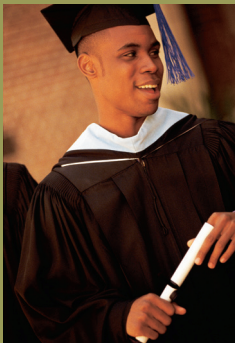


Compton Community College District



Comprehensive Assessment Seventh Progress Report

October 2013



[CSIS California School Information Services](#)

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Introduction

This seventh progress report for the Compton Community College District (Compton CCD) 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 Compton CCD Comprehensive Review conducted by FCMAT in April 2007.

Background

On June 30, 2006, Assembly Bill (AB) 318 provided a state loan (line of credit) of \$30 million to the 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. The five operational areas are

“... the accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.”

Academic Achievement, Community Relations/Governance, Facilities Management, Financial Management, and Personnel Management. FCMAT standards for the five operational areas have been associated with similar Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards to assist the district with recovery and regaining accreditation. However, the ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

FCMAT is required to file written status reports at regular 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 Board of Trustees of the Compton Community College District for up to five years, plus a period lasting until the Chancellor, FCMAT, Director of Finance and the Governor concur with the special trustee that the district has sustained the progress and requirements of the assessment and recovery plan for two consecutive academic years, as provided in Education Code Sections 41329.59 and 71093.

In a letter dated July 21, 2006, the ACCJC notified the Compton CCD that the accreditation of Compton Community College would terminate on August 22, 2006. The letter also required the Compton CCD to notify its students that the college’s accreditation had been revoked. Under the authority of AB 318 and Education Code Section 74292 (d), the Compton CCD identified a partner district, the El Camino Community College District (El Camino CCD) that agreed to provide accredited instructional programs to students at the Compton Center. Under this partnership, instructional services are provided on the Compton CCD site by the El Camino Community College District 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 and updated in July 2008 as an “Agreement Between the El Camino CCD and the Compton CCD” outlines the agreement between the districts, and continues to be a redefined working document. The 2008 agreement is being updated by the parties to reflect the spirit of AB 318 and the relationship between the state, the El Camino CCD and the Compton CCD. The current agreement for the Compton Center includes operations under the direct management of El Camino CCD through a vice president on the Compton Center site who reports to the superintendent/president of El Camino CCD for the operational aspects of the Compton Center including its instructional programs and student services. Business services, facilities, personnel, governance

components and other programs and services are managed by the Compton CCD's chief executive officer (CEO). The CEO reports to the state special trustee for the Compton CCD.

A formal Senior Management Group has been established and is composed of the El Camino CCD president, state special trustee, El Camino College vice president for the Compton Center, and the Compton CCD CEO. The management group is co-chaired by the El Camino CCD 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 Center and the Compton CCD in meeting ACCJC eligibility requirements, standards and commission policies.

The provisions of AB 318 and the subsequent loss of the Compton Community College's accreditation are unprecedented and have necessitated an extremely complex governance and organizational structure to allow the partnering district to offer accredited courses. Compton Community 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 the Compton Center, operating under the auspices of the El Camino CCD.

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

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

Use of FCMAT Professional and Legal Standards

Since 1993 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 to help the Compton CCD maintain fiscal solvency, improve operations and move toward recovery in each operational area.

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 district progress. However, the ACCJC will conduct its own independent review to determine when accreditation will be restored to the Compton Center.

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 seventh progress review included the following agencies and individuals.

Administration and Report Writing – Fiscal Crisis and Management Assistance Team

- Diane Branham, Chief Management Analyst
- Laura Haywood, Technical Writer

Academic Achievement – College Brain Trust

- Shirley Kelly, Retired Community College President
- Peggy Moore, Retired Community College Vice President of Instruction

Personnel Management – no longer reviewed by FCMAT or included in the progress report

Facilities Management – Fiscal Crisis and Management Assistance Team

- John Von Flue, Fiscal Intervention Specialist
- Eric D. Smith, Fiscal Intervention Specialist

Financial Management – Fiscal Crisis and Management Assistance Team

- Marisa Ploog, CPA, CFE, CGMA, CICA, Fiscal Intervention Specialist
- Julie Auvil, CPA, CGMA, Fiscal Intervention Specialist
- Debbie Martin, CPA, Director of Accounting Services, Kern Community College District*

Community Relations and Governance – College Brain Trust

- Shirley Kelly, Retired Community College President
- Peggy Moore, Retired Community College Vice President of Instruction

*As a member of this study team, this consultant was not representing her respective employer but was working solely as an independent contractor for FCMAT.

Executive Summary

Summary of Progress

As described in this seventh progress report, improvement has been noted and the average ratings of the standards in the operational areas of Academic Achievement, Financial Management and Community Relations/Governance of the Compton CCD and the El Camino Community College District Compton Community Educational Center (Compton Center) have increased during this reporting period. However, the operational areas of Financial Management and Community Relations/Governance continue to include some standards with ratings that are less than four. The average rating in the operational area of Facilities Management has remained the same compared with the previous reporting period, and one standard has a rating that is less than four.

The partnership between the Compton CCD and the El Camino CCD continues to evolve 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 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 Compton CCD elected 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 organizational structure is reflected in Administrative Regulation 3101, Management Organization Chart, dated March 15, 2010. Compton CCD requires active leadership from both the special trustee and the CEO to assist the district in developing and sustaining the internal capacity required to eventually return the district to local governance and regain the college's accreditation.

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

The state special trustee, the CEO and the chief business official (CBO) have been with the Compton CCD during this entire review period, which has provided much-needed consistent, strong leadership to the district. The CBO and the interim director of accounting have worked diligently to evaluate business office functions, develop and implement written processes and procedures for the Business Services Department, and increase internal controls. This has helped to improve fiscal practices and increase ratings in many of the Financial Management standards.

The district continues to face challenges with its facilities and maintenance and operations functions. Turnover in the Maintenance and Operations Department's management position has continued during this reporting period, and has contributed to the lack of progress in this operational area.

To achieve improvement in the Governance component of the comprehensive assessment, the elected board members need to continue to develop more cooperative relationships with each other and be consistently respectful to each other, the special trustee and administrative staff. Board members

need to deal with controversial and complex issues cooperatively and participate at board meetings in a professional and respectful manner.

The recovery process for the Compton CCD and Compton Center requires much time and improvement and will likely proceed incrementally. The partnership between the Compton CCD and the El Camino CCD remains strong, and the entities continue to navigate through this unique and complex circumstance.

FCMAT continues to anticipate that the Compton CCD, with the assistance of its partner, the El Camino CCD, and the special trustee will continue to make the progress necessary for an eventual return to local governance. 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 FCMAT review. Furthermore, the requirement for documentation to support the description of activities is very different. While the activities undertaken as part of the FCMAT review will be useful to the institution, the ACCJC has a distinct and separate process from FCMAT relative to 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, FCMAT, the Director of Finance, and the Governor 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 *Compton Community College District Comprehensive Review, 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 ACCJC to develop specific recommendations for operational improvements that would help 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 10 (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 this 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 operational areas was determined and became the baseline of data against which the district's progress can be measured over time, during each review and assessment.

The district is not required to reach a scaled score of 10 in each of the selected standards, but is expected to make steady progress that can be 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 FCMAT 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 (personnel) 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 could be considered for return to the local district governing board, provided that the Community Relations/Governance standards have been substantially met and are sustainable and that operational area has been returned to the local governing board. It is conceivable that the Board of Trustees will regain local authority incrementally as the criteria are met in each of the FCMAT standard areas.

During the prior review period, the Personnel Management operational area reached an average rating of six with no individual standard below a four, and the district had sustained these ratings for two consecutive academic years. Therefore, this area was not reviewed by FCMAT nor included in this seventh progress report.

During this review period, the Academic Achievement operational area has reached an average rating of six with no individual standard below a four, and the district has sustained these ratings for two consecutive academic years. Therefore, FCMAT will no longer review this area nor include it in future progress reports.

Because the required criteria have not been met for the Community Relations/Governance operational area, governance of Personnel Management and Academic Achievement cannot be returned to the local Board of Trustees and will remain with the special trustee until the provisions of AB 318 and Education Code Section 71093 have been met. The return of legal powers and duties to the elected board is contingent on meeting all of the prescribed requirements.

The ACCJC will conduct its own assessment to determine the eligibility requirements for accreditation. The ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

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 FCMAT standards that were similar in nature to the ACCJC's four broad topic 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 seventh 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 on making progress toward recovery.

Following the initial comprehensive review in April 2007, FCMAT, with the collaboration of the special trustee, identified a subset of 186 FCMAT standards in the four ACCJC standards areas to be reviewed during each progress review. Three of those standards were eliminated during the third

progress review because they were repetitive of other standards or were not applicable to the college or district. The 183 FCMAT standards included in this seventh progress report are:

- 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 – **no longer reviewed by FCMAT or included in the progress report**
- 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 *Compton Community College District 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	No. of Standards Less than 4								Average Rating							
		April 2007	Jan. 2008	July 2008	June 2009	Jan. 2010	July 2010	June 2012	April 2013	April 2007	Jan. 2008	July 2008	June 2009	Jan. 2010	July 2010	June 2012	April 2013
ACCJC Standard I-A, Mission, and I-B, Institutional Effectiveness	26*	26	26	25	3	0	0	0	0	1.52	1.96	2.19	4.81	5.74	6.07	6.73	6.81
ACCJC Standard II-A, Instructional Programs; II-B, Student Support Services, and II-C, Library and Learning Support Services	15*	14	12	11	0	0	0	0	0	1.75	2.44	2.88	5.40	5.47	6.26	6.73	7.00
ACCJC Standard III-A, Human Resources	40	36	28	20	6	0	0	0	NR**	1.35	2.83	3.95	5.53	7.00	7.60	8.18	NR**
ACCJC Standard III-B, Physical Resources	40*	28	28	25	2	0	0	2	1	2.32	2.34	2.76	6.13	6.93	7.23	6.90	6.90
ACCJC Standard III-C, Technology, and III-D, Financial Resources	41	35	32	26	8	0	0	12	2	1.78	2.39	2.83	4.63	6.22	6.80	5.02	5.93
ACCJC Standard IV-A, Decision-Making Roles and Processes, and IV-B, Board and Administrative Organizations	21	17	17	17	1	0	0	6	6	2.10	2.14	2.71	5.33	7.10	6.61	5.48	5.71

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

** NR = Not Reviewed

When the average rating of the subset of FCMAT standards in an operational area reaches a six, with no individual standard rated less than a four, and the district has sustained these ratings for two consecutive academic years, FCMAT will no longer review the area or include it in future progress reports.

Overview of Five Operational Areas of Management

Assembly Bill 318 required FCMAT to conduct a comprehensive assessment of the Compton Community College District (Compton CCD) and prepare a recovery plan addressing the five operational areas that include Academic Achievement, Personnel Management, Facilities Management, Financial Management, and Community Relations/Governance. 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) to assist the district in its recovery. Because the Personnel Management operational area reached an average rating of six with no individual standard below a four and the district had sustained these ratings for two consecutive academic years during the prior review period, this area was not reviewed by FCMAT nor included in this seventh progress report.

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 each operational area.

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 associated with similar ACCJC accreditation standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Student Learning Programs and Services (ACCJC Standard II) to assist the district with recovery and seeking accreditation. However, the ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

Although responding to the FCMAT standards provides the basis of a review of El Camino Community College District Compton Community Educational Center (Compton 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 their 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, additional effort and attention to sustainability will be required on the part of Compton Center staff.

The Academic Achievement review team examined Compton Center documents and interviewed members of the administration, the faculty, students, and other key personnel. The center made considerable improvement between the review team's visits in July 2010 and April of 2012. A number of documents were developed or in the process of being developed, and attention was given to items included in the previous progress report. The key to this improvement was the organizational structure for academic programs and student services, which has provided the center much-needed consistency with the structure of the El Camino CCD Torrance campus.

During this review period, the center completed key documents and began their implementation. The Educational Master Plan, the Comprehensive Master Plan, and the revised Technology Plan are all examples of a significant planning effort that resulted in actual documents to help guide the center.

The Compton Center continues to make progress in some additional areas that have been discussed but not fully developed. For example, in previous visits the review team was concerned about the lack of direction of the Institutional Effectiveness Committee. The committee is now in place and meeting regularly. Its focus is the oversight of program review. The Planning and Budget Committee meets regularly, and the center is now keenly aware of the relationship between the individual plan builders, program review, unit plans, and the budget.

Status of Academic Achievement at El Camino College Compton Center

The El Camino College Compton Center has continued to make progress toward meeting the FCMAT Academic Achievement standards since the team visit in April 2012. At its last visit, the review team noted a number of improvements in planning, curriculum management and assessment, professional development and progress toward meeting ACCJC standards. In this visit, the review team noted that progress continues to be made in 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. Employees are proud of the progress they are making toward meeting FCMAT, and ultimately ACCJC, standards.

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 comprehensive Technology Plan has been revised again and is in use.
- The Enrollment Management Plan is in place and is being funded and used. The plan continues to place emphasis on retention and student success.
- The Comprehensive Master Plan 2012-17 has been completed and is being used.
- The Educational Master Plan has been completed and is being used.
- A successful learning community that began in fall 2009 is continuing to grow and has gone from one cohort to four, with a fifth planned for the next academic year.
- The Student Success Plan was adopted in December 2012 and includes a variety of strategies for matriculation, basic skills courses, academic support resources and services, institutionalization, and expansion of learning communities.
- Outreach programs to both the community and local high schools are working.
- Academic programs are engaged in the program review process, and the cycle has been shortened.
- Unit plans are improved and contain more thoughtful analyses of the programs.
- The center continues to make progress on student learning outcomes (SLOs) and assessment including program learning outcomes (PLOs).

The unit plans examined by the team continue to show improvement in both quality and consistency. The retirement of one of the three academic deans and the departure of the associate dean led to a reorganization of the center and reassignment of duties. The vacant dean position will be filled; however, the associate dean position will not be filled. The new structure should be evaluated to ensure the continued oversight of SLOs, PLOs, and assessment.

Curriculum

The curriculum offered at the Compton Center is managed and approved by the Curriculum Committee at El Camino College. While two Compton faculty members sit as voting members of the committee, the ultimate decision about curriculum including the course outlines and the information contained therein is not made solely at the Compton Center. For purposes of the academic and student service programs, the center is under the management of the El Camino Community College District.

The Curriculum Committee at El Camino College includes SLOs on the course outline of record. The catalog directs students to a website that includes all PLOs, an ACCJC requirement. Staff have encountered some technical issues with the CurrUNET system, but it continues to provide some degree of systemizing course outlines. The Curriculum Committee was to have both SLOs and assessments on all courses and course revisions going through the curriculum process by fall 2012. During this visit, the review team found that by the end of spring 2013, 99% of all courses will have at least one SLO. However, most of the courses have only one SLO, and the ACCJC requires that all courses have more than one. Approximately 90% of the courses have assessments and 60% of the programs have assessments.

The committee finalized the core competencies prior to the team's July 2010 visit. The six core competencies, which are the institutional learning outcomes, have been identified with dates by which they will be reviewed. By the April 2012 visit, four of them had been assessed. The fifth, Informational Technology Literacy, is to be completed in spring 2013, and the sixth, Content Knowledge, is to be completed in fall 2013.

Faculty at the Compton Center include SLOs and the techniques for assessing them on most of the syllabi that students receive for individual courses. The student services programs have developed SLOs and these are part of the Student Success Plan that was adopted in December 2012.

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 demonstrate the completion of 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 shifted focus and not much progress has been made on the individual plans. The center's planning agenda, resulting in several significant planning documents and committees (e.g., Educational Master Plan, Comprehensive Master Plan, Technology Plan, Institutional Effectiveness Committee, and Planning and Budget Committee), has taken much of the center's attention during this review period. Individual faculty members are attending conferences on student learning and teaching. Compton Center faculty also join the El Camino College Torrance campus faculty in staff development activities. More attention to staff development activities is planned for the next academic year.

There continue to be concerns regarding English as a Second Language (ESL) courses. Enrollments are low in non-credit and credit ESL classes, and students completing non-credit classes did not regularly move into the credit ESL program. A focus on scheduling fewer sections at better times and working with a counselor to encourage students who need the non-credit courses to take them is occurring. The plan is to move students quickly through the non-credit courses and into the credit courses.

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." There have been improvements in this area with the continued work of the Curriculum Committee in identifying SLOs and their method of assessment. As noted above, Compton Center faculty continues to develop syllabi that include SLOs and their assessment, and work on core competencies has progressed. As previously indicated, the center needs to complete more than one SLO for each course and the related assessment.

All program learning outcomes must also be completed and assessment criteria adopted for them. In addition, when the center completes the institutional learning outcomes, it will need to provide assessment measures for them. A plan for sustainability for all assessments needs to be developed and implemented.

Learning and Support Services

The inability to occupy the new Learning Resource Center (LRC) building and utilize its resources continues to hamper the delivery of learning support services. The new projected date for occupying the resource center is spring 2014. Many of the items on the punch list for the building have been completed and weekly meetings with appropriate staff help ensure that progress continues to be made on completion of the LRC.

The center has hired additional academic staff in the library, which allows for broader and more comprehensive services to be offered to students.

During prior review periods, there was concern that a number of the support labs were under-utilized by students. Documents and interviews indicate that many more students are now availing themselves of these services. Many of the labs are full during much of the day.

Facilities Management

Overview

The FCMAT team reviewed and assessed 40 Facilities Management standards and prepared a comprehensive assessment based on the findings. These standards have been associated with similar ACCJC accreditation standards relating to Physical Resources (ACCJC Standard III-B) to assist the district with recovery and regaining accreditation. However, the ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

At the time of the review, the manager of facilities, maintenance and operations had left the district, and the key position of director of facilities planning and operations was filled with an interim employee. This position has overall responsibility for facilities, maintenance, custodial, and grounds. The interim director served previously as a senior project manager for a construction management firm and worked with the district in that capacity for several years.

Compton Community College was originally constructed in the early 1950s and opened for classes in fall 1953. Since that time more facilities have been added to the campus, but the utility infrastructure has not been upgraded. Compton CCD completed a Facilities Master Plan in 2009 and updated it in July 2012. The plan 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 district was successful in seeking state and local funds for capital improvements with 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.

Compton CCD has created and maintains a facilities project priority list and continues to progress with a list of projects meeting these criteria. This list is revisited annually and is to be updated monthly through communication and prioritization between the CEO, CBO, interim director of facilities planning and operations and other key members of cabinet.

The Phase I Utility Infrastructure project has commenced with construction. This project includes the installation of a new 10-inch fire line, new sanitary sewer, natural gas and electrical main lines and the redesign of the sidewalk and interior courtyard. The Phase II Utility Infrastructure project has also commenced with construction. Installation of the asphalt at lot F was almost complete in April 2013, and demolition of the asphalt in lots D and E was ongoing during this review.

The district continues to contract with construction management consultants to assist with projects. Outstanding litigation on the LRC project has been resolved, except for the lawsuit involving Chevron Energy Solutions. The CEO anticipates that the LRC will be ready for occupancy by spring 2014. The Server Room and Management Information Systems (MIS) Building project has been completed.

The general campus appearance and common areas have been disrupted due to the implementation of the Phase I and II Utility Infrastructure projects. Walkways were free of obstructions and tripping hazards and many areas have been fenced off due to construction. Weeds are still apparent around the campus, the maintenance yard area is in need of organization, and thorough cleaning is needed throughout the campus.

Safety measures including campus security and employee safety have not improved. The key control policies and procedures cover the return of keys but do not include control of stock supplies and distribution, thereby limiting the knowledge of key issuance and control. In addition, key standardization has not yet been adopted. Most of the campus lighting issues have been addressed with temporary lighting until they can be replaced with permanent fixtures. No evidence was provided supporting appropriate chemical inventory and handling and training of personnel. While campus police maintain emergency response procedures, FCMAT found no efforts to maintain inventory and only directives to maintain Material Safety Data Sheets (MSDS). In addition, an external audit found outdated chemicals and improper storage of flammable items.

The district's Injury and Illness Prevention Program (IIPP) was recently updated and includes plans for scheduled and unscheduled safety inspections. Records were provided to confirm only one site inspection walk had occurred during this review period. Further, no documentation was provided to support that deficiencies identified in the inspection were addressed. Safe work practices for boiler and fired-pressure vessels could not be confirmed.

Maintenance staff completed First Aid CPR AED, ladder safety, and MSDS training. While a safety training schedule was developed to also include electrical safety, blood borne pathogens, heat stress, Cal/OSHA inspections, confined space, forklift use, eye safety and IIPP, the schedule was not maintained with fidelity and not all employees attended the training that was provided.

Financial Management

Overview

The FCMAT team reviewed and assessed 41 Financial Management standards and prepared a comprehensive assessment based on the findings. These standards have been associated with similar ACCJC accreditation standards relating to Technology and Financial Resources (ACCJC Standard III-C and III-D) to assist the district with recovery and regaining accreditation. However, the ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

Interviews with administrative, management and classified staff as well as observations and review of supporting documentation show that the district has regained the momentum in progress in several financial standards that had been lost during the previous review period. During this review period, the district advanced by one point or more on 22 of the 41 standards reviewed, and 13 of those 22 advanced more than one point. The ability to not only sustain progress, but achieve rating advancement in more than 50% of the standards assessed, is likely the result of increased stability in key district leadership positions, including the CEO and CBO.

The administration has worked hard to establish and communicate the lines of authority and proper chain of command throughout the organization. Leadership works to ensure matters move appropriately through those channels for resolution without making staff feel they are not listened to. The district has regained some momentum in establishing structure in the business office and has demonstrated improved stability in the leadership of the Business Services Department. The CBO has been in the position for approximately one year and has been focused on working directly with staff members, evaluating accounting functions, improving processes for performing tasks, and implementing written operational policies and procedures. Under the CBO's leadership, the department has demonstrated progress in establishing routine practices in several areas of operation.

The CBO's active engagement with staff and administration has gained him respect from employees, management, and others both internal and external to the organization. Feedback obtained during interviews strongly favored the CBO's leadership and efforts to develop the skill level of staff.

Internal Control Climate

Due to economic pressures, the district continues to operate without a dedicated internal audit position and has abandoned its efforts to establish one at this time. As a means of demonstrating progress in the establishment of proper internal controls for key operating areas including the business office, bursar's office, financial aid, and categorical state and federal grants, FCMAT has routinely recommended that Compton CCD re-establish the internal audit program and hire an internal auditor dedicated exclusively to the Compton campus. Although the district has decided not to staff an internal audit position at this time, the CEO continues to demonstrate that it remains a priority to establish an environment and culture that clearly communicates that fraud and other illegal acts will not be tolerated and that all allegations will be investigated.

District administrators indicated that the current Business Services Department administrative team has the experience and skill set to eliminate the need for a separate internal audit position because two of the department administrators have experience as former independent auditors in community college districts. The district has developed an internal audit plan designed to identify existing internal control weaknesses and monitor and update processes and procedures where necessary to establish a strong control structure.

The plan identifies the CBO as the position responsible for reviewing, revising, implementing and enforcing all aspects of the plan. Because this position is the primary party responsible for the implementation and oversight of all business activities and ensuring that district assets are properly safeguarded, the elements of objectivity and neutrality are lost. Neutrality requires the reviewing party to be free from bias. Objectivity is impaired because the CBO is directly responsible for ensuring that adequate systems are in place, reviewed and monitored regularly as part of his roles and responsibilities as the CBO. In essence this plan has the CBO checking his own work and does not protect the organization from the risk created by the CBO's actions or omissions. To be effective, the internal audit function must be neutral and objective. Objectivity is strengthened when the position responsible for internal audit activities is removed from the performance of those activities and reports directly to the highest level of authority. Therefore, the internal auditor should report to the CEO or the board/special trustee.

Under the existing plan, the establishment of an audit committee could help to offset the loss of objectivity and neutrality created as a result of the lack of review by a third party. 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. Since the district plan essentially has the CBO acting as the internal auditor, the district should establish an audit committee, responsible directly to the board/special trustee, to maximize the effectiveness of the control structure.

Budget Process and Communications

Communication efforts throughout the organization continue as a priority focus. District staff reported they generally feel informed about what is occurring in the district and in the Business Services Department. The CEO has continued and expanded communication efforts, routinely preparing his newsletter titled Message from Interim CEO. Staff throughout the organization acknowledged that the CEO has an open door policy and has established weekly open door hours. Interviews with staff

indicated that they are knowledgeable of the communications made available to them and are comfortable taking advantage of the CEO's open door policy if they have issues they wish to discuss. The review team was present during one open door time frame and noted that several individuals came to meet with the CEO.

The district follows a budget development process based on a calendar of events and deadlines leading up to the budget adoption. The CBO is responsible for overseeing the budget development process and its resulting budget. The instability in the CBO position during previous budget cycles has stopped, and the current CBO has been with the district for approximately one year. The CBO developed the 2013-14 budget without outside assistance that was necessary in the prior review period. The district continues to use the Plan Builder software to assist deans and individual departments in developing their budgets. The unit/department plans incorporate the mission, overarching outcomes, and other significant criteria as a tool to support the rationale behind requests for district resources. However, department staff continue to exhibit a lack of understanding of how their funding allocations are determined.

The team reviewed numerous documents including memorandums, board meeting agendas and minutes, presentations, financial updates to the board, and Planning and Budget Committee meeting minutes. The Planning and Budget Committee continued to meet regularly throughout the year and was provided information regarding the budget assumptions and projections for the 2012-13 final budget and 2013-14 preliminary budget.

Board minutes reflect that budget presentations are conducted and that quarterly and annual financial status reports were provided during board meetings throughout the fiscal year. The district presentations are most commonly oral, with no identifiable written materials included in board agenda packets. Although board agendas reflect that communications addressing budget and financial status are taking place, there appears to be little board discussion and interaction outside of specific expenditure budget inquiries.

Strong leadership in the business office continues to be key for further progress in the district's recovery process. Continued stability in this area will be essential to further strengthen operational procedures and to make sustainable progress in all areas managed by the Business Services Department.

Facilities Infrastructure and Technology

Although the district has made great strides in establishing a strong leadership team in the business office, this stability has not extended to the management of maintenance and operations. Over the last several review periods the manager responsible for directing and overseeing facilities, maintenance and operations activities has changed with each review period. During this review period a new interim director of facilities planning and operations had recently been hired, and the district's utility and technology infrastructure projects were in construction. These projects have presented the Maintenance and Operations Department with some challenges in maintaining the campus and securing the department's equipment because the department has been displaced from its facilities during this phase of modernization. Staff reported that materials have been relocated and tractors, mowers and carts have been parked wherever construction is not taking place, typically in unsecured areas that are vulnerable to theft. The identification of secured locations for supplies, tools and equipment during the displacement period is essential to ensuring that these district assets are properly safeguarded from theft and should be a district priority.

The Maintenance and Operations Department does not have an adequate inventory system for tracking small tools and equipment. This has been an ongoing department challenge. Small tool and equipment inventories should be developed and be sufficiently detailed to account for items purchased by the department and should be updated as items are lost, damaged or otherwise disposed of. Physical inventories should take place at least annually, and the documented inventory lists should be updated accordingly and dated.

The district has addressed many of the weaknesses in its technology infrastructure. Over the last several years the district has worked to stabilize the network, which was crippled by outdated equipment and poor connectivity. During FCMAT's last review, the district was operating in a state of emergency regarding technology and was experiencing serious challenges with failing cabling and network infrastructure. Construction of the new dedicated network server room located in the Management Information Systems (MIS) Department is substantially complete; the district has replaced core MIS equipment, including servers and network components; and has migrated to the new system. Redundant cooling systems and generator power backup have also been installed, ensuring the district's ability to avoid disruptions in service and properly protect the equipment. Access controls to the server room have been installed, preventing unauthorized access to the servers. The department manages a parallel system with routine backups of network data, which is performed weekly and held at an offsite storage facility, further enhancing the protection and integrity of the district's data. The district is in the process of upgrading the fiber connectivity, which is a core foundational component of technology infrastructure.

Community Relations and Governance

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 Community Relations/Governance standards. These standards have been associated with similar ACCJC accreditation standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Governance (ACCJC Standard IV) to assist the district with recovery and regaining accreditation. However, the ACCJC accreditation process is separate and distinct from the legislatively mandated requirements of AB 318 and assessment by FCMAT.

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 different. While the activities undertaken as part of the FCMAT review will be useful to the institution, the ACCJC accreditation process is separate and distinct from FCMAT's process.

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 Special Trustee's Advisory Committee and a meeting of the Board of Trustees of the Compton CCD.

The last Compton CCD trustee election took place in November 2009, with the seating of the full board in December 2009. Pursuant to AB 318, the elected board is not authorized to perform the functions of a community college board and serves in an advisory capacity to the state appointed special trustee. While the opinions of the members are solicited by the special trustee, the board does

not have an official vote nor does it participate in closed session meetings. Thus, compliance with many of the standards must be based on the limited role of the elected board.

Although the FCMAT standards do not explicitly address the unique nature of the Compton CCD and the Agreement Between the El Camino CCD and the Compton CCD, dated July 1, 2008, it is necessary to comment on this feature of the partnership. The board must understand and demonstrate public support for the agreement that describes the relationship between the Compton Center, Compton CCD and El Camino CCD. In addition, it must completely understand and support the recovery plan and be able to articulate it to the public. The board members must develop a cooperative working relationship with each other and with the special trustee and administrative staff to achieve improvement in the governance component.

Communications

External communication for the Compton Center is formally handled through the El Camino CCD director of community relations. Communications are handled in a variety of ways that include the district website and a bimonthly newsletter to the Compton CCD community. The CEO continues to be committed to communicating information about the district, the campus facilities, the budget and the progress of initiatives. District information is provided to the board regularly. The Consultative Council also provides a forum for the exchange and discussion of information; however, the district should continue to find ways to ensure that council members share the information received with their constituent groups. The review team did not find a formal plan for either external or internal communication.

Board agendas and minutes are posted in the administration building for both campus and public information. The 2012-13 board agendas and most of the minutes were posted to the district's website. The district should continue to ensure that all relevant information is posted to the website regularly and timely.

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 entire 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 plan's activities. The Enrollment Management Plan now has an increased emphasis on retention of students. The CEO has continued to make 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 and should ensure that constituency members of the Consultative Council and committees report information to their respective groups so that staff and students are informed.

Policy

A system for developing board policies and administrative regulations is in place and continues to be used effectively. The system includes an opportunity for the district's various constituencies to have input before the policy is presented to the board/special trustee. Board meeting agendas include 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. Board policies and administrative regulations and procedures should be developed, reviewed and approved on a regularly scheduled timeline so they remain current and meet legal requirements.

Board Roles/Boardsmanship

As noted above, the Compton CCD has a full board serving in an advisory capacity 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. This training should enable the board to assume its full role when the college/district again becomes an independent entity. The board should continue its commitment to training and should work to fully understand the appropriate role and conduct of a board member at meetings and when dealing with the public and staff.

The board is informed on issues of importance. Staff members regularly provide reports, the CEO and special trustee meet with board members to review operational issues, and the CEO provides background information and data in advance of public meetings.

The board must learn to work as a unified whole. The members must 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 need to improve their working relationships with the special trustee and administration and consistently treat them with respect.

Board Meetings

Agendas and minutes of board meetings are posted in the Administration Building. In addition, this material is available on the district's website. Members of the public have an opportunity to address both agenda and non-agenda items during board meetings. Since the appointment of the current special trustee in fall 2011, the elected board does not sit at the dais during all board meetings nor do the members attend closed session meetings. The board is engaged by the special trustee through the process of asking their opinion on items but does not have voting authority. While interviews indicated that the board is working hard to understand the issues and work together rather than as five individuals, board members need to learn to deal with controversial and complex issues in a cooperative manner.

The review team attended the April 16, 2013 Board of Trustees meeting. While board members at this meeting did not demonstrate the same level of unbecoming behavior that was exhibited during the meeting attended by the team during the prior review period, interviews and review of the 2012-13 board meeting minutes revealed several instances of board members exhibiting behavior that was inappropriate for a public session. Although agenda items can at times be extremely sensitive matters to board members, their conduct at meetings should remain professional.

The Board of Trustees currently has no rights, duties or powers and thus members may at times feel frustrated by the board's advisory role and the fact that they do not sit at the dais for all meetings. However, it is critical that the members exhibit the decorum and professionalism that would demonstrate their readiness to assume a full role when the district regains local authority to govern areas of operations.

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 0 to 10, as to the district's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress over the course of time.

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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	7	7
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	7	6
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	7	7
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	7	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.	1	2	2	5	5	6	7	7
3.5	The college faculty and staff promote and communicate high expectations for the learning and behavior of students.	1	1	1	6	6	7	7	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:

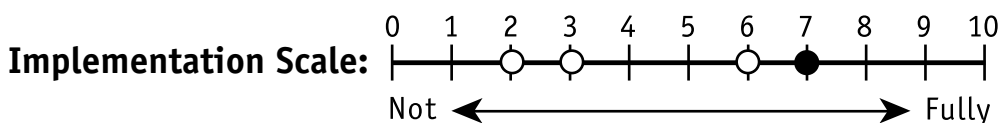
1. Interview with the CEO
2. Interview with the special trustee
3. Interviews with Board of Trustees members
4. Board meeting agendas and minutes, May 2012 through April 2013
5. Board policies and administration regulations

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 and the special trustee, taken to the Consultative Council for review and discussion. The faculty leadership 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. The district should continue to evaluate the process for forwarding reviewed policies and regulations to the board to ensure that it allows for appropriate feedback from the campus constituency groups.
2. Once the board/special trustee has adopted the policies and administrative regulations, they are posted on the website and reflected in the board minutes. The district should ensure approved policies are posted timely so that both the external community and the campus community have access to them.
3. During its fieldwork, the review team found no evidence indicating that approved board policies are not followed.

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
June 2012 Rating:	7
April 2013 Rating:	7



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. Interviews with faculty, vice president of Compton Center, associate dean of academic affairs, three division chairs and two academic deans
2. Interviews with Student Learning Outcome (SLO) coordinators
3. Comprehensive Master Plan, 2012-17
4. El Camino College Catalog 2012-13, Compton Center Edition
5. El Camino College Educational Master Plan, 2010-15
6. Selected spring 2013, Compton Center course syllabi
7. Selected student service program reviews (Compton Center)
8. Recently completed academic program reviews (Compton Center)
9. Selected course outlines of record (academic area)
10. Program review schedule for all academic and student service programs

Progress on Implementing the Recommendations of the Recovery Plan:

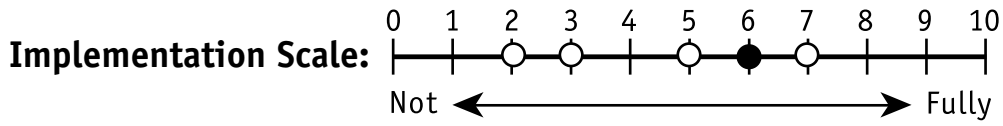
1. The review team selected random examples of course outlines of record to examine. These came from a variety of disciplines. The team also reviewed 44 course syllabi from a variety of disciplines and found that all of the boilerplate material, such as the mission and vision statement, policies on student attendance, grading, and discrimination were included. During this review period, the course objectives were more complete. The center should ensure that all course outlines are consistent in the quality of information provided to students.
2. A review of student learning outcomes (SLOs) and assessment criteria found that all of the courses reviewed contained at least one SLO; however, not all of them contained assessment criteria. The ACCJC requires that all courses have more than one SLO and have assessment criteria used to determine if students meet them. Per the ACCJC, these were to be completed by fall 2012. While the Compton Center is making significant progress in this area, the timeline was not met. The center must use the curriculum of El Camino College, thus the SLOs and assessment criteria must be approved through the El Camino CCD Curriculum Committee, which includes Compton Center faculty. The center, working with El Camino College, needs to have more than one SLO and the appropriate assessment criteria in place and on its course outlines and syllabi as soon as possible.
3. Discussions with the two academic deans (career technical and health and human services), the associate dean of academic affairs and the SLO coordinators indicated that the process of communicating the need for SLOs is clear. Once the SLOs and assessment criteria are determined, they are placed on CurricUNET, an online curriculum development and automated workflow system where the faculty and academic administrators have access to them. During this review period, the use of CurricUNET caused some problems because faculty found that it was not as user friendly as it first seemed; therefore, the center is considering a different system, such as TrackDat.

4. At the last review, the team recommended that the program learning outcomes (PLOs) be included in the center catalog, which is required by ACCJC. A review of the catalog found that it includes a link where students can check the PLOs for all programs.
5. During prior review periods, FCMAT focused 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 (completed in June 2010). During this review period, the team reviewed the annual plans completed since April 2012. The team examined the annual program plans in the Transfer/Career Center and found them to be comprehensive, with accurate data on transfer rates. The team also reviewed the annual plans in math and natural sciences, health and human services, career and technical education, and institutional research. The plans included the program goal(s); evaluation of goal(s); objective; the impact of the objective on other programs, units and areas; resources needed; and supporting rationale. The center has made some progress in this area.
6. El Camino CCD shortened the program review cycle from six years to four years. The Compton Center has adopted the same timeline. Since some disciplines have one or two courses and really cannot be considered a program, these courses have been combined as a cluster (for example, sociology might include ethnic studies and women's studies). This will ensure that all courses are placed in a review cycle. The center is continuing to review the concept of clustering programs for program review. Although the center has adopted a template for program review, not all programs follow the adopted format, and discussions with the vice president indicated that some adjunct faculty use more individualized formats. The center should ensure that all programs are consistent and follow the adopted program review template.
7. The team's examination of the program review schedule for all academic and student service programs at the Compton Center found that the center follows the adopted schedule. The program review forms contain the data necessary for faculty to complete comprehensive reviews, including full-time equivalent students (FTES) by program, retention and completion data. They also include SLOs for each course and an analysis of the data as it relates to assessment, where assessment criteria are provided. In some, specific recommendations for improvement are provided along with costs. A new 14-page program review document includes a discussion of why a program review should be conducted; what the process is; recommendations; the status of the previous recommendations; and other questions that would help in the evaluation of programs and areas. Much of the document is geared to non-academic programs, such as accounting and fiscal, but it contains some key questions that would benefit the academic programs as well.

The team examined program reviews in biological science, education and early childhood education, history, political science, machine tool technology, music, English, fire and emergency technology, social science, administration of justice, and automotive. The center should continue to follow the cycle of and template for program reviews that has been adopted for all academic and student service programs.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 7
June 2012 Rating: 7
April 2013 Rating: 6



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. Interview with the vice president of Compton Center
2. Interviews with the academic dean overseeing technology and the coordinator of the library
3. Interviews with two academic deans
4. Interviews with the vice president of student services and the vice president of academic affairs at El Camino College, Torrance campus
5. Interviews with SLO coordinators and the associate dean overseeing SLOs
6. Minutes and/or reports of planning groups at the Compton Center (Technology, Library, Curriculum, Planning and Budget, and Institutional Effectiveness committees)
7. Documents that support long-range planning to improve student achievement at the Compton Center, since April 2012
8. Comprehensive Master Plan, 2012-17
9. El Camino College Educational Master Plan, 2010-15
10. El Camino College Compton Community Educational Center 2012-13 Enrollment Management Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center, over the past two years, has developed several critical planning documents that are used at the center for planning and budgeting: the Comprehensive Master Plan (2012-17), the Educational Master Plan, the Enrollment Management Plan, the unit plans, the annual plans, and the program reviews. In addition, the Plan Builder software system is used by departments for planning, and it also ties the budget to planning objectives.

While educational master plans typically include projections for more than eight years, the center is planning for accreditation status by then. If that occurs, the center will need to have a master plan that takes into consideration its new status and goals that are part of a fully accredited institution, rather than a center. The current Educational Master Plan and the Comprehensive Master Plan provide a reasonable road map for the center in its planning efforts and focus it on manageable tasks to support and lead student learning and student success. It is apparent that with these more comprehensive plans in place, functioning committees like Planning and Budget, Institutional Effectiveness, and Technology have a guide for their respective plans.

2. The Enrollment Management Plan for the Compton Center contains goals for student success and improving retention. It outlines marketing strategies and methods of advertising (direct mail, publications, etc.). The document generally assigns the tasks, timelines for completion and individuals responsible for implementation. The Compton Center should continue to im-

plement the objectives outlined in the Enrollment Management Plan, and use the plan (as it is revised annually) to guide the center in outreach, retention and completion and continually evaluate the elements of the plan for effectiveness.

3. The team reviewed several annual program plans in both the academic and student service areas and found them to be improved compared to the plans reviewed on previous visits. The plans included goals and the review of data, such as course completions. The associate dean, who was hired from the El Camino CCD Torrance campus, is very involved in the above-mentioned tasks.

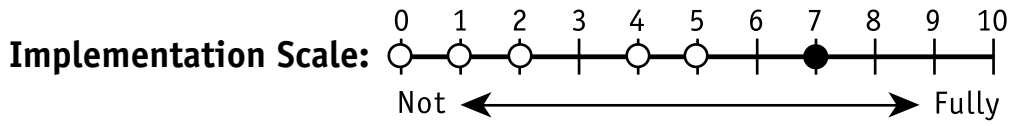
The retirement of one of the three academic deans led to a study of the administrative structure at the center and triggered a reorganization. At the time of FCMAT's visit, the center had two academic deans and an associate dean. However, the associate dean will be leaving the district, and the position will not be filled. Instead the center has reassigned duties and plans to fill the vacant academic dean position. The new structure should be evaluated following implementation.

There continues to be a significant amount of support in institutional planning that, although it is coordinated at the El Camino CCD Torrance campus, includes participation from staff, faculty and administration at the Compton Center. Staff appreciate the continued collaborative leadership provided by the vice president of the center, which has helped to move the center forward in a variety of ways.

4. Prior review periods included recommendations to continue working with industry partners to provide short-term career certificates for students to enhance local career opportunities. During this visit, the dean of the Career Technical Division indicated there is interest in programs such as solar technology, pharmacy technicians, and water treatment. There also is interest in National Automotive Technicians Education Foundation (NATEF) certification for the auto tech program. While industry partners often express interest in programs that would benefit their needs, colleges need to work to encourage maximum enrollments in existing career technical programs prior to adding new ones. The careful planning cycle in which the center is now engaged should be helpful when considering new programs because the cycle is data driven and has built-in assessments.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	4
January 2010 Rating:	4
July 2010 Rating:	5
June 2012 Rating:	7
April 2013 Rating:	7



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. Interview with the vice president of Compton Center
2. Interviews with two Compton Center Curriculum Committee members
3. Interviews with academic deans and department chairs
4. Compton Center course syllabi, fall 2012 and spring 2013
5. El Camino College Compton Center Course Schedule, summer 2012, fall 2012, winter/spring 2013
6. El Camino College Curriculum Handbook
7. Compton Center Curriculum Committee minutes, fall 2012 to April 2013
8. El Camino Curriculum Review Timeline, spring 2013
9. Selected program reviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. During the visit last year, interviews with the academic deans indicated that more than 90% of all courses had both SLOs and assessment criteria, and 58% of the courses had been assessed. Interviews further indicated that 100% of the courses would have SLOs and assessment criteria by fall 2012. The SLOs and assessment criteria are housed in CurricUNET. While the center (since all curriculum goes through the Curriculum Committee) has made impressive strides in completing SLOs for all courses, most courses have only one. In addition, the assessments are occurring but they are not 100% complete. The center has encountered problems with CurricUNET and there is discussion about changing to another system. Interviews indicated that the Curriculum Committee is beginning discussions on multiple SLOs the week of April 22. The center should ensure that multiple SLOs and assessment criteria are complete for all courses and that all courses have been assessed.
2. A strong program review document that is research based and provides thoughtful analysis of student learning data is critical to assess student learning. This is part of the new focus of the Institutional Effectiveness Committee. During the prior review period, the Institutional Effectiveness Committee was in the process of changing its mission and function. It now focuses on the oversight of program review. The committee is charged with ensuring that the reviews address the appropriate issues, ensuring consistency and quality, evaluating the plans and linkages and tying the program reviews to budget and planning. The biology program review has been reviewed by the Institutional Effectiveness Committee; three additional program reviews will follow.

A Planning and Budget Committee meets regularly and ensures that the budgets and planning tie together. The process for funding items at the center includes the Plan Builder. The Plan Builder is reviewed and updated at least twice each academic year. If items are not included in Plan Builder, funding requests are denied. In addition, the program reviews include proposed equipment and staffing requests so that budget clearly ties to program.

The program review documents reviewed by FCMAT during this visit included stronger data identifying the relationship between learning outcomes and assessment and tying program needs to budget. The center should develop a method to assess the effectiveness of the Institutional Effectiveness Committee's work, including its relationship to student success.

3. The curriculum relationship between the faculty at the Compton Center and the El Camino CCD Torrance campus continues to be collaborative, and this bodes well for the whole SLO/assessment effort at the center. This institutional relationship is essential for the assessment tasks that must be completed. The center should continue to support the collegial relationships between the faculties on both campuses.
4. The Professional Development Committee has its own budget. The committee at the Compton Center is chaired by the director of human resources and the associate dean of academic affairs and includes four faculty members. The professional development efforts over the past two years at the center have been robust. Interviews indicated that while there is still interest and attention on professional development, it is now more individualized. Previously, professional development was a significant part of the faculty evaluation process. While it is still included, the center's attention has been refocused on learning outcomes and assessment, program review, unit plans, and student support.

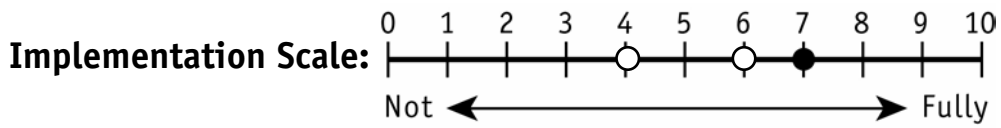
In previous years, many of the faculty fulfilled their professional development plans through group development activities, such as On Course. Because most of the faculty has completed these activities, there is more interest in discipline-focused staff development, which has been the direction during this review period.

Part of the staff development focus last year was on the recently developed Educational Master Plan (EMP). Continued discussion about the EMP, the core competencies, assessment and learning outcomes will be the major focus of staff development. As previously recommended, the center should continue to review and assess the staff development activities and tie them to student learning. The future focus of the center, student learning, and student success should be at the core of these discussions.

5. The refocusing of the Institutional Effectiveness Committee on program review, the advent of the Educational Master Plan, the conscious correlation of program review to the budget and the attention to SLOs, PLOs and assessment should bode well for student success and student learning.
6. Standard 2.1 provides additional information on the curriculum process.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	7



ACCJC Standard I-A: Mission

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

Professional Standard:

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

Sources and Documentation:

1. Interviews with Compton Center administrators and faculty and El Camino College administrators
2. Course outlines of record approved by El Camino College
3. Compton Center course syllabi, fall 2012 and spring 2013
4. Program Reviews
5. El Camino College Status Report on Learning Outcomes Implementation, submitted to the ACCJC August 20, 2012

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. In a report dated August 20, 2012 El Camino College reported to the ACCJC that all courses and programs had at least one SLO. The report also indicated that assessment of at least one SLO has been done in all courses and nearly 100% of the programs. In addition, the report indicated that all student support services had identified at least one SLO and 84% of the services had assessed at least one SLO. Course and program level SLO assessment has been a high priority for the Compton Center. The center has developed an impressive graphical model showing the linkages between the course, program and institutional learning outcomes, and the faculty have adopted this model. Although considerable progress has been made in course and program SLO identification and assessment, the ACCJC expects that more than one SLO is identified and assessed in each course and program. There is ongoing discussion regarding whether it is effective to combine programs for the purpose of review.

Accurate 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 English Consistency Project, which outlines a common reading assignment and writing prompt for sections of English A, B, and C will contribute to the tight alignment of the body of knowledge and the objectives in these courses. The essays will be normed using an approved rubric.

Institutional learning objectives (formerly called core competencies or degree-level learning outcomes) have also been developed. The development is part of an assessment cycle that is well-integrated between the El Camino CCD Torrance campus and Compton Center. There are six core competency statements: content knowledge; critical, creative and analytical thinking; communication and comprehension; professional and personal growth; community and collaboration; and information and technology literacy. Core competency assessment is coordinated by the Assessment of Learning Committee, and assessments are conducted by randomly surveying students and their professors in courses that are strongly tied to these competencies. Assessments have been performed for critical, creative and analytical thinking (spring 2011), communication and comprehension (fall 2011), professional and personal growth (spring 2012), community and collaboration (fall 2012), and information and technology literacy (spring 2013). Assessment of content knowledge is planned for fall 2013. Dialog about the results of the assessment of communication and comprehension occurred during a summit held in October 2011. It is critical that the center engage in widespread dialog about the outcome of each of the assessments as required by the accreditation standards of the ACCJC.

The development, assessment, and use of results of student learning outcomes have been enhanced by the adoption of a facilitator model. Three faculty facilitators work directly with other faculty to assist in the effort. Additionally, the center's associate dean of academic affairs has had responsibility for implementing SLOs. This associate dean will be leaving and will not be replaced; instead, the duties of the three instructional deans have been reorganized. One dean will have the title of dean of student success and will have responsibility for student learning outcomes.

Much progress has been made in identifying, assessing and reflecting on SLOs. Multiple opportunities for training have been offered, and the faculty has taken advantage of them. By 2012, the ACCJC expected 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 learning outcomes and methods of assessing them as required by the 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 reviews.

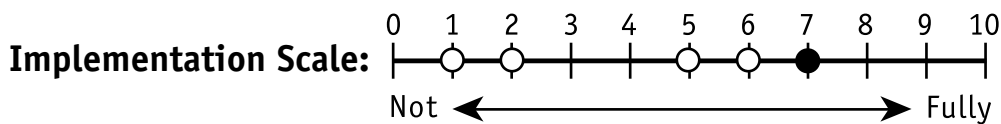
2. El Camino College has completed a review of all courses. The team was given a sample of course outlines, and the dates on these outlines were all within the last year. Although they did not entirely follow the template the institution has adopted, the outlines were substantially complete. El Camino College has decided to include SLOs as part of the course outline of record. However, the institution decided not to include either assessment methods or rubrics on the outlines. The Curriculum Committee considers new and substantially changed courses during the fall semester and reviews ongoing courses during the spring semester.

The CurricUNET system should enable an easy link between outlines and the SLOs. Interviews indicated that this system is useful because it allows the user to see materials produced at other community colleges. However, there have been some difficulties at the local level when El Camino CCD Torrance campus and Compton Center faculty attempted to enter data. This should be resolved so that all data is correctly reported.

3. An examination of course syllabi produced by Compton Center faculty showed that most of the syllabi contained at least one SLO. Program reviews submitted for the 2011-12 academic year for the most part contained at least one SLO, assessment data and suggestions for changes to improve the results.
4. The Student Services Division at the Compton Center continues to make progress on documenting SLOs. The review revealed that all programs had assessed their outcomes and were engaged in dialog about the results.
5. Student Education Plans (SEPs) are now completed for most students and are available online. A report of which students have completed their plan and which are due to be updated is available, and all counselors use the SEP online system to develop SEPs. The center has adopted orientation for all students. As a result, the assessment procedure is now being taken more seriously and many students are asking for assistance in the subject matter prior to taking an assessment exam.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	7



ACCJC Standard I-A: 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. Interviews with administrators, classified staff and faculty
2. El Camino College Catalog 2012-13, Compton Center Edition
3. Compton Center course syllabi, fall 2012 and spring 2013
4. Academic Performance Profile – Compton Educational Center and Peer Institutions, Institutional Research December 2012
5. Compton Center Student Handbook and Planner
6. Compton Center Accountability Report for the Community Colleges
7. El Camino College Compton Community Educational Center 2012-13 Enrollment Management Plan

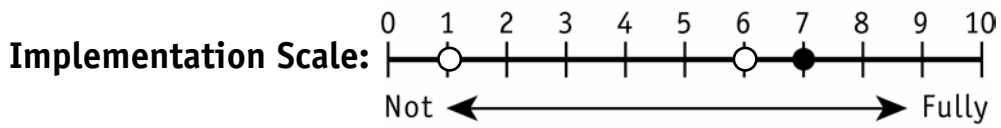
Progress on Implementing the Recommendations of the Recovery Plan:

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 includes 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 communicated through course syllabi. The template for syllabi includes a section on behavior. An examination of Compton Center course syllabi revealed that most included sections on the instructor's expectations for student behavior.
3. The El Camino College 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. 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. During a prior visit, 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. At the time of the review team's visit, there was a problem with producing a report regarding the use of SEPs. However, this was expected to be corrected by summer 2013. The report should provide 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 showed 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 had been little headway in improving basic skills instruction, increasing degree and certificate completion rates and raising transfer rates at that time. This data, in part, led to the Compton Center's decision to invite 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. They reviewed a number of college documents, including reports and plans. The Hope report, as the findings of the visiting team are 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 assisted a number of colleges in evaluating the effectiveness of their basic skills initiative. This report has now been translated into the Student Success Plan that is being implemented (see Standard II-A, 3.4 for additional details).
6. The Compton Center Accountability Report for the Community Colleges (ARCC) gives data on student progress and achievement. The academic performance of Compton Center students compared with that of its closest peers has not changed significantly from prior review periods. On most measures, Compton Center student performance is below that of other colleges in the peer group. Two exceptions are the persistence rate and completion rates where Compton Center performance exceeds one of the peer colleges.
7. The Enrollment Management Plan is placing more emphasis on student success and less on growth in student population. In addition, the orientation now required of students before they take placement tests should allow for more accurate placement of students and improved results in the basic skills areas.
8. No poll of students concerning expectations has been conducted, and students typically are not regularly involved in faculty evaluations. The evaluation policy included in the collective bargaining agreement provides for student evaluations as part of the comprehensive evaluation process, though it is not mandatory. There is no consistent way to solicit student feedback if a poll is not taken.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 6
January 2010 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 7
April 2013 Rating: 7



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

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

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

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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	7	7
1.2	Information is communicated to the staff at all levels in an effective and timely manner.	2	2	2	5	7	5	6	6
1.3	Staff input into college operations is encouraged.	1	2	2	4	7	6	7	7
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	7	7
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	7	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	8	8

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	June 2012 Rating	April 2013 Rating
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	7	8
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	6	6
4.3	The board has adopted all policies mandated by state and federal law.	1	1	1	2	6	5	6	6
4.6	Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.	2	2	2	3	6	6	score reflected in Sect. I-A	score reflected in Sect. I-A
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	score reflected in Sect. I-A	score reflected in Sect. I-A
1.4	The college directs its resources fairly and consistently to accomplish its objectives.	0	1	1	not reviewed	not reviewed	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							

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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	score reflected in Sect. I-A	score reflected in Sect. I-A
2.4	A process is in place to maintain alignment among standards, practices and assessments.	1	1	3	5	5	6	7	7
2.10	The college has adopted a plan for integrating technology into curriculum and instruction.	2	3	3	6	6	7	7	8
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	score reflected in Sect. I-A	score reflected in Sect. I-A
3.5	The college faculty and staff promote and communicate high expectations for the learning and behavior of students.	1	1	1	6	6	7	score reflected in Sect. I-A	score reflected in Sect. I-A
3.11	Class size and faculty assignments support effective student learning to achieve student learning outcomes.	2	5	6	8	8	8	9	9
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	7	7
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	7	7

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard I: Institutional Mission and Effectiveness</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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	7	7
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	6	7
4.4	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.	1	1	1	5	5	6	6	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	5
5.2	Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.	1	2	2	6	6	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	5	5

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. Interview with the CEO
2. Interview with the special trustee
3. Interview with the chair of the Special Trustee’s Advisory Committee
4. Website - Compton Center
5. District Policies and Procedures Manual
6. Newsletters
7. Materials developed by the El Camino CCD director of community relations
8. Memos sent and news articles regarding the Compton Center

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 director of community relations office. This partnership is beneficial to the Compton Center and should continue.

Recent examples of materials of interest to the community included: a variety of releases on student successes, information on the Special Trustee’s Advisory Committee, a number of articles on the CEO’s community meetings, and the routine update on Compton Center events.

2. District information is provided on the website at www.district.compton.edu. The Compton Center should ensure that the website is current and maintained. The team noted that board meeting minutes were posted in a timelier manner than during the last review period.
3. Communications are handled in a variety of ways, which include the website and a bi-monthly newsletter sent to residents in the Compton CCD. The newsletter averages approximately 10 pages 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 topics of general interest to the district community.
4. The CEO sends out a letter the Friday before each regular board meeting that is posted on the website and a periodic letter with a focused message to the campus community. These serve the purpose of direct communication with the special trustee, the elected board and the Special Trustee’s Advisory Committee.
5. The CEO schedules time one day per week from 2 p.m.-4 p.m. to meet with anyone on the campus. No appointment is necessary, and the agenda is up to the person dropping in. Typically an average of five to six individuals attend these sessions each week. Conversations

with staff and faculty indicate that the regularity of these meetings and the opportunity to meet with the CEO is appreciated, and they feel comfortable talking with him.

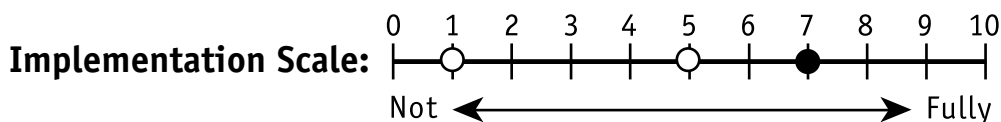
6. The CEO has made a significant effort to be out in the community representing the district. As noted during the last review period, the CEO attends service club meetings, such as Rotary and Kiwanis, and reaches out to community members and leaders in all of the district's service areas. These outreach efforts appear to be effective and present a positive image and message to the community about the Compton Center and the external relationships between it and the communities it serves, and should continue.

During this review period, the CEO has hosted a series of CEO Roundtable Discussions in the various communities served by the Compton CCD, which have been well received by the communities. One interviewee stated that, "Dr. Curry took the center to the community."

7. The Standing Committee document states, "All committee meeting calendars, agendas and minutes are to be posted on the designated space on the Center's webpage." A review of the website finds this requirement is followed and provides a good example of the district's commitment to widespread communication. The CEO should also continue holding meetings with groups on campus.
8. The team did not find a formal plan for either external or internal communication. As recommended during the prior review period, the Compton CCD should consider developing a formal plan for internal and external communication and distribute it internally and externally.

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
June 2012 Rating:	7
April 2013 Rating:	7



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Community Relations/Governance Standard 1.2 – Communications

Professional Standard:

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

Sources and Documentation:

1. Interview with the CEO
2. Interviews with faculty leaders
3. Consultative Council agendas and minutes
4. ECC Compton Center News, April 2012 through April 2013
5. Internal campus communication documents, including newsletters
6. List of Compton Center committees
7. Attendance at Consultative Council meeting
8. Attendance at Special Trustee's Advisory Committee meeting
9. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. As stated in Standard 1.1, 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. The CEO also coordinated a budget update during this review period that was provided at meetings of the Board of Trustees, Consultative Council, and the Special Trustee's Advisory Committee.

At both meetings of the elected board and the Special Trustee's Advisory Committee, the CEO has appropriate staff members provide updates on issues that are in the forefront on campus. For example, the interim director of facilities presented a written and oral report on the district's building projects, and staff from the Research Office provided a PowerPoint presentation on the Accountability Reporting for the Community Colleges (ARCC) and state-wide comparative data on the Student Success Scorecard. District management and the CEO should continue to conduct informational meetings on campus for communication and feedback and provide pertinent reports from areas of interest to the campus and the community.

2. Board agendas and minutes are posted in the administration building for both campus and public information. The CEO's staff is responsible for keeping board meeting information current on the website, and interviews and the district website indicate that improvement has been made in this area. The district should continue these efforts.
3. The Compton Center has a Consultative Council, which is composed of one management employee, the Academic Senate president and president elect, the certificated union chapter president, the classified union chapter president, and the Associated Student Body (ASB) president. The vice president of the center and the CEO also serve on the council, which is chaired by the CEO. This body serves as the shared governance group for the Compton Center. Its purpose is to review materials provided from the various Consultative Council com-

mittees and make recommendations to the CEO. The committee members are the leadership from each campus-wide constituent group, and committees meet weekly.

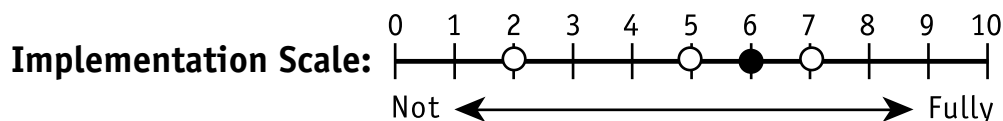
Interviews with Compton Center leadership indicated that the committees are expected to report back to their constituency groups, but it is not always done. The district should continue to find ways to ensure that constituency members of the Consultative Council report information to their respective groups to help improve campus communication and to keep staff and students informed.

Agenda items from the meeting FCMAT attended during fieldwork included a review of the Board of Trustees meeting agenda, which included issues that previously had been discussed in Consultative Council.

4. Compton CCD staff has a document listing the members of each standing committee, its purpose and the body to which it is responsible (e.g., Consultative Council, Operational Committees, and Committees of the Academic Senate). This is an organized approach and provides a clear picture of the Compton Center structure both for governance and functional purposes. This document should be updated as necessary.

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
June 2012 Rating:	6
April 2013 Rating:	6



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 faculty leaders (Academic Senate and Union)
2. Interviews with administrators (deans, vice president, CEO)
3. Interview with the special trustee
4. Consultative Council agendas and minutes
5. Board policies and administrative procedures
6. List of Compton Center committees
7. Institutional Effectiveness Committee meeting minutes
8. Attendance at Consultative Council meeting
9. Attendance at Institutional Effectiveness Committee meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has a Consultative Council and two committees, Institutional Effectiveness and Planning and Budget, under the council. The center also has eight operational campus committees: Facilities; Health and Safety; Technology; Enrollment Management; Student Success; Professional Development; Auxiliary Services; and Health Benefits. There are also four Academic Senate committees. All of the committees are listed on one document that provides information regarding the composition of members and function of each committee.

Both of the two committees directly under the Consultative Council (Institutional Effectiveness and Planning and Budget) have, under the leadership of the CEO with assistance from the special trustee, revised their mission and assumed more direct responsibility for program review oversight and its correlation with budget and planning. The district should continue the standing committee structure and ensure that the actions and deliberations of the council and committees are published and disseminated to help guarantee widespread communication.

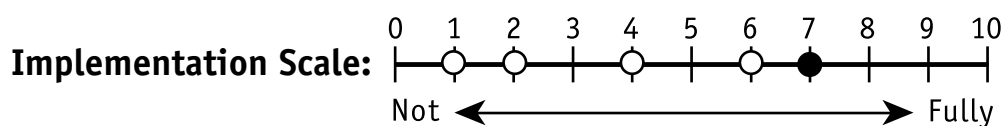
2. The review team attended a Consultative Council meeting on April 15, 2013, at which most of the council members were present. The district should ensure that each member is responsible for communicating appropriate information back to their constituency.
3. In separate meetings with the special trustee, CEO and vice president of the center, it was clear that they continue to value and encourage faculty, staff and student input on matters that affect the Compton Center.
4. Discussions with both administrators and faculty demonstrate that collaborative decisions are supported and a variety of avenues exist for members of the campus community to provide input on matters affecting the Compton Center.

5. As mentioned elsewhere in this report, the CEO sets aside a weekly time for members of the campus community to meet with him informally on any matter of concern, to share ideas and ask questions.
6. The review team met with a variety of groups and individuals during fieldwork, including division chairs, deans, the vice president, faculty leadership, student leaders, student learning outcomes (SLO) coordinators, and members of the Student Success and Library committees. Meetings indicated that the leadership of the Compton Center welcomes and encourages ideas, input and suggestions, and takes them seriously.
7. During prior reviews, there was considerable confusion about the function of the Institutional Effectiveness Committee. Some committee members thought it was for shared governance and final budget decisions, and others did not. The function of the committee and its membership was beginning to be clarified during the last review period.

An Institutional Effectiveness Committee meeting that the team attended during this review confirmed that the center has a well-functioning committee responsible for judging the completeness and viability of all academic program reviews. Because program reviews directly tie to the Educational Master Plan, Facilities Master Plan, Staffing Plan and Technology Master Plan, a working knowledge of these plans is necessary for this committee. Interviews with committee members support the minutes from Institutional Effectiveness Committee meetings stating that, although the process is still fairly new, the committee is now working as it should. The district should regularly evaluate the Institutional Effectiveness Committee structure to ensure it provides necessary information to the Consultative Council. The district should, after evaluation of the committee, be able to attest to its sustainability and be able to adjust it as needed to serve the planning efforts of the Compton Center.

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
June 2012 Rating:	7
April 2013 Rating:	7



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 making public comments on board decisions and college programs.

Sources and Documentation:

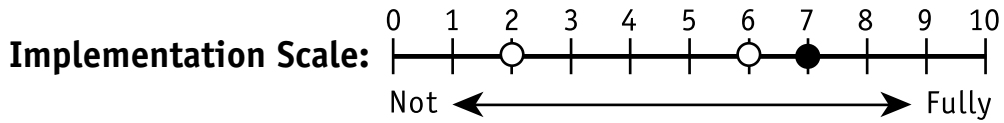
1. Interview with the special trustee
2. Interview with the CEO
3. Interview with Board of Trustees member
4. Interviews with senior administrators
5. Interview with the superintendent/president of El Camino CCD
6. Newspaper articles regarding the Compton CCD

Progress on Implementing the Recommendations of the Recovery Plan:

1. Discussions with various individuals indicated that most district employees understand that the CEO speaks on behalf of the Compton CCD and the director of community relations at El Camino CCD speaks on behalf of the Compton Center to the media about programs, items of community interest and other information normally assigned to the public information office of a campus. Members of the board should be routinely reminded by the CEO and special trustee that when they speak about district matters, caution should be used because some individuals may perceive that the individual is speaking for the entire board.
2. The director of community relations at El Camino CCD is at the Compton Center every week and works well with the CEO.
3. Although not reportedly a significant problem during this review period, the issue of speaking on behalf of the district when not authorized to do so has been a significant problem in the Compton CCD in the past. The district 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
June 2012 Rating: 7
April 2013 Rating: 7



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:

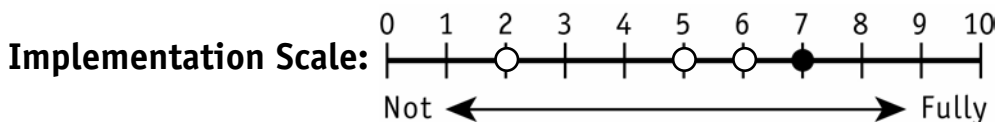
1. Interviews with faculty, staff, and administration
2. Interviews with Board of Trustees members
3. Board policies
4. El Camino College Compton Center Schedule of Classes
5. El Camino College Catalog
6. Board meeting minutes, 2012-13
7. Attendance at Compton CCD Board of Trustees meeting

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 CCD Board Policy 5310 on student grievances, which includes steps for resolution. Some information also is 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 did not reveal any instances of complaints being presented to the board. Interviews indicated that occasionally board members receive complaints and such complaints are referred to the CEO for resolution. The district should continue its current practice of handling complaints. 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
June 2012 Rating:	7
April 2013 Rating:	7



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. Interviews with Board of Trustees members
2. Interviews with faculty, staff, and administration
3. Council and Committee Structure – Compton CCD
4. El Camino College Compton Community Educational Center 2012-13 Enrollment Management Plan
5. Attendance at Special Trustee’s Advisory Committee meeting
6. Attendance at Compton CCD Board of Trustees meeting

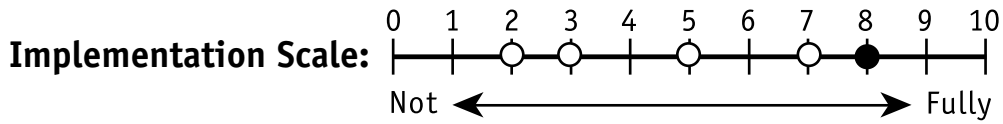
Progress on Implementing the Recommendations of the Recovery Plan:

1. The 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’s boundaries. In general, the goals are specific and include measurable results and the costs associated with them. Although the Enrollment Management Plan continues to have a focus on outreach and recruitment, it has been updated to include a strong emphasis on student retention.
2. The CEO continues to make 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.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	8
July 2010 Rating:	7
June 2012 Rating:	8
April 2013 Rating:	8



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. Interviews with faculty, staff, and administration
2. Board policies
3. Council and Committee Structure – Compton CCD
4. Special Trustee’s Advisory Committee agendas and minutes
5. Advisory committees’ meeting minutes
6. Attendance at Special Trustee’s Advisory Committee meeting
7. Attendance at Consultative Council meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board/special trustee adopted Board Policy 2410 (10/20/09), Board Policies, Administrative Regulations and Procedures, which 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/special trustee also adopted Board Policy 2510 (7/20/10), Participation in Local Decision Making. This policy states that, although the board is the ultimate decision maker, it is committed to ensuring that appropriate members of the district participate in developing policies and regulations. Additionally, the policy states that the board will not take any action on matters subject to this policy until the appropriate constituent groups have been provided the opportunity to participate. Although these policies have been adopted, they are not fully operational because at present the special trustee is the decision maker.
2. The Consultative Council and its subcommittees are responsible for providing input for decision-making. During the previous review period, the membership of the Consultative Council had been reduced to eight: three faculty members, one student, one classified employee, one manager, the vice president for academic affairs and the CEO who serves as chair. The new form of the Council has been successful. The members receive reports on and consider such items as the construction projects, the development of the new memorandum of understanding (MOU) with the El Camino CCD, and the reorganization of Academic Affairs.
3. During the last review period, the Institutional Effectiveness Committee, a committee of the Consultative Council, was reactivated. Its charge is to focus on the program review to ascertain that the questions raised are being addressed and to ensure the consistency of documents. The committee reviews the documents and recommends revisions using a feedback template. The committee is also responsible for monitoring the recommendations made by FCMAT. The district should continue to review the effectiveness of the Institutional Effectiveness Committee.

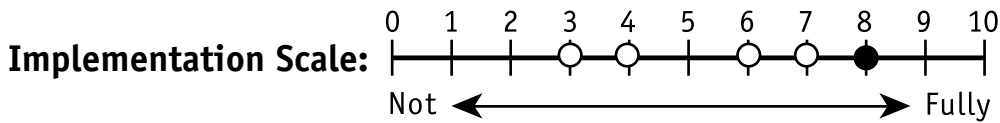
4. Advisory committees are required for all technical programs. If properly constituted, they can provide valuable advice for program changes and development. FCMAT reviewed minutes from four of the advisory committees. Topics such as job opportunities in the field, industry expectations, preparation of students, and suggestions made by industry representatives were discussed. The district should continue the use of advisory committees.

5. During the last review period, the special trustee established the Special Trustee’s Advisory Committee. The committee consists of 10 members. The role of the committee is to provide advice to the special trustee regarding policy matters that affect the district and its operations; promote community awareness of the district’s efforts, focus on quality instruction, educational mission, fiscal stability, and ultimately accreditation; and foster community support for the district and the Compton Center.

The review team attended the April 15, 2013 Special Trustee’s Advisory Committee meeting and observed that the members in attendance were informed, engaged, and took their role as advisors seriously. The committee exhibited a model of excellent board conduct. The agenda included such items as the 2013-14 budget assumptions, the goals of the committee for 2013, the expenditures against the line of credit, and the agreement between El Camino CCD and Compton CCD. Interviews indicated that members of the committee will be participating in training activities, including ethics, accreditation, and the Brown Act.

Standard Implemented: Fully - Substantially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	8



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. Interview with the CEO
2. Interview with the special trustee
3. Board policies and administrative regulations
4. Board meeting agendas and minutes, May 2012 through April 2013

Progress on Implementing the Recommendations of the Recovery Plan:

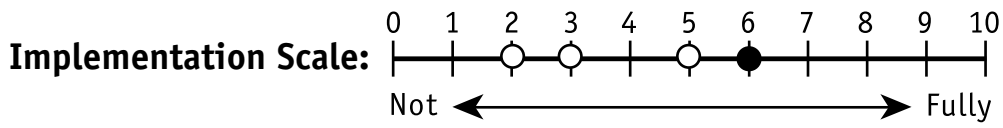
1. A system for developing board policies and administrative regulations is in place and being used effectively. A review of the board policies and administrative regulations supports that the Compton CCD has been working on implementing and updating them. Discussions with the special trustee confirmed that the template provided to districts by the Community College League of California (CCLC) was used.

A review of the board policies revealed that they cite the appropriate Education Code, the Elections Code (if applicable) and the Western Association of Schools and Colleges (WASC) standards. The appropriate administrative regulations do not immediately follow the board policy on the district's website or in its numbering system, but they do reference the applicable board policy. FCMAT continues to recommend that a cycle be established to ensure that policies are regularly reviewed.

2. Board meeting agendas include proposed board policies and administrative regulations. The policies and regulations go 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 CCLC and provided to districts in 2008. Board policies and administrative regulations and procedures should be developed, reviewed and approved on a regularly scheduled timeline so they remain current and meet legal requirements.
3. Once approved, policies and regulations are posted on the district's website (www.district.compton.edu) so the public and the campus community may 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
June 2012 Rating:	6
April 2013 Rating:	6



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:

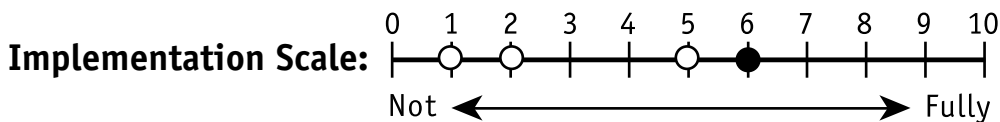
1. Interview with the CEO
2. Interview with the special trustee
3. Board policies

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 continues to make progress in adopting required board policies. The district should continue to review and adopt policies as suggested by CCLC.
2. Some administrative regulations associated with the board policies also have been adopted, but the district should ensure that all policies needing a regulation and/or procedure are also developed and adopted.
3. Under the guidance of the special trustee, board policies are presented at a board meeting for discussion and adoption after the Consultative Council has reviewed them and ensured they follow the appropriate format developed by CCLC and meet legal standards. The district should develop and adhere to a process and a schedule to ensure that policies and procedures are reviewed timely and disseminated to the campus community.

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
June 2012 Rating:	6
April 2013 Rating:	6



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:

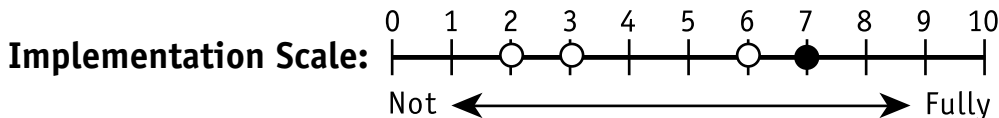
1. Interview with the CEO
2. Interview with the special trustee
3. Interviews with Board of Trustees members
4. Board meeting agendas and minutes, May 2012 through April 2013
5. Board policies and administrative regulations

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 and the special trustee, taken to the Consultative Council for review and discussion. The faculty leadership 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. The district should continue to evaluate the process for forwarding reviewed policies and regulations to the board to ensure that it allows for appropriate feedback from the campus constituency groups.
2. Once the board/special trustee has adopted the policies and administrative regulations, they are posted on the website and reflected in the board minutes. The district should ensure approved policies are posted timely so that both the external community and the campus community have access to them.
3. During its fieldwork, the review team found no evidence indicating that approved board policies are not followed.

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
June 2012 Rating:	7
April 2013 Rating:	7



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. Interview with the vice president of Compton Center
2. Interviews with the academic dean overseeing technology and the coordinator of the library
3. Interviews with two academic deans
4. Interviews with the vice president of student services and the vice president of academic affairs at El Camino College, Torrance campus
5. Interviews with SLO coordinators and the associate dean overseeing SLOs
6. Minutes and/or reports of planning groups at the Compton Center (Technology, Library, Curriculum, Planning and Budget, and Institutional Effectiveness committees)
7. Documents that support long-range planning to improve student achievement at the Compton Center, since April 2012
8. Comprehensive Master Plan, 2012-17
9. El Camino College Educational Master Plan, 2010-15
10. El Camino College Compton Community Educational Center 2012-13 Enrollment Management Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center, over the past two years, has developed several critical planning documents that are used at the center for planning and budgeting: the Comprehensive Master Plan (2012-17), the Educational Master Plan, the Enrollment Management Plan, the unit plans, the annual plans, and the program reviews. In addition, the Plan Builder software system is used by departments for planning, and it also ties the budget to planning objectives.

While educational master plans typically include projections for more than eight years, the center is planning for accreditation status by then. If that occurs, the center will need to have a master plan that takes into consideration its new status and goals that are part of a fully accredited institution, rather than a center. The current Educational Master Plan and the Comprehensive Master Plan provide a reasonable road map for the center in its planning efforts and focus it on manageable tasks to support and lead student learning and student success. It is apparent that with these more comprehensive plans in place, functioning committees like Planning and Budget, Institutional Effectiveness, and Technology have a guide for their respective plans.

2. The Enrollment Management Plan for the Compton Center contains goals for student success and improving retention. It outlines marketing strategies and methods of advertising (direct mail, publications, etc.). The document generally assigns the tasks, timelines for completion and individuals responsible for implementation. The Compton Center should continue to implement the objectives outlined in the Enrollment Management Plan, and use the plan (as it

is revised annually) to guide the center in outreach, retention and completion and continually evaluate the elements of the plan for effectiveness.

3. The team reviewed several annual program plans in both the academic and student service areas and found them to be improved compared to the plans reviewed on previous visits. The plans included goals and the review of data, such as course completions. The associate dean, who was hired from the El Camino CCD Torrance campus, is very involved in the above-mentioned tasks.

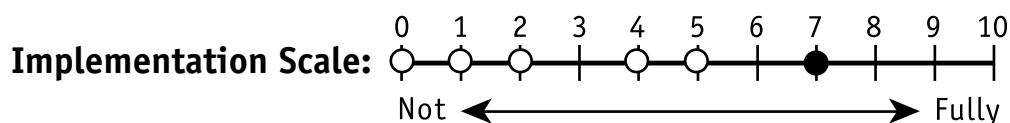
The retirement of one of the three academic deans led to a study of the administrative structure at the center and triggered a reorganization. At the time of FCMAT's visit, the center had two academic deans and an associate dean. However, the associate dean will be leaving the district, and the position will not be filled. Instead the center has reassigned duties and plans to fill the vacant academic dean position. The new structure should be evaluated following implementation.

There continues to be a significant amount of support in institutional planning that, although it is coordinated at the El Camino CCD Torrance campus, includes participation from staff, faculty and administration at the Compton Center. Staff appreciate the continued collaborative leadership provided by the vice president of the center, which has helped to move the center forward in a variety of ways.

4. Prior review periods included recommendations to continue working with industry partners to provide short-term career certificates for students to enhance local career opportunities. During this visit, the dean of the Career Technical Division indicated there is interest in programs such as solar technology, pharmacy technicians, and water treatment. There also is interest in National Automotive Technicians Education Foundation (NATEF) certification for the auto tech program. While industry partners often express interest in programs that would benefit their needs, colleges need to work to encourage maximum enrollments in existing career technical programs prior to adding new ones. The careful planning cycle in which the center is now engaged should be helpful when considering new programs because the cycle is data driven and has built-in assessments.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	4
January 2010 Rating:	4
July 2010 Rating:	5
June 2012 Rating:	7
April 2013 Rating:	7



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. Interview with the vice president of Compton Center
2. Interviews with two Compton Center Curriculum Committee members
3. Interviews with academic deans and department chairs
4. Compton Center course syllabi, fall 2012 and spring 2013
5. El Camino College Compton Center Course Schedule, summer 2012, fall 2012, winter/spring 2013
6. El Camino College Curriculum Handbook
7. Compton Center Curriculum Committee minutes, fall 2012 to April 2013
8. El Camino Curriculum Review Timeline, spring 2013
9. Selected program reviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. During the visit last year, interviews with the academic deans indicated that more than 90% of all courses had both SLOs and assessment criteria, and 58% of the courses had been assessed. Interviews further indicated that 100% of the courses would have SLOs and assessment criteria by fall 2012. The SLOs and assessment criteria are housed in CurricUNET. While the center (since all curriculum goes through the Curriculum Committee) has made impressive strides in completing SLOs for all courses, most courses have only one. In addition, the assessments are occurring but they are not 100% complete. The center has encountered problems with CurricUNET and there is discussion about changing to another system. Interviews indicated that the Curriculum Committee is beginning discussions on multiple SLOs the week of April 22. The center should ensure that multiple SLOs and assessment criteria are complete for all courses and that all courses have been assessed.
2. A strong program review document that is research based and provides thoughtful analysis of student learning data is critical to assess student learning. This is part of the new focus of the Institutional Effectiveness Committee. During the prior review period, the Institutional Effectiveness Committee was in the process of changing its mission and function. It now focuses on the oversight of program review. The committee is charged with ensuring that the reviews address the appropriate issues, ensuring consistency and quality, evaluating the plans and linkages and tying the program reviews to budget and planning. The biology program review has been reviewed by the Institutional Effectiveness Committee; three additional program reviews will follow.

A Planning and Budget Committee meets regularly and ensures that the budgets and planning tie together. The process for funding items at the center includes the Plan Builder. The Plan Builder is reviewed and updated at least twice each academic year. If items are not included in Plan Builder, funding requests are denied. In addition, the program reviews include proposed equipment and staffing requests so that budget clearly ties to program.

The program review documents reviewed by FCMAT during this visit included stronger data identifying the relationship between learning outcomes and assessment and tying program needs to budget. The center should develop a method to assess the effectiveness of the Institutional Effectiveness Committee's work, including its relationship to student success.

3. The curriculum relationship between the faculty at the Compton Center and the El Camino CCD Torrance campus continues to be collaborative, and this bodes well for the whole SLO/assessment effort at the center. This institutional relationship is essential for the assessment tasks that must be completed. The center should continue to support the collegial relationships between the faculties on both campuses.
4. The Professional Development Committee has its own budget. The committee at the Compton Center is chaired by the director of human resources and the associate dean of academic affairs and includes four faculty members. The professional development efforts over the past two years at the center have been robust. Interviews indicated that while there is still interest and attention on professional development, it is now more individualized. Previously, professional development was a significant part of the faculty evaluation process. While it is still included, the center's attention has been refocused on learning outcomes and assessment, program review, unit plans, and student support.

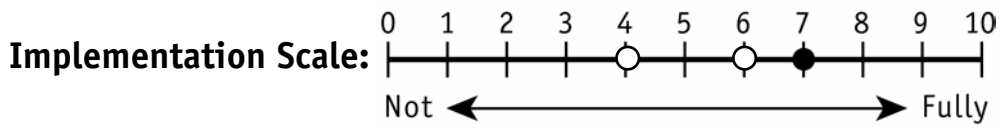
In previous years, many of the faculty fulfilled their professional development plans through group development activities, such as On Course. Because most of the faculty has completed these activities, there is more interest in discipline-focused staff development, which has been the direction during this review period.

Part of the staff development focus last year was on the recently developed Educational Master Plan (EMP). Continued discussion about the EMP, the core competencies, assessment and learning outcomes will be the major focus of staff development. As previously recommended, the center should continue to review and assess the staff development activities and tie them to student learning. The future focus of the center, student learning, and student success should be at the core of these discussions.

5. The refocusing of the Institutional Effectiveness Committee on program review, the advent of the Educational Master Plan, the conscious correlation of program review to the budget and the attention to SLOs, PLOs and assessment should bode well for student success and student learning.
6. Standard 2.1 provides additional information on the curriculum process.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	7



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. Interview with the vice president of Compton Center
2. Interviews with two Compton Center Curriculum Committee members
3. Interviews with two academic deans
4. Interviews with the associate dean of academic affairs and the SLO coordinators
5. Compton Center course syllabi, fall 2012 and spring 2013
6. El Camino College Curriculum Handbook
7. Curriculum Committee minutes
8. Planning and Budget Committee agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

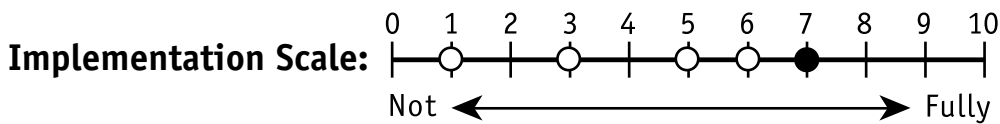
1. Approximately 99% of courses have SLOs and many have assessment criteria. The SLOs and assessment criteria are listed on CurricUNET. The center should continue to work with the El Camino CCD Curriculum Committee to develop multiple SLOs and assessment criteria for all courses and ensure that all courses have been assessed.
2. The faculty SLO facilitators have been working individually and collectively with faculty to develop SLOs and assessment criteria. The hiring of an associate dean has provided direct management assistance with this effort. The person in this position will be leaving and there are no plans to replace the position. It will be incumbent upon the deans, working with the faculty, to complete this project so that all courses have the required learning outcomes and assessment criteria in place. The Curriculum Committee will assume the responsibility for all new courses going through the approval process to have the required outcomes and assessments in the course outline of record. The center should continue to ensure that this occurs.
3. The course syllabi reviewed by FCMAT during this visit continue to be more complete and standardized. The team reviewed the courses for learning outcomes and assessment as well as for the required information for students. The inclusion of information such as attendance policies, ethics policies, classroom decorum, grading and other course information in the standard format makes it easier and clearer for students to understand what is expected of them in each class. This information was included in the random sample of courses that were reviewed. The center should continue to ensure that all course syllabi include all of the required information to facilitate student understanding of the course and center requirements necessary to help them become successful.
4. The Planning and Budget Committee takes an active role in ensuring consistency in the relationship between planning and budget allocation. The committee comprised of seven to nine campus members meets regularly to ensure that the unit plans, program review, and plan builders all include the items requested in department budgets. It is essential for budget

requests to have a basis in planning and evaluation, and this process should be refined and adhered to. The key planning documents throughout the center are on a clear timeline; for example, program reviews are on a four year cycle and plan builders are reviewed twice annually. Since fall 2011, all courses and program level SLOs are assessed every four years, in alignment with the Program Review cycle. This is vital for consistency and implementation of plans.

5. The alignment for assessment is occurring in some departments at the center. The depth of discussion varies among disciplines. For example, at their June 15, 2013 meeting the English departments at the Compton Center and the El Camino CCD Torrance campus were to be norming the assessment for the research paper required for English 1A, and the Nursing Department meets once or twice a month to discuss assessment issues, which is documented in the meeting minutes.

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:	6
June 2012 Rating:	7
April 2013 Rating:	7



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. Interviews with the librarian and deans
2. Interview with the vice president of Compton Center
3. Interview with the dean of career technical education (chair of the Technology Committee)
4. El Camino College Educational Master Plan, 2010-15
5. El Camino College Compton Center Technology Plan, 2011-16
6. Comprehensive Master Plan, 2012-17

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center previously completed an updated Technology Plan that reflects advances since the prior plan and provides planning direction through 2016. The plan includes all aspects of technology at the Compton Center and continues to focus on instructional technology directly in the classroom and to support the administration of technology (such as CurricUNET). Parts of this plan document have been updated and included in the two more comprehensive planning documents, the Educational Master Plan and the Comprehensive Master Plan, 2012-17. Both of these plans are very detailed and provide guidelines for including technology in the instructional program in a variety of ways. Interviews indicated that the Technology Plan will be updated to cover fiscal years 2014-19. Although not part of the formalized professional development program, the center should continue to provide training for faculty on integrating technology in their classes and assess the effectiveness of the technology for student learning.
2. Because the center has an Educational Master Plan, the Technology Plan is easily tied to its objectives. Continued attention to updating the Technology Plan is essential as technology changes. Interviews indicated that the Technology Plan will be updated in 2014 to cover the period through 2019. The center should continue to tie the Technology Plan to the Educational Master Plan to help ensure direct linkages for student learning and success.
3. The dean of career and technical programs oversees academic technology and continues to involve the campus community in evaluating technology needs. The dean oversees the 12-member Technology Committee that includes managers, a classified staff member and faculty members. The breadth of the committee allows for robust discussion and planning.

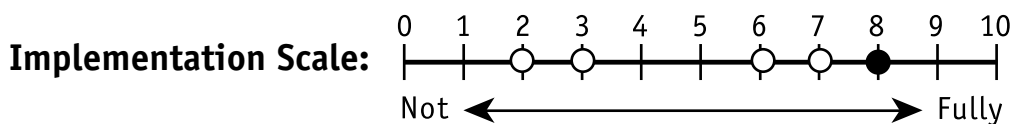
The committee meets monthly and has focused on the district's management information system (MIS) project. Phase 1 of the project, which included server room and MIS building enhancements and an upgraded phone system, was completed in November 2012, except for camera installation. The remaining project phases are dependent on future budget allocations. The technology plan budget for 2013-14 is \$199,000.

4. During some of the previous review periods, there were concerns regarding the lack of student use of the technology labs. Interviews indicate that student use increased considerably during the prior review period and has continued to increase during this review period. Interviews further indicated that students are taking advantage of the labs for individual work and for group work and that students are taking greater advantage of the support services available to them. Two of the center's labs have wireless capability and are packed with students when open. In addition, instructional aides encourage students to use all the applications available to them and they are heeding the advice. The center has reached out to faculty who in turn are encouraging students to use the lab resources. Logs are now kept by the instructional aides showing numbers of students using the labs and what they are using them for. This should provide the center a clearer sense of where to put the resources dedicated to technology to improve student learning and student success. As part of its student retention plan, the center should continue to actively encourage students to use campus labs and support services.

5. The Compton Center is aware of the value of technology to support student learning, and staff now have a good sense of the planning needed for technology. Given the extensive campus remodeling that is occurring, the center hopes to be able to replace some of the older classrooms with new ones that have greater technological capabilities.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	8



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

1. Interviews with Compton Center administrators and faculty and El Camino College administrators
2. Course outlines of record approved by El Camino College
3. Compton Center course syllabi, fall 2012 and spring 2013
4. Program Reviews
5. El Camino College Status Report on Learning Outcomes Implementation, submitted to the ACCJC August 20, 2012

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. In a report dated August 20, 2012 El Camino College reported to the ACCJC that all courses and programs had at least one SLO. The report also indicated that assessment of at least one SLO has been done in all courses and nearly 100% of the programs. In addition, the report indicated that all student support services had identified at least one SLO and 84% of the services had assessed at least one SLO. Course and program level SLO assessment has been a high priority for the Compton Center. The center has developed an impressive graphical model showing the linkages between the course, program and institutional learning outcomes, and the faculty have adopted this model. Although considerable progress has been made in course and program SLO identification and assessment, the ACCJC expects that more than one SLO is identified and assessed in each course and program. There is ongoing discussion regarding whether it is effective to combine programs for the purpose of review.

Accurate 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 English Consistency Project, which outlines a common reading assignment and writing prompt for sections of English A, B, and C will contribute to the tight alignment of the body of knowledge and the objectives in these courses. The essays will be normed using an approved rubric.

Institutional learning objectives (formerly called core competencies or degree-level learning outcomes) have also been developed. The development is part of an assessment cycle that is well-integrated between the El Camino CCD Torrance campus and Compton Center. There are six core competency statements: content knowledge; critical, creative and analytical thinking; communication and comprehension; professional and personal growth; community and collab-

oration; and information and technology literacy. Core competency assessment is coordinated by the Assessment of Learning Committee, and assessments are conducted by randomly surveying students and their professors in courses that are strongly tied to these competencies. Assessments have been performed for critical, creative and analytical thinking (spring 2011), communication and comprehension (fall 2011), professional and personal growth (spring 2012), community and collaboration (fall 2012), and information and technology literacy (spring 2013). Assessment of content knowledge is planned for fall 2013. Dialog about the results of the assessment of communication and comprehension occurred during a summit held in October 2011. It is critical that the center engage in widespread dialog about the outcome of each of the assessments as required by the accreditation standards of the ACCJC.

The development, assessment, and use of results of student learning outcomes have been enhanced by the adoption of a facilitator model. Three faculty facilitators work directly with other faculty to assist in the effort. Additionally, the center's associate dean of academic affairs has had responsibility for implementing SLOs. This associate dean will be leaving and will not be replaced; instead, the duties of the three instructional deans have been reorganized. One dean will have the title of dean of student success and will have responsibility for student learning outcomes.

Much progress has been made in identifying, assessing and reflecting on SLOs. Multiple opportunities for training have been offered, and the faculty has taken advantage of them. By 2012, the ACCJC expected 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 learning outcomes and methods of assessing them as required by the 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 reviews.

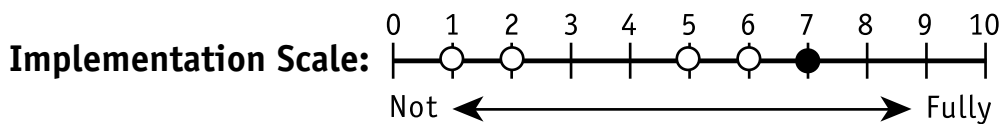
2. El Camino College has completed a review of all courses. The team was given a sample of course outlines, and the dates on these outlines were all within the last year. Although they did not entirely follow the template the institution has adopted, the outlines were substantially complete. El Camino College has decided to include SLOs as part of the course outline of record. However, the institution decided not to include either assessment methods or rubrics on the outlines. The Curriculum Committee considers new and substantially changed courses during the fall semester and reviews ongoing courses during the spring semester.

The CurricUNET system should enable an easy link between outlines and the SLOs. Interviews indicated that this system is useful because it allows the user to see materials produced at other community colleges. However, there have been some difficulties at the local level when El Camino CCD Torrance campus and Compton Center faculty attempted to enter data. This should be resolved so that all data is correctly reported.

3. An examination of course syllabi produced by Compton Center faculty showed that most of the syllabi contained at least one SLO. Program reviews submitted for the 2011-12 academic year for the most part contained at least one SLO, assessment data and suggestions for changes to improve the results.
4. The Student Services Division at the Compton Center continues to make progress on documenting SLOs. The review revealed that all programs had assessed their outcomes and were engaged in dialog about the results.
5. Student Education Plans (SEPs) are now completed for most students and are available online. A report of which students have completed their plan and which are due to be updated is available, and all counselors use the SEP online system to develop SEPs. The center has adopted orientation for all students. As a result, the assessment procedure is now being taken more seriously and many students are asking for assistance in the subject matter prior to taking an assessment exam.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	7



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. Interviews with administrators, classified staff and faculty
2. El Camino College Catalog 2012-13, Compton Center Edition
3. Compton Center course syllabi, fall 2012 and spring 2013
4. Academic Performance Profile – Compton Educational Center and Peer Institutions, Institutional Research December 2012
5. Compton Center Student Handbook and Planner
6. Compton Center Accountability Report for the Community Colleges
7. El Camino College Compton Community Educational Center 2012-13 Enrollment Management Plan

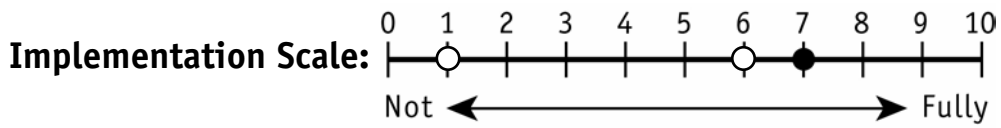
Progress on Implementing the Recommendations of the Recovery Plan:

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 includes 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 communicated through course syllabi. The template for syllabi includes a section on behavior. An examination of Compton Center course syllabi revealed that most included sections on the instructor's expectations for student behavior.
3. The El Camino College 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. 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. During a prior visit, 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. At the time of the review team's visit, there was a problem with producing a report regarding the use of SEPs. However, this was expected to be corrected by summer 2013. The report should provide 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 showed 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 had been little headway in improving basic skills instruction, increasing degree and certificate completion rates and raising transfer rates at that time. This data, in part, led to the Compton Center's decision to invite 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. They reviewed a number of college documents, including reports and plans. The Hope report, as the findings of the visiting team are 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 assisted a number of colleges in evaluating the effectiveness of their basic skills initiative. This report has now been translated into the Student Success Plan that is being implemented (see Standard II-A, 3.4 for additional details).
6. The Compton Center Accountability Report for the Community Colleges (ARCC) gives data on student progress and achievement. The academic performance of Compton Center students compared with that of its closest peers has not changed significantly from prior review periods. On most measures, Compton Center student performance is below that of other colleges in the peer group. Two exceptions are the persistence rate and completion rates where Compton Center performance exceeds one of the peer colleges.
7. The Enrollment Management Plan is placing more emphasis on student success and less on growth in student population. In addition, the orientation now required of students before they take placement tests should allow for more accurate placement of students and improved results in the basic skills areas.
8. No poll of students concerning expectations has been conducted, and students typically are not regularly involved in faculty evaluations. The evaluation policy included in the collective bargaining agreement provides for student evaluations as part of the comprehensive evaluation process, though it is not mandatory. There is no consistent way to solicit student feedback if a poll is not taken.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	7



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:

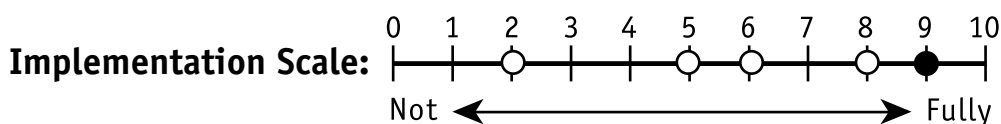
1. Interviews with administrators and faculty
2. El Camino College Compton Center Course Schedule, fall 2012 and spring 2013
3. El Camino College Compton Community Educational Center 2012-13 Enrollment Management Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. Management of the class schedule continues to be reviewed and adjusted. Administrators indicated that the current schedule is very tight and few course sections have been cancelled. The curriculum is broad-based and there is a reasonable balance between day and evening classes. Weekend classes have been reduced. The center should continue to closely monitor the class schedule to ensure that the appropriate classes are offered at the times needed for students.
2. Compton Center has continued its increased presence in the local high 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. The center should monitor the implementation of the Enrollment Management Plan and the effectiveness of related activities.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	8
June 2012 Rating:	9
April 2013 Rating:	9



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. Interviews with faculty and administrators
2. El Camino College Compton Center Course Schedule, fall 2012 and spring 2013
3. Course outlines of record approved by El Camino College
4. Compton Center course syllabi, fall 2012 and spring 2013

Progress on Implementing the Recommendations of the Recovery Plan:

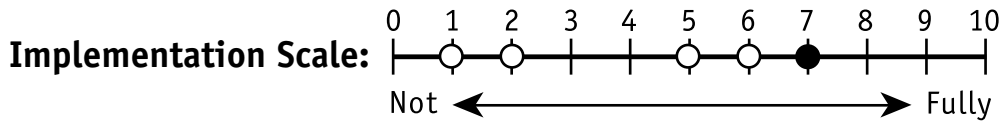
1. Each Compton Center faculty member is assigned to create an individual development plan to be included in the portfolio submitted for the comprehensive evaluation that occurs every three years for tenured faculty members. At the time of the current visit, the development of plans had not progressed beyond the previous two visits. The center should continue with development of the individual faculty development plans and show evidence that the plans are being implemented.

The emphasis for staff development has been 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. Most full-time faculty members have completed the training (see additional information in Standard II-A, 3.4). The center should ensure that new faculty are also trained.

2. The review team examined course syllabi from fall 2012 and spring 2013. 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 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 and student presentations).

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:	6
June 2012 Rating:	7
April 2013 Rating:	7



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:

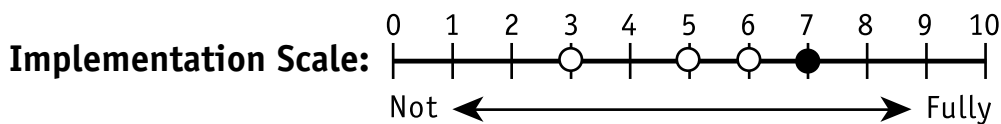
1. Interviews with administrators and faculty
2. Compton Center course syllabi, fall 2012 and spring 2013
3. El Camino College Compton Center courses outlines
4. El Camino College Compton Center Course Schedule, fall 2012 and spring 2013

Progress on Implementing the Recommendations of the Recovery Plan:

1. See Standard I-A 3.2, items 1-4.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	7



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:

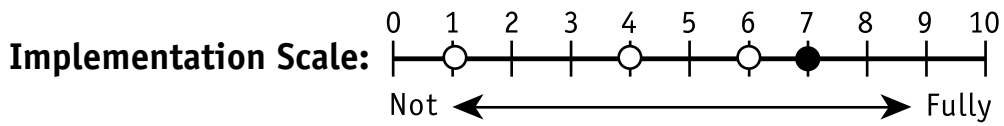
1. Interviews with faculty and administrators
2. Compton Center course syllabi, fall 2012 and spring 2013
3. Course outlines of record approved by El Camino College
4. Compton Center Academic Affairs program reviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. As noted earlier (see Standard I-A, 3.2), course syllabi include SLOs, but 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, although use is also made of essays, role playing, group work, etc. All of the program reviews submitted contained at least one SLO, and, in some cases, assessment data and suggestions for changes to improve the results. The use of SLOs has improved during this review period. The English Consistency Project is an example of the use of assessment tools for the improvement of instruction. The center should continue to develop a variety of assessment tools and approaches to measure student progress in achieving the learning outcomes.
2. The faculty at the Compton Center, in collaboration with El Camino College personnel, need 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 a variety of 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. In addition, the results of assessment should be used to improve instruction; data from the assessments should be used to "engage in discussions of ways to deliver instruction to maximize student learning" for all students (see ACCJC Standards, 2002). These results and the changes that come from them should be documented.

Standard Implemented: Partially

April 2007 Rating: 1
January 2008 Rating: 1
July 2008 Rating: 1
June 2009 Rating: 4
January 2010 Rating: 4
July 2010 Rating: 6
June 2012 Rating: 7
April 2013 Rating: 7



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. Interviews with administrators and faculty
2. Compton Center course syllabi, fall 2012 and spring 2013
3. Course outlines of record approved by El Camino College

Progress on Implementing the Recommendations of the Recovery Plan:

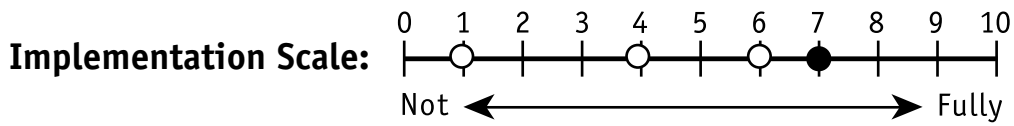
1. Since assessment tools to accompany course and program level learning outcomes are still in the design phase (see Standard I-A, 3.2), the review team could not fully evaluate whether such tools are clear measures of course objectives. However, the center has made substantial progress in this area. Assessment tools are agreed upon by discipline faculty, and the center is making progress in the assessment of institutional learning objectives.

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 continue to collaborate with El Camino College personnel to complete the design of assessment tools to measure program and course effectiveness for student learning. See additional information in Standard I-B, 4.2. The center should design a variety of assessment tools that are clear measures of what is being taught and use the results of assessment to improve instruction. These results and the changes that come from them should be documented.

2. Although some tools are still in the design phase, substantial progress has been made since the last visit. SLOs have been identified for courses and student services programs. Assessment tools and rubrics are under development and some use has been made of the assessment results obtained thus far.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	4
January 2010 Rating:	4
July 2010 Rating:	6
June 2012 Rating:	6
April 2013 Rating:	7



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

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Office of Institutional Research and the Office of Academic Affairs at El Camino College provide technical support and data for Compton Center faculty and staff to enable them to make data-driven decisions. Data for the preparation of program reviews and the Educational Master Plan are available. The Office of Institutional Research has a calendar of data production timelines. 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.

The Compton Center has a research analyst funded by basic skills funds, and plans to add a half-time research associate.

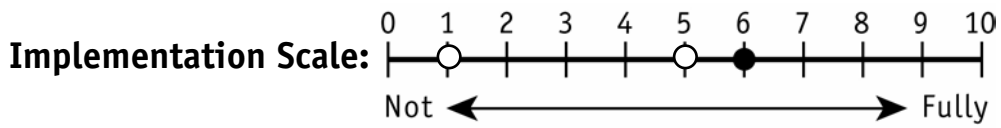
The Compton Center should design a plan for data management to provide the faculty and administration with adequate data to systematically review all courses and programs to determine “their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.” (ACCJC Standards,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

2. As more learning outcomes are assessed, the faculty will need the results to enable them to improve instruction. At present, the El Camino Office of Institutional Research provides some training to faculty in the use of such data. Since these measurements are still being developed, 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 Compton Center should establish protocols for data use by administration, faculty, and staff at all levels of the institution to continuously examine and improve services for student success. There should be a systematic cycle for examining data to ensure that the educational program at the 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 interpretation and use should be provided for administrators and faculty to address issues of student learning. The collection, interpretation and use of assessment data should be documented.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	6
April 2013 Rating:	6



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. Interview with the associate dean working with SLOs
2. Interview with the vice president of Compton Center
3. Interviews with division chairs
4. Interviews with two academic deans

Progress on Implementing the Recommendations of the Recovery Plan:

1. The faculty at the Compton Center and the El Camino CCD Torrance campus continue to collaborate on staff development plans, to the benefit of both entities.
2. During prior review periods, FCMAT recommended that the center continue to monitor the relationship of the Institutional Priorities and the Faculty Professional Development Project to ensure that the projects mirror the priorities. During this review period, interviews indicated that the professional development plans have shifted focus. There were concerns by some center faculty and administrators that relying so heavily on the relationship between the evaluation and staff development plans might not be the best way to enhance professional development. The interest now is in moving professional development in a different, more dynamic direction. During this review period, the center has focused on large-scale planning, including the Enrollment Management Plan, the Comprehensive Master Plan, annual plans, the reorganization and refocusing of the Institutional Effectiveness Committee, and the real advent of the Planning and Budget Committee.

Much work in 2011-12 was focused on professional development activities, especially activities that involved training for faculty to become better teachers and to integrate SLOs and assessment into their classes and programs. Thus, the On Course program, the First Year Experience for students (from one cohort to four), the Student Success Initiative, and the associated work and training all served to provide faculty with professional development. The emphasis during this review period was more focused on individual conferences that can be discipline- or teaching-related. Interviews indicated there are funds for conferences and that applications to attend are being submitted. In addition, the Compton Center faculty is invited to staff development activities on the El Camino CCD Torrance campus, and because the collaborative relationship between the two faculties continues to thrive, this is a viable option.

The center should provide continued training on assessment, student success, basic skills, retention, and other topics that are part of the planning efforts.

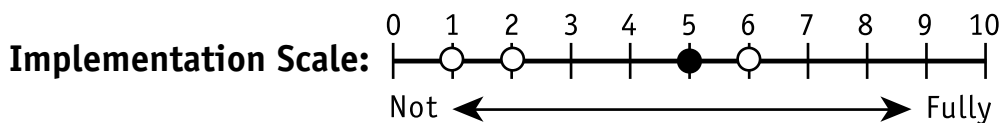
3. During this review period, the center has reorganized the process of faculty development. The Academic Senate formed the new Faculty Development Committee, which includes

three faculty members who are also on the Professional Development Committee. Interviews indicated this is a more cohesive process to oversee professional development activities for faculty and staff. The center should evaluate the new focus and process to ensure they meet professional development needs.

4. During the previous visit, a concern was raised about the need for training in peer evaluations. With new hires planned for the upcoming academic year and more for the next several years, the turnover in full-time faculty will require new members of the academic community to be well-trained in peer evaluation. Staff development efforts can focus on these activities, which will also improve communication between faculty members and improve student learning through stronger teaching.
5. Development of a mentoring program may also provide professional development opportunities. The center offered a retirement incentive program for faculty during this review period. This reduced the number of experienced faculty and also provided the opportunity to hire new faculty. The complexity of a college campus is such that a mentor program may be an excellent way to provide a seamless integration into the campus culture for new staff, while providing professional development opportunities among both senior and junior faculty.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	5
April 2013 Rating:	5



ACCJC Standard I-B: Improving Institutional Effectiveness

FCMAT Academic Achievement Standard 5.2 – Professional Development To Improve Instruction

Professional Standard:

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

Sources and Documentation:

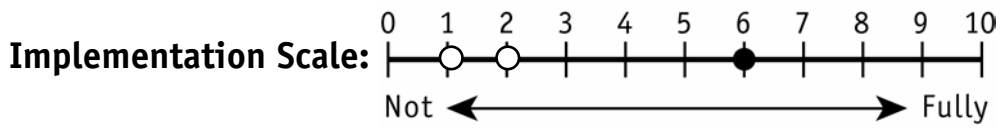
1. Interviews with department chairs
2. Interviews with academic deans and the associate dean
3. Interview with the vice president of Compton Center
4. Unit plans for academic programs, CTE, Health and Human Services, and Institutional Research

Progress on Implementing the Recommendations of the Recovery Plan:

1. Previous review periods included a recommendation to adhere to the faculty evaluation process that includes a professional development plan and to assess the effectiveness of the plans as they support the institutional priorities. Interviews with the academic deans indicated that in fall 2012, the center would finalize the evaluation and professional development plan process. During this review period, interviews indicated that the focus on professional development activities has shifted. As mentioned in Standard I-B, 5.1, the center has set aside funds to support professional development conferences for faculty, and they are taking advantage of this opportunity. The development of individual plans for professional development activities such as On Course are not as needed because the Professional Development Committee is now focused on activities that bring both individual and collaborative activities to the faculty. For example, 15 faculty members attended a First Year Experience retreat to discuss the growth of this program and the content and focus of it. The center had four cohorts of students during 2012-13, and the expanse of the First Year Experience efforts need to be planned and the implementation evaluated. The center should evaluate the success of the new professional development focus as it relates to student learning.
2. The continued review and evaluation of the professional development plans and activities at the Compton Center is a good way to improve professional development offerings and keep the faculty and staff current with the learning opportunities available. It also provides data and evidence of what benefits students in their learning activities. Continued evaluation will help to improve this process.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	6
April 2013 Rating:	6



ACCJC Standard I-B: Improving Institutional Effectiveness

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

Professional Standard:

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

Sources and Documentation:

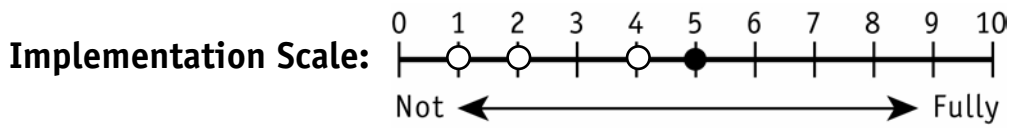
1. Interview with the vice president of Compton Center
2. Interviews with two deans
3. Collective bargaining agreement with the Compton Community College Federation of Employees (Certificated Unit), Article X – Evaluation, July 1, 2010 through June 30, 2013
4. Professional development activities documents

Progress on Implementing the Recommendations of the Recovery Plan:

1. Previous review periods included a recommendation for the center to develop an assessment process for individual professional development plans that tie to student learning and student success. Discussions with the campus administration indicated this has not been done except in the counseling area and some in the nursing area. The development of the individual plans as part of the evaluation process has not moved forward due to the center's intense efforts in large-scale planning (see Standard I-B, 5.1), and the reorganizing of the Professional Development and Institutional Effectiveness committees. Interviews indicated that the shift in focus for professional development activities will support student learning and help the faculty and staff to improve their professional skills.
2. If a performance evaluation shows a need for improvement, the center, working with the affected faculty or staff member, should include professional development plans to assist the employee in these efforts.
3. The center should develop a process for tying professional development activities to the evaluation process, when needed, now that the planning documents and some of the committee responsibilities have changed.

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:	5
June 2012 Rating:	5
April 2013 Rating:	5



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

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

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

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

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

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

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

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

Use of FCMAT Professional and Legal Standards

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

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

Each professional and legal standard has been provided a score, on a scale of 0 to 10, as to the CCCD's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress over the course of time.

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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 performance.	0	1	1	5	5	6	7	8
Curriculum - Academic Achievement									
2.1	The college, through its adopted policies, provides a clear operational framework for management of the curriculum.	4	4	4	7	7	7	7	6
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	7	7
2.4	A process is in place to maintain alignment among standards, practices, and assessments.	1	1	3	5	5	6	7	7
2.6	Sufficient instructional materials are available for students to learn.	1	2	3	5	5	6	6	7
2.10	The college has adopted a plan for integrating technology into curriculum and instruction.	2	3	3	6	6	7	7	8
Instructional Strategies - Academic Achievement									
3.1	The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007]	1							
3.2	Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident.	1	2	2	5	5	6	7	7

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
3.4	Students are engaged in learning, and they are able to demonstrate and apply their knowledge.	2	2	3	5	5	6	7	7
3.24	The college provides access and encourages student enrollment in transfer programs to four-year institution of higher learning.	1							

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. Interviews with three division chairs
2. Interviews with the vice president of student services and the vice president of academic affairs, El Camino College Torrance campus
3. Interview with the vice president of Compton Center
4. Interviews with two academic deans and the dean of student services
5. Flow chart of planning process
6. El Camino College Educational Master Plan, 2010-15
7. Long range planning documents, prepared since April 2012
8. Program Review status document and program reviews in student services and academic affairs
9. First Year Experience documents
10. Annual plans, 2012-13
11. Student Success Plan, December 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. During the previous review periods, there was continued concern with the English as a Second Language (ESL) program; this concern was also expressed during this review period. Specifically, the relationship between noncredit and credit ESL continues to be problematic. During this review period, non-credit ESL classes were only half full and students completing them did not regularly move into the credit ESL program. Enrollment in the credit ESL courses was also low.

During this review period, significant staffing changes were made in the ESL program: one faculty member moved to counseling; one is on leave and will return to teach English; and one full-time faculty member and three adjuncts are teaching ESL. The goal is to move students quickly through the non-credit courses and into the credit courses. Attention to schedules has resulted in the development of an evening and a morning program. Interviews indicated that these changes will be evaluated for both the success of students and effectiveness of FTES in the program. The center should continue to evaluate all the ESL courses to ensure maximum effectiveness.

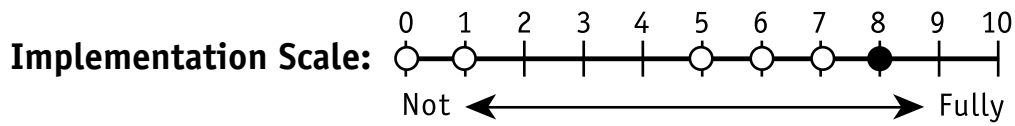
2. FCMAT reviewed the learning communities' project with appropriate staff and administrators. This project, called the First Year Experience, has been operational for four years and continues to be successful. There were four cohorts during 2012-13, including a Brother to Brother community that is partially funded through a grant. The Compton Center institutionalized the program through funding in 2010. The program has a full-time coordinator/counselor. The increase in the number of cohorts is one indicator of its success. Most students

enrolled in the First Year Experience have been successful, as measured by the examination of course completion numbers and retention rates. Data is coming in for the First Year Experience program, and interviews indicated that it will be reviewed and used to plan other support programs as needed. The center should evaluate and use the data from the assessment of the First Year Experience program to plan and strengthen the program.

3. Most faculty at the Compton Center have participated in the On Course program, and interviews indicated it is well integrated into the learning culture at the center. Thus, the number of On Course training clusters currently offered is fewer than in previous review periods. However, 28 new faculty members will be hired at the El Camino CCD Torrance campus and Compton Center, and there are plans to offer them the On Course program.
4. The Supplemental Instruction program also continues to help with student retention. This program continues to be expanded and is now incorporated into some of the accelerated math classes. As the Student Success Committee continues to work with ideas to support and enhance student success, interviews indicated that more techniques will be explored and piloted as funds are available. This committee should provide leadership for continued initiatives in this area, and the center should implement the committee's plans and evaluate them at the end of each semester to determine how they affect student success.
5. The Student Success Plan, adopted in December 2012, outlines the six adopted strategies for this plan. The initial plan was reviewed and used as a baseline for the revised plan, and the six strategies include significant changes and updates. Each strategy has defined objectives with identified departments or individuals who will be involved as well as projected timelines, related program plans, and/or alternative sources of funding. The plan will be reviewed by the Consultative Council committees for final approval in spring 2013. This plan deals with a variety of student success strategies including matriculation processes, basic skills courses, academic support resources and services including tutoring in all disciplines as appropriate, institutionalization, expansion of learning communities, and several others. Each of these general headings also outlines many more specific areas and tasks that will be instituted and evaluated.
6. A variety of initiatives at the Compton Center are directly focused on student success. These include programs in the academic areas (Supplemental Instruction and learning communities/ First Year Experience) 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: Fully - Substantially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	8



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 two Compton Center Curriculum Committee members
2. Interviews with Compton Center academic administrators
3. El Camino College Compton Center curriculum development/approval process
4. El Camino College Curriculum Handbook
5. El Camino College Compton Center syllabi template sample
6. Student Learning Outcomes document, Compton Center, 2012-13
7. Student Learning Outcomes and Assessment Handbook (El Camino College, Torrance campus), 2012-13
8. Compton Center course syllabi, fall 2012 and spring 2013
9. El Camino College Catalog 2012-13, Compton Center Edition

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 El Camino College, it is not permitted to develop curriculum outside the established and board-approved process of El Camino CCD. This relationship is mandated by WASC and the MOU between El Camino CCD and Compton CCD. El Camino College and thus the Compton Center follow the curriculum policies developed by the statewide Senate and the El Camino CCD Board of Trustees. The El Camino CCD Curriculum Committee meets twice a month and has two faculty members from the Compton Center as voting members. Career technical education (CTE) courses are reviewed every two years and other courses are reviewed once every six years by the Curriculum Committee. The Curriculum Committee will review 98 courses in spring 2013 (15 in business, 21 in fine arts, 9 in health sciences and athletics, 14 in humanities, 30 in industry and technology, 3 in math, and 6 in natural science). The Compton Center should continue to work collaboratively with El Camino College to support the curriculum.
2. During the previous review period, the El Camino CCD Curriculum Committee agreed that all courses and course revisions going through the curriculum process would have assessments completed by fall 2012. A review of 44 course syllabi for the academic year 2012-13 shows that all have at least one SLO (most do not have more than one) and that 14 of the 44 reviewed do not have assessment criteria on the documents. Progress is being made in both the SLO (99% of all courses to have at least one by the end of spring 2013) and assessment areas. Approximately 90% of the courses have assessments and 60% of the programs have assessments. The Compton Center and the El Camino CCD Torrance campus are working hard to complete these, and it is expected that by the end of spring 2013 a much higher number of courses and programs will have assessments.

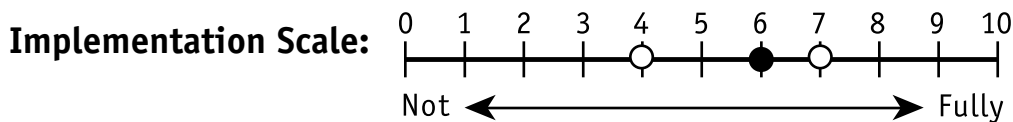
3. The six core competencies have been adopted with completion dates. These are now the Institutional Learning Outcomes (ILOs) that drive both course and program learning outcomes. They are: Communication and Comprehension (completed in fall 2010); Creative and Analytical Thinking (completed in spring 2011); Community and Collaboration (completed in fall 2012); Professional and Personal Growth (completed in spring 2012); Information Technology Literacy, which will be completed in spring 2013; and Content Knowledge to be completed in fall 2013. However, the sixth ILO has not been reviewed and analyzed for effectiveness. The center should complete the review and analysis of the sixth ILO by the end of fall 2013. The ILOs should tie the program and course learning outcomes together.
4. The use of CurricUNET and housing the SLOs and program learning outcomes (PLOs) in the online system was to provide the centralization needed and a way to monitor the completion of the outcomes and assessments. However, as mentioned previously, problems with CurricUNET have caused delays in centralizing the data. The center is reviewing other data systems (such as TrackDat) which are simpler and may be less problematic.

The goal to complete all SLOs by fall 2012, along with assessments, has come a long way, but it is not complete. The center must complete the SLOs and the appropriate assessment criteria for all courses it offers. The SLOs and assessment criteria should be placed on all first-day handouts and continue to be housed in the center's data system. A review of the college catalog found that PLOs are referenced in the catalog, directing students to the applicable website.

5. The curriculum process at El Camino College is well organized and apparently clear to both campuses. In the fall semester the Curriculum Committee deals with catalog issues, such as new programs and courses, so that they can be included in the annual course catalog. The spring semester is devoted to course review. This process seems to work well.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	7
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	6



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. Interview with the vice president of Compton Center
2. Interviews with two Compton Center Curriculum Committee members
3. Interviews with academic deans and department chairs
4. Compton Center course syllabi, fall 2012 and spring 2013
5. El Camino College Compton Center Course Schedule, summer 2012, fall 2012, winter/spring 2013
6. El Camino College Curriculum Handbook
7. Compton Center Curriculum Committee minutes, fall 2012 to April 2013
8. El Camino Curriculum Review Timeline, spring 2013
9. Selected program reviews

Progress on Implementing the Recommendations of the Recovery Plan:

1. During the visit last year, interviews with the academic deans indicated that more than 90% of all courses had both SLOs and assessment criteria, and 58% of the courses had been assessed. Interviews further indicated that 100% of the courses would have SLOs and assessment criteria by fall 2012. The SLOs and assessment criteria are housed in CurricUNET. While the center (since all curriculum goes through the Curriculum Committee) has made impressive strides in completing SLOs for all courses, most courses have only one. In addition, the assessments are occurring but they are not 100% complete. The center has encountered problems with CurricUNET and there is discussion about changing to another system. Interviews indicated that the Curriculum Committee is beginning discussions on multiple SLOs the week of April 22. The center should ensure that multiple SLOs and assessment criteria are complete for all courses and that all courses have been assessed.
2. A strong program review document that is research based and provides thoughtful analysis of student learning data is critical to assess student learning. This is part of the new focus of the Institutional Effectiveness Committee. During the prior review period, the Institutional Effectiveness Committee was in the process of changing its mission and function. It now focuses on the oversight of program review. The committee is charged with ensuring that the reviews address the appropriate issues, ensuring consistency and quality, evaluating the plans and linkages and tying the program reviews to budget and planning. The biology program review has been reviewed by the Institutional Effectiveness Committee; three additional program reviews will follow.

A Planning and Budget Committee meets regularly and ensures that the budgets and planning tie together. The process for funding items at the center includes the Plan Builder. The Plan Builder is reviewed and updated at least twice each academic year. If items are not included in Plan Builder, funding requests are denied. In addition, the program reviews include proposed equipment and staffing requests so that budget clearly ties to program.

The program review documents reviewed by FCMAT during this visit included stronger data identifying the relationship between learning outcomes and assessment and tying program needs to budget. The center should develop a method to assess the effectiveness of the Institutional Effectiveness Committee's work, including its relationship to student success.

3. The curriculum relationship between the faculty at the Compton Center and the El Camino CCD Torrance campus continues to be collaborative, and this bodes well for the whole SLO/assessment effort at the center. This institutional relationship is essential for the assessment tasks that must be completed. The center should continue to support the collegial relationships between the faculties on both campuses.
4. The Professional Development Committee has its own budget. The committee at the Compton Center is chaired by the director of human resources and the associate dean of academic affairs and includes four faculty members. The professional development efforts over the past two years at the center have been robust. Interviews indicated that while there is still interest and attention on professional development, it is now more individualized. Previously, professional development was a significant part of the faculty evaluation process. While it is still included, the center's attention has been refocused on learning outcomes and assessment, program review, unit plans, and student support.

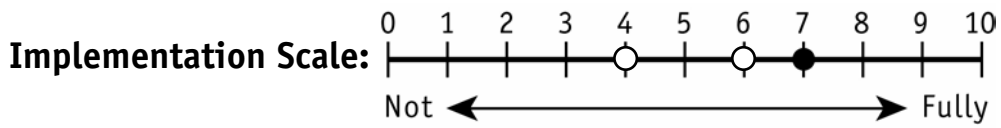
In previous years, many of the faculty fulfilled their professional development plans through group development activities, such as On Course. Because most of the faculty has completed these activities, there is more interest in discipline-focused staff development, which has been the direction during this review period.

Part of the staff development focus last year was on the recently developed Educational Master Plan (EMP). Continued discussion about the EMP, the core competencies, assessment and learning outcomes will be the major focus of staff development. As previously recommended, the center should continue to review and assess the staff development activities and tie them to student learning. The future focus of the center, student learning, and student success should be at the core of these discussions.

5. The refocusing of the Institutional Effectiveness Committee on program review, the advent of the Educational Master Plan, the conscious correlation of program review to the budget and the attention to SLOs, PLOs and assessment should bode well for student success and student learning.
6. Standard 2.1 provides additional information on the curriculum process.

Standard Implemented: Partially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	7



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. Interview with the vice president of Compton Center
2. Interviews with two Compton Center Curriculum Committee members
3. Interviews with two academic deans
4. Interviews with the associate dean of academic affairs and the SLO coordinators
5. Compton Center course syllabi, fall 2012 and spring 2013
6. El Camino College Curriculum Handbook
7. Curriculum Committee minutes
8. Planning and Budget Committee agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

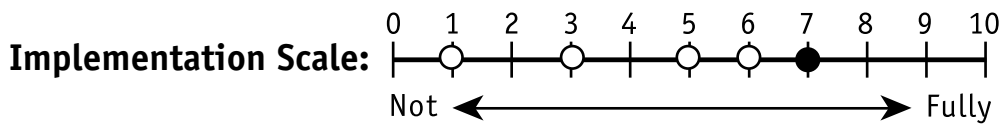
1. Approximately 99% of courses have SLOs and many have assessment criteria. The SLOs and assessment criteria are listed on CurricUNET. The center should continue to work with the El Camino CCD Curriculum Committee to develop multiple SLOs and assessment criteria for all courses and ensure that all courses have been assessed.
2. The faculty SLO facilitators have been working individually and collectively with faculty to develop SLOs and assessment criteria. The hiring of an associate dean has provided direct management assistance with this effort. The person in this position will be leaving and there are no plans to replace the position. It will be incumbent upon the deans, working with the faculty, to complete this project so that all courses have the required learning outcomes and assessment criteria in place. The Curriculum Committee will assume the responsibility for all new courses going through the approval process to have the required outcomes and assessments in the course outline of record. The center should continue to ensure that this occurs.
3. The course syllabi reviewed by FCMAT during this visit continue to be more complete and standardized. The team reviewed the courses for learning outcomes and assessment as well as for the required information for students. The inclusion of information such as attendance policies, ethics policies, classroom decorum, grading and other course information in the standard format makes it easier and clearer for students to understand what is expected of them in each class. This information was included in the random sample of courses that were reviewed. The center should continue to ensure that all course syllabi include all of the required information to facilitate student understanding of the course and center requirements necessary to help them become successful.
4. The Planning and Budget Committee takes an active role in ensuring consistency in the relationship between planning and budget allocation. The committee comprised of seven to nine campus members meets regularly to ensure that the unit plans, program review, and plan builders all include the items requested in department budgets. It is essential for budget

requests to have a basis in planning and evaluation, and this process should be refined and adhered to. The key planning documents throughout the center are on a clear timeline; for example, program reviews are on a four year cycle and plan builders are reviewed twice annually. Since fall 2011, all courses and program level SLOs are assessed every four years, in alignment with the Program Review cycle. This is vital for consistency and implementation of plans.

5. The alignment for assessment is occurring in some departments at the center. The depth of discussion varies among disciplines. For example, at their June 15, 2013 meeting the English departments at the Compton Center and the El Camino CCD Torrance campus were to be norming the assessment for the research paper required for English 1A, and the Nursing Department meets once or twice a month to discuss assessment issues, which is documented in the meeting minutes.

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:	6
June 2012 Rating:	7
April 2013 Rating:	7



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. Interview with the vice president of Compton Center
2. Interviews with Compton Center librarian and library staff
3. Interviews with deans and the supervising administrator of the LRC
4. Interviews with staff involved in the Student Success efforts
5. Meeting with student leaders
6. Area annual plans, 2012-13
7. Student Success Plan, December 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Learning Resource Center (LRC) has flaws in the construction, and the date for opening has been delayed numerous times. During the prior visit, staff indicated that the building was to become operational in fall 2013. The new estimated date for opening is spring 2014. The Compton Center continues to work on the design issues with the applicable parties. Interviews indicated that 60 out of the previous 160 items on the punch list still need Division of the State Architect approval. In the meantime, students are using the former LRC building. The Compton CCD should continue to push for opening the new LRC because the center can provide students with a variety of learning support tools and traditional library services.
2. The Compton Center faculty continues to be actively involved in updating the library collection, and some faculty members participate in the removal process for older materials. There is a functioning advisory committee composed of division representatives that meet at least twice a semester to work with the library staff in updating and culling materials. The library continues to rely more on databases, especially given the tight budget and the high cost of books.
3. The center's academic librarian has been on campus about two years. During the last visit, the center was searching for an instructional specialist. That position is filled and this structure has allowed the chief librarian to move out of the learning/tutoring center and back to the library. Thus, the library is able to expand services to students and faculty and support student learning in a more comprehensive way.
4. The Student Success Plan is an important component of this standard as the plan focuses on basic skills students. The Student Success Plan (approved in December 2012) outlines very specific plans that focus on student success. The plans are reflected by category, objective, groups involved, timeline, and plan/budget source. The document addresses a variety of support materials and programs that are focused on student learning. The Student Success Committee met once in spring 2013. The plan is approved but has not yet been implemented. Each stakeholder (for example, basic skills, retention, and recruitment) has developed goals

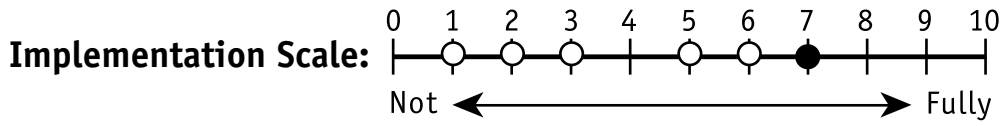
and timelines and identified the person or group responsible. Interviews indicated that the center intends to hire a new dean (to replace one who retired) and that person will spearhead the Student Success Plan. The plan went through the shared governance process, the Academic Senate, Consultative Council, and Planning and Budget Committee.

In a meeting with the associated student body (ASB) leadership, the team found that the students are satisfied with the help and support they receive from the center staff and faculty and praise the learning that occurs. Resources are available and students seem to access them. The center should continue to support the efforts of the Student Success Committee as its members explore different ways to provide direct and indirect student support for classes and learning.

5. The Student Success Plan outlines five strategies: 1) establish a Student Success Committee and assign administrative leadership; 2) evaluate and modify/enhance matriculation processes and policies focusing on barriers; 3) provide support for discipline faculty and revise basic skills courses; 4) provide academic support resources and services, including tutoring in all disciplines as appropriate; and 5) institutionalize and expand learning communities. The center should begin work on these strategies as soon as possible and provide a means to evaluate the success of them after a year.
6. The tutoring center provides numerous resources for students. It has updated Plato and New Century software resources and includes Rosetta Stone software for ESL students. Student use of the tutoring center continues to increase and more students are taking advantage of the services offered. The tutoring center has developed policies and procedures for tutors. The handout for tutors is thorough and points out the need for tutors to be responsible for dealing with day-to-day problems and to enforce rules. It also counsels them on their duties. It is important that the center continue to develop formal written documents for programs and procedures as it fosters clear communication and identifies lines of responsibility.
7. The statewide Telecommunications and Technology Infrastructure Program (TTIP) funding, used to support materials and programs, is no longer available to colleges and centers. During the previous visit, the team recommended that the center develop a plan to address the budget implications from the loss of TTIP funding. For a couple of years the district back filled the resources so that the library could continue to provide material for students. The state bought databases for the statewide consortium so the district no longer has to backfill and the resources are available to students. The campus continues to rely on databases rather than books since they are supported by state funding and seem to be working well for students.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	6
April 2013 Rating:	7



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. Interviews with the librarian and deans
2. Interview with the vice president of Compton Center
3. Interview with the dean of career technical education (chair of the Technology Committee)
4. El Camino College Educational Master Plan, 2010-15
5. El Camino College Compton Center Technology Plan, 2011-16
6. Comprehensive Master Plan, 2012-17

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center previously completed an updated Technology Plan that reflects advances since the prior plan and provides planning direction through 2016. The plan includes all aspects of technology at the Compton Center and continues to focus on instructional technology directly in the classroom and to support the administration of technology (such as CurricUNET). Parts of this plan document have been updated and included in the two more comprehensive planning documents, the Educational Master Plan and the Comprehensive Master Plan, 2012-17. Both of these plans are very detailed and provide guidelines for including technology in the instructional program in a variety of ways. Interviews indicated that the Technology Plan will be updated to cover fiscal years 2014-19. Although not part of the formalized professional development program, the center should continue to provide training for faculty on integrating technology in their classes and assess the effectiveness of the technology for student learning.
2. Because the center has an Educational Master Plan, the Technology Plan is easily tied to its objectives. Continued attention to updating the Technology Plan is essential as technology changes. Interviews indicated that the Technology Plan will be updated in 2014 to cover the period through 2019. The center should continue to tie the Technology Plan to the Educational Master Plan to help ensure direct linkages for student learning and success.
3. The dean of career and technical programs oversees academic technology and continues to involve the campus community in evaluating technology needs. The dean oversees the 12-member Technology Committee that includes managers, a classified staff member and faculty members. The breadth of the committee allows for robust discussion and planning.

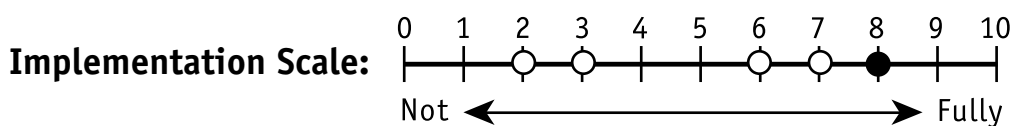
The committee meets monthly and has focused on the district's management information system (MIS) project. Phase 1 of the project, which included server room and MIS building enhancements and an upgraded phone system, was completed in November 2012, except for camera installation. The remaining project phases are dependent on future budget allocations. The technology plan budget for 2013-14 is \$199,000.

4. During some of the previous review periods, there were concerns regarding the lack of student use of the technology labs. Interviews indicate that student use increased considerably during the prior review period and has continued to increase during this review period. Interviews further indicated that students are taking advantage of the labs for individual work and for group work and that students are taking greater advantage of the support services available to them. Two of the center's labs have wireless capability and are packed with students when open. In addition, instructional aides encourage students to use all the applications available to them and they are heeding the advice. The center has reached out to faculty who in turn are encouraging students to use the lab resources. Logs are now kept by the instructional aides showing numbers of students using the labs and what they are using them for. This should provide the center a clearer sense of where to put the resources dedicated to technology to improve student learning and student success. As part of its student retention plan, the center should continue to actively encourage students to use campus labs and support services.

5. The Compton Center is aware of the value of technology to support student learning, and staff now have a good sense of the planning needed for technology. Given the extensive campus remodeling that is occurring, the center hopes to be able to replace some of the older classrooms with new ones that have greater technological capabilities.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	8



ACCJC Standard II-A: Instructional Programs

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

Professional Standard:

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

Sources and Documentation:

1. Interviews with Compton Center administrators and faculty and El Camino College administrators
2. Course outlines of record approved by El Camino College
3. Compton Center course syllabi, fall 2012 and spring 2013
4. Program Reviews
5. El Camino College Status Report on Learning Outcomes Implementation, submitted to the ACCJC August 20, 2012

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. In a report dated August 20, 2012 El Camino College reported to the ACCJC that all courses and programs had at least one SLO. The report also indicated that assessment of at least one SLO has been done in all courses and nearly 100% of the programs. In addition, the report indicated that all student support services had identified at least one SLO and 84% of the services had assessed at least one SLO. Course and program level SLO assessment has been a high priority for the Compton Center. The center has developed an impressive graphical model showing the linkages between the course, program and institutional learning outcomes, and the faculty have adopted this model. Although considerable progress has been made in course and program SLO identification and assessment, the ACCJC expects that more than one SLO is identified and assessed in each course and program. There is ongoing discussion regarding whether it is effective to combine programs for the purpose of review.

Accurate 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 English Consistency Project, which outlines a common reading assignment and writing prompt for sections of English A, B, and C will contribute to the tight alignment of the body of knowledge and the objectives in these courses. The essays will be normed using an approved rubric.

Institutional learning objectives (formerly called core competencies or degree-level learning outcomes) have also been developed. The development is part of an assessment cycle that is well-integrated between the El Camino CCD Torrance campus and Compton Center. There are six core competency statements: content knowledge; critical, creative and analytical thinking; communication and comprehension; professional and personal growth; community and collaboration; and information and technology literacy. Core competency assessment is coordinated by the Assessment of Learning Committee, and assessments are conducted by randomly surveying students and their professors in courses that are strongly tied to these competencies. Assessments have been performed for critical, creative and analytical thinking (spring 2011), communication and comprehension (fall 2011), professional and personal growth (spring 2012), community and collaboration (fall 2012), and information and technology literacy (spring 2013). Assessment of content knowledge is planned for fall 2013. Dialog about the results of the assessment of communication and comprehension occurred during a summit held in October 2011. It is critical that the center engage in widespread dialog about the outcome of each of the assessments as required by the accreditation standards of the ACCJC.

The development, assessment, and use of results of student learning outcomes have been enhanced by the adoption of a facilitator model. Three faculty facilitators work directly with other faculty to assist in the effort. Additionally, the center's associate dean of academic affairs has had responsibility for implementing SLOs. This associate dean will be leaving and will not be replaced; instead, the duties of the three instructional deans have been reorganized. One dean will have the title of dean of student success and will have responsibility for student learning outcomes.

Much progress has been made in identifying, assessing and reflecting on SLOs. Multiple opportunities for training have been offered, and the faculty has taken advantage of them. By 2012, the ACCJC expected 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 learning outcomes and methods of assessing them as required by the 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 reviews.

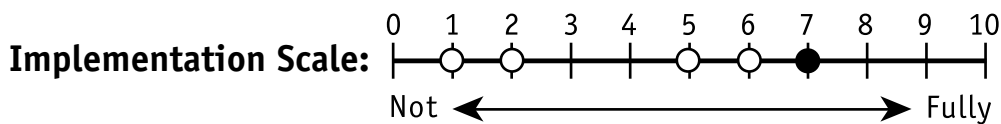
2. El Camino College has completed a review of all courses. The team was given a sample of course outlines, and the dates on these outlines were all within the last year. Although they did not entirely follow the template the institution has adopted, the outlines were substantially complete. El Camino College has decided to include SLOs as part of the course outline of record. However, the institution decided not to include either assessment methods or rubrics on the outlines. The Curriculum Committee considers new and substantially changed courses during the fall semester and reviews ongoing courses during the spring semester.

The CurricUNET system should enable an easy link between outlines and the SLOs. Interviews indicated that this system is useful because it allows the user to see materials produced at other community colleges. However, there have been some difficulties at the local level when El Camino CCD Torrance campus and Compton Center faculty attempted to enter data. This should be resolved so that all data is correctly reported.

3. An examination of course syllabi produced by Compton Center faculty showed that most of the syllabi contained at least one SLO. Program reviews submitted for the 2011-12 academic year for the most part contained at least one SLO, assessment data and suggestions for changes to improve the results.
4. The Student Services Division at the Compton Center continues to make progress on documenting SLOs. The review revealed that all programs had assessed their outcomes and were engaged in dialog about the results.
5. Student Education Plans (SEPs) are now completed for most students and are available online. A report of which students have completed their plan and which are due to be updated is available, and all counselors use the SEP online system to develop SEPs. The center has adopted orientation for all students. As a result, the assessment procedure is now being taken more seriously and many students are asking for assistance in the subject matter prior to taking an assessment exam.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	7



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. Interviews with division chairs, faculty and administrators
2. Compton Center course syllabi, fall 2012 and spring 2013
3. El Camino College Educational Master Plan, 2010-15
4. Student Success Plan, December 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. Faculty undertake professional development activities to learn effective ways of engaging students in learning and techniques for having students demonstrate and apply their knowledge. Each Compton Center faculty member was to have created an individual development plan to be included in the portfolio submitted for the comprehensive evaluation that occurs every three years. The basic evaluation schedule calls for one-third of the faculty to be evaluated in the fall of each academic year. At the time of the visit, the development of plans had not progressed during this or the last review periods. The center should restart development of individual plans and show evidence that the plans are being implemented.

Some funding is available for conference attendance. Attendance at conferences continues to be an important component of staff development. The Professional Development Committee allocates funding based on requests from faculty. The committee has identified a goal of creating a mechanism for faculty, staff and administrators to share what was learned at conferences. This goal should be pursued. The Academic Senate has been asked to form a Faculty Development Committee to create partnerships for faculty to improve teaching practices. A needs assessment may be the first undertaking of the committee when it is formed.

2. In the past, emphasis for staff development was placed 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. Most full-time faculty have completed the training. Each one is now participating with a colleague from another discipline to create a Faculty Inquiry Partnership Program to develop ways to use the information in their classrooms. A survey of faculty taken during a previous review period showed 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. Several Compton Center faculty members attended the national conference on On Course in Long Beach. At the previous visit one administrator indicated that in recent interviews for new faculty, the strongest candidates had completed this training. This appears to be a highly successful project, and the center should continue the On Course training, especially for newly hired faculty.

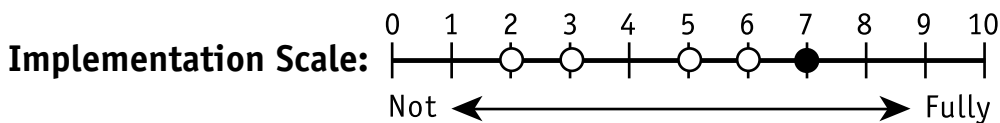
- The Compton Center continues to be involved in a comprehensive student success initiative. The purpose of the initiative is to develop an integrated approach to the delivery of classes and services for underprepared students. A team of community college professionals who possess expertise in the basic skills areas visited the college in May 2009 to evaluate the efforts in this area. 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. Strategies and objectives have been completed, involved individuals have been identified, and timelines have been set for completion of the objectives. The objectives are aligned to the objectives of the California Student Services Task Force (Student Success Act of 2012). The updated Student Success Plan indicates that the plan is being implemented.

The Student Success Committee continues to be active, and the center is engaged in hiring an individual who will help coordinate the student success services. In addition, the new instructional dean (dean of student success) will focus on the implementation of the plan. The center should continue implementation of the Student Success Plan.

- The center is continuing the successful First Year Experience project, with four cohorts during 2012-13.
- The center continues to offer supplemental instruction in math and science. Among other activities, tutors attend class and meet with students after class to provide assistance.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	7



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.

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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 effective student learning to achieve student learning outcomes.	2	5	6	8	8	8	9	9
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	7	7
3.13	Faculty is provided with professional development on addressing special needs of students, language acquisition, timely interventions, and culturally responsive teaching.	1	1	1	5	5	6	6	7
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	5	5
3.16	Programs for English language learners comply with state and federal regulations.	3							
3.18	Individual education plans are reviewed and updated on time.	3							

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II: Student Learning Programs and Services</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
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	6	7

ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.11 - Instructional Strategies

Professional Standard:

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

Sources and Documentation:

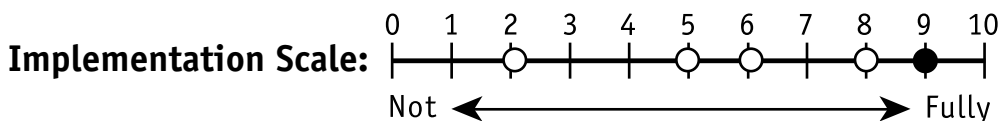
1. Interviews with administrators and faculty
2. El Camino College Compton Center Course Schedule, fall 2012 and spring 2013
3. El Camino College Compton Community Educational Center 2012-13 Enrollment Management Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. Management of the class schedule continues to be reviewed and adjusted. Administrators indicated that the current schedule is very tight and few course sections have been cancelled. The curriculum is broad-based and there is a reasonable balance between day and evening classes. Weekend classes have been reduced. The center should continue to closely monitor the class schedule to ensure that the appropriate classes are offered at the times needed for students.
2. Compton Center has continued its increased presence in the local high 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. The center should monitor the implementation of the Enrollment Management Plan and the effectiveness of related activities.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	8
June 2012 Rating:	9
April 2013 Rating:	9



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. Interviews with faculty and administrators
2. El Camino College Compton Center Course Schedule, fall 2012 and spring 2013
3. Course outlines of record approved by El Camino College
4. Compton Center course syllabi, fall 2012 and spring 2013

Progress on Implementing the Recommendations of the Recovery Plan:

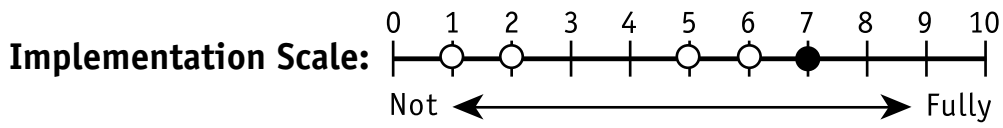
1. Each Compton Center faculty member is assigned to create an individual development plan to be included in the portfolio submitted for the comprehensive evaluation that occurs every three years for tenured faculty members. At the time of the current visit, the development of plans had not progressed beyond the previous two visits. The center should continue with development of the individual faculty development plans and show evidence that the plans are being implemented.

The emphasis for staff development has been 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. Most full-time faculty members have completed the training (see additional information in Standard II-A, 3.4). The center should ensure that new faculty are also trained.

2. The review team examined course syllabi from fall 2012 and spring 2013. 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 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 and student presentations).

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:	6
June 2012 Rating:	7
April 2013 Rating:	7



ACCJC Standard II-B: Student Support Services

FCMAT Academic Achievement Standard 3.13 – Instructional Strategies

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:

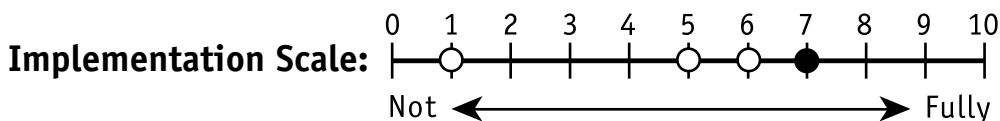
1. Interviews with faculty and administrators
2. El Camino College Compton Center Course Schedule, fall 2012 and spring 2013
3. Course outlines of record approved by El Camino College
4. Compton Center course syllabi, fall 2012 and spring 2013
5. Student Success Plan, December 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. See items 1 and 2 in Standard II-B, 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 under-prepared 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 report from this group (the Hope Report) has been translated into the Student Success Plan. See item 3 in Standard II-A, 3.4 for more details. The plan provides support for faculty to revise the teaching of basic skills. The center should continue to implement the Student Success Plan. In addition, the Compton Center should demonstrate development plans that include addressing special needs of students, 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
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	6
April 2013 Rating:	7



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. Interview with the vice president of Compton Center
2. Interviews with deans
3. Compton Center course syllabi, fall 2012 and spring 2013
4. Course outlines of record approved by El Camino College
5. El Camino College Compton Center Course Schedule, fall 2012 and spring 2013
6. ARCC 2012 Report, Focus on Results, Compton Center Report (3/31/2012)

Progress on Implementing the Recommendations of the Recovery Plan:

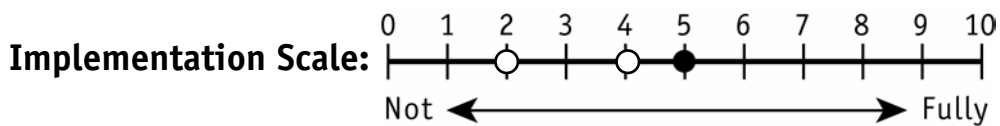
1. An assessment system is not yet in place to provide data necessary to monitor the effectiveness of curriculum and instruction in preparing English learners for transition to basic skills, credit, and transfer courses. ESL students are now tagged in the computer system so data should be available in the future. The faculty keep track of student progress in the non-credit sequence.
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, some transfer from noncredit ