensure that the positions are legally compliant, internally aligned, contain contemporary standards and accurately reflect current roles, responsibilities, duties and qualifications. An internal job analysis was conducted for all the positions.

2. Revision and/or modification to the class specification/job description for administrative positions is conducted individually as management positions become vacant or job duties and responsibilities change. It is important to conduct such an assessment to ensure that the position is at the appropriate salary grade based on appropriate compensation criteria and industry standards.

3. Similar to the process for the assessment of management class specification/job description, the HR department employees perform a comprehensive assessment of the duties and responsibilities for new faculty positions that will be subject to the recruitment/selection procedures. The assessment identifies the desired duties and responsibilities, minimum qualifications, specialized training or work experience, and certificates associated with the specific position.

4. The Compton CCD HR department has established procedures to review, update and/or modify the job description of administrators and academic employees when recruitment procedures are initiated for vacant positions.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	3
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	7

Implementation Scale:
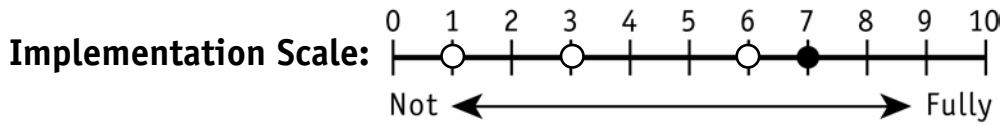
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 6.15 – State and Federal Compliance

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

Sources and Documentation:
1. Interviews with Compton CCD dean of HR
2. AP 7337, Fingerprinting
3. Education Code Sections 88022 and 88024
4. Live Scan Data Log, January and February 2010
5. Sample Request for Live Scan Service – Department of Justice Form
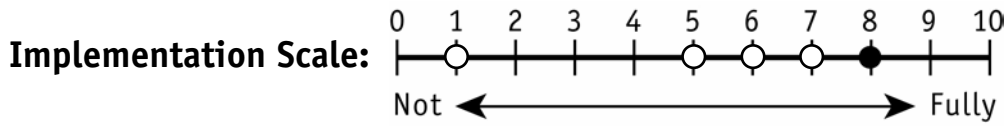6. El Camino Police Department Live Scan/Fingerprinting Information

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton HR department has comprehensive policies and procedures to ensure proper fingerprinting of all newly hired employees.

2. The HR department has clearly defined processes for new hires to expedite the transmission of fingerprints and results from the Department of Justice (DOJ). Once an offer of employment has been made and accepted, full-time faculty members and classified employees are electronically fingerprinted through a Live Scan system located in the El Camino College security department. El Camino transmits electronically to the DOJ. This provides timely information to both Compton CCD and the Compton Center to finalize hiring decisions.

3. Information regarding arrests, convictions and possible judicial probation status is included in the report transmitted directly to the Compton HR department from the DOJ. These processes provide rapid notification of any conviction that precludes employment in a public education system as defined by state education code.

4. The Compton HR department has implemented security procedures for the receipt, evaluation and storage of printed Live Scan reports. The information reports are maintained separate from the employee's permanent personnel file to ensure the confidentiality of any information provided by the DOJ. A procedure protects confidential information regarding arrests and convictions. Management reviews official records and makes a final determination of employment prior to allowing newly hired employees to work.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	7
January 2010 Rating:	7
July 2010 Rating:	8

Implementation Scale:

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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 7.3 – Use of Technology

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

Sources and Documentation:
1. Interview with the dean of Human Resources
2. Description of iGreentree applicant tracking system

Progress on Implementing the Recommendations of the Recovery Plan:
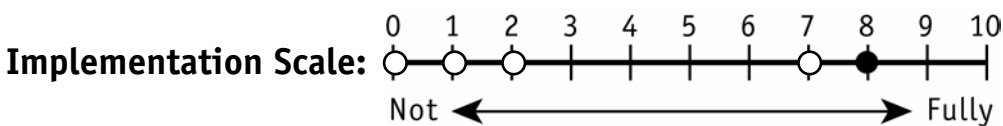
1. The Compton HR staff members utilize a sophisticated software system to track job postings, applicant pools and diversity information. The software allows applicants to access information regarding vacant positions online. Applicants upload or scan applicant information into the system to allow selection committee members to view and evaluate candidates for employment via an electronic file from any location.

   The iGreentree software system allows analysis of ethnicity and sex for each applicant pool; the diversity of each recruitment/selection process at each stage of the process; cumulative statistical information on the total applicants considered for a given period of time; and mail merge of letters of notification regarding the applicant's status at each phase of the selection process.

2. Compton HR staff use the iGreentree software system for applicant tracking and to facilitate the long-term statistical analysis of applicant pool diversity.

3. HR staff is knowledgeable regarding several recruitment and selection processes that utilize the iGreentree system. The system has been fully implemented with very successful results.

Standard Implemented: Fully - Substantially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	7
January 2010 Rating:	7
July 2010 Rating:	8

Implementation Scale:

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        Not ◄───────────────────► Fully
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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 8.1 – Staff Training

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

Sources and Documentation:
1. Interview with dean of Human Resources
2. Interview with the director of facilities maintenance and operations
3. Interview with the CBO
4. Training documentation for Standardized Emergency Management System and National Emergency Management System
5. Compton CCD Online Safety Training (Keenan Safe Colleges) documentation and training planner
6. Injury and Illness Prevention program training June 29, 2010
7. El Camino College website
8. Compton Community College website

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department staff are participating members of the Association of Chief HR Officers (ACHRO). ACHRO offers regular trainings for HR staff including Hiring the EEO Way, Performance Management, Preventing Harassment, Short-Term Employees and Professional Experts, Adjunct Faculty, Absenteeism and Abuse of Leave, Workers' Compensation, and Disability Discrimination.

2. Training for the comprehensive safety program was scheduled for July 26 and 27, 2010. Training topics were to include Standardized Emergency Management System (SEMS) and National Emergency Management System (NEMS). According to attendance rosters, 21 staff members attended the SEMS training and 15 attended the NEMS training.

   Training needs for general compliance and safety are identified at the district level through the HR division. Specific job related training is identified at the immediate supervisor level. FCMAT was unable to determine that a systematic program has been implemented to identify and support training needs at the specific job level.

3. Interviews with the director of facilities maintenance and operations, the CBO, and the dean of Human Resources indicated that training needs for their department were addressed out of their budgets. Each department was allowed to identify its specific training needs and arrange for participation of the appropriate staff.

   The professional development programs offered at El Camino College are available to Compton CCD employees. The El Camino website offers links to a variety of professional development websites, training materials, and staff development programs and trainings.

To increase compliance with this standard, the college needs to develop and implement a more deliberate process to identify and address training needs. This process should begin with a budgeted allocation designated for staff training activities and promotion. The college should establish a staff development committee to identify mandatory compliance training for all applicable staff, prioritize additional training requests, and provide direction to the process. A process should be developed to solicit input from the various employment classifications regarding training needs that can be administered at the district level. These requests would be prioritized and scheduled as budget permits. The college should allocate a training budget to each department so that job specific and individual training needs may be addressed.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 3
July 2008 Rating: 4
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:
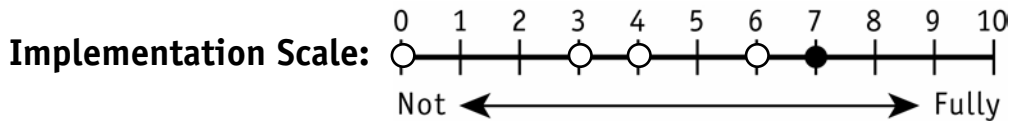
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 8.5 – Staff Training

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

Sources and Documentation:
1. Interviews with Compton Center dean of Human Resources
2. Collective bargaining agreements for faculty and classified bargaining units
3. Administrators Evaluation Procedure and forms
4. Evaluation schedule for 2009-10
5. Compton Community College District, "Guide to the Evaluation of Employee Performance in the Classified Services"
6. Faculty Evaluation Procedure and forms
7. Rules and Regulations of the Classified Service

Progress on Implementing the Recommendations of the Recovery Plan:

1. Academic administrators conducted the current faculty evaluations with continued training on the newly negotiated evaluation process. Additional staff training is appropriate and ongoing. Participation by management personnel in professional development workshops pertaining to employee evaluation processes has assisted and facilitated the faculty evaluation process.

2. Training on classified evaluation procedures and forms has been implemented, and all classified staff were evaluated in fall 2009 after comprehensive management training was conducted. The Compton Center booklet, "A Guide to the Evaluation of Employee Performance in the Classified Service" is the study guide for a workshop that addresses the evaluation process and forms used for evaluating the center's classified personnel. The booklet and instructional materials are periodically updated to provide workshop attendees with current, timely and relevant information.

3. Evaluation procedures and forms are in place for all staff. These documents guide the evaluator by identifying the evaluation process, purpose of the evaluation, areas that each evaluation should address, frequency of evaluations, various types of evaluations, and the desirable professional attributes. The college also has evaluation forms that are to be used in the evaluation process.

4. The district has written evaluation procedures and forms to assist the evaluator with the process. Collective bargaining agreements reinforce the process and the requirement to perform evaluations. The Human Resources department should continue to ensure that all evaluators have access to training as needed and ensure that all new management and supervisory staff are given appropriate training in the evaluation process.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:
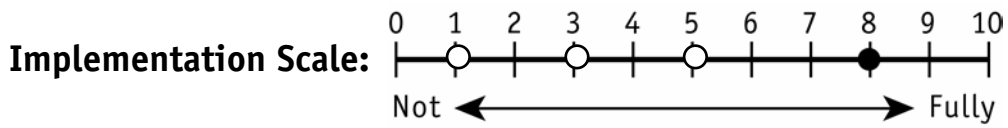
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standards 9.1, 9.2, 9.4 – Evaluation/Due Process Assistance

Professional Standard:

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

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

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

Sources and Documentation:

1. Interviews with Compton CCD dean of Human Resources
2. Interviews with director of facilities maintenance and operations
3. Collective bargaining agreements for faculty and classified bargaining units
4. Faculty Evaluation Procedure and forms
5. Classified Evaluation Procedure
6. Administrator Evaluation Procedure and forms
7. Faculty Evaluation Schedule
8. Compton Community College Employees' Policy and Procedures Handbook
9. Education Code, Division 7: Community Colleges
10. Evaluation tracking sheets

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has adopted policies that support the evaluation process. These policies reflect the importance of probationary, routine, and performance evaluations. Evaluations by each employee's supervisor are identified as the "key link for personal development, promotion and compensation," in the Compton CCD Employees' Policy and Procedures Handbook.

2. Evaluation procedures and provisions, including process and frequency, are detailed in the respective bargaining agreements and in the evaluation procedures. These documents guide the evaluator by identifying the evaluation process, purpose of the evaluation, areas that each evaluation should address, frequency of evaluations, various types of evaluations, and the desirable professional attributes. The college also has evaluation forms that are to be used. Job descriptions are current and relevant to the duties of the position they represent. These descriptions include applicable qualifications, skills, traits and job duties that may be used in the evaluation process.

3. Evaluations are tracked but not completed in accordance with district policies and bargaining agreements. The director of facilities maintenance and operations indicated that not all annual evaluations for classified personnel were completed in a timely manner for 2009. The CBO indicated he had not received an evaluation during his employment with Compton CCD. The internal auditor indicated he had not received a formal evaluation. Evaluation tracking for tenured faculty 2009-10 indicate 22 of the 31 evaluations due were completed. Of the nine
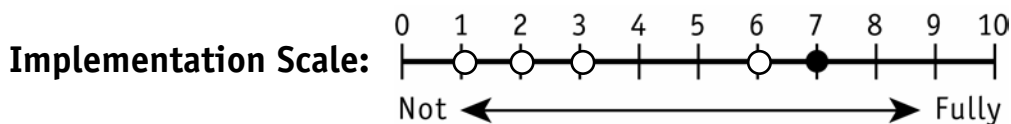
that were not, two were on a leave of absence, two received student surveys, and five indicate no status. All probationary faculty members were evaluated. Part time/temporary staff evaluation tracking indicated 47 evaluations completed within the last two years on 184 staff. Classified employee evaluation tracking forms for 2009-10 indicated that all employees were evaluated.

Classified probationary evaluation tracking identified the schedule for evaluations but did not indicate receipt of documentation. No evaluation schedule tracking information was entered for the director of facilities maintenance and operations or the CBO.

4. Evaluation schedules are maintained and communicated to the appropriate department by the Human Resources staff. Improved tracking and communication of exceptions is needed to ensure greater compliance in the completion of evaluations. Evaluation procedures are developed and available. However, the standard calls for the development of an evaluation handbook and due process training. FCMAT did not receive evidence of an evaluation handbook or a process to ensure due process training is provided.

Standard Implemented: Partially

April 2007 Rating:	2 (9.1, 9.2); 1 (9.4)
January 2008 Rating:	1
July 2008 Rating:	3
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	7

Implementation Scale:

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ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 11.3 – Employer/Employee Relations

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

Sources and Documentation:
1. Interview with Compton dean of HR
2. Professional development training certificate of completion – collective bargaining negotiations
3. Tentative Agreement – Compton Community College Federation of Certificated Employees, 2010-11
4. Southern California Community College Districts Employment Relations Consortium, 2010-11 Workshop Schedule
5. Review of negotiation openers – Compton Community College Federation of Classified Employees
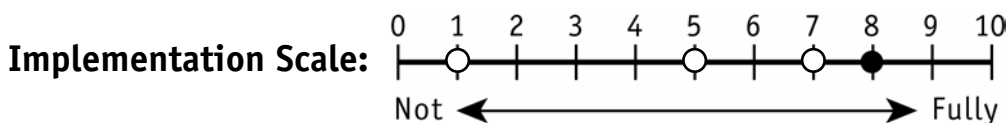
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD HR department dean has participated in professional development workshop training on collective bargaining during the review period. These training events offer valuable information on how to successfully negotiate a collective bargaining agreement, resolve grievances, and other key employee-employer topics.

2. The district successfully negotiated a new contract for the Compton Community College Federation of Certificated Employees. The major agreed-upon terms include a 6% increase for the adjunct salary schedule for 2010-11 and another 6% in 2011-12 contingent on the district achieving 6,400 FTES.

   Negotiations are under way with the Compton Community College Federation of Classified Employees.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:

ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 11.4 – Employer/Employee Relations

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

Sources and Documentation:
1. Interviews with Compton CCD dean of HR, HR department staff and other administrators and faculty assigned to the Center
2. Professional development training certificate of completion – collective bargaining negotiations
3. Collective bargaining agreements for faculty and classified bargaining units

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD and Compton Center administrative staff in conjunction with the dean of HR has successfully negotiated a collective bargaining agreement for the faculty bargaining unit. Negotiations are under way for the classified bargaining unit. The dean of HR also serves as a member of the management negotiations committee. A well-defined process of collective bargaining that fully complies with the legal statutory mandates includes these steps:

   a. Sunshine initial proposals
   b. Present initial proposals in a negotiation setting
   c. Make available the initial proposals of both parties
   d. Provide for public inspection of the proposals
   e. Conduct hearings on proposals

2. The Compton Center chief spokesperson for classified and faculty collective bargaining is very experienced and fully knowledgeable of the legal processes and procedures required to conduct negotiations. Legal counsel is also available to the Center and its negotiation representatives to ensure that a clearly defined and legal process for bargaining with the employee groups continues to be conducted.

3. Senior administrators of El Camino College understand the legal authority and responsibility of Compton CCD to engage in collective bargaining with classified and faculty employee organizations. Interviews confirm close coordination between the Compton CCD special trustee and the president of El Camino CCD to maintain an effective working relationship between the partners and reach an agreement in accordance with the terms of the MOU between El Camino Community College and Compton CCD.

4. Compton CCD's designated representative in the collective bargaining process must continue to ensure that collective bargaining processes and the resultant agreements with the classified employee organization will not infringe on the legal rights and responsibilities of the Compton Personnel Commission.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	8

Implementation Scale:
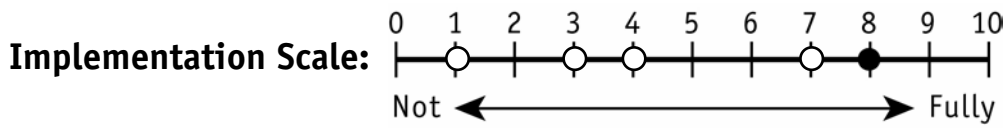
ACCJC Standard III-A: Human Resources
FCMAT Personnel Management Standard 11.5 – Employer/Employee Relations

Professional Standard:
The HR department has a process that provides management and the Board of Trustees with information on the impact of bargaining proposals, e.g. fiscal, staffing, management flexibility, student outcomes.
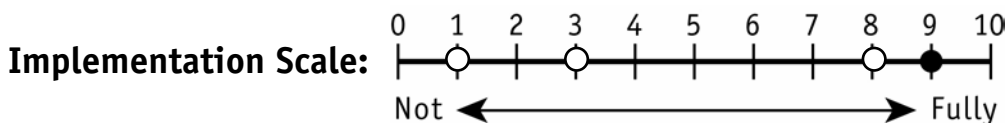
Sources and Documentation:
1. Interviews with Compton CCD dean of HR
2. Interview with Compton CCD CBO
3. Collective bargaining agreements for faculty and classified bargaining units

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD special trustee serves as the Board of Trustees under the provisions of AB 318. The special trustee, board's representative for negotiations and the president of El Camino College coordinate and communicate to ensure that district proposals facilitate cooperation between the two districts.

2. Relations and communications between the management team and the faculty regarding bargaining discussions and proposals continue to improve. The dean of Human Resources, as contract administrator and member of the management negotiations group, facilitates communication between the district's chief negotiator, board representative and management in an effective and comprehensive manner. The CBO works directly with the dean of HR to cost out various proposals and calculate the multiyear impact of proposed agreements.

3. The Compton CCD dean of Human Resources has a critical role during the collective bargaining process to work cooperatively with all members of the negotiating teams. The dean works diligently to conduct, facilitate and foster effective communications resulting in successful outcomes.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 3
January 2010 Rating: 8
July 2010 Rating: 9

Implementation Scale:

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

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

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

1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

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

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

   a. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*
   b. *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
B. Physical Resources						
Standard to be Addressed						
Facilities Management – School Safety						
1.3 — The college has developed a plan of security that includes adequate measures of safety and protection of people and property. [EC 32020]	6					
1.4 — The college ensures that the custodial and maintenance staffs are regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]	3	3	3	4	4	5
1.5 — The college has a documented process for issuing master and sub-master keys. A college-wide standardized process for the issuance of keys to employees is followed by all college administrators.	3	3	4	7	7	7
1.7 — Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting and to ensure safety while activities are in progress in the evening hours. Outside lighting provides sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting also provides security personnel with sufficient illumination to observe any illegal activities on campus.	2	2	3	5	6	6
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					

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
1.11	**Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]**	**4**	**4**	**4**	**4**	**4**	**5**
1.12	**Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162]**	**5**	**5**	**6**	**6**	**6**	**5**
1.14	**Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]**	**2**	**2**	**3**	**6**	**7**	**6**
1.15	**The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]**	**2**	**2**	**2**	**5**	**5**	**5**
1.16	Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §6151]	6					
1.17	All exits are free of obstructions. [CCR Title 8 §3215]	7					
1.18	**A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 66300]**	**5**	**5**	**5**	**6**	**7**	**8**
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					

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
1.21	All playground equipment (at the Child Development Center) meets safety code regulations and is inspected in a timely fashion as to ensure the safety of the students. [H&SC 115725-115750, PRC 5411]	8					
1.22	**Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8, §782]**	**4**	**4**	**4**	**7**	**8**	**8**
1.23	The college maintains Materials Safety Data Sheets. [LC 6360 et seq., CCR Title 8 §5194]	6					
1.24	**The college maintains a comprehensive employee safety program. Employees are made aware of the college safety program and the college provides in-service training to employees on the requirement of the safety program.**	**0**	**0**	**0**	**5**	**4**	**5**
1.25	**The college conducts periodic first aid training for employees.**	**0**	**0**	**0**	**4**	**5**	**5**
Facilities Management – Facility Planning							
2.1	The college has a long-range facilities master plan.	5					
2.2	**The college possesses a Facilities Planning and Construction Manual for the California Community Colleges (1997).**	**0**	**0**	**0**	**8**	**10**	**10**
2.3	**The college seeks state and local funds.**	**6**	**6**	**7**	**10**	**10**	**10**
2.4	The college has a district-wide Facility Planning Committee in place.	5					
2.5	**The college has a properly staffed and funded facility planning department.**	**0**	**0**	**1**	**8**	**8**	**8**
2.6	**The college has developed and implemented an annual capital planning budget.**	**5**	**5**	**6**	**7**	**8**	**8**
2.7	The college has standards for real property acquisition and disposal. [EC 39006, 17230-17233]	8					

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
2.9	The college has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 4526]	5					
2.10	**The college assesses its local bonding capacity. [EC 15100]**	4	4	4	8	9	10
2.11	**The college has developed a process to determine debt capacity.**	4	4	4	8	9	10
2.12	**The college is aware of and monitors the assessed valuation of taxable property within its boundaries.**	4	4	4	8	9	10
2.14	The college has developed an asset management plan.	5					
2.16	**The college has established and utilizes an organized methodology of prioritizing and scheduling projects.**	2	2	3	7	8	8
2.19	A college that has passed a general obligation bond has created a Citizens Oversight Committee to ensure the appropriateness of expenditures related to the passage of the college's local school bond measure.	6					
Facilities Management – Facilities Improvement and Modernization							
3.1	**The college has a restricted capital outlay fund and a portion of those funds is expended for maintenance and special repairs only. [EC84660]**	1	1	2	8	8	9
3.4	**The college maintains a plan for the maintenance and modernization of its facilities. [EC 17366]**	1	1	2	8	8	8
3.6	**The college has established and maintains a system for tracking the progress of individual projects.**	2	2	3	6	7	8
3.7	**Furniture and equipment items are routinely included within the scope of modernization projects.**	2	2	2	6	7	8

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
3.8	**Refurbishing, modernization, and new construction projects take into account technology infrastructure needs.**	**1**	**1**	**2**	**7**	**8**	**8**
3.9	The college obtains approval of plans and specifications from the Division of the State Architect prior to the award of a contract to the lowest responsible bidder. [EC 81052, 81130 et seq.]	8					
3.10	All relocatables in use throughout the college meet statutory requirements. [EC 81130, 81160]	8					
3.13	**College staff are knowledgeable of procedures in the Division of the State Architect (DSA).**	**1**	**2**	**2**	**8**	**8**	**8**
Facilities Management – Construction of Projects							
4.1	**The college maintains an appropriate structure for the effective management of its construction projects.**	**1**	**1**	**1**	**6**	**6**	**7**
4.2	Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.	6					
4.3	**The college maintains appropriate project records and drawings.**	**1**	**1**	**1**	**8**	**8**	**8**
4.4	Each Inspector of Record (IOR) assignment is properly approved.	10					
Facilities Management – Compliance with Public Contracting Laws and Procedures							
5.1	The college complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]	8					
5.2	The college has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]	7					

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
5.3	**The college maintains files of conflict-of-interest statements and complies with legal requirements. Conflict of interest statements are collected annually by the President/Superintendent and kept on file.**	**4**	**4**	**4**	**4**	**7**	**7**
5.4	The college ensures that the biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.	6					
5.5	The college ensures that requests for progress payments are carefully evaluated.	10					
5.6	The college maintains contract award/appeal processes. [GC 54202, 54204, PCC 20111]	7					
5.7	The college maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111]	7					
Facilities Management – Facilities Maintenance and Custodial							
8.1	**An energy conservation policy has been approved by the board and implemented throughout the college.**	**0**	**0**	**0**	**3**	**6**	**7**
8.3	**Cost-effective, energy-efficient design has been made a top priority for all college construction projects.**	**1**	**1**	**1**	**5**	**8**	**8**
8.5	**Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on the college sites are provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner.**	**1**	**1**	**2**	**5**	**5**	**5**

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
8.6	Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.	0	0	1	3	6	6
8.7	Major areas of custodial and mainte-nance responsibilities and specific jobs to be performed have been identified. Cus-todial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and on which they will be evaluated.	2	2	3	5	7	7
8.8	Necessary staff, supplies, tools and equip-ment for the proper care and cleaning of the college are available. In order to meet expectations, the college is adequately staffed and staff is provided with the necessary supplies, tools and equipment as well as the training associated with the proper use of such.	4	4	4	5	5	7
8.9	The college has an effective preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of completion of work by the supervisor of the maintenance staff.	0	0	0	5	5	5
8.10	The Governing Board of the college pro-vides clean and operable flush toilets for the use of students. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title §631, CCR Title 5 14030, EC 17576	3	3	3	6	6	5

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
8.11	**The college has implemented a planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. Data includes purchase prices, anticipated life expectancies, anticipated replacement time lines, and budgetary resources necessary to maintain the facilities.**	**0**	**0**	**0**	**6**	**7**	**7**
8.12	**The college has a documented process for assigning routine repair work orders on a priority basis.**	**3**	**3**	**4**	**6**	**6**	**7**
Facilities Management – Instructional Program Issues							
9.1	**The college has developed a plan for attractively landscaped facilities.**	**4**	**4**	**4**	**4**	**7**	**7**
9.3	The Governing Board of any college maintains all of the campuses established by it with equal rights and privileges as far as possible. [EC 35293] The college has developed and maintains a plan to ensure equality and equity of its facilities throughout the college.	3	3	4	code section N/A	code section N/A	
9.4	The college has adequate lighting, electrical service, heating and ventilation.	7					
9.5	Classrooms are free of noise and other barriers to instruction. [EC 32212]	7					
9.6	The learning environments provided within the college are conducive to high quality teaching and learning.	8					
Facilities Management – Community Use of Facilities							
10.2	**Education Code Section 38130 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both "direct cost" and "fair market" rental rates, specifying what groups have which priorities and fee schedules.**	**5**	**5**	**5**	**8**	**8**	**8**

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

ACCJC Standard III-B **Standard to be Addressed**		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
10.3	The college maintains comprehensive records and controls on civic center implementation and cash management.	6					
Facilities Management – Communication							
11.1	The college's public information office coordinates a full appraisal to students, staff and community of the condition of the college's facilities and of efforts to rectify any substandard conditions.						
11.2	The college provides clear and comprehensive communication to staff of its facilities plans.						

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

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.4 - School Safety - Restrictions on Flammable and Toxic Materials

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

Sources and Documentation:
1. Administrative Regulation 8503, Hazardous Material Communication Program (March 15, 2010)
2. Hazardous Materials Business Plan, Health & Safety Code, Title 19, Division 2, CCR Title 22, Division 4.5
3. Availability of Materials Safety Data Sheets (MSDS) and sampling
4. Master Chemical Inventory Campus-Wide 2010, dated July 1, 2010
5. Evidence of flammable storage cabinets
6. General Safety, Laboratory Rules, Chemical Storage dated October 31, 2009
7. Compton Community College Custodial and Maintenance Procedures Manual (July 1, 2010)

Progress on Implementing the Recommendations of the Recovery Plan:

1. The director of facilities maintenance and operations continues to make strides in the implementation of this standard. The college has progressed in the development and updating of board policies and has distributed Administrative Regulation 8503, Hazardous Material Communication Program, to all maintenance, operations, custodial and grounds personnel. During this review, no additional progress was observed in the implementation of policy. Staff reported that, as of this review period, the Infrastructure Master Plan has not been updated to include a storage and disposal plan required by this standard. The Infrastructure Master Plan does reference chemical release or other event requiring immediate action under section 9.4.2.2, titled System Operation, but should also include references to a chemical storage and evacuation plan. The internal document titled General Safety, Laboratory Rules, Chemical Storage and Related Information continues to be the primary tool for informing staff members of safe handling measures.

2. A Hazardous Materials Business Plan (HMBP) was provided that outlined the district's commitment to safety and stored hazardous materials. The HMBP provided during this review was incomplete because it is in the process of an annual update. This plan is relied on to meet storage and usage quantities required by California state laws and regulations by the county of Los Angeles Certified Unified Programs Agency (CUPA). Once finalized, the plan includes the purpose, site requirements, inventory statements, facility maps, emergency response/contingency plans, employee training and record-keeping requirements. Upon completion, the HMBP will meet the filing requirements of the California Health and Safety Code, chapter 6.95.

3. Emergency action plans are posted throughout the campus, and the campus police department has developed a comprehensive multihazard emergency preparedness plan to conform to the state's Standardized Emergency Management System guidelines.

   AR 8503, Hazardous Material Communication Program, was approved on March 15, 2010. This administrative regulation describes duties of the district to post Cal/OSHA safety notices in each location where business is conducted. The duties to perform tests of conditions or to engage in monitoring exposures to hazards are also addressed in this administrative regulation. Administrative regulations have not been created to address procedures for training, storage and disposal of toxic materials. However, these matters are addressed in the General Safety, Laboratory Rules, Chemical Storage and Related Information document that is distributed to staff members.

4. Staff trainings are provided internally by the director of facilities maintenance and operations who is a certified lab safety officer. Additional training is provided to staff through the Hillyard Cleaning Cost Analysis Program (CCAP) program recently implemented by the district. Trainings cover safety planning, site inspections and communication protocols. Emphasis for custodial staff training has been placed on providing a healthy and safe environment for staff and students. Topics include the proper use and mix of chemicals, hazardous materials and waste handling, and an evacuation plan. The maintenance and operational staff meet regularly for ongoing updates in identified areas of concern.

5. The college has initiated a systematic process for performing an annual campuswide chemical inventory. The inventory system documents each chemical, its physical condition, quantity, type of storage and/or handling requirements, physical location, and the presence of proper MSDS. Acquisition and controls over chemical materials continues through the district's purchasing department. A lab technician provides documentation related to the acquisition of new chemicals to the director of facilities maintenance and operations. This information is utilized to update a master inventory binder maintained by the director. Established parameters exist for each staff member with purchasing authority to control the items that may be acquired. The HMBP does not address restrictive chemicals, as purchasing limitations are implemented that preclude the ability to acquire these types of materials. Staff members have limited authority for purchasing hazardous materials. The purchasing department reviews all purchases to ensure only approved materials are included on purchase orders. Purchase order documentation by the purchasing department satisfies the procurement and signoff of hazardous materials.

6. The collection of outdated chemicals by the maintenance staff is initiated by individual professors and/or the deans of individual departments. All chemicals acquired by the college are kept in designated locations or lockers within the labs. When chemicals become outdated, the maintenance staff is contacted to pick up and properly dispose of these chemicals.

7. The college has not provided the local fire department with a list of hazardous substances that are stored on the site (including science labs). The maintenance staff has been in communication with the fire department to identify the delivery method and frequency of this information and will be providing this information in the months ahead. At a minimum, an inventory

list of hazardous substances should be updated annually. This list should be provided to the local fire department after each revision.

8. The district provides a list of hazardous substances to contractors that is included in the award of a construction contract. It is the contractor's responsibility to disseminate this information to its employees and subcontractors. In addition, the contractor is required to develop a site safety plan and provide this plan to the district. All safety plans are reviewed by Keenan & Associates.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	4
July 2010 Rating:	5

Implementation Scale:
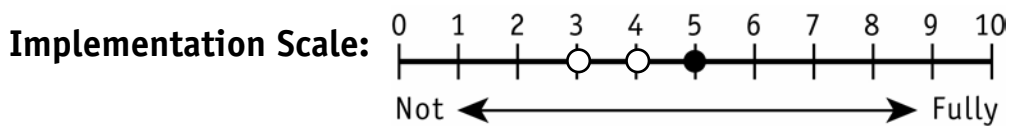
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.5 - School Safety - Documented Process for Key Control

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

Sources and Documentation:
1. Interview with director of facilities planning and management and director of maintenance
2. Evidence of key issuance and control documentation and processes for existing (metal) key locks
3. Compton Community College District Infrastructure Master Plan Final Report, June 2009
4. Board Policy 3330 Access to Facilities and Property (February 16, 2010)
5. Administrative Regulation 3331, Key Issuance and Return
6. Key Control Procedures
7. Key Request Form
8. SPMMS work order – key issuance

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD's Infrastructure Master Plan includes plans and techniques to provide electronic security throughout the campus. Components include door position switches, motion detectors, and door controllers through a master server to audit and control access to campus buildings. The current documentation process provides guidelines and procedures for the issuance and control of keys and all forms of access to a door(s), buildings, cabinets, equipment, or vehicles to ensure the security of all college facilities and property. The district is unable to identify all grand master key holders. Some master keys are known to be in circulation but with unknown key holders, and it is necessary to assume that key return failures and significant unauthorized copying of master keys have occurred.

2. Progress has been made on the rekeying project that has been incorporated in the district's master plan and on the district's plan to rekey campus buildings with programmable key cards. The district has committed budget to support the costs of rekeying as well as cylinder replacement for identified buildings. Because it is difficult to identify current key holders and rekeying the campus will be a lengthy process, the district has developed a plan to collect and then redistribute keys in the months ahead. As of this review, staff reported that the district's ability to properly secure the campus is still in question due to an insufficient accounting of keys in distribution. However, once the district fully implements campuswide programmable key cards, this will significantly enhance the control environment. In the interim, the director of facilities maintenance and operations is assessing the most cost effective options to rekey campus facilities that are currently outfitted with the mechanical key/locks to ensure a reliable system is in place for securing the campus.

3. The new electronic programmable access card system will allow staff to control access to buildings and remotely lock and unlock doors. Additionally, each staff member will have his or her own unique key card that will be assigned by employee number, which allows greater

control and designates which buildings staff members can access. In addition, the system provides greater protection from both external and internal threats and limits access based on staff needs. Campus security is greatly enhanced with a programmable access system that logs all entry and exit access data. Campus breaches related to inappropriate key handling are reported to be minimal.

4. The Math and Science building was the first to be upgraded with the new key system. Due to staffing changes and budget constraints, no additional implementation progress has taken place since the last review period. All campus facilities will eventually be fitted with the electronic access system, except for the row buildings that will be replaced in accordance with the Campus Master Plan. The new system is expensive and therefore is being completed in phases within the budget allocated for each fiscal year. Once the new keyless system is completely installed, college staff should review Board Policy 10.8 as recommended in the initial Comprehensive Review, and revise the policy to address the new system.

5. The college has progressed in its development of board policy and administrative regulations as they pertain to facilities access. BP 3330, approved February 16, 2010, outlines the shared responsibility of the district and staff as it relates to safeguarding district assets. AR 3331, Key Issuance and Return, which has been approved, provides detailed regulations regarding the management and control of keys. Detailed parameters for key issuance are defined in this administrative regulation, as are the responsibilities of each key holder. Operational procedures have been developed and are documented in the Key Control Procedures Fiscal Year 2010-11. These procedures are in the implementation stage. This document outlines the process by which keys are to be requested, who is authorized to generate the work orders, and the documented chain of custody once keys are created and issued. This document should be reviewed against the requirements section of AR 3331, Key Issuance and Return, to ensure that all components of this administrative regulation are being implemented. These new procedures and supporting documentation indicate continued progress toward meeting this standard.

AR 3331 further identifies specific guidance on what authority is permitted to hold a grand master key. Authority guidance is provided in the table below:

Table AR-3731A Grand Master, Building Master, and Restricted Key Supplemental Required Authorization [1]	
Area	Division Head
Academic Affairs All Computer Labs Provost's Suite Board Room	CEO Dean, Academic Affairs CEO
Business Office	CEO Chief Business Officer
Bursar's Office	
Payroll	
Document Storage Areas	
Any Student Services student record and	CEO Dean, Student Services
Human Resources personnel record	CEO Dean, Human Resources
[1] Authorization is in addition to department head authorization.	

AR 3331 further identifies areas of restricted access in which it is only permissible to enter when accompanied by a holder of a restricted key. These areas are identified in table AR-3731B:

Table AR-3731B Restricted Access Areas	
Department	Area
Admissions & Records	Student File Room
Bookstore	Cash Room / Vault
Business Office	Cash Room / Vault
Human Resources	Personnel File Room
Facilities, Maintenance and Operations	Key Room / Lock Shop Area

AR 3331 describes the responsibilities of the Facilities Maintenance and Operations office to maintain a record of all keys produced and/or issued and outlines the elements to be included in that database as provided below in table AR-3331C. The director of facilities maintenance and operations has established a system for the effective implementation of elements described in AR-3331C.

Table AR-3331C Required Key Inventory Data Elements
Total number of copies of each key made (cut)   Key identification number stamped on key   Key type [1]   Facility, room, area or item secured by the key [2]   Name of the person, and when applicable, name of firm, to whom the key is issued [3]   Date key is issued and returned
[1] May be a code   [2] If equipment, the district's inventory or the equipment serial number is to be included   [3] System shall be able to easily reconcile number of issued keys

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	4
June 2009 Rating:	7
January 2010 Rating:	7
July 2010 Rating:	7

Implementation Scale:

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   0  1  2  3  4  5  6  7  8  9  10
   |--+--+--○--○--+--+--●--+--+--|
   Not ◄───────────────► Fully
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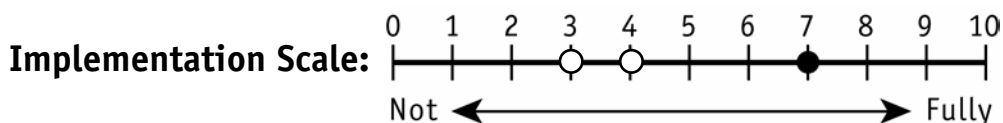
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.7 - School Safety - Installation and Operation of Outside Security Lighting

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

Sources and Documentation:
1. Interview with director of facilities maintenance and operations and campus police
2. Campus Lighting Plan
3. Compton Community College District Infrastructure Master Plan Final Report, June 2009
4. Campus site inspection
5. Compton Community College District Exterior Lighting Project 2010, by area, draft dated May 12, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has established a routine schedule for checking lighting throughout the campus. The maintenance and operations staff and the campus police department routinely inspect campus lighting conditions. Regular observations contribute to the timely repair of inoperative lighting and the installation of additional lighting where a need has been identified. Custodial crews continue to replace any nonfunctioning fixtures accessible by standard ladders as needed and when time permits. The survey completed by Southland Industries, with an initial report in 2008, stated that much of the campus had deficient or aged wiring and fixtures. The Compton CCD Exterior Lighting Project 2010 identifies 18 locations where new lighting fixtures will be placed, or have already been installed or replaced during the year by the maintenance and operations staff.

    Previous reports of inadequate walkway lighting have been addressed. Additional lighting has been installed in areas located at the north end of the campus and parts of the Y Building to address these reported deficiencies.
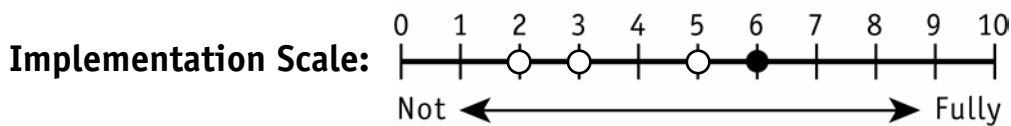
2. The district continues to provide sufficient exterior lighting for most of the campus, but the general lighting infrastructure is insufficient and unreliable. A complete upgrade of the campus lighting infrastructure is scheduled to occur in two phases ending in October 2011. The campuswide plan is in the design stages and is under review with the Department of State Architect (DSA). Both phases combined are estimated to cost over $2.2 million. The plan includes the development of an exterior site lighting system that will extend the use of classrooms in the evening, increase safety and security and reduce energy cost. The lighting plan will play a key role in identifying lighted pathways and building entrances.

3. The Infrastructure Master Plan Final Report dated June 2009 identifies lighting design goals and includes existing conditions and the proposed solutions for the entire campus. The plan includes entry points to the campus, parking areas, pedestrian pathways and stadium lighting.

4. FCMAT observed a new test outdoor light fixture to assess lighting capacity and quality of light-emitting diode (LED) fixtures. LED lighting offers several inherent advantages for outdoor illumination over traditional lighting including greater lighting capacity, energy efficiency and longevity. The placement of this test fixture has resulted in positive feedback from campus staff including campus law enforcement. District staff are consciously focusing on addressing areas on campus where lighting continues to be problematic and deficient. Campus law enforcement notes that many areas of the campus are dark at night, but also states that no incidents have been reported indicating a lack of lighting as a contributing factor. The LED lighting provides a significant increase in illumination.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 6
July 2010 Rating: 6

Implementation Scale:

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        0  1  2  3  4  5  6  7  8  9  10
        |--+--O--O--+--O--●--+--+--+--|
        Not  <---------------->  Fully
```

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.11 - School Safety - Knowledge of Chemicals and Potential Hazards

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

Sources and Documentation:
1. Administrative Regulation 8503, Hazardous Material Communication Program
2. Hazardous Materials Business Plan
3. Availability of Material Safety Data Sheets (MSDS) and sampling
4. Master Chemical Inventory Campus-Wide 2010, dated July 1, 2010
5. Custodial and Maintenance Procedures Manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. Administrative Regulation 8503, Hazardous Material Communication Program, was approved March 15, 2010. The campus continues its efforts in the development and implementation of a Hazardous Materials Business Plan, but as of this review period this document was not finalized. Keenan & Associates conducted initial manager training for the IIPP program in late June 2010 as a precursor to the campuswide introduction of the IIPP program.

   Campuswide introduction of the IIPP by department is scheduled to continue with the assistance and guidance of Keenan & Associates. This document will be forwarded to the Consultative Council meeting as an informational item for discussion.

2. A formal process for faculty to update the chemical inventory annually has not been developed. A chemical inventory was prepared at the end of the 2009-10 fiscal year to document the existence of all chemicals located on the campus. An informal process has been established that requires the lab technician to notify the director of facilities maintenance and operations of all such purchases upon receipt. A thorough campuswide chemical inventory is critical to minimize potential exposure issues for students and faculty. FCMAT observed that the director of facilities maintenance and operations maintains a sequential listing of MSDS data sheets. According to staff, approximately 98% of the compounds are maintained on the campus at this time.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 4
January 2010 Rating: 4
July 2010 Rating: 5

Implementation Scale:

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  0   1   2   3   4   5   6   7   8   9   10
  |———|———|———|———|———○———●———|———|———|———|
  Not ←——————————————————————→ Fully
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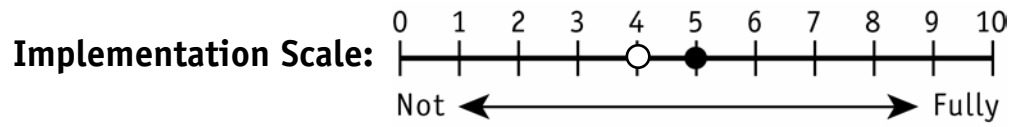
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.12 - School Safety - Inspection and Correction of Unsafe Conditions

Legal Standard:
Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162]
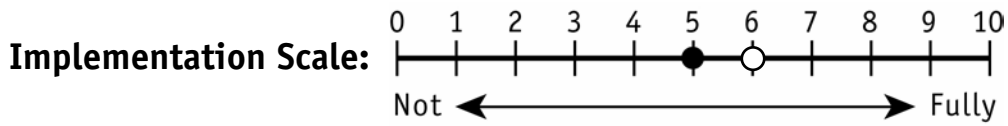
Sources and Documentation:
1. Interviews with director of facilities and planning management, El Camino CCD; director of facilities maintenance and operations
2. Custodial Assignments and Related Duties
3. Custodial and Maintenance Procedures Manual
4. Hillyard CCAP tasks by area and recommended chemical usage
5. School Preventative Maintenance Management System (SPMMS) work order system log

Progress on Implementing the Recommendations of the Recovery Plan:

1. Complete building condition assessments are being performed as part of the preparation of the Facilities Master Plan by tBP Architecture and Planning and the Infrastructure Master Plan documents. The documents include a series of meetings with the Facilities Planning Committee to review the analysis of existing facilities and prepare multiple development options for small and large capital projects that may include safety concerns. The Facilities Master Plan is designed to meet the requirements of the State Chancellor's Office and guide the development of the Five-Year Capital Construction Plan. The plan addresses the existing building conditions for seismic, fire/life safety, mechanical, electrical, plumbing, and deferred maintenance requirements.

2. The college has not adopted board policies to date to address this standard. However, the team reviewed the college's draft of the Custodial and Maintenance Procedures Manual. The manual addresses the duties and responsibilities of the utility-maintenance workers in an effort to maintain safety and cleanliness of the facilities, including restrooms, hallways, administrative offices, gymnasiums, and all other buildings on the campus. The director of facilities maintenance and operations performs site inspections quarterly and initiates a work order for any deficiencies identified to ensure corrective action is implemented. At the request of the CEO, these inspections have reestablished to occur monthly. At present, deficiencies noted are not reported to the governing board. To comply with the standard, a report identifying completed inspections and necessary action plans to address unsafe conditions should be presented to the governing board.

3. The acquisition and implementation of the SPMMS has replaced the previous work order system The new Web-based system is in the implementation stage but is quickly expanding, providing the director of facilities maintenance and operations increased level of control over project management and tracking. Approximately 40 staff members have access to work with the new system. The work orders should be updated into the system weekly rather than batch posting several weeks at a time.

Standard Implemented: Partially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	5

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.14 - School Safety -
Sanitation is Maintained and Fire Hazards are Corrected

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

Sources and Documentation:
1. Interview with the CEO, director of facilities planning and management for El Camino CCD, director of facilities maintenance and operations
2. On-site observation
3. Custodial and Maintenance Procedures Manual July 1, 2010
4. Maintenance and Operations Project List
5. Policy for Injury and Illness Prevention Program May 12, 2010, Version #17
6. School Preventative Maintenance Management System (SPMMS) reports
7. Hillyard Cleaning Cost Analysis Program (HCCAP) Brochure
8. Hillyard Program-Site Analysis Campus-wide FY 2011
9. Hillyard CCAP Job Cards

### Progress on Implementing the Recommendations of the Recovery Plan:

1. A board policy delineating the appropriate actions to immediately correct sanitation hazards has yet to be adopted by the governing board/special trustee. The college is experiencing growth in campus enrollment, which is projected to continue throughout the 2010-11 fiscal year. This increase in student population will increase the level of demand on the campus facilities, which will consequently require increased attention from maintenance custodial staff.

2. Although FCMAT observed favorable campus conditions during the 2009 site visits, the overall appearance of the campus during this assessment period had deteriorated. FCMAT observed varying degrees of campus conditions and lack of upkeep during this review period. Considerable deterioration of the grounds was observed in the vicinity of the administrative buildings. Lawns and vegetation were overgrown and dying in many areas. FCMAT observed grounds employees watering with a garden hose on more than one occasion for extended periods of time in the same location. Litter became progressively more apparent toward the back of the campus. The overall deterioration of the campus grounds indicates a breakdown in the management of a consistent maintenance and grounds program. Immediate measures should be established to routinely assess equipment utilized for grounds maintenance and irrigation infrastructure to ensure these tools are in good repair and available at all times. Further, management should make routine inspections of the grounds to assess the performance of staff in fulfilling their job duties and assignments.

3. The campus is divided into specific zones that are assigned each year to utility maintenance staff teams to address safety and sanitation issues. The college has implemented the Hillyard Cost Cleaning Analysis Program (CCAP). A campuswide assessment has been performed using the CCAP to assess the customary demands of custodial operations based on the

existing number of buildings, instructional areas and non-instruction areas. Through this assessment, guidelines for maximizing operational efficiencies were developed for the unique needs of Compton CCD.

4. Job assignment descriptions have been prepared and provided to each staff member. These job assignments delineate each staff member's daily assignment locations, hours of duty, requirement to attend daily mandatory maintenance meetings and responsibilities as outlined in the Hillyard CCAP job cards. The job card provides detailed tasks for each custodial area and further identifies the product to be utilized, application method of the identified product, required equipment and any necessary precautions the staff member should exercise when performing the assigned tasks. Documentation provided to FCMAT did not include written support to assess how employee performance is measured or evaluated against the defined task.

5. The district recently implemented the automated work order system, School Preventative Maintenance Management System (SPMMS). This system provides for management of all activities and requests of the maintenance department. The creation of each work order allows for detailed communication of the task to be performed, materials to be utilized, cost estimates, labor projections, scheduling prioritization and budgetary coding. Each work order is assigned a craft, the number of staff members necessary to complete the task, and the class of work and the assignment of staff to complete the task. Once a work order is complete, it is signed by the staff member that performed the task and their supervisor to indicate that task had been performed and the work was inspected. If the work order is related to the issuance of keys, an administrative approval is necessary. District staff report that the implementation of the SPMMS system continues with approximately 40 staff, including faculty members and department heads, actively using the system.

6. The maintenance department contracts annually for all fire extinguishers to be serviced during the summer. The utility maintenance workers are responsible for checking all fire extinguishers monthly, which includes dating and initialing the tags on each fire extinguisher. Kitchen fire suppression systems are not part of the annual contract and are assigned separately to the Food Service staff. The district contracts with a vendor to regularly inspect and recharge fire extinguishers.

7. Compton CCD contracts with Southland Industries for all heating, ventilation and air conditioning (HVAC) equipment. Services provided by Southland include servicing and testing of all HVAC systems, air filter replacement and inventory of equipment. This service contract ensures safe and clean conditions of the school premises related to heating, cooling and air circulation. These services further ensure that the HVAC systems are free from conditions that would create a fire hazard.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	6

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← ——————→ Fully
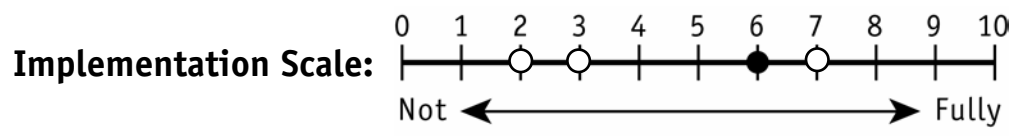
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.15 - School Safety - Injury/Illness Prevention Program Inspections are Done

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

Sources and Documentation:
1. Interviews with director of facilities maintenance and operations
2. Board Policy 8500, Injury and Illness Prevention, November 17, 2009
3. Administrative Regulation 8502, Illness and Injury Prevention Program
4. Administrative Regulation 8503, Hazardous Material Communications Program
5. Site walkthrough with the Director of Facilities and Planning
6. Facilities projects lists
7. Draft Injury and Illness Prevention Program (IIPP), May 12, 2010, version #17
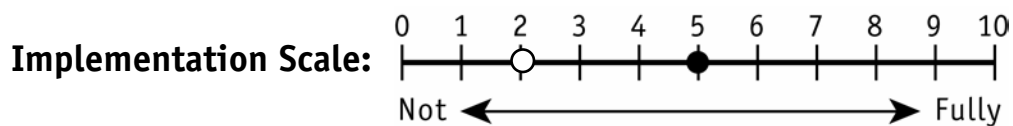8. Child Development Certified Playground Inspections, June 7, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD approved Board Policy 8500 and accompanying administrative regulations to address the administration's obligation to establish an injury and illness prevention plan in compliance with Cal/OSHA regulations and state law. This board policy further addresses the administration's responsibility to establish a hazardous materials communication program and to comply with the regulations of the Federal Transit Administration in implementing and conducting appropriate pre-employment conditions for new employees who operate a motor vehicle while conducting district business.

2. The Injury and Illness Prevention Plan provided to FCMAT was incomplete, lacking appendices. The document provided clearly outlines the responsibility of the Compton CCD to ensure that appropriate, systematic safety inspections are periodically conducted. The plan further states that safety inspections are to be conducted whenever new equipment is acquired or changes in procedures are introduced that present new hazards. The director of facilities maintenance and operations, or his designee, has been identified in the plan as the party responsible to conduct these inspections.

3. Keenan & Associates provides training to staff regarding the IIPP program. The director of facilities maintenance and operations reported that the new IIPP Handbook has been approved by the governing board, and employee training was scheduled for the last week of July 2010.

4. The district engaged Keenan & Associates to inspect the playground at the Abel B. Sykes Jr. Child Development Center to ensure compliance with current inspection requirements and to improve the overall safety of the playgrounds. This inspection meets the requirements of the California Safety Regulations for Playgrounds (Title 22, chapter 22) that requires an inspec-

tion to be completed by a certified playground safety inspector. The report identified five areas of potential risk that should be addressed by the district.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 5

Implementation Scale:

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  Not ◄─────────────────────► Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.18 - School Safety - Plan for Prevention of Campus Crime and Violence

Legal Standard:
A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 66300]

Sources and Documentation:
1. Interviews with the CEO, director of facilities maintenance and operations and campus police lieutenant
2. Board Policy 8500, Injury and Illness Prevention Plan
3. Board Policy 8100, Campus Safety (October 20, 2009)
4. Board Policy 8200, Emergency Response Plan (October 20, 2009)
5. Board Policy 8300, Workplace Violence Plan (October 20, 2009)
6. Board Policy 8400, Reporting Crimes (October 20, 2009)
7. Administrative Regulation 3333, Campus Closure (March 16, 2010)
8. Administrative Regulation 8502, Illness and Injury Prevention Program
9. Minutes from safety meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The comprehensive college safety plan titled Plan for the Prevention of Crime and Violence was completed by the Compton campus police department in July 2009. Previous interviews with the college's police department revealed that work on a comprehensive safety plan had begun. The plan mirrors the existing plan at El Camino CC and addresses operational safety (facilities and materials hazards), personal safety and emergency response. Success in its continued development and renewal will require active participation of Academic Affairs, Student Services and Community Relations, and the police and facilities departments. No further progress on this plan was demonstrated during this review period.

2. The Emergency Preparedness and Evaluation Plan was completed in July 2009. The Compton CCD police department conducts regular training sessions on emergency preparedness for Compton staff. These trainings include both the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). SEMS and NIMS trainings provide the required record-keeping documentation to meet federal and state reimbursement requirements.

   Under the plan, the campus police commander is responsible for staging and planning with the Compton Fire Department, paramedics, Nursing Center, the Los Angeles County Sheriff's Office, and the city of Compton Public Works Department.

3. The district's Infrastructure Master Plan includes a complete component to support a campuswide physical security system including building security systems, campus lighting in parking lots and open spaces. During this review period no advancement was observed in the areas of safety infrastructure and/or plan revisions. The campus continues to operate without

a mass communication system, video surveillance or proprietary monitoring system in place. Security could be greatly enhanced through the installation of emergency call boxes through-out the campus.

4. The director of facilities maintenance and operations meets regularly with the campus police personnel to exchange communications related to identified safety issues. The officer inter-viewed stated that there has been a marked improvement in attention to campus lighting.

Standard Implemented: Fully - Substantially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
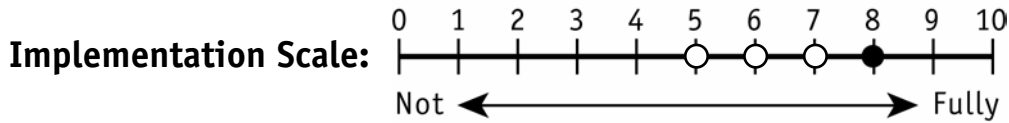
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.22 - School Safety - Safety Boilers and Fired-Pressure Vessels

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

Sources and Documentation:
1. Interview with director of facilities maintenance and operations

Progress on Implementing the Recommendations of the Recovery Plan:

1. Most of the boilers on the campus have been decommissioned. The Compton CCD has contracted with Southern California Boilers to perform inspections and maintenance on the four boilers that remain operational. This contract eliminates the need for the college to develop maintenance procedures of its own or to have district maintenance personnel perform these services. Because the small in-house staff has limited technical skills with regard to boilers, contracting out for these services continues to be the most cost-effective solution at this time.

2. The remaining boilers in the district have all been shut down until October, when a bi-annual inspection will be performed by Southern California Boilers.

Standard Implemented: Fully - Substantially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 7
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:

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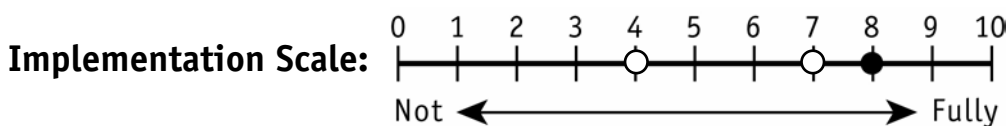
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.24 - School Safety - Maintenance of a Comprehensive Employee Safety Program

Professional Standard:

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

Sources and Documentation:

1. Board Policy 8200, Emergency Response Plan, October 20, 2009
2. Safety Committee meeting agenda and minutes
3. Interview with director of facilities maintenance and operations (serves as chair of the Safety Committee)
4. Draft policy of Injury and Illness Prevention Program
5. Schedule of IIPP staff training with Keenan & Associates

Progress on Implementing the Recommendations of the Recovery Plan:

1. The director of facilities maintenance and operations position now reports to the chief business official and continues to serve as the chair of the Safety Committee. During this review no updates or modifications to board policy have taken place.

2. The El Camino Community College Police Department continues to present an annual emergency preparedness PowerPoint presentation to Compton staff that includes both the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). SEMS and NIMS trainings provide the required record-keeping documentation to meet federal and state reimbursement requirements.

   The presentation includes major evacuation points for all areas of the campus, and simulated campuswide evacuation based on building damages and student injuries.

3. Board Policy 8200, Emergency Response Plan, states that the CEO is responsible to ensure that the district implements a plan to be activated in the event of an emergency or the occurrence of a natural disaster. A strategic plan has been prepared regarding emergency preparedness and evacuation, and was examined during prior review periods. No further enhancements have been noted during this review period. This plan identifies the responsibilities of the commander for staging and planning with the Compton Fire Department, paramedics, Nursing Center, the Los Angeles County Sheriff's Office, and the city of Compton Public Works Department. The PowerPoint presentation has all the elements needed to meet the requirements of this standard. The presentation should be utilized as a foundation to develop and enhance the emergency plan and should be presented to the state's special trustee for final approval.

4. The Health and Safety Committee has resumed activity meeting quarterly. Many topics related to staff and student safety are discussed. Members of the safety committee include staff from the maintenance and operations department, campus police, faculty, administration

and student representatives. The committee has discussed meeting monthly instead of quarterly. This item will be discussed at the next regularly scheduled meeting.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0
June 2009 Rating: 5
January 2010 Rating: 4
July 2010 Rating: 5

Implementation Scale:
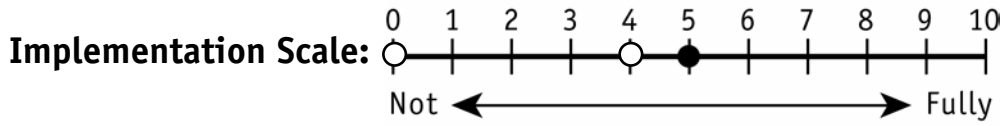
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.25 - School Safety - Conduct of First Aid Training for School Site Personnel

Professional Standard:
The college conducts periodic first aid training for employees.

Sources and Documentation:
1. Board policy
2. Interview with site administrators
3. Observation of employees and safe practices
4. Draft policy of Injury and Illness Prevention Program by Keenan & Associates

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change to the board policy for school safety since the last site review. The college has created a draft board policy regarding minimum first aid training for all college employees.

2. The dean of human resources has reviewed the respective collective bargaining agreements and has determined that Compton will use a designated group of employees referred to as first responders. These employees are provided training by El Camino College, and the process will be incorporated into the Emergency Preparedness and Evacuation Plan.

3. During the previous review period, the director of facilities maintenance and operations indicated that Keenan & Associates was planning a professional development and safety training that included CPR, first aid and hazard training for custodial and maintenance staff. As of this review, no training has taken place.

4. The director of facilities maintenance and operations conducts various safety and training briefings during weekly staff meetings. These safety trainings should be documented to include date, topic and sign-in sheet for all attendees.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0
June 2009 Rating: 4
January 2010 Rating: 5
July 2010 Rating: 5

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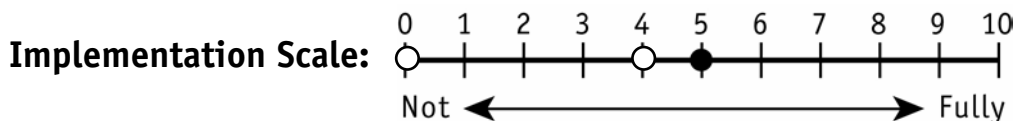
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.2 - Facility Planning -
Facilities Planning Manual

Professional Standard:

The college possesses a Facilities Planning Manual for the California Community Colleges dated 2008.
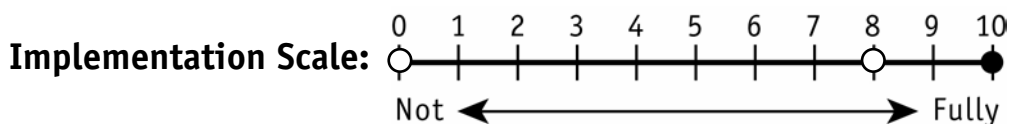
Sources and Documentation:

1. Compton CCD Space Inventory Report
2. Request for Qualifications/Capital Facilities Project Management Services
3. 2012-16 Five-Year Construction Plan
4. Compton Community College District 2008 Campus Plan
5. Infrastructure Master Plan Final Report dated June 2009
6. Certification of Inventory for Fiscal Year 2010-11
7. Infrastructure Master Plan and Construction Schedule

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has developed a Compton Center 2008 Facilities Master Plan, Infrastructure Master Plan, Master Plan and Construction Schedule that include a list of proposed new construction and modernization projects. Preliminary phasing plans are included with a description of the proposed projects. The plan has an analysis section that identifies the campus circulation, zoning and building conditions for seismic, fire/life safety, mechanical, electrical, plumbing, and deferred maintenance.

2. The college uses the online Facilities Planning Manual of the California Community College system effectively. The college submits its five-year and deferred maintenance plans, annual space inventory and project proposals in compliance with state guidelines.

Standard Implemented: Fully - Sustained

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	8
January 2010 Rating:	10
July 2010 Rating:	10

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.3 - Facility Planning - Efforts to Seek State and Local Matching Funds

Professional Standard:
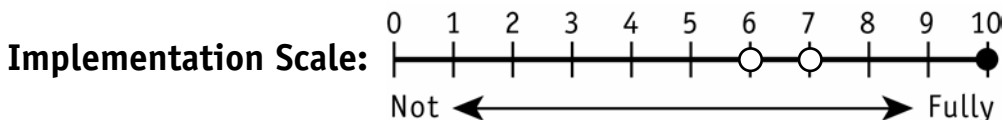The college seeks state and local funds.

Sources and Documentation:
1. Interview with director of facilities management and planning
2. HMC Architects conceptual designs for master plan build-out
3. Facilities Master Plan dated May 20, 2008
4. 2012-16 Five-Year Construction Plan, dated July 19, 2010
5. Initial Project Proposals for Phase I and II
6. Capital Outlay Reverting Appropriations, Seismic Replacement (LRC) and Child Development Center
7. Project proposals and funding requests
8. Grant letters (DF 14D)
9. Approved projects totaling $25 million included in the Governor's Proposed 2010-11 Budget

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has been proactive and successful in seeking state and local funds for capital improvements as evidenced by the passage of Measure CC in November 2002, which authorized the issuance of $100 million in general obligation bonds. This bond measure authorized funds to repair and renovate instructional classrooms, job training facilities, upgrade safety security systems, electrical capacity, computer technology, energy efficiency, and roofing systems.

2. The district has effectively maximized local dollars with state funding for the infrastructure replacement capital outlay projects. The actual receipt of funding and management of this project will reside with El Camino Community College, which will have the project management responsibility to ensure that the project stays within scope of work and budget as proposed. The project will require local matching funds of $5,024,000 by Compton CCD.

Standard Implemented: Fully - Sustained

April 2007 Rating:	6
January 2008 Rating:	6
July 2008 Rating:	7
June 2009 Rating:	10
January 2010 Rating:	10
July 2010 Rating:	10

Implementation Scale:

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      0  1  2  3  4  5  6  7  8  9  10
      |--+--+--+--+--+--+--O--O--+--+--●
      Not  ◄———————————————————►  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.5 - Facility Planning - Properly Staffed and Funded Facility Planning Function

Legal Standard:
The college should have a properly staffed and funded facility planning department.
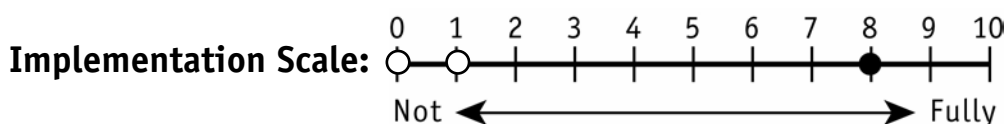
Sources and Documentation:
1. Interviews with provost, director of facilities planning and management
2. Compton CCD Organizational Chart
3. 2012-16 Five-Year Capital Outlay Plans
4. Final Project Proposals (FPPs)
5. Initial Project Proposals (IPPs)
6. Compton CCD Infrastructure Master Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD utilizes a director of facilities planning and management position funded through the partnership agreement with the El Camino Community College/Compton CCD. This position reports directly to El Camino Community College District and is not an employee of Compton CCD. This employee is extremely knowledgeable regarding local facilities planning and funding through the state and community college planning guidelines, processes and requirements.

2. During the current review period, an attempt by Compton CCD to have its own full-time facility director was not successful. The district should continue to develop a transition plan to hire, fund and build its own internal capacity and technical knowledge of state and local funding.

3. The district augments planning of capital construction and modernization projects by consulting with tBP Architecture services and other external construction management firms to maximize state funding opportunities. Any further skills and capabilities are provided through the use of consultants for specialty design by mechanical, electrical or civil engineers due to the size of the college.

Standard Implemented: Fully - Substantially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	1
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	8

Implementation Scale:

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        O—O—+—+—+—+—+—+—●—+—
      Not  <————————————————>  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.6 - Facility Planning - Implementation of an Annual Capital Planning Budget

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

Sources and Documentation:
1. Interviews with director of facilities planning and management, Compton CCD CBO
2. Five Year Facilities Master Plan dated May 20, 2008
3. 2012-16 Five Year Construction Plan
4. Measure CC Project List
5. Facilities Master Plan bridge document, 2008
6. Infrastructure Master Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The finalized Facilities Master Plan has been adopted by the state special trustee. In addition to this capital facilities planning document, the college prepares the annual Five-Year Capital Plan and the Deferred Maintenance Plan for submission to the Chancellor's Office.

    In previous reviews, the only capital planning weakness concerns were for short-term planning and prioritization of smaller-sized yet critical projects that affect health and safety. Compton CCD has now created a Facilities Project Priority List to facilitate this need and provided the team with a list of projects meeting this criteria that were either pending, in progress, planning or completed phases. The district supplements local bond and state dollars with general funds as part of the annual budget process and in accordance with prioritized needs.

2. The district's five-year capital outlay plans are developed in Fusion, a Web-based project planning and management software used by all of California's community college districts and the System Office to support their facilities. It provides for project scenario planning analysis as a decision-making tool to determine the priority for projects receiving state funding in accordance with the district's five-year capital outlay plan.

Standard Implemented: Fully - Substantially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 7
January 2010 Rating: 8
July 2010 Rating: 8

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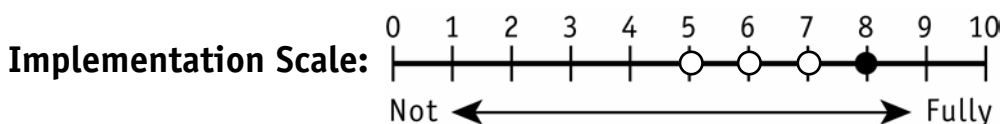
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.10 - Facility Planning - Assessment of Local Bonding Capacity and Monitor Legal Bonding Limits

Legal Standard:
The college assesses its local bonding capacity. [EC 15100]
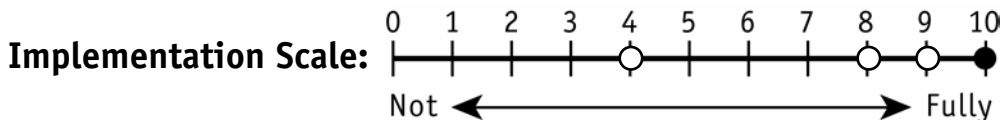
Sources and Documentation:
1. Interviews with director of facilities planning and management, Compton CCD CBO
2. Compton Center Campus Facilities Master Plan
3. Citizens' Bond and Oversight Committee agenda and minutes
4. 2008-09 Annual Independent Audit

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has been proactive and successful in seeking state and local funds for capital improvements as evidenced by the passage of Measure CC in November 2002, which authorized the issuance of $100 million in general obligation bonds. This bond measure authorized funds to repair and renovate instructional classrooms and job training facilities, and upgrade safety/security systems, electrical capacity, computer technology, energy efficiency, and roofing systems.

2. Although the district has bonding capacity, local assessed valuations have declined during the most recent economic recession, which limits the ability of the district to sell bonds. Therefore, the district will rely on state bond dollars to advance capital facility projects in the interim. General obligation bonding capacity will need to be calculated regularly in direct correlation with assessed valuation to support the repayment of the bonds.

Standard Implemented: Fully - Sustained

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	8
January 2010 Rating:	9
July 2010 Rating:	10

Implementation Scale:

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      0   1   2   3   4   5   6   7   8   9  10
      |---+---+---+---O---+---+---+---O---O---●
      Not  ◄─────────────────────►  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.11 - Facility Planning -
Process to Determine Debt Capacity

Professional Standard:
The college has developed a process to determine debt capacity.
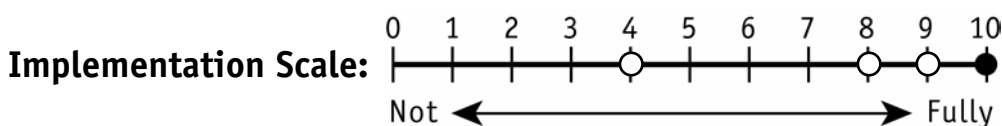
Sources and Documentation:
1. Interviews with CBO Compton CCD
2. AB 318 legislation
3. Memorandum between El Camino College and Compton Center
4. 2008-09 annual independent audit
5. Series 2009B general obligation bonds

Progress on Implementing the Recommendations of the Recovery Plan:

1. The director of facilities planning and management consults annually with the Vice Chancellor of Business Services for El Camino College and the Compton CCD CBO regarding budget and long-term debt financing for current and future capital projects.

2. Additional consultation is provided from Compton CCD's financial advisor, bond counsel and bond underwriter to assess its bonding capacity and long-term debt. In accordance with Proposition 39 regulations and Education Code Section 15264, et seq., the college's $100 million Measure CC has an annual performance audit to ensure that funds are expended in accordance with the Measure CC bonds authorized by the voters.

3. Compton CCD's independent audit report for the 2008-09 fiscal year reports total general obligation bonds and notes payable of $55,793,934. Of that amount, $31,252,300.55 represents debt service for principal and interest payments on bonds that have been issued against the original $100 million authorized.

Standard Implemented: Fully - Sustained

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	8
January 2010 Rating:	9
July 2010 Rating:	10

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.12 - Facility Planning - Awareness and Monitoring of Assessed Valuation

Professional Standard:

The college should be aware of and monitor the assessed valuation of taxable property within its boundaries.
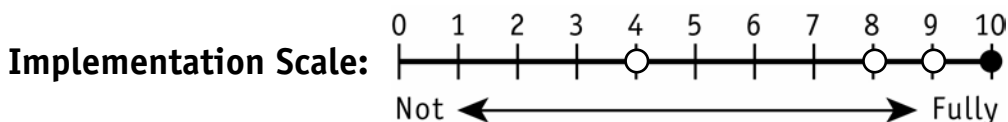
Sources and Documentation:

1. Interviews with CBO
2. AB 318 legislation
3. Memorandum between El Camino College and Compton Center
4. 2008-09 Independent Audit Report
5. Series 2009B general obligation bonds
6. Letter from the Office of the Assessor, Los Angeles County dated May 14, 2010 regarding assessed value estimate for 2010-11

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has successfully passed and issued local general obligation bonds under Measure CC, authorized by the local voters in November 2002. Compton CCD works with its financial advisor, bond counsel and bond underwriter to assess its bonding capabilities. See Standards II.B 2.10 and 2.11 above. The assessed valuations of taxable property and fluctuations that may affect the college's bonding capacity are provided by the county Tax Assessor's Office and by the college's financial advisor.

2. The Office of the Assessor, Los Angeles County, provided an assessed value estimate for 2010-11 projecting a 2.29% decrease in net local property roll from 2009-10. A decline in the assessed value of the district may affect the ability of the district to sell additional bond authorizations.

3. General obligation bonding capacity will need to be calculated regularly in direct correlation with assessed valuation to support the repayment of the bonds.

Standard Implemented: Fully - Sustained

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 8
January 2010 Rating: 9
July 2010 Rating: 10

Implementation Scale:

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       0  1  2  3  4  5  6  7  8  9  10
       ├──┼──┼──┼──○──┼──┼──┼──○──○──●
     Not ◄─────────────────────► Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.16 - Facility Planning - Priorities and Scheduling of Projects

Professional Standard:
The college has established and utilizes an organized methodology of prioritizing and scheduling projects.

Sources and Documentation:
1. Review board policies
2. Interviews with El Camino College director of facilities management and planning
3. Review of college records and reports including the Facilities Infrastructure Master Plan
4. Measure CC Citizens Bond Oversight Committee agenda and minutes April-June 2010
5. Resolution of Revised Measure CC Project List and Project List
6. Parsons Project Control Systems review
7. Planning and Budget Committee Meeting minutes
8. Hillyard CCAP Special Tasks List

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CEO, CBO, director of facilities management and planning, and director of facilities maintenance and operations develop a plan prioritizing and scheduling facility projects annually and meet monthly to review and revise the plan.

2. The Planning and Budget Committee met regularly through the 2009-10 fiscal year to discuss priorities and budget allocations. According to the director of facilities management and planning, the committee discussed the Facilities Project List and a list of criteria to get them done at the August 2009 meeting. The projects are prioritized to maintain safety and to house FTES. The list is to be carried forward, adjusted as needed, and completed as funding is available.

3. Measure CC Citizens' Bond Oversight Committee meetings are scheduled to be held monthly. June 16, 2010 agenda item 1.5.1 a. identifies that the five priority bond projects with cost, schedule, and outline will be discussed at the July 21, 2010 meeting.

4. FCMAT was provided a 2012-2016 Five Year Construction Plan dated July 19, 2010. The plan contains 14 projects listed in priority order.

5. The district has contracted with Parsons Project Management Systems to monitor and track all state and local facilities projects. By knowing the status of current project(s), the college will be better equipped to prioritize, plan, and schedule future projects.

6. The district implemented work order processing software (Schools Preventive Maintenance System) and processes to track ongoing projects and schedule routine duties. This system allows staff to identify facility issues and enables the director of facilities maintenance and operations to identify and communicate progress of individual facilities projects, including

maintenance and repair. The SPMS assists the director with planning projects, allocating resources, keeping track of the project, and recording progress/completion dates. The system is also helpful to identify trends and areas of issue so they can be proactively addressed.

Standard Implemented: Fully - Substantially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 7
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:
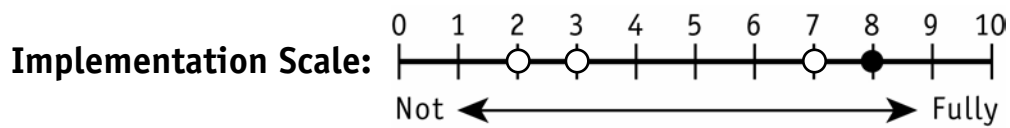
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.1 - Facilities Improvement and Modernization - Appropriate Use of the Scheduled Maintenance and Special Repair Funding in the Capital Outlay Projects Funds

Legal Standard:
The college has a restricted capital outlay fund, and a portion of those funds are expended for maintenance and special repairs only. [EC 84660]
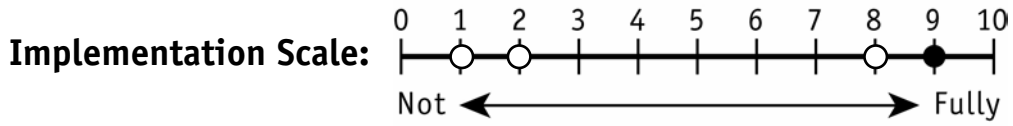
Sources and Documentation:
1. Infrastructure Master Plan dated June 2009
2. Interview with director of facilities management and planning
3. Interview with the CBO
4. Fund 40, Capital Outlay Projects budget
5. Fund 45, Revenue Bond Construction budget
6. Five-Year Construction Plan 2012-16
7. Measure CC Bond Program and State Capital Outlay Program Progress and Budget Cost Report
8. Adoption of Facilities Master Plan Bridge Document, September 2008
9. Adoption of Revised Measure CC Project List
10. Facilities Project Priority List
11. IMPACT program report – report of current construction projects dated July 26, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college budget and expenditure of funds indicate an ongoing and continued commitment to maintenance and special repairs. The college has a restricted capital outlay fund, dedicated to capital projects and deferred maintenance, as required by the Community College System Budget and Accounting Manual. The budget for 2009-10 fiscal year was $2,354,027 for fund 40 and $16,176,839 for fund 45. The budget for 2010-11 includes funding for repairs, building improvement, and a reserve for contingencies. Fund 41, Capital Outlay Projects Fund, contains line item budgets for repairs ($50,000), building improvements ($8,946,000), and a reserve for contingencies ($971,827).

2. Three projects from the revised facility project list are currently under contract:

   a. Learning Resource Center – Barrel Vault Completion project (glass sill replacement) - construction phase 1.
   b. MIS Building reprogramming – planning phase.
   c. Utility Infrastructure Phase 1 – schematics.

3. The ongoing budgeting and expenditure plans for facilities exhibit a commitment to routinely maintaining existing facilities and the ability to repair facilities as the need may unexpectedly arise. Properly maintained facilities provide for a safe and hospitable environment conducive to learning and the attraction of staff and students.

Standard Implemented: Fully – Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 9

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.4 - Facilities Improvement and Modernization - Plan for Maintenance and Modernization Exists

Legal Standard:
The college maintains a plan for the maintenance and modernization of its facilities. [EC 84660, 84670-84674]
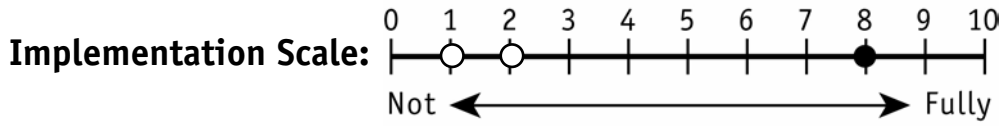
Sources and Documentation:
1. Interview with director of facilities management and planning
2. Interview with the CBO
3. Minutes of the college's Bond Oversight Committee meetings
4. Five-year construction plan for 2012-2016
5. Facilities Master Plan 2008 for Compton Center
6. HVAC row building analysis, March 2010
7. HVAC PM program 2011
8. HVAC repair plan 2011
9. Exterior lighting project, May 2010
10. Maintenance and Operations Project List, February 10, 2010
11. Maintenance and Operations Completed Project List, July 27, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The modernization plans are included in the Facilities Master Plan, the five year capital outlay plan and the five-year construction plan.

2. The maintenance plans are in process. Analysis of HVAC and roofs were done in March 2010 and a maintenance plan was implemented.

3. Schools Preventative Maintenance System was implemented, with all department heads and staff having access to request work orders. This accessibility helps staff to quickly identify facility concerns and request repairs, and allows maintenance to more expeditiously learn of issues and prioritize repairs. The SPMS is also beneficial in that it allows maintenance to track work orders to ensure completion and to prevent or more efficiently address common problems.

4. The Maintenance and Operations project list is an in-depth plan of high-cost projects that is developed annually and updated monthly. The CEO, CBO, director of facilities management and planning, and director of facilities maintenance and operations meet to discuss, prioritize, and authorize this project list. It is important for this group to communicate regularly to make efficient and deliberate use of facility budgets and resources.

5. The director of facilities maintenance and operations was conducting building inspections quarterly but has moved to a monthly schedule as of July 1, 2010. By increasing the frequency of the inspections, the director is better able to identify facility concerns and implement preventative measures. Further, with the increased frequency of inspections, the director will increase his awareness of the effectiveness of current maintenance activities and staff accountability.

Standard Implemented: Fully – Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:

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      Not  ◄─────────────────────►  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.6 - Facilities Improvement
and Modernization - Maintenance of a System for Tracking Project Progress

Professional Standard:
The college has established and maintains a system for tracking the progress of individual projects.

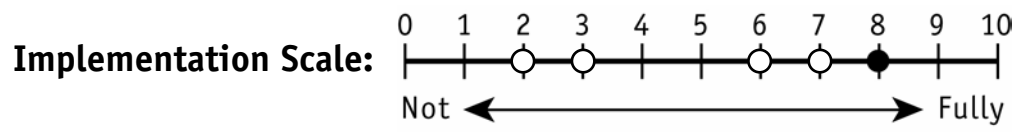### Sources and Documentation:
1. Interview with director of facilities management and planning
2. Interview with CBO
3. Interview with director of facilities maintenance and operations
4. Revised Measure CC Project List
5. Measure CC Bond Oversight Committee Bylaws
6. M & O Small Capital Projects list
7. M & O Projects list - updated
8. M & O completed projects
9. IMPACT program project list
10. Schools Preventive Maintenance System samples

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has contracted with Parsons Project Management Systems to monitor and track all state and local facilities projects. Parsons utilizes the Impact 3D/I software program that is integrated with the state System Office's Fusion software and the college's PeopleSoft financial software. The software is Web-based and allows for portal entry for data uploads with multiple level security. The software will provide real-time data and will include but not be limited to reimbursement requests, initial and final project proposals in Fusion, contracts, invoices, warrants and cash flow statements by project.

2. The district implemented work order processing software (Schools Preventive Maintenance System) and processes to track ongoing projects and schedule routine duties. This system will enable the director of facilities maintenance and operations to identify and communicate progress of individual facilities projects including maintenance and repair. The SPMS will allow the director to plan projects, allocate resources, track the project, and record progress/completion dates. Further, it will enable the director to communicate planned project completion dates, track open projects and verify completion of projects.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	8

Implementation Scale:

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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.7 - Facilities Improvement
and Modernization - Furniture and Equipment Included in Modernization Program

Professional Standard:
Furniture and equipment items are routinely included within the scope of modernization projects.

Sources and Documentation:
1. Interviews with director of facilities management and planning
2. Interview with CBO
3. Physical inspection of new construction including the Learning Resource Center (LRC) and modernization projects on campus
4. California Community Colleges Capital Outlay Five Year Plan – Project List
5. IMPACT program report dated July 26, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. FCMAT reviewed reports for capital projects recorded on the Fusion network maintained by the state System Office. Standards have been developed for campuswide design standards including furniture, fixtures and equipment in the Facilities Master Plan for all projects.

2. The California Community Colleges 2010-11 Five Year Capital Outlay Plan lists the following projects for Compton that include equipment funding:

   • Instructional Building 1 Replacement

   • Instructional Building 2 Replacement

   • Instructional Building 3

   • Allied Health Renovation

   • Physical Education Complex Replacement

   • Delta Building Renovation for Police

   • Student Activities Center Replacement

3. The MIS Building Reprogramming project is in the "kick-off meeting" phase according to the IMPACT program report. The completion date is set for 2013, and there is a $5 million budget for furniture and equipment.

4. Compton CCD routinely includes equipment in the budget for projects. Furniture and equipment planning are essential to ensure the facilities accommodate users' needs and maximize the safe, effective, and efficient use of facilities.

Standard Implemented: Fully - Substantially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:

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     0  1  2  3  4  5  6  7  8  9  10
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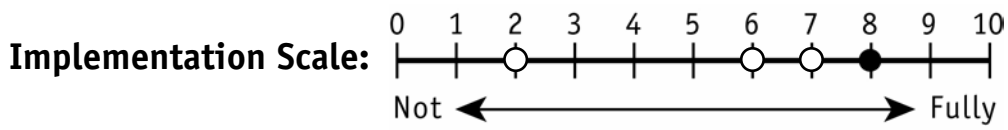
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.8 - Facilities Improvement
and Modernization - Technology Infrastructure Needs for Facilities Projects

Professional Standard:

Refurbishing, modernization, and new construction projects should take into account technology infrastructure needs.

Sources and Documentation:

1. Interviews with director of facilities planning and management
2. Infrastructure Master Plan Final Report dated June 2009
3. Detail reports provided by program and project
4. Physical inspection of college campus facilities and selected classrooms
5. Facilities Master Plan and subsequent bridge documents
6. Construction Procedures eManual (draft)
7. IMPACT program report dated July 26, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. With the development of the Facilities Master Plan, the college has completed an Infrastructure Master Plan, with technology as an integral component. The plan includes an assessment and recommendations for telecommunications upgrades to the campus infrastructure. The recommendations are designed to support both existing and new construction projects. The planning includes multiple configurations campuswide for technology connectivity that will be consistent with the Facilities Master Plan.

2. The Construction Procedures eManual (draft) is being created to guide facilities projects. Included in the manual are considerations for various aspects including technology.

3. The MIS Building Reprogramming project is in the "kick-off meeting" phase according to the IMPACT program report. The completion date is set for 2013, and there is a $5 million budget for furniture and equipment.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 7
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:
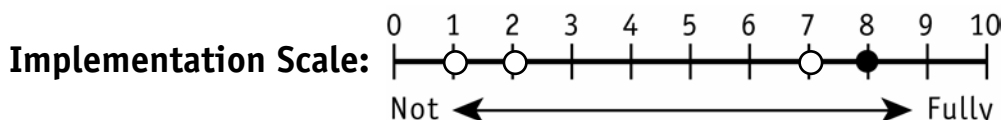
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.13 - Facilities Improvement
and Modernization - Knowledge of Office of Public School Construction and the
Division of the State Architect Procedures

Professional Standard:
Staff within the college are knowledgeable of procedures in the Division of the State Architect (DSA).
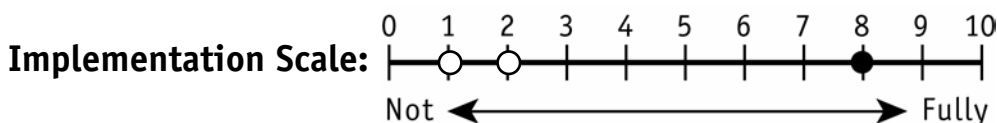
Sources and Documentation:
1. Interview with director of facilities management and planning
2. Architectural drawings
3. CADD standards, Los Angeles CCD sample depicting plans, elevations, model files, layer guidelines

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Division of the State Architect (DSA) provides design and construction oversight for school districts and community colleges. DSA develops and maintains accessibility standards and codes utilized in public and private buildings throughout California. The regulations are complex and continually change.

2. The director of facilities planning and management has extensive experience and demonstrated competency in DSA requirements. However, as part of the El Camino Community College/Compton Community College Center Partnership Agreement, this position is funded through the agreement and is not an employee of the Compton CCD. During the current review period, an attempt by Compton CCD to have its own full-time facility director was not successful. The district should continue to develop a transition plan to hire, fund and build its own internal capacity and technical knowledge of state and local funding.

3. The director of facilities management and planning contracts with public construction specialists that include project management, construction management, architect, and engineering firms with extensive knowledge and experience.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:

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        Not  ◄─────────────────────►  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 4.1 - Construction of Projects -
An Appropriate Project Management Structure Exists

Professional Standard:
The college maintains an appropriate structure for the effective management of its construction projects.

Sources and Documentation:
1. Interviews with director of facilities planning and management
2. Interview with CBO
3. BP 3300, Capital Construction, issued April 20, 2010
4. Detail reports provided by program and project
5. El Camino, Compton Center organizational chart
6. IMPACT Program

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district adopted BP 3300, Capital Construction, which dictates the CEO's responsibility to plan and manage the district's capital outlay and construction programs.

2. The district continues to contract with Parsons Project Management Systems to monitor and track all state and local facilities projects. Parsons utilizes the Impact 3D/I software program that is integrated with both the state System Office's Fusion software and the college's PeopleSoft financial software. The software is Web-based and allows for portal entry for data uploads with multiple-level security. The software will provide the college with real-time data and will include reimbursement requests, initial and final project proposals in Fusion, contracts, invoices, warrants and cash flow statements by project.

3. The director of facilities maintenance and operations hired in fall 2009 is not charged with managing construction and improvement projects related to maintenance because the district relies on the director of facilities planning and management and professional consultants to manage construction projects. The director of facilities planning and management is not an employee of the Compton Center but has a special services professional temporary contract with El Camino to oversee the Compton projects.

4. Compton CCD should continue to develop a transition plan to hire, fund and build its own internal capacity and technical knowledge of state and local funding as previously mentioned. The sustainability of this standard will be determined by the district's ability to fill this role.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 6
January 2010 Rating: 6
July 2010 Rating: 7

Implementation Scale:
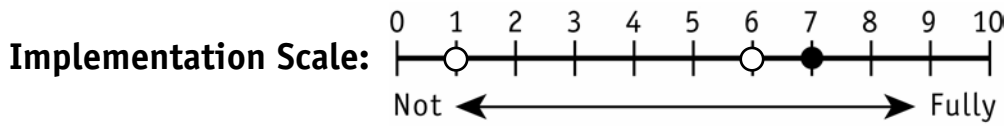
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 4.3 - Construction of Projects -
Maintenance of Appropriate Project Records and Drawings

Professional Standard:
The college maintains appropriate project records and drawings.

Sources and Documentation:
1. Interviews with director of facilities management and planning
2. Detail reports provided by program and project
3. Physical inspection of drawing room and records
4. IMPACT program

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college maintains an appropriate and organized automated and paper archive of all project as-built architectural drawings and related contract documents. The more recent projects are in good order and automated through the use of AutoCAD software.

2. The director of facilities management and planning contracts with project management, construction management, architect, and engineering firms who assist with project records management. The record-keeping system for storing facility plans and drawings is adequate to fulfill this standard.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:
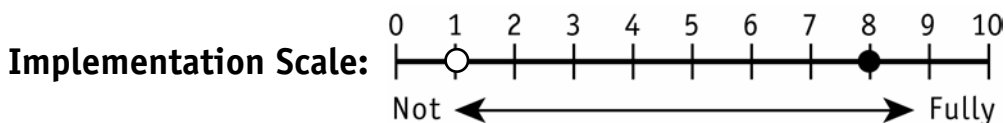
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 5.3 - Compliance with Public Contracting Laws and Procedures - Conflict of Interest Statements and Compliance

Professional Standard:

The college maintains files of conflict of interest statements and complies with legal requirements. Conflict of interest statements are collected annually by the President/Superintendent and kept on file.
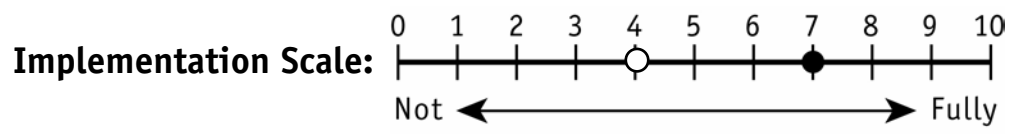
Sources and Documentation:

1. Board Policy 2710, Conflict of Interest, dated December 15, 2009
2. Administrative Regulation 2711, Conflict of Interest Disclosure
3. Interviews with college staff
4. Form 700, Annual Filing of Statement of Economic Interests

Progress on Implementing the Recommendations of the Recovery Plan:

1. During the previous review period, documentation was provided to support an updated certification to the state special trustee regarding Form 700, Annual Filing of Statement of Economic Interests for the director of facilities planning and management. The documentation reviewed was dated July 18, 2009, and meets the annual office statement requirement. During the current review period, an inquiry with management staff members was made to verify the existence of Form 700 completion. The director of facilities planning and management conveyed that his position does not complete a Form 700 and he is not an employee of Compton CCD.

2. The college should update its board policies and identify designated positions that must file the annual Form 700. Due to the specific duties and responsibilities of the director of facilities planning and management and the number of contracts, this position should be included in any policy update.

3. Procedures to collect the conflict-of-interest statements have been established by the CEO and CBO for staff members who are employed by Compton CCD or El Camino CC management staff that work on the Compton campus. FCMAT made inquiries of all management staff members regarding their completion of the Form 700. According to those inquiries, the director of facilities planning and management does not complete the form. A sampling of Form 700s confirmed that no form was on file for this position. All directors should complete Form 700.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	7

Implementation Scale:

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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.1 - Facilities, Maintenance
and Custodial - Implementation of an Energy Conservation Policy

Professional Standard:
An energy conservation policy should be approved by the Board of Education and implemented throughout the college.
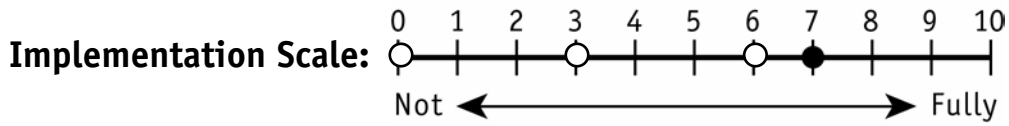
Sources and Documentation:
1. Energy and Sustainability Policy for school design by California Community Colleges Board of Governors
2. Interview with director of facilities planning and management
3. BP 3340, Energy and Sustainability, issued July 20, 2010
4. California Community Colleges Energy Efficiency Partnership Program 2009 Bridge Period Agreement
5. Infrastructure Master Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has adopted the California Community College Chancellor's Office Energy and Sustainability Policy that requires the district to exceed Title 24 regulations by 15% for all construction projects approved at the college. The policy contains guidelines necessary to reduce energy consumption pursuant to the Governor's Executive Order that requires all community colleges to participate in statewide energy conservation and reduced electrical demand.

2. The college completed the Infrastructure Master Plan document that includes a critical component on Energy Efficiency/Sustainability. The plan details alternative methods to reduce energy and alternative renewable energy sources for use in the design phase for all projects.

3. Pursuant to Government Code Section 15814.30 regarding all new public facilities and Title 24 of the California Code of Regulations, Part 6 titled Energy Code, Compton CCD has contracted with Southern California Edison on behalf of the 2009 Bridge Period California Community College Partnership Program. This program meets the System Office energy efficiency and conservation goals, and the incentive for this program is funded by the California Public Utilities Commission (CPUC). Examples of projects submitted include lighting retrofit ($33,796.08), HVAC controls ($115,472.59) and gas savings ($7,390.00).

4. Board Policy 3340, Energy and Sustainability, was issued July 20, 2010. This policy dictates the responsibility of the CEO in the development of a district energy and sustainability plan. The CEO or designee shall establish regulations to ensure the plan is properly administered, funded, executed, and monitored. Development and implementation of the energy conservation regulations are essential to full compliance with this standard.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0
June 2009 Rating: 3
January 2010 Rating: 6
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.3 - Facilities, Maintenance and Custodial - Energy-Efficient Design Criteria for New Construction and Modernization

Professional Standard:
Cost-effective, energy-efficient design should be a top priority for all college construction projects.

Sources and Documentation:
1. Energy and Sustainability Policy for school design by California Community Colleges Board of Governors
2. Interview with director of facilities planning and management
3. Review of contract with Southern California Edison, 2009
4. California Community Colleges Energy Efficiency Partnership Program 2009 Bridge Period Agreement
5. Infrastructure Master Plan
6. Five-Year Construction Plan
7. BP 3340, Energy and Sustainability

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton College was originally constructed and occupied in the early 1950s, including the utility infrastructure for the campus. Since construction of the original campus in 1953, four buildings have been added. However, technology, power requirements, electrical upgrades, mechanical upgrades, emergency communications, fire/life safety and sewer requirements have all changed per the Uniform Building Code requirements and the DSA's office. While board policies have not been updated, a number of incremental steps have been completed to meet this standard. The college completed the Infrastructure Master Plan document that includes a critical component on energy efficiency/sustainability. The plan details alternative methods to reduce energy and alternative renewable energy sources for use in the design phase of all projects.

2. Pursuant to Government Code Section 15814.30 regarding all new public facilities and Title 24 of the California Code of Regulations, Part 6 titled Energy Code, Compton CCD has contracted with Southern California Edison on behalf of the 2009 Bridge Period California Community College Partnership Program. This program meets the System Office energy efficiency and conservation goals, and the incentive for this program is funded by the CPUC. Examples of projects submitted include lighting retrofit ($33,796.08), HVAC controls ($115,472.59) and gas savings ($7,390.00).

3. Board Policy 3340, Energy and Sustainability, was issued July 20, 2010. This policy dictates the responsibility of the CEO in the development of a district energy and sustainability plan. The CEO or designee shall establish regulations to ensure the plan is properly administered, funded, executed, and monitored. Regulations supporting the policy should identify the importance of cost-effective and energy-efficient design.

4. Five-year construction plan narratives reflect the incorporation of best practices training for staff, energy efficient technology and energy management systems.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 5
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:
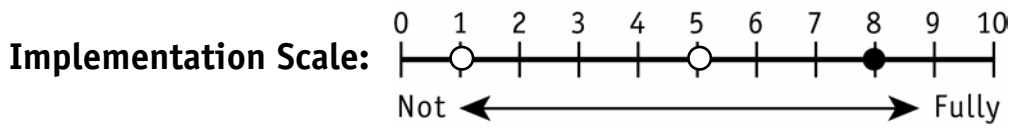
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.5 - Facilities Maintenance and Custodial - Adequate Maintenance Records and Inventories

Professional Standard:

Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools, and equipment. All employees required to perform maintenance on school sites are provided with adequate supplies, equipment, and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.

Sources and Documentation:

1. Interviews with the director of facilities maintenance and operations
2. Hillyard CCAP program documents
3. Equipment inventory documents
4. Schools Preventative Maintenance System (SPMS) reports

Progress on Implementing the Recommendations of the Recovery Plan:

1. The director of facilities maintenance and operations is implementing the Hillyard CCAP program. This program involves a site study by Hillyard to include all custodial and janitorial areas. Cleaning and maintenance needs are developed based on a thorough evaluation of surface types and area size to determine the proper products, methods, and staffing required to meet the district standard. Once the analysis is completed, job cards are developed for each process. The job cards include the standard, method, supplies and equipment needed to complete each task, along with safety precautions. Hillyard provides training for this program, including proper implementation and safety. Also included in this program is an inventory budget, control, and ordering system.

2. The director of facilities maintenance and operations is implementing the Schools Preventative Maintenance System to schedule routine maintenance tasks, track and assign work orders, and manage larger maintenance and repair projects. Supplies and equipment inventories are recorded manually. The college maintains an inventory of supplies and materials and major equipment, including tools, that is manually tracked in the inventory system. Employees use a checkout procedure to track the location of this type of equipment.

3. The implementation of these programs will increase the efficiency of the maintenance staff by organizing schedules, tracking equipment and supply inventories, standardizing procedures, and improving training and competency.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	5

Implementation Scale:
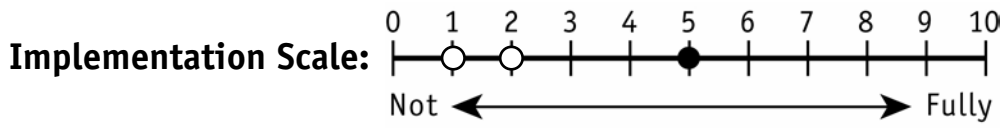
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.6 - Facilities Maintenance
and Custodial - Procedures for Evaluation of Maintenance and Operations Staff

Professional Standard:

Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.
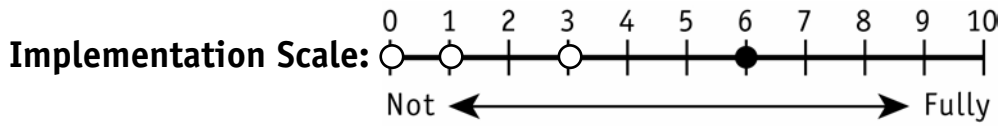
Sources and Documentation:

1. Board Policy 7230, Classified Employees, January 29, 2010
2. Board Policy 7260, Classified Supervisors, February 16, 2010
3. Board Policy 7370, Discipline and Dismissal – Classified Employees, in process
4. Interviews with the directors of facilities
5. Agreement between the college and the Federation of Classified Employees, Local 3486, CFT/AFT/AFL-CIO
6. Job descriptions
7. Compton Community College Employee Policy and Procedures Handbook
8. Sample employee evaluations
9. Sample memos to employees regarding assignments

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college has adopted board policies to delineate requirements for the evaluation process since the last facilities review and include board-approved standard evaluation forms per the current bargaining contract.

2. The college has created a process to notify departments so that evaluations are performed and submitted to Human Resources in a timely manner. The contract between Compton CCD and the classified employees provides for every permanent classified employee to be evaluated annually, no later than May 1.

3. In an interview with the director of facilities maintenance and operations, it was stated that evaluations were not completed by the contractual deadline. In addition, FCMAT was not able to verify that all classified evaluations were completed for 2009-10.

4. The employee handbook addresses performance evaluations as a key link for personal development, promotion, and compensation. The dean of human resources has provided in-service training for supervisory personnel in the proper documentation of performance standards. The training also includes guidelines for both new and current supervisory personnel in completing employee evaluations.

5. The college should implement procedures to track and ensure that evaluations are done in compliance with board policy and contractual agreements.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1
June 2009 Rating: 3
January 2010 Rating: 6
July 2010 Rating: 6

Implementation Scale:

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     Not  ←─────────────────→  Fully
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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.7 - Facilities Maintenance
and Custodial - Identification of Maintenance and Custodial Responsibilities

Professional Standard:

Major areas of custodial and maintenance responsibilities, and specific jobs to be performed, have been identified. Custodial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities they will be expected to perform and on which they will be evaluated.

Sources and Documentation:

1. Board policies
2. Interview with director of facilities maintenance and operations
3. Agreement between the college and Federation of Classified Employees, Local 3486
4. Job descriptions
5. Hillyard CCAP program records
6. Schools Preventative Maintenance System (SPMS) reports
7. Director of facilities maintenance and operations goals for 2010-11

Progress on Implementing the Recommendations of the Recovery Plan:

1. Job descriptions and duties are documented in the descriptions of the maintenance and custodial tasks for assigned employees. Tasks and descriptions are identified by union job classification, e.g., carpenter or utility maintenance worker. Standardization of jobs and functions is being enhanced to help to define processes, responsibilities, and performance levels.

2. The director of facilities maintenance and operations is implementing the Hillyard CCAP program, which identifies campus facility custodial needs. The program provides specific direction as to the frequency, method, supplies, equipment, and time needed to complete each task.

3. The director of facilities maintenance and operations is implementing the Schools Preventative Maintenance System to schedule routine maintenance tasks, work order tasks, and repair projects.

4. The director of facilities maintenance and operations lists as a goal for 2010-11 that he will perform two counseling sessions for each employee prior to their evaluation. Regular communications and evaluations are important to developing employee responsibility, competence, and accountability.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	7

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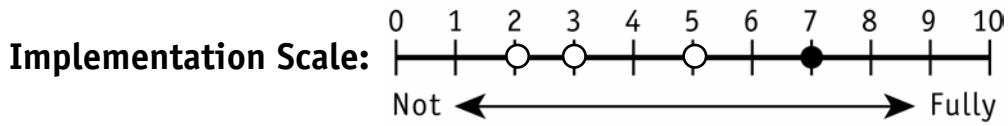
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.8 - Facilities Maintenance and Custodial - Availability of Custodial Supplies and Equipment

Professional Standard:
Necessary staff, supplies, tools, and equipment for the proper care and cleaning of the college are available. To meet expectations, the college is adequately staffed, and staff is provided with the necessary supplies, tools, and equipment as well as the training associated with the proper use of such.
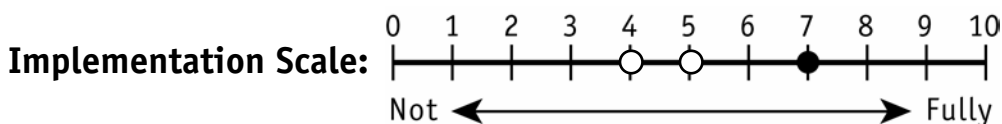
Sources and Documentation:
1. Interview with director of facilities maintenance and operations
2. Hillyard CCAP program records
3. Schools Preventative Maintenance System (SPMS) reports
4. Custodial and Maintenance Procedure Manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. The director of facilities maintenance and operations is implementing the Hillyard CCAP program, which identifies campus facility custodial needs. The program provides specific direction as to the frequency, method, supplies, equipment, and time needed to complete each task. Cleaning standards may be adjusted according to staffing available. These adjustments in the CCAP program ensure that regular essential cleaning is maintained while the frequency of non-essential tasks is reduced.

2. The director of facilities maintenance and operations is implementing the Schools Preventative Maintenance System to schedule routine maintenance tasks, work order tasks, and repair projects.

3. The implementation of these programs will increase the efficiency of the maintenance staff by organizing schedules, tracking equipment and supply inventories, standardizing procedures, and improving training and competency.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 7

Implementation Scale:

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

Professional Standard:
The college has an effective preventive maintenance program that is scheduled and followed by the maintenance staff. This program includes verification of the completion of work by the supervisor of the maintenance staff.
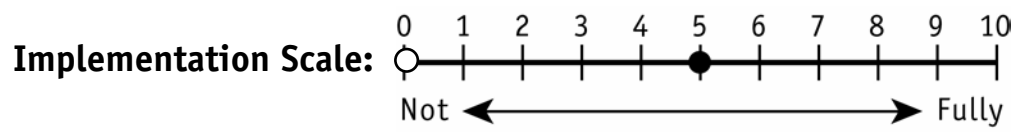
Sources and Documentation:
1. Board policy
2. Interview with director of facilities maintenance and operations
3. Hillyard CCAP program records
4. Schools Preventative Maintenance System (SPMS) reports
5. Site observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The director of facilities maintenance and operations is implementing the Hillyard CCAP program, which identifies campus facility custodial needs. The program provides specific direction as to the frequency, method, supplies, equipment, and time needed to complete each task. Cleaning standards may be adjusted according to staffing available. These adjustments in the CCAP program ensure that regular essential cleaning is maintained while the frequency of non-essential tasks is reduced.

2. The director of facilities maintenance and operations is implementing the Schools Preventative Maintenance System to schedule routine maintenance tasks, work order tasks, and repair projects.

3. Records of HVAC analysis, maintenance and work orders identify maintenance and repair needs but do not indicate job status, scheduling or progress.

4. During the FCMAT visit, the campus grounds were not well maintained. A lack of attention to mowing, weeding, and watering of the lawns was evident. The director of facilities maintenance and operations explained that the mower was being repaired and serviced, an indication that proper preventive maintenance and scheduling require attention.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	5

Implementation Scale:

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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.10 - Facilities Maintenance and Custodial - Adequate Repair and Supervision of Buildings

Legal Standard:
The Governing Board of the college provides clean and operable flush toilets for use of pupils. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title §631, CCR Title 5 14030, EC 17576]
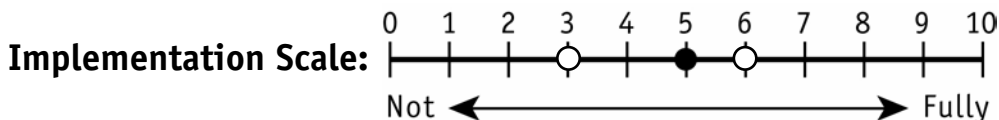
Sources and Documentation:
1. Board policy
2. Interview with director of facilities planning and management
3. Interview with director of facilities maintenance and operations
4. Site observations verifying conditions of facilities

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college operates custodial and maintenance programs that are effective and provide a relatively clean and safe academic environment for both students and faculty. In particular, restroom facilities are adequate and clean. Limitations exist because of the current age and condition of the facilities.

2. Programs are being implemented to ensure proper cleaning and maintenance of facilities.

3. The district's hiring of a director of facilities maintenance and operations in fall 2009, budgeting for maintenance needs, and implementation of programs to schedule and track maintenance is evidence of the commitment to meeting this standard.

4. During the FCMAT visit, the campus grounds were not well maintained. A lack of attention to mowing, weeding, and watering of the lawns was evident. The director of facilities maintenance and operations explained that the mower was being repaired and serviced, an indication that proper preventive maintenance and scheduling require attention.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	5

Implementation Scale:

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ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.11 - Facilities Maintenance and Custodial - Planned Program Maintenance System

Professional Standard:

The college has implemented a planned program maintenance system that includes an inventory of all facilities and equipment that will require maintenance and replacement. Data should include purchase prices, anticipated life expectancies, anticipated replacement time lines, and budgetary resources necessary to maintain the facilities.
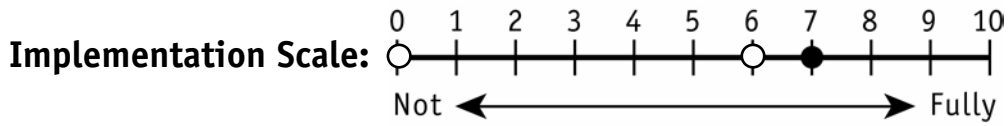
Sources and Documentation:

1. Board policy
2. Interview with director of facilities planning and management
3. Interview with director of facilities maintenance and operations
4. Five-Year Capital Outlay Construction Plan
5. Report 17 Certification, Space Inventory Report
6. Facilities Master Plan, Compton Center 2008
7. Infrastructure Master Plan
8. Schools Preventative Maintenance System (SPMS) reports
9. M & O small capital projects list
10. M & O Projects list - updated
11. M & O Completed Projects

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college is working toward full implementation of this standard. Compton CCD has a board-approved Facilities Master Plan, and prepares the required annual five-year deferred maintenance and space inventory plans. A complete Facilities Infrastructure Master Plan has been completed regarding the condition and assessment of all buildings. The plan includes components for energy efficiency, mechanical, electrical and fire alarm systems, site utilities, technology, security and campus lighting. The Infrastructure Master Plan will provide a blueprint for the college to follow regarding new construction and maintenance requirements.

2. The district is in the process of implementing the Schools Preventative Maintenance System to schedule and track routine maintenance items to include servicing, repairing, and replacing equipment.

3. In March 2010, the district had analyses performed of roofing and HVAC to determine their current state and plan for maintenance, repair, and replacement. Communication is encouraged between the directors of facilities management and planning and maintenance and operations to share knowledge, reduce redundancy of efforts, and create efficiencies of resource use.

4. The CEO, CBO, and directors of facilities meet to budget, plan, and prioritize facility needs. A plan is developed annually and reviewed and amended monthly as needed.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 0
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.12 - Facilities Maintenance
and Custodial - Priorities for Assignment of Routine Repair Work Orders

Professional Standard:

The college has a documented process for assigning routine repair work orders on a priority basis.
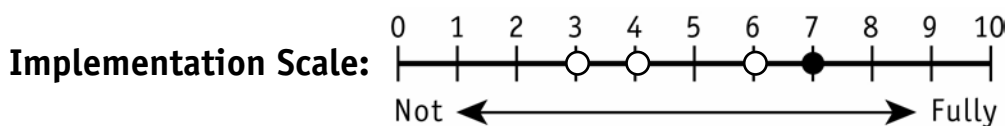
Sources and Documentation:

1. Interview with director of facilities maintenance and operations
2. Interview with director of facilities planning and management
3. Schools Preventive Maintenance System samples

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district implemented work order processing software (Schools Preventive Maintenance System) and processes to track ongoing projects and schedule routine duties.

2. The college has continued the current work order prioritization process, with health and safety repairs as the top priority for all employees. Facilities inspection log sheets have been created with specific tasks for daily maintenance. Beyond health and safety considerations and daily maintenance, priorities have been set on a Facilities Project Priority List, with the tasks completed primarily by external contractors because of the technical nature of the projects.

3. The CEO, CBO, and directors of facilities meet monthly to budget, plan, and prioritize facility needs.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 4
June 2009 Rating: 6
January 2010 Rating: 6
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 9.1 - Instructional Program Issues - Plan for Attractive Landscaped Facilities

Professional Standard:
The college has developed a plan for attractively landscaped facilities.

Sources and Documentation:
1. Interviews with the director of facilities planning and management, and director of facilities maintenance and operations
2. Campus and grounds inspection
3. Facilities Master Plan for Compton Center, 2008
4. Five-Year Capital Outlay Plan 2011-2017
5. Landscape Concept Plan by HMC Architects
6. Infrastructure Master Plan
7. Master Bridge Plan and Supporting Documents
8. Gardening Schedule for 2010-11
9. Small Capital Projects List dated June 1, 2010
10. Compton CCD Maintenance & Operations Organizational Chart

Progress on Implementing the Recommendations of the Recovery Plan:

1. The college's architect has developed conceptual landscape plans for improved campus landscaping. However, the Compton CCD grounds staff has had difficulty during this review period maintaining the existing landscaping due to equipment issues. This issue has been further compounded by accommodations that will need to be made in light of the Facilities Master Plan.

2. The Facilities Master Plan details the overhaul of the campus infrastructure and the demolition and construction of several structures, which are to be completed in the next few years. The college reports that the plans to improve campus landscaping are on hold until after the major construction has been completed. Based on the Infrastructure Master Plan, the college has developed a conceptual landscape plan that includes partial components of the campus such as planting schemes, medians, parking lots, interior quad area, etc. No formal documentation or written plan was submitted with the schematic landscape plans regarding timing or cost. The State Public Works Board approved the preliminary plans for the Infrastructure Replacement Plan Phase 2 and the state will release funds in the amount of $825,000 for the working drawings phase. The construction funds of $16,208,000 for this project are proposed in the 2010-11 budget bill and Compton CCD must meet specific conditions by June 30, 2011.

3. As part of the new employee evaluation process, each maintenance and operations staff member is to adopt either a campus building or grounds area. The college reports that this adoption program will help to identify landscaping areas that need to be addressed. The college has a Facilities Master Plan that is augmented by funding from state and local (Measure CC) sources. Many of the requested projects will address some of the infrastructure

problems, such as nonfunctioning sprinklers, but many replacements or upgrades to the infrastructure cannot occur until a later phase of the Facilities Master Plan because of proposed construction and demolition of existing facilities. FCMAT's site observation shows that the college is maintaining the existing landscaping on campus. Until the college is able to complete the upgrades to the utility infrastructure detailed in the Facilities Master Plan, it should maintain the existing infrastructure and make any necessary minor repairs to ensure the campus is functional.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:
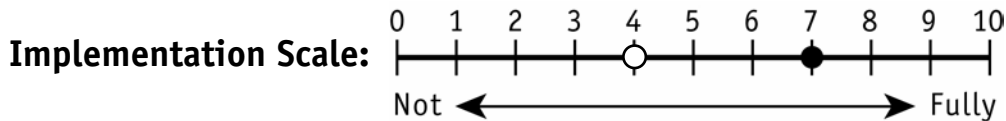
ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 10.2 - Community Use of Facilities - Compliance with Civic Center Act for Community Use

Legal Standard:
Education Code Section 82537 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both "direct cost" and "fair market" rental rates, specifying what groups have which priorities and fee schedules.

Sources and Documentation:
1. Board Policy 6701, Civic Center Permit and Other Facilities Use, dated February 20, 2009
2. AR 6701, Civic Center and Other Facilities Use, dated February 2009
3. AP 6701, Civic Center Permit and Other Facilities Use, dated February 2009
4. Internal accounting records
5. Facility Fee Schedule dated February 20, 2009
6. Facilities Use Application/Permit by user group category

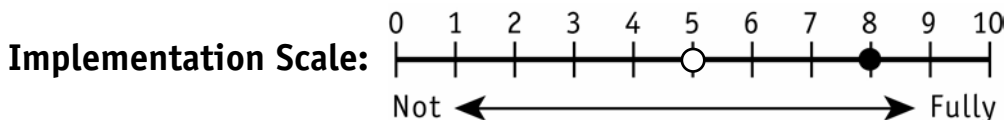### Progress on Implementing the Recommendations of the Recovery Plan:

1. The college identified the need to complete a comprehensive study of allowable costs and charges for community use of facilities and completed the process by adopting Board Policy 6701, Civic Center Permits and Other Facilities Use. The district has formally updated the facilities usage policy that includes all administrative rules, regulations and procedures including Education Code Section 82537 regarding the use of civic centers.

   The policy and corresponding administrative regulations include a new fee schedule that identifies fees for all facilities on the campus. The policy also identifies civic center permit categories and updated cash collection procedures.

2. The adopted policies are in accordance with Education Code Section 82537-82548 and are based on the appropriate fee schedule for nonprofit, youth and school activities, and other for-profit organizations.

Standard Implemented: Fully - Substantially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	5
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	8

Implementation Scale:

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

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

C. Technology Resources – Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.
   a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*
   b. *The institution provides quality training in the effective application of its information technology to students and personnel.*
   c. *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*
   d. *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
C. Technology Resources						
Standard to be Addressed						
Financial Management Standards -- Management Information Systems						
17.1 **Management information systems support users with information that is relevant, timely and accurate. Standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems.**	2	2	2	4	7	7
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					

ACCJC Standard III-C Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
17.6	Hardware and software purchases conform to existing technology standards. Standards for copiers, printers, fax machines, networking equipment, and all other technology assets are defined and enforced to increase standardization and decrease support costs. Requisitions that contain hardware or software items are forwarded to the technology department for approval prior to being converted to purchase orders. Requisitions for non-standard technology items are approved by the Management Information Systems Division unless the user is informed that district support for non-standard items will not be available.	4					
17.7	**Computers are replaced on a schedule based on hardware specifications.**	**1**	**1**	**1**	**6**	**8**	**8**
17.8	Network standards, such as the following, are being followed by the college: 1) A stable firewall is used with separate DMZ and "inside" network; 2) the college follows EIA/TIA 568-B for all network cabling; 3) A Web content filter is used for all outbound Internet access; 4) The college uses an e-mail spam filter for all inbound e-mail; 5) Administrative and academic network traffic is kept separate; 6) Switches and network hubs are installed, and the college ensures that switches support certain features; 7) Login banners are added to all network elements that will support them; 8) The college has transitioned from all non-TCP/IP protocols; and 9) The college uses a VPN for any access to the internal network from the outside.	6					
17.9	**Administrative system users are adequately trained in the use of administrative systems and receive periodic training updates to ensure that they remain aware of system changes and capabilities.**	**1**	**2**	**2**	**6**	**7**	**7**

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

ACCJC Standard III-C **Standard to be Addressed**		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
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   167

ACCJC Standard III-C: Technology Resources
FCMAT Financial Management Standard 17.1 – Management Information Systems

Professional Standard:
Management information systems support users with information that is relevant, timely and accurate. Standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems.

Sources and Documentation:
1. Interviews with staff members from El Camino Community College and Compton Center
2. Sample El Camino Colleague Information 2005
3. Copy of Compton Drop Request, 2006-07
4. MIS FCMAT Strategic Recovery Plan, October 7, 2009
5. Analysis and Proposal with supporting documents, October 15, 2010
6. Status Cost Priority of Plan Action Items, July 2010
7. Compton Community College District SOW Final, December 18, 2009
8. Revised Draft CEC Technology Plan, 7-14-10

Progress on Implementing the Recommendations of the Recovery Plan:

1. Recommendations contained within the previous report have not been followed. Although the Compton CCD technology supervisor provides leadership for the Compton CCD campus and daily supervision for other technology support staff, administrative oversight is still provided by the El Camino CCD director of information technology services. There has been no progress relative to realigning the supervisor's position exclusively within the Compton CCD or Compton Center administrative organizational structure. Ultimately, the Compton technology department supervisor position is paid for by Compton; however, it remains an employee reporting to the El Camino CCD chief information officer. For Compton to sustain the technology standards, it is vital for the position to report directly within the organizational structure of Compton CCD.

   The Compton CCD should establish a separate technology manager position and encourage the supervisor to apply for the position. The supervisor should be assigned sole responsibility for all aspects of administrative and instructional technology at the Compton CCD. The technology manager should be assigned responsibility for independently evaluating the functions and duties of all positions in the technology department to determine if further reorganization is necessary.

2. The Compton CCD initially purchased its Datatel Colleague financial system in 2004 and lost accreditation shortly after contracting for the installation of the system. Subsequently, administrators from the El Camino CCD negotiated with Datatel to suspend selected modules of the Compton license agreement with Datatel. At the same time, users began to use the separate installation of Colleague hosted by the El Camino CCD.

   Accreditation requirements prohibit return of the student and academic modules of Datatel to the Compton Center until the campus has reacquired independent accreditation. However, there is no such limitation on the return of the financial system modules.

The Compton Center technology manager should negotiate directly with Datatel to determine the costs associated with bringing the financial system modules back online.

3. Users in the Compton CCD business office must enter financial transaction data into two distinctly separate systems: Datatel (hosted at the El Camino CCD) and PeopleSoft (hosted at LACOE). To address problems associated with duplicate data input, users at the El Camino CCD have developed applications that allow data entered into the Datatel system to be electronically uploaded to PeopleSoft. The interface application cannot simply be implemented within the Compton CCD Colleague system because of fundamental version differences of the Compton CCD and El Camino CCD Colleague systems. However, the El Camino CCD interfaces can be investigated as a model of how data input requirements could be reduced if proper system interfaces were programmed and developed. This item should be elevated to a priority level given the recent resignation of the Chief Business Official and the Accounting Supervisor.

The Compton CCD technology supervisor should meet with representatives from the El Camino campus and LACOE to discuss how data is entered into the Colleague and PeopleSoft systems. The interface applications developed to automate data sharing between the El Camino CCD Colleague and LACOE PeopleSoft systems should be reviewed to determine if advantages could be achieved by developing similar interface applications between the Compton CCD Colleague and LACOE PeopleSoft systems.

4. Users of the Colleague financial system have long complained about the way PeopleSoft output data is summarized after it has been uploaded to and processed through the PeopleSoft system. Specifically, users expressed frustration that the detailed data entered into the Colleague system is reported back after being processed through the LACOE PeopleSoft system in a highly summarized format, rendering the data essentially useless for analysis and reconciliation purposes.

The Compton CCD technology supervisor should meet with representatives from the El Camino campus and LACOE to discuss how data is reported after being processed within PeopleSoft. Discussions should focus on improving the quality of output data for analysis and reconciliation purposes.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:
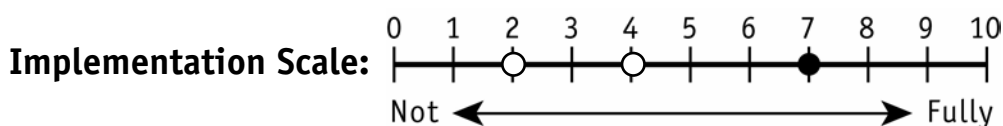
ACCJC Standard III-C: Technology Resources
FCMAT Financial Management Standard 17.7 – Management Information Systems

Professional Standard:
Computers are replaced on a schedule based on hardware specifications.

Sources and Documentation:
1. Interviews with staff members from the El Camino and Compton community colleges
2. Sample El Camino Colleague Information 2005
3. Copy of Compton Drop Request, 2006-07
4. MIS FCMAT Strategic Recovery Plan, October 7, 2009
5. Analysis and Proposal with supporting documents, October 15, 2010
6. Status Cost Priority of Plan Action Items July 2010
7. Compton Community College District SOW Final, December 18, 2009
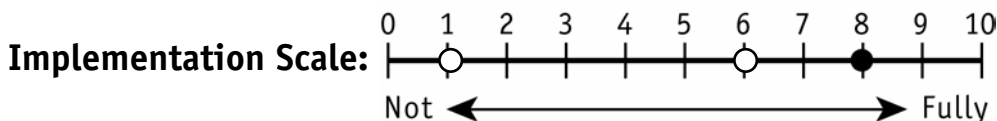8. Revised Draft CEC Technology Plan, 7-14-10

Progress on Implementing the Recommendations of the Recovery Plan:

1. Recommendations contained within the previous report have not been implemented. Laptop computers were purchased in June 2010 for Compton CCD faculty using El Camino CCD funds, and are expected to be received in August. Despite this effort, the district has yet to demonstrate budgetary commitment to the four-year replacement cycle by identifying a stable and reliable funding source.

   The district should identify a stable and reliable funding source to demonstrate budgetary commitment to the four-year replacement cycle as recommended in the Technology Master Plan.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	6
January 2010 Rating:	8
July 2010 Rating:	8

Implementation Scale:

```
   0   1   2   3   4   5   6   7   8   9  10
   |---O---+---+---+---+---O---+---●---+---|
   Not  <---------------------->  Fully
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ACCJC Standard III-C: Technology Resources
FCMAT Financial Management Standard 17.9 – Management Information Systems

Professional Standard:
Administrative system users are adequately trained in the use of administrative systems and receive periodic training updates to ensure that they remain aware of system changes and capabilities.

Sources and Documentation:
1. Interviews with staff members from El Camino and Compton community colleges
2. MIS FCMAT Strategic Recovery Plan, October 7, 2009
3. Status Cost Priority of Plan Action Items, July 2010
4. Compton Community College District SOW Final, December 18, 2009
5. Revised Draft CEC Technology Plan, 7-14-10

Progress on Implementing the Recommendations of the Recovery Plan:

1. Recommendations contained within the previous report have not been implemented. A detailed training needs assessment has not been conducted to determine what, if any, additional training is needed in the use of the Colleague, general office applications, and LACOE-based systems. This should be followed by the development of a training program that addresses those needs. Although the availability of computer-based training-on-demand options have been universally accepted, the specific training needs of individual staff members remain unmet during this review period

   The district should conduct a training needs assessment to determine what, if any, instructor-led training sessions should be developed that cover systems and software applications that are used every day. Training opportunities should include the basic graphical user interface, office applications, and use of the Colleague and LACOE-hosted systems for Compton CCD staff members. In addition, training programs that address the needs of the Compton Center technology department staff members should be developed.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

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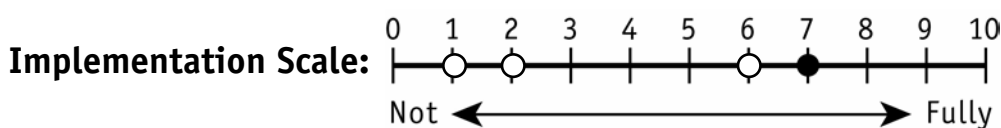
Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources

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

D. Financial Resources – Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.

   a. *Financial planning is integrated with and supports all institutional planning.*
   b. *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*
   c. *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*
   d. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

   a. *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*
   b. *Appropriate financial information is provided throughout the institution.*
   c. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*
   d. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and asset.*
   e. *All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*
   f. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

g.   *The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

3. *The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
D. Financial Resources						
Standard to be Addressed						
Financial Management Standards -- Internal Control Environment						
1.1 **Integrity and ethical behavior are the product of the college's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others.**	**1**	**2**	**4**	**5**	**6**	**5**
1.4 **The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area.**	**1**	**2**	**2**	**5**	**6**	**6**
1.5 Management has the ability to evaluate job requirements and match the requirements to the employee's skills.	2					
1.6 The college has procedures for recruiting capable financial management and staff and hiring competent people.	2					
1.7 **All employees are evaluated on performance at least annually by a management-level employee knowledgeable about their work product. The evaluation criteria are clearly communicated and, to the extent possible, measurable. The evaluation includes a follow-up on prior performance issues and establishes goals to improve future performance.**	**3**	**4**	**4**	**6**	**6**	**7**
1.8 **Top management sets the tone and establishes the environment for reliable financial reporting. Therefore, appropriate measures are implemented to discourage and detect fraud.**	**0**	**0**	**4**	**5**	**5**	**5**

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
Financial Management Standards -- Inter- and Intra-Departmental Communications							
2.1	**The business and operations departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedural manuals are necessary for the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).**	1	2	4	6	7	8
2.2	**The financial departments communicate regularly with the Governing Board and community on the status of college finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the college and board, or reflect a change in policy.**	1	2	2	5	6	7
2.3	The Governing Board is engaged in understanding globally the fiscal status of the college, both current and as projected. The board prioritizes college fiscal issues among the top discussion items.	1					
2.4	**The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.**	1	1	3	5	5	5
2.5	**Documents developed by the financial departments for distribution to the board, staff and community are easily understood.**	3	3	3	4	7	8

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

ACCJC Standard III-D Standard to be Addressed	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
Financial Management Standards -- Staff Professional Development						
3.1 The college has developed and uses a professional development plan for training business staff. The plan includes the input of business office supervisors and managers, and, at a minimum, identifies appropriate programs office-wide. At best, each individual staff and management employee has a plan designed to meet their individual professional development needs.	2					
3.2 The college develops and uses a professional development plan for the in-service training of department staff by business staff on relevant business procedures and internal controls. The plan includes the input of the business office and the departments/divisions and is updated annually.	0					
Financial Management Standards -- Internal Audit						
4.1 The Governing Board has adopted policies establishing an internal audit function that reports directly to the president or Governing Board.	**0**	**0**	**4**	**8**	**6**	**6**
4.2 Internal audit functions are designed into the organizational structure of the college. These functions include periodic internal audits of areas at high risk for non-compliance with laws and regulations and/or at high risk for monetary loss.	0					
4.3 Qualified staff members are assigned to conduct internal audits and are supervised by an independent body.	0					
4.4 Internal audit findings are reported on a timely basis to the Governing Board and administration, as appropriate. Management then takes timely action to follow up and resolve audit findings.	**0**	**0**	**1**	**3**	**5**	**5**

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
Financial Management Standards -- Budget Development Process (Policy)							
5.1	**The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the college's goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the college's goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and college needs.**	**1**	**1**	**2**	**4**	**7**	**8**
5.2	The budget development process includes input from staff, administrators, board and community.	1					
5.3	**Policies and regulations exist regarding budget development and monitoring.**	**1**	**1**	**0**	**6**	**8**	**8**
5.4	**The college has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects college priorities.**	**0**	**0**	**1**	**5**	**7**	**7**
5.5	The college has policies to facilitate development of a budget that is understandable, meaningful, reflective of college priorities, and balanced in terms of revenues and expenditures.	0					
5.6	**Categorical funds are an integral part of the budget process and have been integrated into the entire budget development. The revenues and expenditures for categorical programs are reviewed and evaluated in the same manner as unrestricted General Fund revenues and expenditures. Categorical program development is integrated with the college's goals and used to respond to specific college student needs to support student learning outcomes.**	**0**	**0**	**1**	**5**	**7**	**7**

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
5.7	The college has the ability to accurately reflect its net ending balance throughout the budget monitoring process. The 311A and 311Q reports provide valid updates of the college's net ending balance. The college has tools and processes that ensure that there is an early warning of any discrepancies between the budget projections and actual revenues or expenditures.	0					
5.8	The college utilizes formulas for allocating funds to departments/divisions. This can include staffing ratios, supply allocations, etc. These formulas are in line with the board's goals and directions, and are not overridden.	0					
Financial Management Standards -- Budget Development Process (Technical)							
6.1	**The Budget Office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies the sources and uses of funds. Reasonable FTES and COLA estimates are used when planning and budgeting. The same process is applied to all funds.**	**0**	**1**	**1**	**5**	**6**	**6**
6.2	An adopted budget calendar exists that meets legal and management requirements. At a minimum the calendar identifies statutory due dates and major budget development activities.	0					
6.3	Standardized budget worksheets are used to communicate budget requests, budget allocations, formulas applied and guidelines.	0					
Financial Management – Budget Adoption, Reporting, and Audits							
7.1	The college adopts its annual budget and files it with the Chancellor's Office within the statutory time lines.	0					

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
7.3	The college has procedures that provide for the development and submission of a college budget and interim reports that adhere to criteria and standards and are approved by the Chancellor's Office.	5					
7.4	The college completes and files its interim budget reports within the statutory deadlines.	2					
7.5	**The quarterly fiscal status reports show an accurate projection of the ending fund balance. Material differences are presented to the Governing Board with detailed explanations.**	**3**	**3**	**1**	**3**	**6**	**6**
7.6	The college has complied with the Governmental Accounting Standard No. 34 (GASB 34) which requires the college to develop policies and procedures and report in the annual financial reports on the modified accrual basis of accounting and the accrual basis of accounting.	8					
7.7	The college has arranged for an annual audit (single audit) within the deadlines established.	8					
Financial Management Standards -- Budget Monitoring							
8.1	All purchase orders are properly encumbered against the budget until payment.	1					
8.2	**There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for over-expenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly.**	**0**	**3**	**3**	**4**	**6**	**7**
8.4	Budget revisions are made on a regular basis and occur per established procedures, and are approved by the Governing Board.	0					

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
8.5	**The college uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.**	**1**	**1**	**1**	**3**	**7**	**8**
Financial Management Standards -- Budget Communications							
9.1	The college budget is a clear manifestation of college policies and is presented in a manner that facilitates communication of those policies.	0					
9.2	**The college budget clearly identifies one-time sources and uses of funds.**	**0**	**1**	**1**	**2**	**6**	**7**
Financial Management Standards -- Attendance Accounting							
11.1	**An accurate record of enrollment and attendance is maintained.**	**5**	**5**	**5**	**5**	**5**	**6**
11.3	Students are enrolled and attendance reports are completed by staff and entered into the student information system in an efficient, accurate, and timely manner.	3					
11.5	**Procedures are in place to ensure that enrollment and attendance accounting and reporting requirements are met for weekly student contact hours (WSCH), daily student contact hours (DSCH), credit, non-credit, high school concurrent enrollment, and positive attendance.**	**3**	**5**	**5**	**5**	**5**	**6**
Financial Management Standards -- Accounting, Purchasing and Warehousing							
12.1	The college adheres to the Budget and Accounting Manual (BAM) and Generally Accepted Accounting Principles (GAAP) as required by Education Code Section 84030.	1					

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
12.2	The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that in order for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the college's financial management.	2	3	3	3	5	7
12.3	The college forecasts its revenues and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the college reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, in order to ensure that all cash receipts are deposited timely and recorded properly, cash is reconciled to bank statements monthly.	2	2	2	2	5	6
12.4	The college's payroll procedures are in compliance with established requirements. (Education Code Section 85241) Standard accounting practice dictates that the college implements procedures to ensure the timely and accurate processing of payroll.	1	5	5	5	7	7
12.5	Standard accounting practice dictates that the accounting work is properly supervised and work reviewed in order to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements.	1	2	2	4	5	6

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
12.6	Categorical programs, either through specific program requirements or through general cost principals, require that entities receiving such funds must have an adequate system to account for those revenues and related expenditures.	2					
12.7	**Generally accepted accounting practices dictate that, in order to ensure accurate recording of transactions, the college have standard procedures for closing its books at fiscal year-end. The college's year-end closing procedures should comply with the procedures and requirements established by the Chancellor's Office.**	**1**	**1**	**0**	**2**	**4**	**7**
12.8	The college complies with the bidding requirements of Public Contract Code Section 20111. Standard accounting practice dictates that the college have adequate purchasing and warehousing procedures to ensure that only properly authorized purchases are made, that authorized purchases are made consistent with college policies and management direction, that inventories are safeguarded, and that purchases and inventories are timely and accurately recorded.	4					
12.9	**The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.**	**2**	**2**	**2**	**4**	**6**	**7**
12.10	The accounting system has an appropriate level of controls to prevent and detect errors and irregularities.	1					
12.11	The college has implemented an account code structure that enables the standard financial reporting required by the state and ensures that the college is in compliance with guidelines.	4					

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

ACCJC Standard III-D Standard to be Addressed	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
Financial Management Standards – Student Body Funds						
13.1 **The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds.**	3	3	4	5	7	9
13.2 Proper supervision of all student body funds is provided by the Board. This includes establishing responsibilities for managing and overseeing the activities and funds of student organizations, including providing procedures for the proper handling, recording and reporting of revenues and expenditures.	2					
13.3 The college provides training and guidance to college personnel and students on the policies and procedures governing student body accounts.	1					
13.4 **Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting.**	1	1	2	6	8	9
Financial Management Standards -- Multi Year Financial Projections						
14.2 **The college annually provides a multi-year revenue and expenditure projection for all funds of the college. Projected fund balance reserves are disclosed. The assumptions for revenues and expenditures are reasonable and supportable.**	0	0	0	1	5	7
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					

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
Financial Management Standards -- Long-Term Debt Obligations							
15.1	**The college complies with public disclosure laws of fiscal obligations related to health and welfare benefits for retirees, self-insured workers' compensation, and collective bargaining agreements.**	0	5	5	5	6	7
15.2	When authorized, the college uses only non-voter approved, long-term financing such as certificates of participation (COPS), revenue bonds, and lease-purchase agreements (capital leases) to address capital needs, and not operations. Further, the general fund is used to finance current school operations, and in general is not used to pay for these types of long-term commitments.	8					
15.3	For long-term liabilities/debt service, the college prepares debt service schedules and identifies the dedicated funding sources to make those debt service payments. The college projects cash receipts from the dedicated revenue sources to ensure that it will have sufficient funds to make periodic debt payments. Cash flow projections are continually monitored to ensure that any variances from the projections are identified as early as possible to allow the district sufficient time to take appropriate measures or identify alternative funding sources.	8					
15.4	The college has developed and uses a financial plan to ensure that ongoing unfunded liabilities from employee benefits are recognized as a liability of the college. A plan has been established for funding retiree health benefit costs as the obligations are incurred.	0					

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
Financial Management Standards -- Impact of Collective Bargaining							
16.1	**The college has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of college operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of college operations. The college identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on college operations of current collective bargaining language, and proposes amendments to contract language as appropriate to ensure effective and efficient college delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session.**	**8**	**8**	**8**	**8**	**8**	**8**
16.2	The Governing Board ensures that any guideline developed for collective bargaining is fiscally aligned with the instructional and fiscal goals on a multiyear basis. The President ensures that the college has a formal process in which collective bargaining multiyear costs are identified for the Governing Board, and those expenditure changes are identified and implemented as necessary prior to any imposition of new collective bargaining obligations. The Governing Board ensures that costs and projected college revenues and expenditures are validated on a multiyear basis so that the fiscal issues faced by the college are not worsened by bargaining settlements. The public is informed about budget reductions that will be required for a bargaining agreement prior to any contract acceptance by the Governing Board. The public is notified of the provisions of the final proposed bargaining settlement and is provided with an opportunity to comment.	0					

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
Financial Management Standards -- Maintenance and Operations Fiscal Controls							
18.1	**The college has a comprehensive risk-management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well being of the college.**	**4**	**5**	**6**	**6**	**6**	**6**
18.2	**The college has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.**	**2**	**2**	**3**	**5**	**5**	**7**
18.3	**The college controls the use of facilities and charges fees for usage in accordance with college policy.**	**5**	**5**	**4**	**5**	**7**	**7**
18.4	**The Maintenance Department follows standard college purchasing protocols. Open purchase orders may be used if controlled by limiting the employees authorized to make the purchase and the amount.**	**5**	**5**	**4**	**4**	**7**	**6**
18.5	**Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.**	**5**	**5**	**6**	**6**	**6**	**6**
18.6	College-owned vehicles are used only for college purposes. Fuel is inventoried and controlled as to use.	5					
18.8	Capital equipment and furniture is tagged as college-owned property and inventoried at least annually.	1					
18.9	The college adheres to bid and force account requirements found in the Public Contract Code (Sections 20111 and 20114). These requirements include formal bids for materials, equipment and maintenance projects that exceed $50,000; capital projects of $15,000 or more; and labor when the job exceeds 750 hours or the materials exceed $21,000.	7					

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
18.10	Standard accounting practices dictate that the college has adequate purchasing and contract controls to ensure that only properly authorized purchases are made and independent contracts approved, and that authorized purchases and independent contracts are made consistent with college policies, procedures, and management direction. In addition, appropriate levels of signature authorization are maintained to prevent or discourage inappropriate purchases or contract awards.	4					
Financial Management Standards – Food Service Fiscal Controls							
19.1	The college operates the food service programs in accordance with applicable laws and regulations.	3					
Financial Management Standards – State-Mandated Cost							
21.1	**The college has procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures cover: the identification of changes to existing mandates; training staff regarding the appropriate collection and submission of data to support the filing of the mandated costs claims; forms, formats, and time lines for reporting mandated cost information; and review of data and preparation of the actual claims.**	**2**	**2**	**3**	**4**	**7**	**7**

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

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 1.1 – Internal Control Environment

Professional Standard:

Integrity and ethical behavior is the product of the college's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others.

Sources and Documentation:

1. Administrative Regulation 2711: Conflict of Interest, dated December 15, 2009
2. Administrative Regulation 3101: Management Organization Chart, dated March 15, 2010
3. Evaluation Procedure for District Administrators
4. Employment Opportunity announcement
5. Classified employee performance evaluations
6. Manager employee performance evaluations
7. Administrative Services Departmental Goals for Fiscal Year 2009-10
8. Interview with chief business official
9. Interview with Compton CCD chief executive officer
10. Interview with internal auditor

Progress on Implementing the Recommendations of the Recovery Plan:

1. In December 2009, the Conflict of Interest Disclosure administrative regulation (AR 2711) was approved by the state special trustee. This AR describes in detail the general requirements, designated employee positions, disclosure categories, gifts and honoraria. Each section places the highest priority on honesty and integrity in all public and personal relationships by board members and senior administrators, and further extends to construction consultants. Approval and implementation of this policy demonstrates the district's ongoing commitment to enhance the district's ethical and behavioral standards and provides a strong basis for an internal control environment that is conducive to preventing fraud, misappropriation of funds and other illegal activities.

2. AR 2711 identifies all designated positions required to file a Statement of Economic Interest, Form 700, and describes the roles and responsibilities of both the district and the employee. The district has fully implemented complete procedures to ensure that designated employees, including public officials, file statements of financial interest in accordance with Government Code Section 1090. The FCMAT team review a sample of Form 700 statements.

3. The Compton CCD special trustee, Compton Center CEO and El Camino CCD administrators continue their efforts to communicate organizational expectations to employees during staff meetings. Consistent integrity and ethical behaviors by management set the expectation, provide the necessary leadership for all staff and create an environment of high ethical and moral value. As the development of policies and procedures progresses, it is essential that end users are informed and trained in all areas of change that affect their respective responsibility areas. The outward attitude of management toward these policies has a significant impact on the policy effectiveness. The expectation that both management and staff are

properly trained should be clearly communicated by the administration to ensure appropriate implementation takes place.

4. Recruitment and selection of qualified management staff is essential to providing strong leadership and structure to carry out the mission of the district. The district has experienced a continuous struggle with frequent turnover of the chief business official (CBO) position. It was brought to the attention of the FCMAT team that the current CBO would be leaving the Compton CCD effective July 29, 2010. In addition, other resignations for the accounting supervisor and account clerk positions have been submitted since the conclusion of FCMAT's fieldwork.

   The current CBO has provided significant experience, structure and guidance to staff and has set forth a high expectation for the delivery of accurate and timely processing of financial information. Sustainability of the accomplishments in business operations and structure may be difficult without the strong leadership of an interim CBO and expeditious employment of a qualified replacement. Instability could result in confusion for support staff. Once again the district will spend considerable time and effort recruiting a new CBO. Compton CCD has already initiated the search process for a new CBO and currently has an employment opportunity posting on the Compton CCD website with a closing date of September 30, 2010. A former interim CBO was appointed at the July 20, 2010 board meeting.

5. The Compton CCD continues to operate without the formal implementation of a fraud reporting program. The district had previously maintained a fraud hot line, posted fliers at key employee locations and placed information on the district's website. However, FCMAT could find no evidence that these efforts have been sustained. BP 7700, Whistleblower Protection, was approved by the state special trustee on June 8, 2010 and was posted to the district website under board policies. FCMAT could not find evidence that the supporting AR 7701, Whistleblower Reporting Protocols, has been formally established. The district should provide avenues for reporting fraud, asset misappropriation, or other illegal activities. The Compton CCD should place a high priority on communicating the existence of the fraud prevention program to staff and the community.

   Policies and procedures have been developed and approved by the board. However, there is considerable indication that, once approved, these policies and procedures are not consistently communicated or sustained over multiple reporting periods.

6. Compton CCD and El Camino CCD shared a full-time internal auditor during the 2009-10 fiscal year. This position has the duties and responsibilities to implement and evaluate action plans, establish and monitor internal controls, provide risk analysis, implement a fraud detection program and evaluate policies and procedures. During this review period, the role of the internal auditor at the Compton CCD campus was eliminated as of June 30, 2010. The internal auditor continues to work at the El Camino campus.

7. According to the El Camino CCD internal auditor, El Camino management has directed that services to Compton CCD terminate June 30, 2010 and has authorized Compton CCD to hire a dedicated internal auditor. This statement was further confirmed by the El Camino CCD vice president of administrative services. Until the new internal auditor is hired, the existing
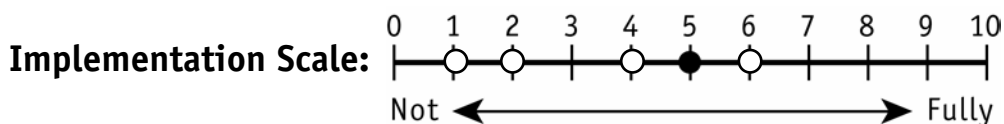
internal auditor from El Camino CC should continue to service the needs of the Compton CCD campus.

8. The relationship between the Compton CCD business office staff and the internal audit position is not cohesive. Under the current structure audit inquiries are perceived as intrusions or policing by the Compton CCD business staff, and the lack of timely response is perceived as deliberate avoidance by the internal auditor. FCMAT continues to recommend that the district fund and staff one full-time internal auditor position exclusively for Compton CCD. This will strengthen Compton CCD's position to sustain this standard and build the internal capacity to meet the requirements of the self-study accreditation process. Although not ideal, the continued shared services between the Compton CCD and El Camino CCD should be maintained until such time as a suitable CBO has been secured for Compton CCD and the new internal auditor for the Compton campus is hired.

9. Effective internal auditing is vital to a strong control environment. A strong disconnect exists between the internal auditor and the Compton CCD business office staff. Follow-up on audit findings and timely implementation of resolution has not materialized. Management of both campuses should ensure that a cohesive communication process is established in the interim. Although the internal auditor acknowledges the duty to follow up on audit finding resolutions, insufficient feedback or response to inquiry are received to obtain a clear understanding of the resolution status. The internal auditor reports that requests for meetings to obtain status updates have gone unanswered.

   Despite the conflict that exists between the internal auditor and the Compton CCD business staff, management has addressed most of the findings and recommendations identified in the financial audit for the fiscal year ended June 30, 2009. Several accounting processes and procedures have been implemented to provide structure for business office operations. Much focus should be placed on sustaining the progress that has been made in this area as the district continues its search for a replacement CBO. Validation of internal controls, particularly in accounting, should occur often.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	6
July 2010 Rating:	5

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
        ├──○──○──┼──○──●──○──┼──┼──┼──┤
         Not ◄─────────────────────► Fully
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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 District Management Organizational Chart
2. Compton Community College District Certificated Management Salary Schedule (2006-07)
3. Job Descriptions: manager of accounting and director of fiscal affairs

Progress on Implementing the Recommendations of the Recovery Plan:

1. An organizational structure that provides clearly defined lines of authority significantly enhances internal control. Accountability is a critical component of an effective control environment and is established through organizational structure and effective communication. AB 318 set forth the outcome and parameters of the partnership between El Camino CC and Compton CCD and created the Compton Center. The El Camino College Compton Center operates as a center of El Camino Community College and under the partnership, the Compton Center provides accredited courses for instruction. The role and responsibility for El Camino CC is to provide for exclusive oversight and management of the instructional programs and supporting services. In March 2010, the board approved AR 3101, Management Organizational Chart. The management organizational chart delineates the lines of authority and reporting to the CEO for Compton CCD and El Camino CC that include the following:

   a. Director of Facilities Planning (Compton CCD with oversight by the CEO)
   b. Chief Business Official (Compton CCD with oversight by CEO)
   c. Dean of Human Resources (Compton CCD with oversight by CEO)
   d. Dean of Academic Programs (El Camino CCD with oversight by Compton CCD VP)
   e. Dean of Career Technical Ed. (El Camino CCD with oversight by Compton CCD VP)
   f. Dean of Human Services (El Camino CCD with oversight by Compton CCD VP)
   g. Dean of Student Services (El Camino CCD with oversight by Compton CCD VP)

   The final revisions included the dissolution of the combined provost/CEO position and elimination of the administrative dean of academic affairs position. A formal Senior Management Group composed of the El Camino CC president, state special trustee, Compton Center vice president and Compton CCD CEO was made official with the above modifications to the administrative hierarchy.

   Each division is further subdivided into various supporting departments. This organizational chart provides clear direction for management and support staff, eliminating any confusion regarding lines of authority.

2. Compton CCD went through an extensive recruitment process to fill its chief business official position in spring 2009 and will go through the recruitment process again as a result of the pending departure of the CBO. This position is critical to continuing the progress and founda-

tion established by management and business staff. A permanent CBO will be instrumental with regard to departmental structure, general guidance and professional development training as well as the sustainability of several of the finance standards.

3. In accordance with the governance structure and partnership agreement, El Camino CC will continue to provide oversight to the Compton Center as necessary to ensure Compton CCD's fiscal recovery, and will assist with compliance efforts and progress toward accreditation for the Center. Lines of authority are established; however, there is a clear lack of communication and reporting authority between the accounting department and the internal auditor. (There is more discussion on this later in the report.)

4. Based on observations made by the team during the July 2010 visit, working relationships between the two partner institutions are being maintained, but relationships with the internal auditor and the Compton CCD business office are strained.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 5
January 2010 Rating: 6
July 2010 Rating: 6

Implementation Scale:
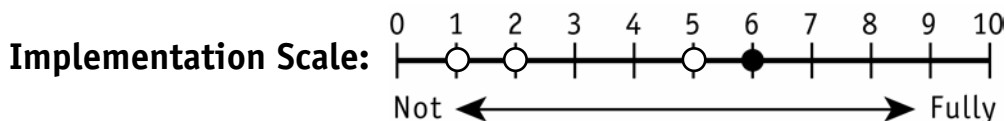
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 1.7 – Internal Control Environment

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. Evaluation Procedure for District Administrators
2. Sample Employment Opportunity announcements
3. Classified employee performance evaluations
4. Manager employee performance evaluations
5. Contract Agreement between the Compton Community College District and the Compton Community College Federation of Classified Employees (July 1, 2006 – June 30, 2009)
6. Personnel Commission's Rules and Regulations of the Classified Service

Progress on Implementing the Recommendations of the Recovery Plan:

1. Management has created a comprehensive evaluation instrument that provides guidance for the evaluation process, including instruction to managers and supervisors. The document contains examples of desirable professional attributes that include leadership, managerial and communication skills and abilities as well as professional knowledge and expertise.

   The document also includes templates for basic, comprehensive and administrative evaluations. This standardized framework for the evaluation process provides the necessary guidance for managers and ensures that the overarching goals for the district are addressed in the process.

2. Current board policy requires the annual performance evaluation of all management and classified employees. The team reviewed documentation to validate that management employees had been evaluated during the past fiscal year by the CEO and that classified employees received annual evaluations from management. There were instances of specific areas of improvement for some employees and measurable goals to attain satisfactory results on future evaluations. According to one classified manager, not all classified management employee performance evaluations have been performed annually. Two managers reported that they had not received evaluations within the last year. The district could not provide evidence that this standard was fully compliant. Timely, consistent, execution of employee evaluations is essential to guide employees in meeting the duties and responsibilities of their positions as outlined in their job description. Employee evaluations serve as a tool for addressing areas of weakness in performance and to acknowledge and encourage progress.

3. The collective bargaining agreement between Compton CCD and the certificated bargaining unit requires the performance evaluation instrument to be reviewed every six academic years for tenured employees.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 6
January 2010 Rating: 6
July 2010 Rating: 7

Implementation Scale:
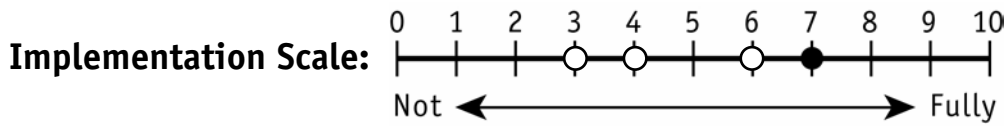
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 1.8 – Internal Control Environment

Professional Standard:
Top management sets the tone and establishes the environment. Therefore, appropriate measures are implemented to discourage and detect fraud.

Sources and Documentation:
1. Independent Audit of Financial Statements as of June 30, 2009
2. Independent Audit of Financial Statements as of June 30, 2008
3. Interviews with El Camino CC CEO, El Camino CC internal auditor, Compton CCD CBO
4. Compton Community College District Measure CC Bond Program Performance Audit
5. El Camino College, Compton Center Project Controls Systems – Parsons Project Management Systems

Progress on Implementing the Recommendations of the Recovery Plan:

1. The primary objective for management is to achieve effective internal controls and include reasonable assurance of the following:

   a. Policies, procedures, plans, laws and regulations are in compliance
   b. Assets are safeguarded against theft and/or loss
   c. Financial information is accurate and reliable
   d. Financial and operational information is timely
   e. Resources are used effectively, efficiently and economically
   f. Established operational and programmatic goals and objectives are met

2. Establishing and maintaining a fraud prevention program is essential in fraud deterrence. In previous reviews, the district has maintained several elements of an effective fraud prevention program that included a fraud hot line, posters and information that was posted on its website. Together with the efforts of the internal auditor, these measures provided visibility and an awareness of management's intent to maintain a high level of importance on fraud deterrence and prevention. The El Camino internal auditor notes that these programs no longer exist. The district should reinstitute these programs and ensure that avenues exist to report suspected fraudulent activity to management. The lack of a current prevalent fraud prevention program may lead employees and others to interpret this as management's disregard for internal controls.

   AR 7701 was approved by the state trustee June 8, 2010; however; this administrative regulation has not been posted to the district's website.

3. The internal auditor developed a status report that encompasses Compton CCD's prior audit findings. The report prioritized the severity of each finding and included a plan to address the internal control standards. Once the new CBO was hired in 2009, the internal auditor no longer maintained this document; instead, the new CBO was given this responsibility. This duty has subsequently been returned to the internal auditor. However, as noted in previous sections, there is a clear disconnect between the Compton CCD business office staff and the

internal auditor, including a lack of coordinated efforts to address audit findings. The district has experienced considerable breakdown in this area.
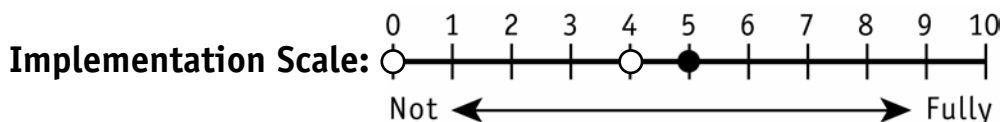
4. The internal auditor position is shared between Compton CCD and El Camino CC and was created to identify processes and procedures that protect against irregularities and illegal acts. Various board policies have been developed over the last two reporting periods that address fraud prevention and conflict of interest issues. During this reporting period, the internal auditor's function has been primarily limited to the El Camino CC campus because of work-load and other issues. It continues to be FCMAT's recommendation that Compton CCD hire an internal auditor dedicated to the Compton campus exclusively, especially during this time of fiscal recovery, to sustain the progress and initiate proper internal controls in key operating areas including the business office, bursar's office, financial aid, and categorical state and federal grants.

    While all employees have some degree of responsibility for the internal controls of the college, ultimately management is responsible for detecting fraud. Each member of the management team, including the special trustee, should be familiar with the signs of fraud. Compton CCD management should continue to designate resources to discourage and detect fraud through the implementation and development of applicable policies, but more importantly, should serve as an active presence in fraud prevention.

5. Although weaknesses in internal controls still exist according to the June 30, 2009 audit report, it is evident that progress is being made in this area and that appropriate policy, procedures and internal controls are being implemented. With the change in the CBO position, it is critical that continued oversight, review, training and reinforcement occur to ensure that this progress is sustained. The goal is to provide reasonable assurance that the operations of the district are effective, efficient, and sound and that the financial information is considered reliable.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 5

Implementation Scale:

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        0  1  2  3  4  5  6  7  8  9  10
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          Not ←----------------→ Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 2.1 – Inter- and Intra-Departmental Communications

Professional Standard:

The business and operations departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedures manuals are necessary to the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).

Sources and Documentation:

1. Sample e-mail to department heads regarding base budgets (March 24, 2010)
2. Memo to Administrators, Faculty, and Staff regarding Budget Training Workshop
3. Datatel training notification via e-mail correspondence
4. Purchasing/Accounts Payable Workshop agenda
5. Vendor payment checklist with website reference
6. Sample letters to vendor and staff regarding purchase procedures exception
7. Sample travel request and reimbursement documents
8. Board policies and administrative regulations for procurement and accounts payable (February 2009)
9. Accounting code guide sample
10. LACOE informational bulletin distribution to key staff regarding PeopleSoft
11. Memo to Administrators, Faculty, and Staff regarding 2009-10 key deadlines and closure checklist
12. Tentative budget 2010-11
13. Budget Development Calendar for 2010-11 fiscal year
14. Planning and Budget Committee agendas and notes for 2009-10 fiscal year
15. Plan Builder samples
16. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:
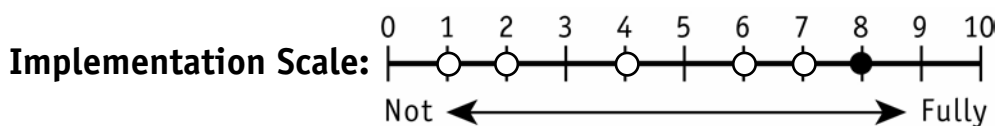
1. The Planning and Budget Committee meets regularly throughout the year. Meetings are held more frequently during the budget development period. This group is comprised of 11 members representing business office, senior administration, department managers and bargaining units. Detailed information about the budget is presented for general discussion, and requests for special allocations are presented for consideration. Budget assumptions and estimates for the subsequent fiscal year are shared with members of the committee.

2. The Compton CCD's planning and budget committee meeting minutes were reviewed regarding budget development, calendar and budget assumptions.

3. Campuswide meetings are held for all employees. These meetings are designed to keep all employees informed of the budget development process and provide a forum for management to address individual questions. This process is informative to all employees of Compton CCD and provides transparency to the budget development process. These meetings are held monthly following board meetings and are promoted by Dr. Cox, CEO. Discussion follows the update given to the board and typically involves enrollment, facilities, and budget matters.

4. The FCMAT team reviewed several documents designed to provide information to employees and other on business procedures and the budget process:

   • Sample documentation of memos, e-mails and training that exhibits efforts to train staff on business procedures and responsibilities.
   • A sample letter to document procurement procedure exception to both employee and vendor that exhibits an effort to enforce procedures.
   • The development and distribution of checklists for procedures to inform staff of proper protocol and expectations.
   • The development and distribution of a calendar/time line of events to inform employees of expectations and responsibilities.

5. The Tentative Budget lists overarching goals and objectives for 2010-11 including increased enrollment and institutional capacity, and improved academic quality and student success.

6. The district uses a budget tool, Plan Builder, to assist with the development of individual department goals and coordinate these goals with the needed resources to accomplish these goals with the district's overall strategic goals and plans. Each plan contains goals, multiyear strategic directions, time lines and resources needed to achieve objectives. These plans are then compiled into a comprehensive district plan.

   With turnover in key positions in the business office, sustainability continues to be of great concern in this standard.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 4
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:

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    0   1   2   3   4   5   6   7   8   9   10
    |───○───○───┼───○───┼───○───○───●───┼───|
    Not ◄────────────────────────► Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 2.2 – Inter- and Intra-Departmental Communications

Professional Standard:
The financial departments communicate regularly with the Governing Board and community on the status of college finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the college and board, or reflect a change in policy.

Sources and Documentation:
1. Budget Advisory Committee agendas
2. Planning and Budget Committee meeting minutes
3. Tentative Budget, All Funds, 2010-11
4. Memorandum dated May 4 and 27, 2009: Campus-Wide Meeting regarding the State Budget
5. Board agendas
6. Interview with Compton CCD CBO
7. Monthly budget update memos from the CBO to the CEO and board

Progress on Implementing the Recommendations of the Recovery Plan:

1. Commencing in December 2009, the CBO has provided written monthly budget updates for fiscal years 2009-10 and 2010-11 to the CEO. Reports are taken to the board as an informational and presentation item. These budget reports provide current updates on the state budget and the fiscal impact to the district.

2. The Tentative Budget lists overarching goals and objectives for the 2010-11 fiscal year including increased enrollment and institutional capacity, and improved academic quality and student success.

3. The budget development process reflects the Compton CCD's academic goals and facility planning needs and is an essential component in meeting the requirements of the anticipated accreditation process. The integration of planning and budgeting in all aspects should continue to be a priority for Compton CCD.

4. The Planning and Budget Committee meetings are held regularly and are consistently attended by members representing various groups including administration, faculty, classified, students, and confidential/supervisory. Discussion topics include budget, budget development, and multiyear forecasts. In addition, the agenda has a separate section to discuss other topics of interest and concern.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	5
January 2010 Rating:	6
July 2010 Rating:	7

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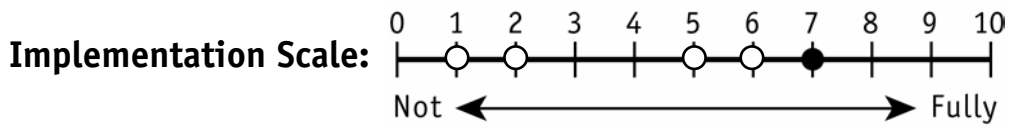
FCMAT Financial Management Standard 2.4 – Inter- and Intra-Departmental Communications

Professional Standard:
The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.

Sources and Documentation:
1. Interview with college provost
2. Interview with El Camino College internal auditor
3. Interview with Compton CCD CBO
4. Board policies and administrative regulations

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted policies and administrative regulations that establish district organizational hierarchy and increase the resistance to fraud including: organizational structure, access to facilities and property, delegation of authority, procurement, asset security and accounting, reporting of crimes and an annual external audit.

2. The district has recently adopted Board Policy 7700, Whistleblower Protection (June 8, 2010), that gives authority to the CEO to establish regulations regarding the reporting and investigation of suspected fraudulent activities and provide protection from retaliation for those who make such reports in good faith and/or assist in the investigation of such reports.

3. The district should develop, adopt, and establish the protocols (AR 7701) and administrative procedures that support BP 7700 including the establishment of a fraud hot line and other avenues for employees or others to report suspected fraudulent activity. The district could not provide evidence that this new policy had been communicated with managers and employees.

4. As previously mentioned, the district needs to maintain the services of an internal auditor to ensure compliance with district processes and to support investigative processes when concerns are identified. The internal audit function is a critical component for the recovery process. Lapse in coverage is extremely concerning for the sustainability of this standard.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating   5

Implementation Scale:
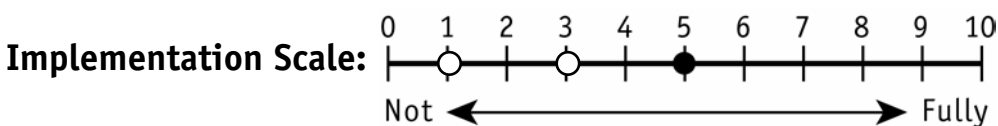
FCMAT Financial Management Standard 2.5 – Inter- and Intra-Departmental Communications

Professional Standard:
Documents developed by the financial department for distribution to the board, staff and community are easily understood.

Sources and Documentation:
1. Budget Advisory Committee agendas
2. Planning and Budget Committee meeting minutes
3. Compton CCD 2010-11 budget
4. Budget update memos
5. Board agendas
6. Plan Builder sample

Progress on Implementing the Recommendations of the Recovery Plan:

1. Regular budget update memorandums are prepared by the CBO for the CEO. The CEO shares these memorandums with the board and also at campuswide meetings. These meetings are promoted by the CEO and are well attended.

2. Planning and Budget Committee meetings are held regularly. The members represent various district groups. Discussion items include current budget, future budget, facility issues, enrollment plans, overarching goals, budget assumptions and other business topics as determined by the committee. Meeting minutes are taken and reviewed to memorialize the discussion.

3. The 2010-11 budget binder references district assumptions, projections, goals and plans. The binder is well organized and provides an overview of enrollment, revenues, facilities, and personnel, and identifies various district funds.

4. The business office coordinates budget development with the district units using Plan Builder, which was implemented to assist with the development of individual department goals and coordinate these goals and plans with the district. Included in these plans are department goals, multiyear strategic directions, time lines and resources needed to achieve objectives. These plans are then compiled into a comprehensive district plan. With the departure of the CBO and key members of the business office, sustainability of this standard is of great concern.

5. The documents distributed by the business office are generally in narrative or spreadsheet format. To increase involvement and engagement, the district should use visual presentations, including graphs and charts to help those unfamiliar with the fiscal environment to quickly understand the business issues.

Standard Implemented: Fully - Substantially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
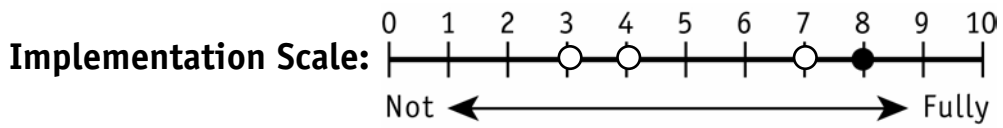
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 4.1 – Internal Audit

Professional Standard:
The Governing Board has adopted policies establishing an internal audit function that reports directly to the president or Governing Board.

Sources and Documentation:
1. Interview with internal auditor
2. Interview with CBO
3. Interview with CEO

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD and El Camino CC shared a full-time internal auditor position that was created to identify processes and procedures that protect against irregularities and illegal acts. During this review period FCMAT was told that the internal auditor position would now provide services solely for El Camino CCD. This decision was made before it was known that the Compton CCD CBO would vacate that position as of June 30, 2010. FCMAT continues to recommend that the Compton CCD hire an internal auditor dedicated to the Compton campus exclusively, especially during this time of fiscal recovery, to sustain the progress and initiate proper internal controls in key operating areas including the business office, bursar's office, financial aid, and categorical state and federal grants. The shared internal auditor position should be maintained to provide continuity during this transitional time.

2. Although elements of the standard have been implemented during prior reporting periods, during this review period a clear disconnect in carrying out the internal audit process was noted. A sound internal control structure requires the establishment of policies, procedures and internal controls, and effective implementation and review of those controls. The administration should convey a clear understanding and direction of the overall objectives of the internal audit function; the importance of coordinated effort between the internal auditor and the business office; and the expectation for clear communication and follow through of observed findings and recommendations.

3. Effective internal auditing is vital to a strong control environment. The internal audit function must report to the highest level of administration. The internal audit position has reported to the CBO at Compton CCD and the VP at El Camino CCD. An audit committee, responsible directly to the board, should be formed to maximize the effectiveness of the control structure. The internal auditor does not report to the CEO or the Governing Board. Interviews indicate that meetings with any staff at Compton CCD during this reporting period did not take place on a regular periodic basis.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	4
June 2009 Rating:	8
January 2010 Rating:	6
July 2010 Rating:	6

Implementation Scale:
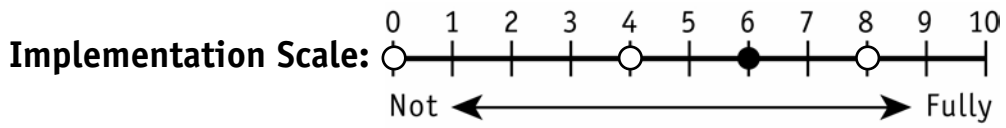
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 4.4 – Internal Audit

Professional Standard:
Internal audit findings are reported on a timely basis to the Governing Board and administration, as appropriate. Management then takes timely action to follow up and resolve audit findings.

Sources and Documentation:
1. Independent Audit Report as of June 30, 2009
2. Interview with the internal auditor
3. Internal Audit Plan for Fiscal Year 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. To be effective, the internal auditor must be neutral and objective. Objectivity is strengthened when the internal auditor reports directly to the highest level of authority. Audit committees, typically composed primarily of board members and top administration, monitor the control structure and act as liaison between management and the internal auditor.

2. The internal auditor has developed a status report that encompasses Compton CCD's past and current audit findings, priority and status of resolution. This report has been shifted to the CBO; however, the most current findings of the Annual Financial Report dated June 30, 2009 have not been updated into the status report as of this review period.

3. Subsequent to this report, the internal auditor prioritized the severity of each finding and other critical component areas for correction. Once the rankings were identified, the report was updated periodically, including the progress on each item by assigned area of responsibility.

4. Because audit findings encompass areas other than business office functions, the internal auditor should continue monitoring and updating the status of each audit finding. The findings and recommendations are listed below. A number of these findings and recommendations have been addressed in response to previous audits. The previous audit report contained 19 findings, of which 10 have been implemented and six partially implemented during the audit period that ended June 30, 2009.

Audit Finding Reference	Audit Category	Status
2008-1	Financial Condition – Material Weakness	Partially Implemented – See 2009-1
2008-2	Financial Statement Reporting – Material Weakness	Partially Implemented – See 2009-2
2008-3	Schedule of Expenditures of Federal Awards (SEFA) – Material Weakness	Implemented
2008-4	Compton CCD District Business Office Staffing and Oversight – Material Weakness	Partially Implemented – See 2009-1
2008-5	Accrual Accounts – Material Weakness	Implemented
2008-6	Capital Asset Accounting – Material Weakness	Implemented
2008-7	Workers' Compensation Self-Insurance/Risk Management – Material Weakness	Implemented
2008-8	Internal Balances - Receivables and Payables – Material Weakness	Partially Implemented – See 2009-1
2008-9	Student Enrollment Fees and Related Accruals – Material Weakness – Significant Deficiencies	Improved – See 2009-1
2008-10	Internal Control Structure – Significant Deficiencies	Implemented
2008-11	Financial Statement Reporting/Payroll – Significant Deficiencies	Partially Implemented – See management letter
2008-12	Payroll – Significant Deficiencies	Improved – See management letter
2008-13	Payroll Clearance Fund and Liability Accounts – Significant Deficiencies	Partially Implemented – See 2009-5
2008-14	Vacation Liability Maintenance – Significant Deficiencies	Implemented
2008-15	Cash Bank Reconciliations – Significant Deficiencies	Implemented
2008-16	Bursar's Office Procedures – Significant Deficiencies	Implemented
2008-17	Procurement, Suspension and Debarment – Federal Award Findings	Implemented
2008-18	Enrollment Fees – State Award Findings	Not Implemented – See 2009-6
2008-19	CalWORKs – State Award Findings	Implemented

5. The audit for the fiscal year ended June 30, 2009 has seven audit findings. The district has shown significant progress by reducing audit findings from 19 to seven from the prior year, which will have a positive effect on the accreditation process for finance:

   a. Material weaknesses – from eight to four
   b. Significant deficiencies – from eight to one
   c. Federal award findings – from one to zero
   d. State award findings – two in each year

The following table shows the audit findings as of June 30, 2009:

| Audit Finding Reference	Audit Category	Status
2009-1	Financial Condition – Material Weakness	Financial statements continue to require significant adjustments and reclassifications.
2009-2	Financial Statement Reporting - Material Weakness	Reconciliation of Datatel and PeopleSoft systems was not completed until the closing process. Budgets are not updated in PeopleSoft, the system of record, for changes that are approved during the year.
2009-3	Perkins Loan Program Reporting - Material Weakness	The district has not met reporting requirements of its Perkins Loan Program.
2009-4	Student Financial Aid Fund – Material Weakness	The financial aid fund contains activities that do not belong to the district.
2009-5	Benefit Liabilities – Significant Deficiencies	General fund and child development fund contain unusual debit balances whereby debits exceed credits for payroll liabilities.
2009-6	Enrollment Fee Reporting – State Award Findings	The CCFS-323 Enrollment Fee Report for the 2008-09 fiscal year did not agree with the PeopleSoft general ledger at June 30, 2009.
2009-7	Concurrent Enrollment – State Award Findings	Enrollment fees are not assessed for K-12 students that exceed 11 units and therefore they become special full-time students.

6. The internal auditor prepares and conducts various internal audits throughout the fiscal year as outlined on the Internal Audit Plan document for the fiscal year. During this review period, the following internal audits have been performed:

   a. Title V Expenditures for Charles Drew University
   b. Credit card review
   c. Student athlete eligibility
   d. Child Development Center

   Each audit includes the findings, recommendations and management's response and proposed action plan. Internal audits allow the district to identify areas of concern and make the appropriate adjustments prior to the annual independent audit.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	1
June 2009 Rating:	3
January 2010 Rating:	5
July 2010 Rating:	5

Implementation Scale:
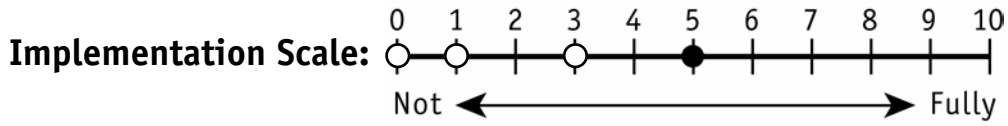
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 5.1 – Budget Development Process (Policy)

Professional Standard:
The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the college's goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the college's goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and college needs.

Sources and Documentation:
1. Board Policy 6200, Budget Preparation, March 17, 2009
2. Administrative Regulation 6201, Budget Calendar, March 17, 2009
3. Board Policy 6250, Budget Management, Revision September 15, 2009
4. Administrative Regulation 6251, Budget Management, February 17, 2009
5. Administrative Policy 6251A, Budget and Expenditure Management, September 15, 2009
6. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual
7. Tentative Budget 2010-11

Progress on Implementing the Recommendations of the Recovery Plan:

1. On March 17, 2009, the Compton CCD adopted Board Policy 6200, Budget Preparation. This policy states that budget development process shall include the following:

   • The annual budget shall support the district's master and educational plans.
   • The CEO shall solicit recommendations from the Cabinet and the Budget and Planning Committee.
   • Assumptions upon which the budget is based are presented to the board for review.
   • Board of Trustees budget study sessions are scheduled.
   • A public hearing is scheduled, in which interested persons may appear and address the board regarding the proposed budget or any item in the proposed budget.
   • Unrestricted general reserves shall be no less than 3%.
   • Budget projections shall address long-term goals and commitments.

   The CEO shall establish the budget calendar and regulations necessary to carry out this policy.

2. The budget calendar is outlined in Administrative Regulation 6201 providing a structure, process, and time line for budget development. The time line includes preliminary budget planning and development as well as particular budget adoption phases. During the preliminary phases, the CEO, CBO, cabinet members, Planning and Budget Committee, and departments work to define and develop the assumptions and details of the Tentative Budget. The Board of Trustees is presented with a Proposed Tentative Budget and adopts the Tentative Budget within the budget adoption phase of the calendar.

3. The Tentative Budget 2010-11 was properly placed on the agenda as a public hearing and action item for the Board of Trustees regular board meeting on May 18, 2010. The Tentative Budget included the Annual Strategic Review, underlying budget assumptions, a summary of revenues and expenditures for each district fund.

4. Although great progress has been made, the departure of the CBO and key members of the business office bring into question the sustainability of this standard.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 4
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:
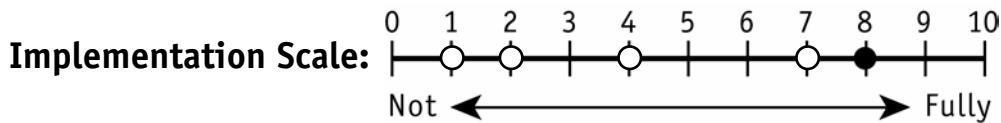
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 5.3 – Budget Development Process (Policy)

Professional Standard:
Policies and regulations exist regarding budget development and monitoring.

Sources and Documentation:
1. Board Policy 6200, Budget Preparation, issued March 17, 2009
2. Administrative Regulation 6201, Budget Calendar, issued March 17, 2009
3. Board Policy 6250, Budget Management, revised September 15, 2009
4. Administrative Regulation 6251, Budget Management, issued February 17, 2009
5. Administrative Procedures 6251A, Budget and Expenditure Management, issued September 15, 2009
6. Board Policy 6300, Fiscal Management, issued February 17, 2009
7. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board policies, administrative regulations, and administrative procedures addressing budget development and monitoring roles and responsibilities have been issued and revised.

2. There is a manual for business services budget development, monitoring and maintenance that supports and communicates the district implementation of policies and regulations with regard to budget development and monitoring.

3. Although great progress has been made, the departure of the CBO and key members of the business office bring into question the sustainability of this standard.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 0
June 2009 Rating: 6
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:
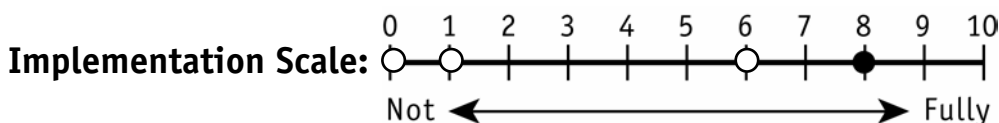
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standards 5.4 and 5.6 – Budget Development Process (Policy)

Professional Standards:

Standard 5.4: The college has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects college priorities.

Standard 5.6: Categorical funds are an integral part of the budget process and have been integrated into the entire budget development. The revenues and expenditures for categorical programs are reviewed and evaluated in the same manner as unrestricted general fund revenues and expenditures. Categorical program development is integrated with the college's goals and is used to respond to specific college student needs to support student learning outcomes.

Sources and Documentation:
1. Board Policy 6200, Budget Preparation, issued March 17, 2009
2. Administrative Regulation 6201, Budget Calendar, March 17, 2009
3. Tentative Budget 2010-11
4. Provost 2010-11 Plan Builder
5. Special Resource Center 2010-11 Annual Unit Plan
6. Counseling 2010-11 Annual Unit Plan
7. Planning and Budget Committee meeting minutes
8. El Camino College Compton Center Planning Process flow chart

Progress on Implementing the Recommendations of the Recovery Plan:

1. The budget development planning process has been developed. The budget development flow chart identifies the process starting with the Mission Statement and Strategic Initiatives and the CEO Overarching Priorities. Department plans are then developed and submitted to the department deans for review and advisement. Once approved by the deans, the process continues to the Planning and Budget Committee, Consultative Council, the CEO, and finally the Board of Trustees. This process allows for several reviews and evaluations to ensure alignment of funds to priorities.

2. The Plan Builder program has been implemented, and assists with the development of plans for individual district departments. In the plan, the department states its mission; identifies individual characteristics, performance and trends within the department; evaluates strengths, weaknesses, opportunities and challenges; describes the strategic direction; and sets goals and objectives. The goals and objectives component includes resources and funding needed for implementation.

3. Regaining accreditation should be a priority that resonates throughout the academic and administrative program planning efforts. The optimal use of institutional resources and documentation that resources are integrated through the shared governance process are instrumental to achieving this goal.

4. The Compton CCD has created board policies, administrative procedures and written documentation that facilitate the development of an operating budget that appropriately allocates resources in alignment with district objectives.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 0
July 2008 Rating: 1
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:
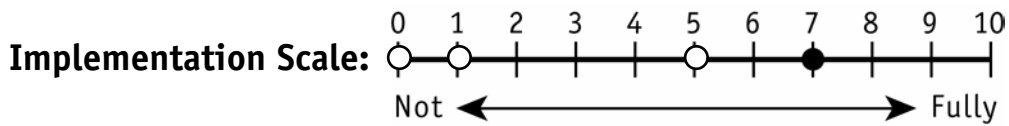
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 6.1 – Budget Development Process (Technical)

Professional Standard:
The Budget Office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies the sources and uses of funds. Reasonable FTES and COLA estimates are used when planning and budgeting. The same process is applied to all funds.

Sources and Documentation:
1. Multiyear Projection Assumptions: 2009-10 through 2014-15
2. Board Policy 6250, Budget Management, September 15, 2009
3. Administrative Regulation 6251, Budget Calendar, March 17, 2009
4. Administrative Policy 6251A, Budget and Expenditure Management, September 15, 2009
5. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual
6. Tentative Budget 2010-11
7. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. The process of budget planning, development, and adoption has been formalized with the implementation of board policies, administrative regulations, administrative procedures, and the Business Services Manual.

2. The annual audit report dated June 30, 2009 has a finding in financial accounting that has been identified as a material weakness. As of July 2010 the material weakness has not been resolved.

3. The district should continue training the accounting personnel in proper accounting procedures, including the routine posting of entries to the general ledger and reconciliations at month's end. The department management should regularly review the work prepared by staff and provide necessary training to ensure the proper posting of entries.

4. The district regularly updates the current year and multiyear projections to reflect the most accurate information based on current assumptions. A budget to actual reconciliation document provided as of July 2010 is updated through April 2010.

5. The district should eventually transition to a single general ledger for accounting and record keeping. The current system of using both Datatel and PeopleSoft software creates inefficiencies, delays the availability of financial information, and increases the possibility of human error in the reconciliation process. Currently, the reconciliation process takes staff approximately 40 hours per month. The employee responsible for this reconciliation has recently resigned.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	5
January 2010 Rating:	6
July 2010 Rating:	6

Implementation Scale:
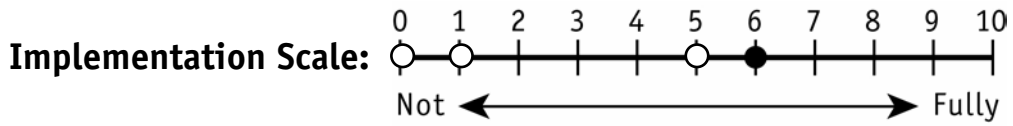
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 7.5 – Budget Adoption, Reporting, and Audits

Professional Standard:
The quarterly fiscal status reports show an accurate projection of the ending fund balance. Material differences are presented to the Governing Board with detailed explanations.

Sources and Documentation:
1. Board agendas
2. Quarterly Financial Status Report – Form CCFS – 311Q – for quarters ended June 30, 2009; December 31, 2009; March 31, 2010
3. Annual Financial Status Report – Form CCFS – 311A – October 2009
4. Independent audit for the period ended June 30, 2009
5. Monthly budget update reports

Progress on Implementing the Recommendations of the Recovery Plan:

1. The FCMAT assessment in January 2010 cited several weaknesses that were identified by the annual audit. The 2009-10 audit has not been completed at the time of this review and it is unknown whether the weaknesses and/or deficiencies have been fully corrected.

2. Financial status reports and all budget transfers and/or augmentations are taken to the Board of Trustees as consent items. The district should consider removing these items from the consent calendar to encourage discussion and understanding of differences.

3. District fiscal status updates are presented to the board in written monthly budget updates. These reports provide a current year status update and focus on the impact that the state budget will have on the district's general fund.

4. To improve adherence to this standard, the district should regularly update current year projections and communicate variances and changes to the Board of Trustees in a manner that encourages involvement and ensures understanding.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	1
June 2009 Rating:	3
January 2010 Rating:	6
July 2010 Rating:	6

Implementation Scale:

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     Not ◄─────────────────────► Fully
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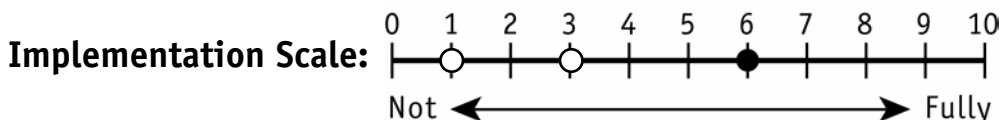
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 8.2 – Budget Monitoring

Professional Standard:
There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for over-expenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly.

Sources and Documentation:
1. Board Policy 6250, Budget Management, September 15, 2009
2. Administrative Regulation 6251, Budget Calendar, March 17, 2009
3. Administrative Policy 6251A, Budget and Expenditure Management, September 15, 2009
4. Forms: Budget Transfer Request, Request for Line or Major Item Budget Revision and Expenditure Transfer Request
5. Board agenda
6. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual
7. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted and implemented policies, regulations and procedures on budget monitoring.

2. The business services manual has comprehensive budget development and monitoring guidelines. The manual contains a section that defines specific processes for budget tracking and monitoring throughout the year. The manual identifies departmental employees responsible for budget such as deans, directors and others authorized to approve expenditures or modify the budget. These individuals are responsible to ensure that their departments stay within funding allocations. Managers are expected to review budget status reports monthly from the Datatel system and report any discrepancies to the business office. Twice each fiscal year, managers are offered campuswide budget review by the CBO. This allows managers an opportunity to request formal revisions or other adjustments to individual allocations.

3. In the budget development process, the business office provides each department with a base budget that includes their non-discretionary budget amounts. The departments utilize the Plan Builder program to identify their objectives within their authority and the corresponding discretionary funds needed. Once the approval process is complete, the CBO reviews budgets monthly for potential over-expenditure. Any concerns are addressed by the CBO directly. According to the CBO, since the process has been clearly communicated and departments have a role in developing their budget, few instances have required follow-up attention.

4. To further implement this standard, the district should seek methods that would integrate the financial systems to provide more accurate and timely availability of information and reduce staff time that is required to reconcile these systems.

5. Implementation of these processes is a concern because the CBO position will be vacant. The responsibility and actions of this monitoring must continue to ensure compliance.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 6
July 2010 Rating: 7

Implementation Scale:
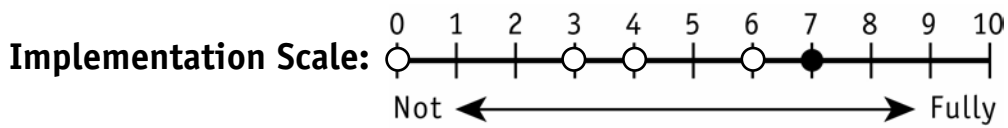
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 8.5 – Budget Monitoring

Professional Standard:
The college uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.
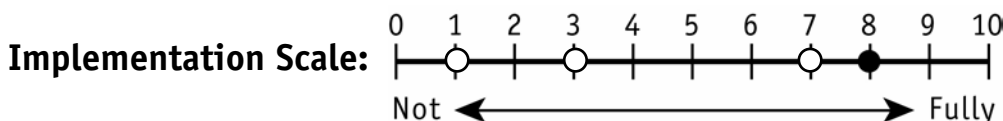
Sources and Documentation:
1. AR 6252, Position Control, issued June 10, 2009
2. AP 6252A, Position Control, issued June 28, 2010
3. Position Control Position List, dated June 30, 2010
4. AR 7112, Personnel Assignment Authority, issued March 15, 2010
5. AP 7112A, Personnel Assignment Processing, issued March 15, 2010
6. Personnel Assignment Request form

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted and implemented regulations and procedures to appropriately control and track positions. The administrative regulations detail the requirements for obtaining approval to establish a new position or fill an existing position. The administrative procedures detail the steps and workflow necessary to process the requirements and communicate the actions to the necessary departments. The process also incorporates a check and balance system that ensures the compliance and review of position control actions.

2. Every new position requires position control processing that includes establishing the position and budget. The procedure includes the approved selection process and completion of the assignment authorization process.

3. Compton CCD payroll is processed through the PeopleSoft application through the Los Angeles County Office of Education (LACOE). AP 6252A calls for a budget technician to perform a weekly review of the differences between PeopleSoft and Datatel. Documentation of these reviews and reconciliation are to be maintained for audit. Each month, the budget technician requests departmental reports with employee funding to review and verify proper account coding.

Standard Implemented: Fully - Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 3
January 2010 Rating: 7
July 2010 Rating: 8

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 9.2 – Budget Communications

Professional Standard:
The college budget clearly identifies one-time sources and uses of funds.
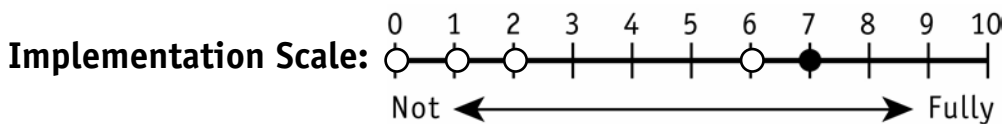
Sources and Documentation:
1. 2008-09 CCFS 311A
2. Board Policy 6250, Budget Management, September 15, 2009
3. Administrative Regulation 6251, Budget Calendar, March 17, 2009
4. Administrative Policy 6251A, Budget and Expenditure Management, September 15, 2009
5. Planning and Budget Committee Meeting minutes
6. Tentative Budget, All Funds, 2010-11
7. Board agendas
8. Budget report with account detail dated July 11, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district policies, regulations, and procedures define the process of budget planning, development, and monitoring.

2. The district account coding identifies one-time funding sources and corresponding expenditures with a sub-resource code. Budget and ledger reports can be queried by this code to identify status and reconcile accounts. By identifying these one-time items with a sub-resource code, the district can ensure that these items are contained within the fiscal year.

3. The district authorizes one-time expenditures for various consultants and other services. These contracts are issued for a specific amount as approved by the Board of Trustees and state special trustee.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 2
January 2010 Rating: 6
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 11.1 – Attendance Accounting

Professional Standard:
An accurate record of enrollment and attendance is maintained.

Sources and Documentation:
1. Compton CCD financial audit report for 2008-09
2. Certification 2009-10 Apportionment Attendance Report (CCFS-320) – Second Period, dated April 20, 2010
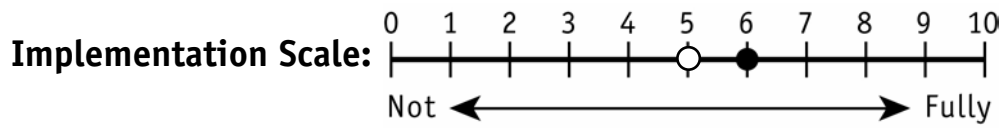3. Budget and Accounting Manual
4. Board meeting minutes, February 16, 2010 – budget update, FTES discussion

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD's most current audit report, for the year ending June 30, 2009, found that the CCFS-323 report submitted by the district for the 2008-09 fiscal year did not agree with the LACOE PeopleSoft general ledger as of June 30, 2009. The student enrollment revenue recorded in the Datatel system as of June 30, 2009 did not agree with the CCFS-323 report. These findings affect the accuracy of the attendance reported to the state for apportionment purposes. Management has subsequently taken the necessary steps to review the accuracy of the attendance report and establish an internal review process to ensure accuracy in all reports that are filed with the state to correct this deficiency.

2. The CBO reconciles the attendance reports prior to completion and submission to the state. In addition, the CBO tracks attendance monthly to ensure budget projections reflect current enrollment and trends. The team received the 2009-10 Apportionment Attendance report, which shows a substantial increase over the sample accounting period in the 2008-09 fiscal year. Full-time equivalent students (FTES) increased more than 10% primarily as a result of increased class offerings. While other community colleges and universities have reduced class offerings due to budget reductions, Compton CCD has not reached its total enrollment growth target as established through the AB 318 legislation.

3. The 2009-10 budget was built on 5,200 FTES. The budget goal was projected at 5,600 and actual for the fiscal year ended at 5,350 FTES. The differential was caused when 250 FTES from the 2010 summer session could not be recorded in the 2009-10 attendance reports due to a change in the class schedule. If the class schedule aligned to match El Camino CC, then the start date and census date would allow for the 2010 summer school FTES to be recorded in 2009-10. The change in the start schedule was beyond the census date, so these FTES will be recorded in the 2010-11 fiscal year. This decreased the projected unrestricted ending fund balance by approximately $1.2 million.

4. The district has placed a new student drop policy for nonpayment. Students must pay 100% of their fees within a specified period of time after which they are automatically dropped from the class roster. Until this review period, Compton CCD was not clearing class rolls but is now following El Camino's policy in this area. In addition, the district has contracted with the Franchise Tax Board for the California Tax Offset Program. Under the terms of the agree-

ment, unpaid student fees, going back a number of years, are automatically withheld from state refund checks.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 6

Implementation Scale:

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      0   1   2   3   4   5   6   7   8   9   10
      |---+---+---+---+---+---○---●---+---+---+---|
      Not ←─────────────────────────→ Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 11.5 – Attendance Accounting

Professional Standard:
Procedures are in place to ensure that enrollment and attendance accounting and reporting requirements are met for weekly student contact hours (WSCH), daily student contact hours (DSCH), credit, non-credit, high school concurrent enrollment, and positive attendance.
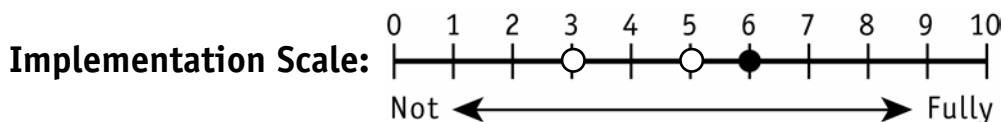
Sources and Documentation:
1. Compton CCD financial audit report for 2008-09
2. State reporting manual section on Full-Time Equivalent Student Attendance Accounting – procedures
3. Quarterly Financial Status Report, Form CCFS-311Q, dated February 19, 2010 and March 16, 2010
4. Certification 2009-10 Apportionment Attendance Report (CCFS-320) – Second Period, dated April 20, 2010
5. Actual Enrollment Fee Revenue Report 323, dated February 16, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD utilizes El Camino's student enrollment, registration, and attendance processes, forms, and systems.

2. Staff have been trained in the proper accounting procedures in attendance reporting. The CBO verifies the state reports with the internal documents prior to submission to the state. This is the last year under the AB 318 hold harmless agreement for FTES guarantees; therefore, future reporting will generate revenue from actual FTES counts. Management should ensure that annual training for attendance personnel is conducted to meet state guidelines and regulations.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 6

Implementation Scale:

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      0  1  2  3  4  5  6  7  8  9  10
      |--|--|--O--|--O--●--|--|--|--|
      Not ◄──────────────────► Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.2 – Accounting, Purchasing and Warehousing

Professional Standard:

The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the college's financial management.

Sources and Documentation:

1. Fund and object expense reports for all funds generated from PeopleSoft system, July 10, 2010
2. Compton CCD Report on Audit of Financial Statements as of June 30, 2009
3. Interview with CBO
4. Year-end Task List and individual staff responsibility
5. Timetable of Activities for closing process: date, type and activity
6. Cut Off Dates memorandum to all staff
7. Year-end Closing Deadline memorandum to all administrators and staff
8. Year-end Closing Manual, 2009-10
9. Prequalification for C-17 Licensed Contractors Request for Qualifications
   a. Public Notification
   b. Award of Contract
   c. Board Agenda December 15, 2009 to award contract

Progress on Implementing the Recommendations of the Recovery Plan:

1. The most recent audit report for the year ending June 30, 2009, has a material weakness finding with the posting of journal entries and other transactions that require significant reclassifications and accounting corrections. The CBO has implemented a training program for staff and a process of authorization for journal entry posting. The number of journal entries and reclassifications has been significantly reduced as a result of the training and new procedure.

2. The audit report for 2008-09 shows significant progress with the reduction in the number of findings and recommendations, many related to core accounting issues. The number of findings was reduced from 19 to seven, demonstrating considerable progress in this standard.

3. Several federal programs that include Financial Aid, Federal Work Study, Pell and SEOG programs that benefit Compton CCD students are subject to joint oversight by El Camino's and Compton's business offices. As a result, El Camino has been collecting the entire indirect cost, approximately $100,000, for co-administering these programs. The district should consult with the independent auditors regarding this practice to ensure it meets generally accepted accounting principles (GAAP).

4. Individual departments are printing financial reports but also receive a printed copy from the business office monthly. Accounting staff meet regularly with department chairs and directors to go over budget issues. Each accountant is assigned various restricted grant and/or categorical programs.

5. The business office has made considerable progress in this area. The year-end process was communicated to all staff on January 22, 2010 for a May 21, 2010 cutoff for purchasing. The internal process was well documented and tracked. Each business office employee had designated responsibilities and tasks. The CBO prepared a year-end closing manual for internal use that articulated each process.

6. The CBO reviews system reports monthly and meets with accounting managers to identify any areas of concern. After all entries have been posted to the system, the CBO makes a final review by fund and program. The district charges the maximum indirect cost rate permissible on grants and categorical programs, without exception. The Disabled Student Service Program is the only categorical program that is not self sufficient.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 3
January 2010 Rating: 5
July 2010 Rating: 7

Implementation Scale:
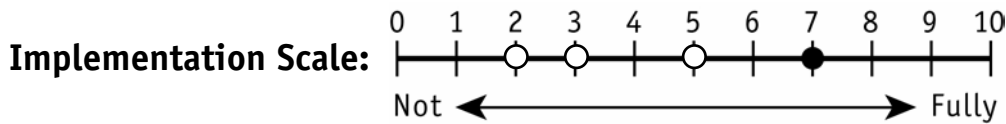
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.3 – Accounting, Purchasing and Warehousing

Professional Standard:

The college forecasts its revenues and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the college reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, to ensure that all cash receipts are deposited timely and recorded properly; cash is reconciled to bank statements monthly.

### Sources and Documentation:
1. Financial reports generated from PeopleSoft and Datatel systems
2. Independent Annual Audit Report as of June 30, 2009
3. Board Agenda dated June 8, 2010
4. Public Hearing – 2010-11 Tentative Budget
5. Adoption of the 2010-11 Tentative Budget

Progress on Implementing the Recommendations of the Recovery Plan:

1. Business office management staff oversees cash management. Reconciliation of bank statements is performed monthly, with review by appropriate levels of management personnel. Under the provisions of AB 318, the college has access to an established line of credit for cash flow purposes. With the recent departure of the CBO and the accounting manager, there is concern about the sustainability of this standard.

2. The district staff presented a 20-year repayment plan for the balance due against the $30 million line of credit to the board on March 16, 2010. The CBO has developed a multiyear financial projection spreadsheet with underlying assumptions to support cash requirements for operations and includes the annual payment of $1,292,420 for the line of credit.

3. AB 318 appropriated $30 million as an emergency apportionment and was approved by the board in September 2009. This is considered to be a line of credit against advanced apportionments subject to repayment with interest. To date, the district has drawn down three installments totaling approximately $17.9 million. Annual payments of $1,292,420 are due on June 1 of each fiscal year. The outstanding debt as of June 30, 2010 is estimated at $16.9 million.

4. The district is in no imminent danger regarding its current cash position because of the increase in student enrollment and available line of credit of approximately $12 million. There are no immediate plans to access the line of credit.

5. Although great progress has been made, the departure of the CBO and key members of the business office bring into question the sustainability of this standard.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	2
January 2010 Rating:	5
July 2010 Rating:	6

Implementation Scale:
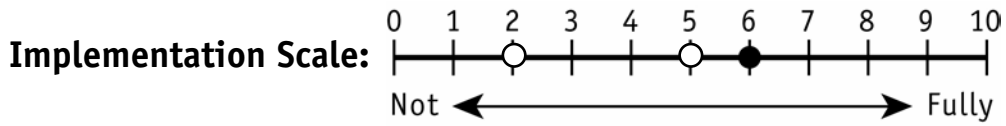
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.4 – Accounting, Purchasing and Warehousing

Legal Standard:
The college's payroll procedures are in compliance with established requirements (Education Code Section 85241). Standard accounting practice dictates that the college implements procedures to ensure the timely and accurate processing of payroll.

Sources and Documentation:
1. HRS District Payroll Schedule report from PeopleSoft for September, October and November 2009
2. Employee work calendars
3. Sample pay earning detail reports
4. Absence and Additional Hours Worked form
5. Reports: absence, vacation, sick leave and compensatory time
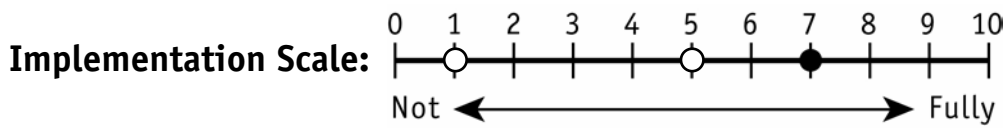6. Sample time sheets

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Payroll Department has stabilized, with significant improvement in payroll processing. However, management reports that the payroll department lacks constant oversight and supervision. Although the frequency of payroll errors has been reduced, management has concerns regarding proper payment to employees and has identified lack of communication between departments (budget and human resources) and the ongoing need for more training. By June 30, 2010, the department had 95 fewer payroll errors than the stated goal for the fiscal year. Payroll staff members have attended training events at the Los Angeles County Office of Education.

2. Payroll and benefits are processed through an interface between the HRS position control system and both Datatel and PeopleSoft financial reporting systems. Posting in two systems creates timing differences that must be reconciled when the district reports state-required financial activities, budget and variance reports, and should be streamlined to develop more efficient payroll processing.

3. Issues with the timing and posting of all payroll transactions have been addressed through a monthly reconciliation process between position control and payroll records. This requires the district to devote additional staff resources to ensure timely reconciliations and accurate reports to the state. Staff report that this reconciliation process requires approximately 40 hours per month.

4. The district has initiated several internal control processes to ensure authorized overtime, compensatory time, sick leave reporting and absence tracking. In addition, the payroll department has written procedures to calculate and process employee salary, hourly, base pay and salary placement.

5. Management is in the initial stages of planning to move the payroll department closer to the business office operations for better oversight and monitoring.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:

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     Not ←                        → Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.5 – Accounting, Purchasing and Warehousing

Professional Standard:
Standard accounting practice dictates that the accounting work is properly supervised and work reviewed to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements.

Sources and Documentation:
1. Compton CCD Report on Audit of Financial Statements as of June 30, 2009
2. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. Several processes and procedures have been implemented to ensure that management provides the necessary oversight and guidance of accounting work. Management has established periodic reviews for monthly financial reports and initiated meetings with department deans, chairs and directors to discuss budget issues and concerns. With the recent departure of the CBO and the accounting manager, there is concern about the sustainability of this standard.

2. All managers have been trained to print their department financial reports. The business office prints financial reports after monthly close for each manager. Each accountant is responsible for specific departments and charged with assisting those managers with budget issues or concerns.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 4
January 2010 Rating: 5
July 2010 Rating: 6

Implementation Scale:
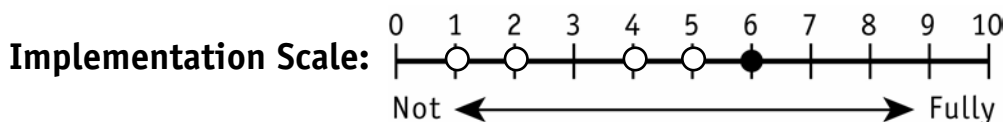
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.7 – Accounting, Purchasing and Warehousing

Professional Standard:
Generally accepted accounting practices dictate that, to ensure accurate recording of transactions, the college have standard procedures for closing its books at fiscal year-end. The college's year-end closing procedures should comply with the procedures and requirements established by the Chancellor's Office.

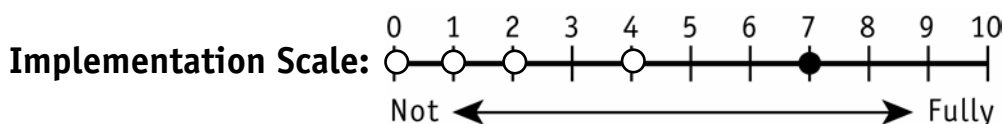### Sources and Documentation:
1. 2009-10 LACOE Year-End Closing Procedures and Schedules – PeopleSoft system
2. Year-end Task List and individual staff responsibility
3. Timetable of Activities for closing process: date, type and activity
4. Cut Off Dates memorandum to all staff
5. Year-end Closing Deadline memorandum to all administrators and staff
6. Year-end Closing Manual, 2009-10
7. Basic Categorical Accounting manual
8. Budget and Accounting Manual 2000
9. Compton CCD reports on audits of financial statements, June 30, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. During the FCMAT review, the team observed the annual closing in process. The CBO has provided necessary structure and accountability for year-end closing procedures that includes assigned tasks for each staff member in the business office. Business office personnel have had extensive training in the year-end closing process and have a complete understanding of their assigned tasks. Each staff member has access to a year-end closing manual complete with detailed instructions and time lines.

2. The CBO provides strong guidance, oversight and supervision for the year-end closing and plays an active role in the process, assisting staff when necessary.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 0
June 2009 Rating: 2
January 2010 Rating: 4
July 2010 Rating: 7

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
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      Not ←———————————→ Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 12.9 – Accounting, Purchasing and Warehousing

Professional Standard:
The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.

Sources and Documentation:
1. December 15, 2009 board agendas requesting authorization for contracts, purchases and professional services
2. Board Policy 6330, Procurement, February 17, 2009
3. Administrative Regulation 6331, Procurement, February 17, 2009
4. Board Policy 6340, Contracts, June 16, 2009
5. Administrative Regulation 6302, Accounts Payable, February 17, 2009
6. Board Policy 3300, Capital Construction, April 20, 2010
7. Compton CCD reports on audits of financial statements, June 30, 2009
8. Board Resolution: Election to Become Subject to the Uniform Public Construction Cost Accounting Procedures, January 19, 2010
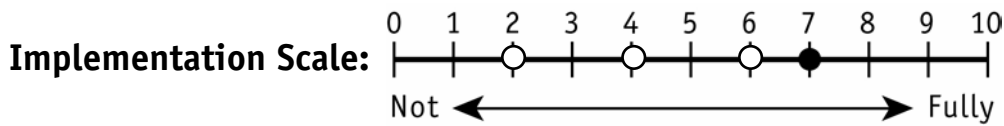9. Board agenda item: Approval of Purchase Order Listing by fund

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has made good progress in this standard by implementing board policies and administrative regulations for procurement, contracts and accounts payable during this review period. These policies and regulations incorporate required elements of the Education Code and Public Contract Code sections.

2. Proper purchasing and bidding practices have been monitored by the business office since January 2010 when maintenance and operations started reporting to the CBO. The CBO reviews all board items requesting approval of bids and contracts prior to posting the board agenda. A purchase order list of each vendor and amount of payment is submitted to the board for approval each month.

3. On January 19, 2010, the Compton CCD board approved a resolution allowing the district to become subject to the Uniform Public Construction Cost Accounting Procedures (UPCCAP) under Public Contract Code Section 22030. Under the UPCCAP program, the district is authorized to engage in alternately bidding procedures and increased bid limits for capital construction projects as follows:

   a. Projects valued under $30,000 are exempt from bidding requirements
   b. Projects valued between $30,000 and $125,000 are subject to the prequalified contractor submitting the lowest quote through an informal bidding process
   c. Projects valued at more than $125,000 are subject to the standard formal bidding process

4. The director of maintenance and operations needs additional training in the requirements of Public Contract Code to ensure compliance when issuing service contracts under the newly adopted UPCCAP regulations.

5. The district needs to initiate procedures to conduct internal audits of construction activities to ensure compliance with the newly adopted UPCCAP regulations.

6. The district has engaged auditing services to conduct the annual performance audit of the Measure CC general obligation bonds.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 2
June 2009 Rating: 4
January 2010 Rating: 6
July 2010 Rating: 7

Implementation Scale:

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     0   1   2   3   4   5   6   7   8   9   10
     ├───┼───O───┼───O───┼───O───●───┼───┼───┤
     Not ◄───────────────────────────► Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 13.1 – Student Body Funds

Professional Standard:
The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds.

Sources and Documentation:
1. Quarterly Financial Statement, March 31, 2010
2. General Ledger Summary Trial Balance, March 31, 2010
3. Associated Student Body Finance Code and Procedures Manual
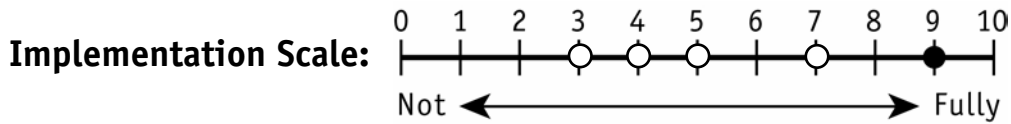4. Business Services ASB Accounting – Operational Review
5. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. Elements of internal control are the oversight responsibility of the business office. The business office has developed an Associated Student Body Finance Code and Procedures Manual to provide written guidance on various operational procedures and best practices.

2. The following sections are included in the manual along with sample forms for reference:

   a. ASB monies are fully segregated in commercial bank accounts in accordance with FDIC rules and regulations.
   b. Bank reconciliations are performed timely by an accountant and approved by the accounting manager. Staff separation of duties is maintained.
   c. Check stock is controlled and in a secure location.
   d. All checks require dual signatures for processing.
   e. Disbursements require authorized and approved purchase requisitions and/or resolutions.
   f. Disbursements cannot be made in advance of the delivery of goods or services.
   g. Use of credit cards, revolving funds or any other form of district funds is not permitted.
   h. The ASB budget must be approved by the board.
   i. Adequate funding must exist prior to disbursement of payment.
   j. All revenues must be recorded in the bursar's office.
   k. Making or receiving loans is prohibited.
   l. The director of student life authorizes Datatel reports on transactional detail by request.

3. The business office has also developed an extensive Business Services ASB Accounting – Operational Review guideline that has the following sections:

   a. Overview
   b. ASB Accounting Procedures for Budget, Reporting, Cash Controls, Annual Audit, Disbursement Procedures, Revenue Receipt Procedures, Fixed Assets and Inventory, Loans/Receivables and Other Balance Sheets Issues
   c. Elements of Internal Control
   d. Key Performance Metrics and Management Review
   e. Internal Audit Plan
   f. Records Retention

4. The operational manual establishes the role, objectives and goals of the business office. The business office has the responsibility to provide proper oversight and direction related to proper ASB accounting procedures. Internal control procedures and separation of duties are clearly defined.

5. The major elements of the standard have been implemented and are sustainable.

Standard Implemented: Fully - Substantially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 4
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 9

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9  10
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        Not  ◄───────────────────────►  Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 13.4 – Student Body Funds

Professional Standard:
Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting.

Sources and Documentation:
1. Associated Student Body Finance Code and Procedures Manual
2. Business Services ASB Accounting – Operational Review
3. Quarterly Financial Statement, March 31, 2010
4. General Ledger Summary Trial Balance, March 31, 2010
5. Interview with CBO

Progress on Implementing the Recommendations of the Recovery Plan:

1. The business office has developed a comprehensive Associated Student Body Finance Code and Procedures Manual Guideline for ASB staff. The guideline includes detailed sections for each accounting area, forms and examples for the ASB accountant.

2. Quarterly financial statements and a general ledger summary trial balance are presented to the CBO for review. The CBO reviews the report and reconciliations and performs a comparative analysis to validate the financial statements to Datatel system information. Variances are investigated and resolved.

3. A formal set of financial statements – a balance sheet, profit and loss statement and other required reports – are distributed to the director of student life, provost and audit team upon completion of the CBO's review.

4. At the time of fieldwork, transactions for expenditures and revenues were posted on the Datatel financial system twice monthly. The process mandates that adequate funding is available prior to the authorization of purchases. All account balances were within budget allocations at year-end.

5. The major elements of the standard have been implemented and are sustainable.

Standard Implemented: Fully – Substantially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 8
July 2010 Rating: 9

Implementation Scale:
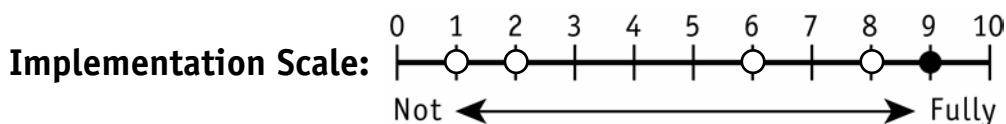
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 14.2 – Multiyear Financial Projections

Professional Standard:
The college annually provides a multiyear revenue and expenditure projection for all funds of the college. Projected fund balance reserves are disclosed. The assumptions for revenues and expenditures are reasonable and supportable.

Sources and Documentation:
1. Tentative budget 2010-11, dated June 8, 2010
2. Compton CCD reports on audits of financial statements, June 30, 2009
3. Business Services – Budget Development, Monitoring and Maintenance Policies and Procedures manual
4. Interview with CBO
5. Five-Year Budget Projection Assumptions – Unrestricted General Fund
6. Budget to Actual Variance by sub-major object code covering 2007-08 through 2009-10
7. Cash Flow Analysis: Actuals covering 2008-09 through 2009-10 and Projected for 2010-11

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has prepared a five-year multiyear financial projection for the unrestricted general fund. The assumptions are conservative and realistic. It is a highly simplified model that provides an initial framework for future budget development.

2. The CBO initiated a comprehensive process for budget development for the projected or targeted fiscal year. The CBO also developed a five-year model for multiyear projections. These projections allow the district to analyze the effects of assumptions over multiple years for changes in FTES, revenue and expenditures. The district can now analyze the effects of multiyear expenditures for proposed salary and benefits adjustments. This information also gives management time to make necessary budgetary adjustments to ensure that the district maintains an adequate fund balance and fiscal solvency.

3. The CBO has developed a budget to actual variance report by sub-major object code from 2007-08 through 2009-10. This variance analysis report allows management to see trends in revenue and expenditure patterns. Unspent dollars can be redirected to further support academic programs, and areas of overspending can be addressed.

4. A new cash flow model has also been developed. The projected cash flow covers the 2010-11 fiscal year. The district should expand this model to the 2011-12 and 2012-13 fiscal years because of the state cash deferrals. This would allow management ample time to address cash flow needs well in advance and plan accordingly.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	1
January 2010 Rating:	5
July 2010 Rating:	7

Implementation Scale:

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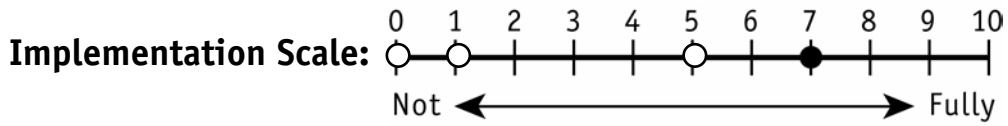
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 15.1 – Long-Term Debt Obligations

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. Total Compensation Systems, Inc. Actuarial Report dated October 1, 2009
2. Compton CCD reports on audits of financial statements, June 30, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has completed an actuarial for workers' compensation and has complied with the GASB 43 requirements one year before the required date. The liability has been determined and remains unfunded in accordance with an actuarial review of the workers' compensation program dated June 30, 2009. The current liability of the unpaid losses reported on the annual financial audit is $1,669,348 as reported on the Statement of Net Assets. According to the CBO, the timing of the actuarial report and the cutoff date for financial reporting left the district unable to fund the liability. However, the district made a subsequent transfer of approximately $1.7 million in September 2009.

2. The Governmental Accounting Standards Board (GASB) issued Accounting Standards 43 and 45 for post employment benefits in 2004. Prudent fiscal management of post employment benefit costs requires the establishment of a long-term plan to prefund these benefits on an actuarial basis. The plan for post employment health care benefits is in accordance with various bargaining unit agreements.

3. The district contributes on a pay-as-you-go basis, with additional prefunded contribution determined through mutual agreements between the district and the collective bargaining units. In accordance with GASB Statement No. 45, the district has the following obligation as of June 30, 2009:

Annual Required Contribution	$1,418,148
Contributions	(398,018)
Net Unfunded OPEB Obligation	$1,020,130

   According to the latest actuarial report by Total Compensation Systems, Inc., the total pay-as-you-go plan annual estimates are expected to increase by 8% in 2010-11, 12% in 2011-12 and 11% in 2012-13. The district should factor these cost features into the multiyear projection to ensure adequate funds are available to fund this obligation. The CBO has included additional monies to prefund a portion of the unfunded OPEB obligation in the 2010-11 budget.

Standard Implemented: Partially

April 2007 Rating: 0
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 5
January 2010 Rating: 6
July 2010 Rating: 7

Implementation Scale:
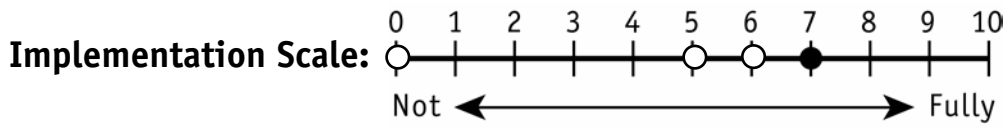
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 16.1 – Impact of Collective Bargaining

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. Contract Agreement – CCC Federation of Classified Employees, July 1, 2006 through June 30, 2009
2. Contract Agreement – CCC Federation of Employees Certificated Unit, July 1, 2007 through June 30, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has completed negotiations for the certificated bargaining unit through June 30, 2010. A new agreement effective 2010-11 will adjust the part-time faculty adjunct schedule by 6%, plus an additional 6% effective 2011-12 should the district achieve 6,400 FTES. The district should include multiyear projections that calculate the impact of the tentative agreement for salary and benefits with management's recommendation to the Governing Board and special trustee. The team could find no evidence that multiyear projections were prepared and available as part of the tentative agreement.

2. The classified bargaining unit was in the negotiations process at the time of fieldwork.

Standard Implemented: Fully - Substantially

April 2007 Rating: 8
January 2008 Rating: 8
July 2008 Rating: 8
June 2009 Rating: 8
January 2010 Rating: 8
July 2010 Rating: 8

Implementation Scale:

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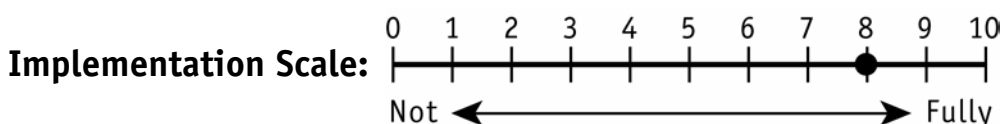
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.1 – Maintenance and Operations Fiscal Controls

Professional Standard:

The college has a comprehensive risk management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well being of the college.
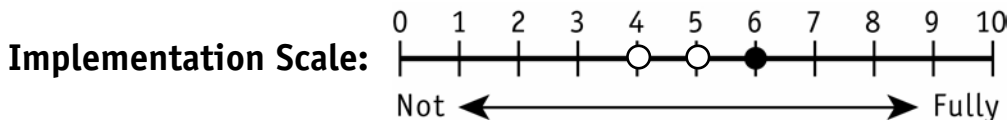
Sources and Documentation:

1. Schools Alliance for Workers' Compensation Excess, dated July 2, 2009
2. Compton CCD reports on audits of financial statements, June 30, 2009
3. Keenan & Associates – 2009-10 Workers' Compensation Program
4. Workers' compensation – process and procedures guidelines for administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district contracts with the Statewide Association of Community Colleges Joint Powers Authority for the property and liability insurance coverage administered by Keenan & Associates. The district's self-insured retention is based on a 70% probability for the first $500,000 of each workers' compensation claim.

2. Claims liability is based on the cost of claims on file plus an adjustment for estimated future claims and claims incurred but not reported based on historical experience. Bay Actuarial Consultants' report dated October 13, 2009 provides the basis of liability that is reflected in the annual financial report.

3. The projected liability for unpaid losses is reported in the Statement of Net Assets. The discounted value at 3% on June 30, 2009 is $1,669,348, but assets available to pay claims total $1,295,631. The district should fully fund the projected liability. No other audited financial statements were available at the time of this review to determine if the district has updated the budget to meet the actuarial requirements for unpaid losses.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	6

Implementation Scale:

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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.2 – Maintenance and Operations
Fiscal Controls

Professional Standard:
The college has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.
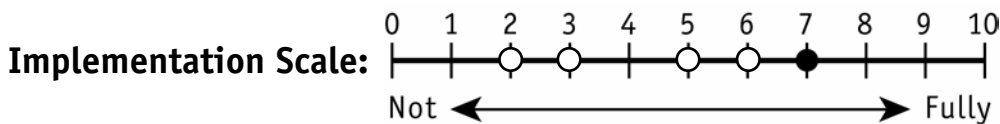
Sources and Documentation:
1. Interview with maintenance director
2. Interview with director of facilities
3. Interview with CBO
4. Review of work order program
5. Review of work order system examples; key request
6. Completed work order list for 2010-11

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Maintenance Department has implemented a new work order tracking system called SPMMS. The system has been fully implemented, with all department heads and staff fully trained to use it. The new system allows the maintenance department to establish preventative maintenance programs by building and classroom location, along with the proper cost accounting for labor and materials. The system allows users to prioritize work orders, provide a status update, assign the craftsperson, and enter start/end dates and a full description of the work to be performed.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 6
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.3 – Maintenance and Operations Fiscal Controls

Professional Standard:
The college controls the use of facilities and charges fees for usage in accordance with college policy.

Sources and Documentation:
1. Board Policy 6700, Civic Center and Other Facilities Use, dated March 17, 2009
2. Administrative Regulation 6701, Civic Center and Other Facility Use, revised June 11, 2009
3. Interview with maintenance director
4. Interview with director of facilities
5. Interview with CBO
6. Interview with internal auditor

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has formally updated the facilities usage policy that includes all administrative rules, regulations and procedures including Education Code Section 82537 regarding the use of civic centers. The board policy includes an administrative regulation that includes:

   a. Categories of facility use for official district use versus civic center permits
   b. The guidelines of use under the civic center permit section
   c. Limitations on use
   d. Denial of civic center permits
   e. Identification of type of user
      i. Direct Charge category
      ii. Fair Rental category
   f. Rental fees and cost recovery
   g. Equipment for use in conjunction with facilities rental
   h. Services such as custodial or security
   i. Insurance requirements
   j. Events involving food
   k. Promotional and advertising materials
   l. Other requirements

Standard Implemented: Partially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	7

Implementation Scale:

0 1 2 3 4 5 6 7 8 9 10

Not ← → Fully
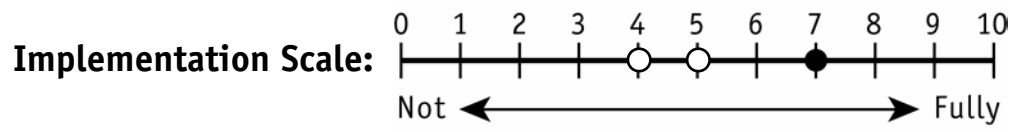
ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.4 – Maintenance and Operations Fiscal Controls

Professional Standard:
The Maintenance Department follows standard college purchasing protocols. Open purchase orders may be used if controlled by limiting the employees authorized to make the purchase and the amount.
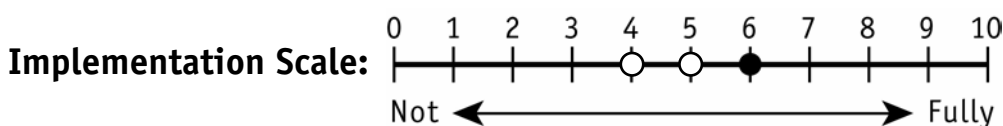
Sources and Documentation:
1. Maintenance department internal documents
2. Interview with facility and maintenance supervisor
3. Interview with director of facilities
4. Interview with CBO
5. Board agendas for purchasing and contracts for services
6. Purchasing Procedures for 2010-11 Fiscal Year
7. Administrative Regulation 6332, Use of Credit Cards
8. Administrative Regulation 6333, Revolving Fund

Progress on Implementing the Recommendations of the Recovery Plan:

1. The CBO and director of maintenance have initiated several procedures for best practices for purchase requisitions and purchase orders. This has reduced incidents of unauthorized purchases. The district does not always follow Public Contract Code for all bidding and authorization for contracts to vendors. Vendors have been notified of the district's policy to ensure proper payment for services. The district is reviewing the bid limitations and labor tracking requirements to implement the Uniform Cost Construction procedures.

2. The business office must ensure that all purchases of equipment and services follow state contracting regulations and that all contracts are in accordance with Public Contract Code Section 20111. FCMAT reviewed documents that indicate some noncompliance with state purchasing and bidding.

3. The CBO places all major contracts on the board agenda for approval.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 4
June 2009 Rating: 4
January 2010 Rating: 5
July 2010 Rating: 6

Implementation Scale:

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      0   1   2   3   4   5   6   7   8   9   10
      ├───┼───┼───┼───○───○───●───┼───┼───┤
      Not ◄───────────────────────► Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.5 – Maintenance and Operations Fiscal Controls

Professional Standard:
Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.
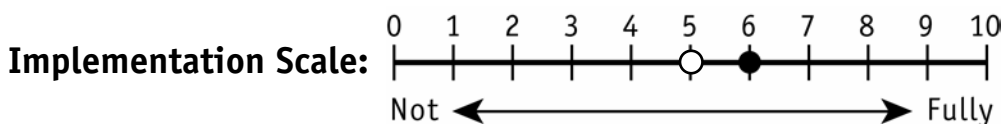
Sources and Documentation:
1. Maintenance department internal documents
2. Interview with maintenance director
3. Interview with director of facilities
4. Board agendas for purchasing and contracts for services
5. Gardening equipment inventory

Progress on Implementing the Recommendations of the Recovery Plan:

1. The maintenance department has a secured area for supplies, tools and equipment. Specific tool kits are compiled for each trade: carpentry, plumbing and electrical. In addition, other department employees are issued a standardized list that correlates with each job type or trade assignment. The department has specialty tool kits available for other employees to check out.

2. The maintenance department has a manual physical inventory system using Excel that allows each employee to check out equipment. The college now utilizes the SPMMS maintenance work order system to safeguard against the loss of equipment and is evaluating this system for expanded capabilities to track and monitor the checkout and use of equipment for custodial and maintenance employees.

3. The district plans to fully implement the work order system. However, no work has been completed to track assets on the system during this reporting period.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 6
June 2009 Rating: 6
January 2010 Rating: 6
July 2010 Rating: 6

Implementation Scale:

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      0  1  2  3  4  5  6  7  8  9  10
      |--+--+--+--+--+--○--●--+--+--+--|
      Not  ◄───────────────►  Fully
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ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 21.1 – State-Mandated Cost

Professional Standard:

The college has procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures cover: the identification of changes to existing mandates; training staff regarding the appropriate collection and submission of data to support the filing of the mandated costs claims; forms, formats, and time lines for reporting mandated cost information; and review of data and preparation of the actual claims.
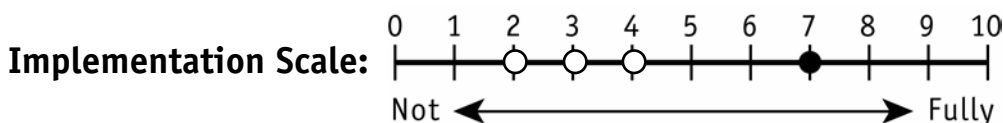
Sources and Documentation:

1. Nichols Consulting Contract for Professional Services dated September 15, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. State Government Code Section 17550 et seq. authorizes the district to file state mandated cost claims for reimbursement for certain services mandated by the state. Mandated cost claims are an opportunity for Compton CCD to recover funds expended for state-mandated activities.

2. The state is withholding all reimbursable claims during the current fiscal crisis; however, the district continues to file current claims and seek reimbursement for claims that were filed late in previous fiscal years. The Compton CCD contracts with a consulting group that specializes in the filing of mandated costs claims because of the number of claims and complexity of the filing requirements.

3. The district should provide staff training annually to review potential areas for reimbursable claims, track new programs for first-time filing and review procedures for proper tracking.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 7

Implementation Scale:

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        0   1   2   3   4   5   6   7   8   9   10
        ├───┼───○───○───○───┼───┼───●───┼───┼───┤
        Not ◄─────────────────────────► Fully
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Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes – The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes.

   a. *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

   b. *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Use of FCMAT Professional and Legal Standards

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

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

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

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance	April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
A. Decision-Making Roles and Processes						
Standard to be Addressed						
Communications - Community Relations and Governance						
1.3 **Staff input into college operations is encouraged.**	**1**	**2**	**2**	**4**	**7**	**6**
Community Collaboratives, Advisory Committees - Community Relations and Governance						
3.1 **The board and president support partnerships and collaborations with community groups, local agencies and businesses.**	**2**	**2**	**3**	**5**	**8**	**7**
3.2 **The board and the president establish broad-based committees or councils to advise the college on critical college issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations – Shared Governance, Academic Senate, etc.**	**3**	**3**	**3**	**4**	**6**	**6**
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: Decision-Making Roles and Processes
FCMAT Community Relations/Governance Standard 1.3 – Communications

Professional Standard:
Staff input into college operations is encouraged.
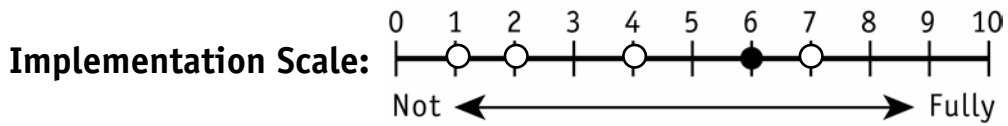
Sources and Documentation:
1. Interviews with five faculty leaders
2. Interviews with Center administrators (deans, vice president, CEO)
3. Review of agendas and minutes of the Consultative Council
4. Interview with the special trustee
5. Review of board agendas
6. Attendance at the July 20 board meeting
7. Board Policy 2370

Progress on Implementing the Recommendations of the Recovery Plan:

1. The review team attended the Board of Trustees meeting of the Compton CCD on Tuesday, July 20. At that meeting representatives from the student and staff organizations on campus were on the agenda for reports from their constituency groups. (BP 2370 governs constituency group representatives.) In addition, two staff members were provided time at the meeting to speak on non-agenda items.

2. In separate meetings with the special trustee and the CEO, it was clear that both valued and encouraged faculty, staff and student input on matters that affect the Compton Center.

3. Discussions with both administrators and faculty demonstrate that collaborative decisions are supported and there are a variety of avenues for members of the campus community to provide input on matters affecting the Compton Center.

4. As more advisory committees are implemented and established, a regular meeting schedule and pattern should be instituted. For the next year or two they should be evaluated annually to see that they are meeting their mission. If the plans of these committees are forwarded to the Consultative Council and that group meets regularly and engages the issues and plans, the opportunity for input will become more regular and the campus community can look for a more institutionalized avenue for communication.

5. Meetings of the Consultative Council should continue, with consideration given to interspersing the board policy and procedure items with other items that deal with governance-related plans.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	6

Implementation Scale:

ACCJC Standard IV-A: Decision-Making Roles and Processes
FCMAT Community Relations/Governance Standard 3.1 – Community Collaboratives and District Committees

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

Sources and Documentation:
1. Board of Trustees member interviews
2. Faculty, staff, and administration interviews
3. Community member interviews
4. Council and Committee Structure – Compton Community College District
5. El Camino College Compton Community Educational Center 2010-2011 Enrollment Management Plan
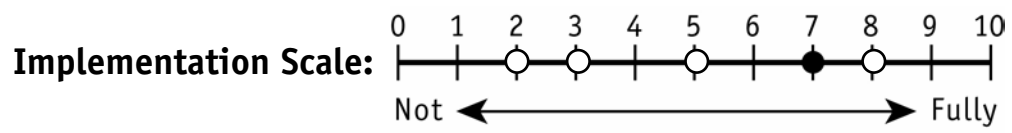
Progress on Implementing the Recommendations of the Recovery Plan:

1. The community outreach strategy for the Compton Center has been formalized in the Enrollment Management Plan and implementation is under way. The district has supported the implementation by providing funding and staffing for the activities in the plan. The Enrollment Management Committee is a committee of the Consultative Council, and develops marketing, recruitment and retention plans. The enrollment management and marketing plans include specific outreach strategies to engage local school districts and charter schools and provide information to middle and high school students within the district boundaries. The CEO has made a priority of developing relationships with local businesses, and continues to build partnerships with community and civic organizations. The CEO makes a practice of informing the community of Compton Center activities and goals through meetings with church groups and local councils.

   The district should continue its outreach to community groups and the formation of partnerships that will serve the district and its students. Board members also should participate in community outreach with each of their constituencies. It is essential for the CEO and the vice president to work together to make formal connections between the district and community groups, government agencies, and elected officials.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	8
July 2010 Rating:	7

Implementation Scale:

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     0   1   2   3   4   5   6   7   8   9   10
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     Not ◄──────────────────────────► Fully
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ACCJC Standard IV-A: Decision-Making Roles and Processes
FCMAT Community Relations/Governance Standard 3.2 – Community Collaboratives and District Committees

Professional Standard:

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

Sources and Documentation:

1. Faculty, staff, and administration interviews
2. Community member interviews
3. Compton CCD board policies
4. Employee Campus Climate Survey, El Camino College Compton Center Survey Results Spring 2010 (June 7, 2010)
5. Council and Committee Structure – Compton Community College District
6. Minutes of the Consultative Council

Progress on Implementing the Recommendations of the Recovery Plan:
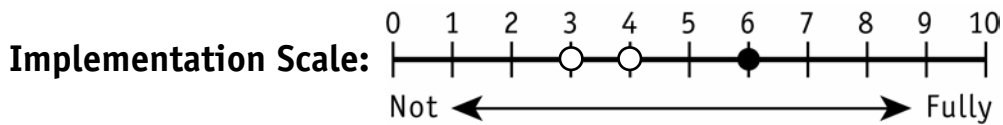
1. The Compton CCD Board of Trustees passed Board Policy 2410 (10/20/09) that states that employees and students shall have the opportunity to participate in the development of board policies and administrative regulations through a consultative process. The board also passed Board Policy 2510 (6/20/10), Participation in Local Decision Making. This policy states that, although the board/state trustee is the ultimate decision maker, it is committed to ensuring that appropriate members of the district participate in developing policies and procedures. Additionally, the policy states that the board/state trustee will not take any action on matters subject to this policy until the appropriate constituent groups have been provided the opportunity to participate. The Consultative Council and its subcommittees are responsible for providing the input. An examination of minutes from recent council meetings shows discussion is largely devoted to consideration of board policies and administrative regulations. However, faculty members indicated that the council has been concerned with other matters as well and does provide an avenue for faculty opinions to be heard.

2. The Institutional Effectiveness Committee, a committee of the Consultative Council, has rarely had a quorum at its recent meetings. Several individuals expressed and the team agrees that there is a necessity to examine and clarify the role of this committee if it is to be effective.

3. The results of the Employee Campus Climate Survey showed that employees were neutral when asked whether they felt they could talk to management about their concerns. They also were neutral when asked if they understood how college funds are budgeted or if they felt included in processes.

4. Advisory committees are required for all technical programs. If properly constituted, they can provide valuable advice for program changes and development. It is not clear that all programs have active committees.

   The district should continue to review its committees (e.g., the Institutional Effectiveness Committee) and should ensure that advisory committees are functioning.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 4
January 2010 Rating: 6
July 2010 Rating: 6

Implementation Scale:

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    0   1   2   3   4   5   6   7   8   9  10
    ├───┼───┼───○───○───┼───●───┼───┼───┼───┤
    Not ◄──────────────────────────► Fully
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Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

B. Board and Administrative Organizations – In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

   a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence of pressure.*
   b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*
   c. *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*
   d. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*
   e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*
   f. *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity or board membership and staggered terms of office.*
   g. *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*
   h. *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*
   i. *The governing board is informed about and involved in the accreditation process.*
   j. *The governing board has the responsibility for selecting and evaluating the college chief administrator (most often known as the president). The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the college.*

2. The president has primary responsibility for the quality of the institution he/she leads. He/She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

   a. *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/She delegates authority to administrators and others consistent with their responsibilities, as appropriate.*
   b. *The president guides institutional improvement of the teaching and learning environment*

by the following:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

d. The president effectively controls budget and expenditures.

e. The president works and communicates effectively with the communities served by the institution.

3. DOES NOT APPLY – it addresses the multi-college district.

Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating
B. Board and Administrative Organizations							
Standard to be Addressed							
Community Relations - Community Relations and Governance							
2.5	**Board members refer informal public concerns to the appropriate staff for attention and response.**	**3**	**3**	**3**	**5**	**7**	**6**
2.9	Board members are actively involved in building community relations.	2					
Policy - Community Relations and Governance							
4.5	The college has established a system of securing staff and citizen input in policy development and review.	2					
Board Roles/Boardsmanship - Community Relations and Governance							
5.2	**Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties functions, authority and responsibilities of members.**	**1**	**1**	**3**	**5**	**7**	**6**
5.3	**The board has established a vision/ mission and uses that vision/mission as a framework for college action based on the identified needs of the students, staff and educational community through a needs assessment process.**	**3**	**3**	**3**	**6**	**7**	**7**
5.4	**The board makes decisions based on the study of all available data, including the recommendation of the president.**	**3**	**3**	**3**	**4**	**7**	**7**
5.5	**Functional working relations are maintained among board members.**	**1**	**1**	**3**	**6**	**7**	**7**
5.6	**Individual board members respect the decisions of the board majority and support the board's actions in public.**	**1**	**1**	**3**	**6**	**7**	**6**

5.7	**Functional working relations are maintained between the board and administration.**	1	1	2	6	7	7
5.8	**The board publicly demonstrates respect for and support for the district staff.**	1	1	2	6	7	7
5.9	**The board publicly demonstrates respect for public input at meetings and public hearings.**	1	1	2	6	7	7
5.10	**Board members respect confidentiality of information shared by the administration.**	1	1	1	5	7	8
5.11	**Board members do not involve themselves in operational issues that are the responsibility of the President and staff.**	1	1	1	5	7	7
5.12	**The board acts for the community and in the interests of all students in the district.**	1	1	2	5	7	7

Board Meetings - Community Relations and Governance

6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting.	3					
6.2	**The board agenda is made available to the public in the manner and under the time lines prescribed by law.**	4	4	4	6	8	6
6.3	**Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.**	1	1	2	6	7	7
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	1					
6.5	**Open and closed sessions are conducted according to the Ralph M. Brown Act.**	5	5	5	6	7	7
6.6	**Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.**	5	5	5	6	7	6
6.7	The Board has adopted bylaws for the placement of items on the board agenda by members of the public.	4					

6.8	**Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings and to bring before the board matters that are not on the agenda.**	4	4	4	7	8	7
6.9	**Board meetings focus on matters related to student educational attainment.**	1	1	1	3	7	5

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

ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 2.5 – Community Relations

Professional Standard:
Board members refer informal public concerns to the appropriate staff for attention and response.

Sources and Documentation:
1. Board of Trustees member interviews
2. Faculty, staff, and administration interviews
3. Compton CCD policies
4. Compton CCD Board of Trustees meeting

### Progress on Implementing the Recommendations of the Recovery Plan:

1. The team found members of the Board of Trustees to be aware of their role regarding informal public concerns. However, it is important that they refrain from responding to these concerns in open session. Furthermore, individual board members cannot speak for or appear to be speaking for the entire board to the public.

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 6

Implementation Scale:
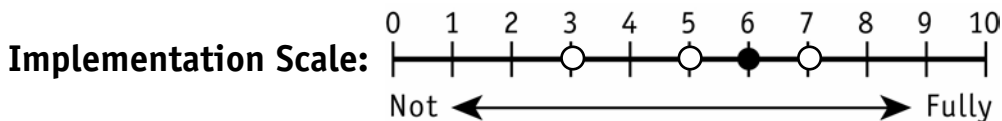
ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.2 –
Board Roles/Boardsmanship

Professional Standard:
Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties, functions, authority and responsibilities of members.

Sources and Documentation:
1. Interviews with administrators and board members
2. Compton CCD board policies
3. Compton CCD Board of Trustees meeting minutes January-June 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Board of Trustees passed Board Policy 2740 (12/15/09), Board Education. This policy states that the board is committed to its ongoing development as a board and to a trustee education program that includes new trustee orientation.

2. The district has developed a specific and thorough training agenda for board members. The training addresses the areas of expectations, roles, and responsibilities for board members and provides a framework for operations at board meetings. The orientation provided information on the Brown Act, and outlined unique situations in the governance of the Compton CCD, operating the Compton Center in partnership with El Camino College.

   The board members and CEO share the expectation that professional development is critical to ensure understanding of the most pressing issues affecting community colleges, and that training to understand the roles and responsibilities of board members is necessary for the trustees to be fully effective in their elected positions. Board members expressed their commitment to training and, thus, increasing their knowledge of the appropriate role of a board member.

   The board should work to fully understand the appropriate role and conduct of a board member at meetings and when dealing with the public. The members should also recognize that they cannot, as individuals, speak for or appear to speak for the board unless they are specifically delegated to do so.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 7
July 2010 Rating: 6

Implementation Scale:
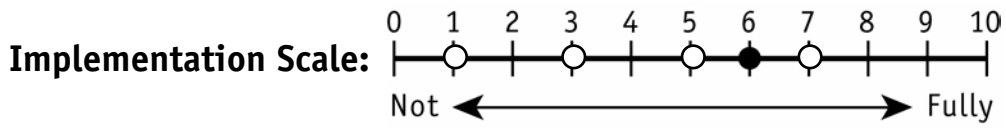
ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.3 –
Board Roles/Boardsmanship

Professional Standard:
The board has established a vision/mission and uses that vision/mission as a framework for college action based on the identified needs of the students, staff and educational community through a needs assessment process.

Sources and Documentation:
1. Council and Committee Structure – Compton Community College District
2. Board member interviews
3. Faculty, staff, and administration interviews
4. Compton CCD Board of Trustees agendas and minutes
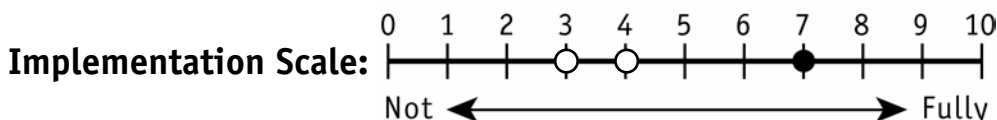5. Compton CCD board policies
6. Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD has adopted a vision and mission statement (BP 1200, District Mission Statement, 10/20/09) that serves as a framework for planning documents across the institution. This statement was developed with input from faculty and staff, students, administrators, and the Board of Trustees. It lays out the three or four main themes that should be the strategic focus of the district for the short- and mid-term and should serve as the basis for allocating resources. The CEO and Board of Trustees should periodically revisit this statement to ensure it reflects the district's current needs and priorities for all faculty and students.

2. The Planning and Budget Committee of the Consultative Council has as part of its charter to review the budget "for the purpose of determining what, in the Committee's judgment, will be the most effective utilization of District resources in view of the stated goals and objectives of the District and its institutions."

Standard Implemented: Partially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:
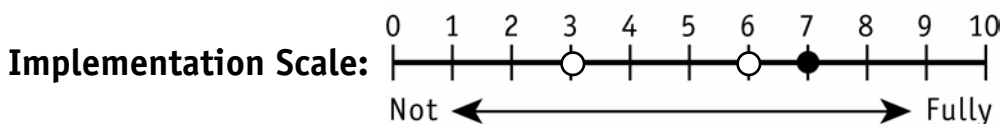
ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.4 –
Board Roles/Boardsmanship

Professional Standard:
The board makes decisions based on the study of all available data, including the recommendations of the President.

Sources and Documentation:
1. Board of Trustees member interviews
2. Faculty, staff, and administration interviews
3. Compton CCD Board of Trustees agendas and minutes
4. Compton CCD Board of Trustees meeting
5. Compton CCD board policies

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board Policy 2740, Board Education (12/15/09) states that the Board of Trustees will engage in study sessions. An examination of agendas shows that such sessions have been scheduled. During interviews with the team, Board of Trustees members cited the value of these sessions for their education. A member also noted that, although they recognize their role as advisory, they take it seriously and attempt to prepare themselves well.

2. The CEO and staff deliver background information and data in advance of public meetings to ensure the opportunity to review materials and ask questions. Staff members routinely provide reports and presentations at board meetings. For example, in recent months the board has received reports on the English as a Second Language program and student learning outcomes.

   The board meeting agenda materials can be expanded even further to include explicit links between program goals and budgetary decisions, and the relationships between specific recommendations for board action to the vision, mission, and goals of the district. Such refinement to the written materials will assist the Compton CCD in meeting the eligibility requirements for accreditation.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	7

Implementation Scale:

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      Not  ←────────────────→  Fully
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ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.5 –
Board Roles/Boardsmanship

Professional Standard:
Functional working relations are maintained among board members.

Sources and Documentation:
1. Interviews with staff, faculty, administrators and board members
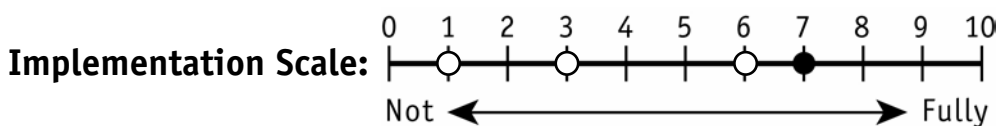2. Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board members fully participate in public meetings, and the board president chairs the meeting. As of the November 2009 election, the elected board is fully populated. The board members continue to show progress in working together to ensure they effectively fulfill this advisory role. The orientation training and professional development agenda for the new board members has helped to develop a cohesive team that understands its role and responsibilities. Both the local orientation and participation in the statewide conference of community college trustees provides the board members with a solid foundation on which to build their functional working relations with one another.

2. The board should continue its commitment to training. It should work to fully understand the appropriate role and conduct of a board member both at meetings and when dealing with the public. The members should also recognize that they cannot, as individuals, speak for or appear to speak for the board unless they are specifically delegated to do so.

   Training and professional development should be a routine expectation for board members and will enhance their ability to set the tone and direction for the district as they regain local authority to govern areas of operations.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:

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     Not  ◄───────────────────►  Fully
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ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.6 –
Board Roles/Boardsmanship

Professional Standard:

Individual board members respect the decisions of the board majority and support the board's actions in public.

Sources and Documentation:

1. Interviews with staff, faculty, administrators and community members
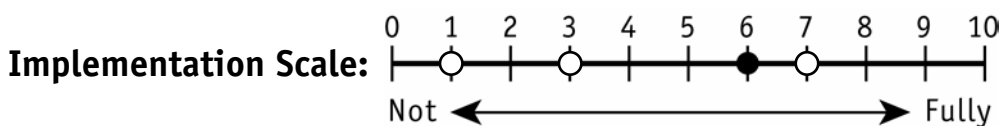2. Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. As of the November 2009 election, the elected board was fully populated. Having a fully elected board demonstrates that the community wants to be involved and engaged in the Compton Center. The board members fully participate in public meetings, and the board president chairs the meeting. The board members show progress in working together to ensure they effectively fulfill this advisory role. The agenda for orientation, training, and professional development for the board will continue to enhance their understanding of their roles and responsibilities. Further training will continue to improve the board's ability to set direction for the district, and will heighten their ability to communicate in a professional and respectful manner, with meeting discussion focused on relevant topics.

   The board will need to develop a coherent, unified voice. It must completely understand the recovery plan and be able to articulate it to the public. The board must also understand and support a critically needed, new MOU that describes the relationship between Compton Educational Center, Compton Community College District, and El Camino College.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	3
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	6

Implementation Scale:

ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.7 –
Board Roles/Boardsmanship

Professional Standard:
Functional working relations are maintained between the board and administration.
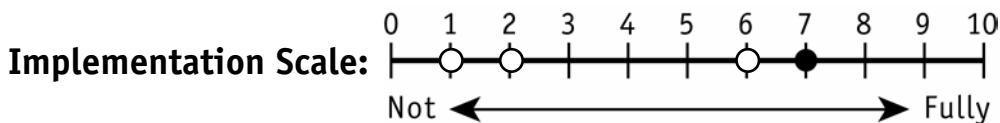
Sources and Documentation:
1. Interviews with administrators and board members
2. Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The CEO and special trustee continue to meet with board members prior to public meet-ings to review operational issues. By providing the board with an opportunity to discuss the agenda in advance and ask questions, the working relationships between the CEO, special trustee, and the elected board members continue to be characterized as constructive, positive, and fully functional.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.8 –
Board Roles/Boardsmanship

Professional Standard:
The board publicly demonstrates respect for and support for the district staff.
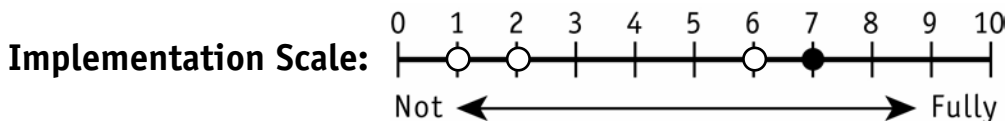
Sources and Documentation:
1. Interviews with staff, faculty, administrators and community members
2. Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board members ask appropriate and relevant questions of staff following presentations and show respect for the recommendations made by staff members. The board conducts its meetings in a professional and businesslike manner, with the board president now chairing the meetings. The board members show progress in working together to ensure they effectively fulfill their advisory role.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.9 –
Board Roles/Boardsmanship

Professional Standard:
The board publicly demonstrates respect for public input at meetings and public hearings.

Sources and Documentation:
1. Interviews with staff, faculty, students, administrators and community members
2. Compton CCD Board of Trustees agendas and minutes
3. Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board conducts its meetings in a professional and businesslike manner, with the board president now chairing the meetings. The board members show progress in working together to ensure they effectively fulfill their advisory role. The agenda of orientation, training, and professional development in which the board has and will continue to engage will provide the members with the understanding of responsibilities to effectively fulfill their roles.

   The team observed that the board is respectful and cordial to speakers. However, individual board members should refrain from responding to public comments. The CEO should continue to ensure that opportunities for input are widely publicized, and when governing authority is returned, the board should maintain these practices.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 2
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:
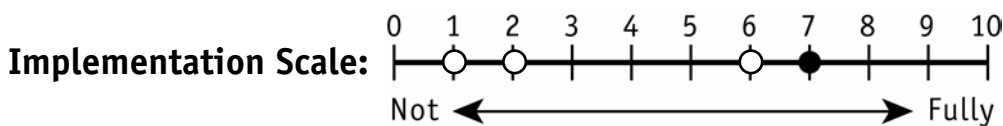
ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.10 –
Board Roles/Boardsmanship

Professional Standard:
Board members respect confidentiality of information shared by the administration.
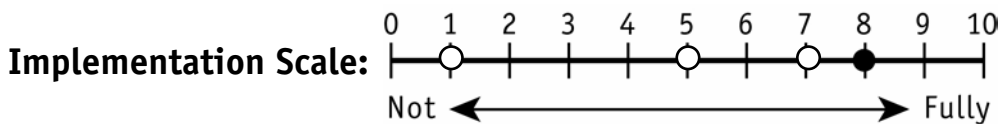
Sources and Documentation:
1. Interviews with staff and administrators

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board participates in closed session discussions. There have been no concerns reported about board members breaching the confidentiality of information shared in these sessions. The ongoing training and orientation agenda for new board members includes information on the Brown Act and on confidentiality, and this area is not expected to be a concern for the district.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	8

Implementation Scale:

ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.11 –
Board Roles/Boardsmanship

Professional Standard:

Board members do not involve themselves in operational issues that are the responsibility of the President and staff.

Sources and Documentation:
1. Interviews with staff, faculty, and administrators
2. Compton CCD Board of Trustees meeting
3. Compton CCD board policies

### Progress on Implementing the Recommendations of the Recovery Plan:

1. The board has adopted several policies that delegate operational issues to the appropriate staff. BP 2200 (1/19/10) delegates power and authority to the CEO to effectively lead the district and indicates that the board will respect the authority of the CEO by only providing policy direction and guidance to the CEO, who is responsible for managing the district and its employees. BP 2430 (11/17/09) delegates executive responsibility to the CEO for administering policies adopted by the board and executing all decisions of the board requiring administrative action. BP 6100 (2/17/09) specifically delegates authority to the CEO to supervise the general business and fiscal affairs of the district. And BP 7110 (10/20/09) delegates authority to the CEO to employ personnel, assign job responsibilities and perform other personnel actions subject to ratification by the board.

   With these adoptions, the board has in place the framework for completely meeting this standard as well as the related accreditation standards.

   The team received no reports of board members being inappropriately involved in routine staff matters, and the board members indicated they were instituting the practice of routing any operational concerns through the board president.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	7

Implementation Scale:

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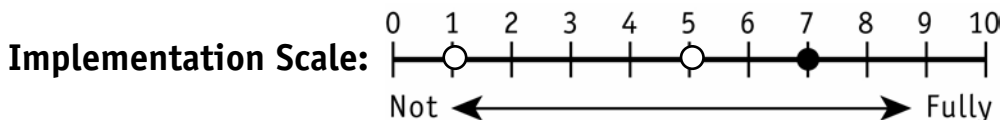
ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 5.12 –
Board Roles/Boardsmanship

Professional Standard:
The board acts for the community and in the interest of all students in the district.

Sources and Documentation:
1. Interviews with staff, faculty, administrators and community members
2. Compton CCD Board of Trustees meeting
3. Compton CCD board policies

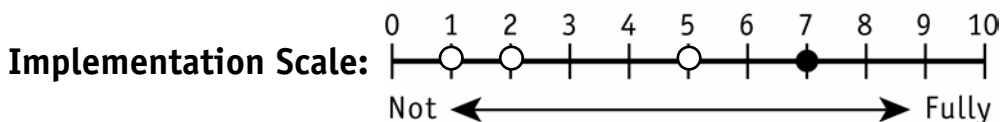### Progress on Implementing the Recommendations of the Recovery Plan:

1. The Board of Trustees recently passed Board Policy 2200 (1/19/10) that states in part that the board is committed to fulfilling its responsibilities to represent the public interest.

   The board conducts its meetings in a professional and businesslike manner, with the board president chairing the meetings. The board members show progress in working together to ensure they effectively fulfill their advisory role. The orientation session and ongoing training and professional development agenda for the board members demonstrate additional progress toward helping the board to understand its role in effectively setting the direction of the district.

   In representing the public interest, the board must speak with a coherent, unified voice. It is in the best interest of the community and students for the board to completely understand the recovery plan and be able to articulate it to the public. The board must also understand and support a critically needed, new MOU that describes the relationship between Compton Educational Center, Compton Community College District, and El Camino College.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	7

Implementation Scale:

ACCJC Standard IV–B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.2 – Board Meetings

Professional 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. Review of board agendas
2. Interview with four board members
3. Review of board policies (BP 2340, BP 2360)
4. Review of board agendas (January 2010-present)
5. Interview with the CEO
6. Review of the Compton CCD website

Progress on Implementing the Recommendations of the Recovery Plan

1. Board agendas are posted 72 hours prior to the board meeting in a prominent place by the Administration Building in compliance with the Government Code and Compton CCD board policy. Minutes from the previous meeting are also posted for public review.

2. In a review of the website, the team found that all agendas, from July 25, 2006 through July 20, 2010 (the most recent agenda) are posted. However, the last minutes that appear are from the board meeting of April 20, 2010. The June minutes were approved at the recent July 20 meeting, but the May minutes are about a month behind in being posted. In addition, not all minutes of past meetings are listed on the site. Minutes from February, March and April 2010 are listed, along with three sets of minutes from 2009 and three from 2006. Since there is both campus interest and public interest in the Compton CCD, a complete set of minutes for past board meetings should be posted on the website.

3. A schedule of future board meeting dates appears on the board page of the district website, which allows interested members of the public and Center employees to plan their schedules should they wish to attend.

Standard Implemented: Partially

April 2007 Rating: 4
January 2008 Rating: 4
July 2008 Rating: 4
June 2009 Rating: 6
January 2010 Rating: 8
July 2010 Rating: 6

Implementation Scale:
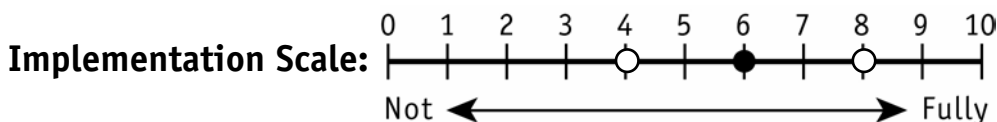
ACCJA Standard IV–B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.3 – Board Meetings

Professional Standard:
Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.
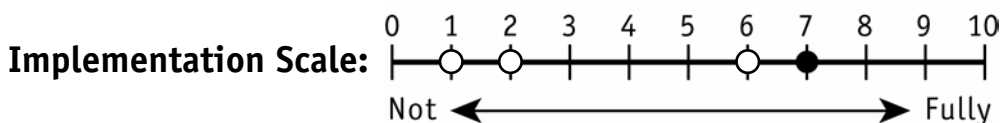
Sources and Documentation:
1. Interview with the CEO
2. Interview with the special trustee
3. Interviews with four board members
4. Interviews with five faculty leaders
5. Attendance at July 20 board meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Individual board members state they are prepared for meetings and have read all the materials received prior to the meeting. They contact the CEO with any questions. Each board member stated that their role is to support the CEO and the special trustee. They know they need to create but not implement policies, and they are keenly aware of the danger of attempting to micromanage the district. Each board member interviewed stated their primary objectives are to get the Center accredited and to restore local control.

2. The special trustee and the CEO both stressed that the board is working hard to understand the issues and to work together as a board and not as five individuals. Because the board is limited to certain functions since the educational and student service programs fall under the purview of the El Camino College board, they must limit the areas that they discuss and concern themselves with as a board.

3. The July 20 board meeting further supported that the board members are prepared for the agenda items and engage, as appropriate, in discussions on these topics.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	7

Implementation Scale:

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ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.5 – Board Meetings

Professional Standard:
Open and closed sessions are conducted according to the Ralph M. Brown Act. (Government Code 54950 et seq.)
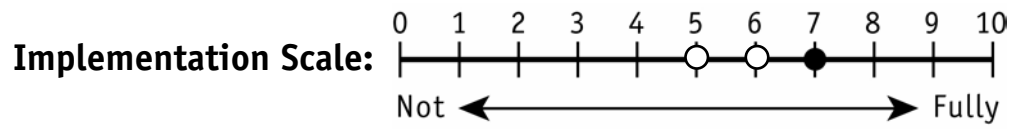
Sources and Documentation:
1. Board policies (2200, 2300, 2310)
2. Interviews with four board members
3. Interview with the special trustee
4. Interview with the CEO
5. Review of board agendas and minutes
6. Attendance at the July 20 board meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Closed sessions are held immediately after opening the board meetings at 5 p.m. The remainder of the open session occurs immediately afterward, and any items on which the board took action are reported out in open session.

2. The special trustee has worked with the board to provide meetings that are study sessions, focusing on a variety of issues that will assist the board as an entity and as individual members to understand a number of complex issues to assist them in being effective and informed. These have been scheduled, since January, once a month and include such topics as a review of information from the effective trustee workshop, introduction to the accreditation process, process for community appointments to bond oversight committees, examination of the role of the board and characteristics of effective boards, full-time equivalent students (FTES), enrollment planning, review of public opinion research about the Center and district, discussion of the development of strategies based on the research (a focus group project done by the Center) and others. Over the summer the board was scheduled for three Saturdays in special sessions dealing with advanced training: One on community college operations, one on recovery planning and one on the role of board and community engagement. All of these should prove very helpful to the board.

3. In conversations with board members, the special trustee and the CEO, it is clear that both closed and open sessions of the board adhere to the Brown Act.

Standard Implemented: Partially

April 2007 Rating: 5
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7

Implementation Scale:

ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.6 – Board Meetings

Professional Standard:
Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.
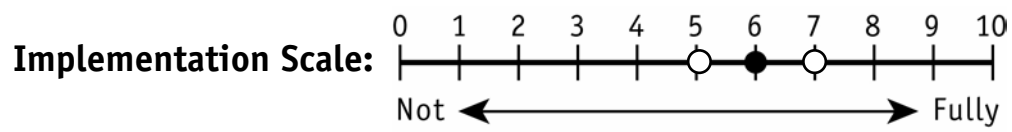
Sources and Documentation:
1. Attendance at the July 20 board meeting
2. Review of board agendas and minutes (January 2010-present)
3. Interviews with four board members
4. Interviews with five faculty leaders
5. Interview with the CEO
6. Interview with the special trustee

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board chair leads the meetings with appropriate rigor but provides opportunities for those in attendance to participate where appropriate. He is mindful of each member of the board and the special trustee and encourages discussion and participation from each of them.

2. The meetings evidence professional behavior by all members, and it is clear, both from observations at the meeting and in discussions with individual board members, that they feel comfortable participating in discussions and sharing their views. It is also apparent that they are mindful of the serious role they play as elected board members, and the meetings are businesslike and professional.

3. Board policies state that representatives from Center organizations including the Academic Senate, the Faculty Union, the classified union, the classified staff, supervisory/confidential employees, and the Associated Student Body all have a place on the agenda for reports. These types of reports were given at the July 20 meeting.

4. The board includes a student trustee who was absent at this meeting, so FCMAT was unable to observe the interaction between that individual and the rest of the board. The student trustee can make and second motions, cast an advisory vote, participate in discussions of items before the board, and receive all materials sent to board members (except those related to closed session items) (BP 2020).

Standard Implemented: Partially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	5
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	6

Implementation Scale:

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ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.8 – Board Meetings

Professional 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).
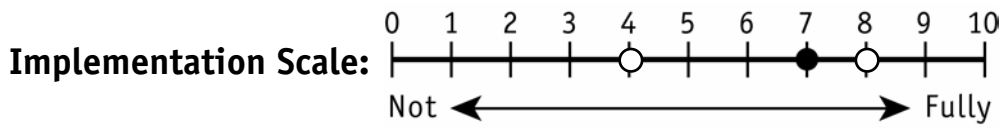
Sources and Documentation:
1. Review of board agendas and minutes (January 2010-present)
2. Interviews with four board members
3. Interviews with community members
4. Board Policy 2350
5. Observation of July 20 board meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. A review of Board Policy 2350 outlines the three ways in which a member of the community may address the board. A member of the public may submit a request to address the board on a non-agenda item by presenting that request in writing within the first ten minutes of the meeting. A request may be submitted to the CEO on an agenda item 18 days prior to the board meeting, and a member of the public may submit a written communication to the board on the issue or the individual may request to speak on the item at the meeting. This request must be received 24 hours prior to the meeting.

2. At the July 20 meeting four individuals (two faculty members and two students/members of the public) requested to speak to the board on non-agenda items. These requests were honored and the individuals given five minutes to address their concerns to the board.

3. One member of the public also spoke on items on the agenda, and his comments were cordially received.

4. In interviews with individual board members and the CEO, FCMAT was told that the board adheres to the practice, in the case of non-agenda items, of not taking any action on the issue. Generally, the board responds, if needed, to statements made on non-agenda items by the public, but the members are learning the boundaries of appropriate comments in some of these instances. As a newly elected board, learning how to be more effective board members, this is a skill that will improve with time and training.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	7
January 2010 Rating:	8
July 2010 Rating:	7

Implementation Scale:

ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.9 – Board Meetings

Professional Standard:
Board meetings focus on matters related to student educational attainment.

Sources and Documentation:
1. Board agendas and minutes
2. Observation of July 20 board meeting
3. Interviews with five faculty leaders
4. Interviews with four board membersInterview with the CEO
5. Interview with the special trustee

Progress on Implementing the Recommendations of the Recovery Plan:

1. A review of board agendas and minutes (January-July 2010) revealed that most of the action agenda is focused on approval of board policies. This is not unusual since the Compton CCD now has a full complement of board members, and the revision of board policies and administrative rules and regulations is a critical task for the board. Certain board policies touch on academic matters and thus relate to student educational issues.

2. Board agendas and minutes also reveal that each senior manager has time on the agenda to discuss issues/accomplishments in their areas. The vice president of the Center reports on academic affairs, and would present items relating to student educational attainment. The district should consider noting in the minutes significant items reported in the senior management reports as they relate to student educational matters so that center staff and the public reading the minutes online might benefit from the information about Compton Center student successes.

3. The CEO also reports at each board meeting on items of interest at the Center, some of which also touch on student educational attainment.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	3
January 2010 Rating:	7
July 2010 Rating:	5

Implementation Scale: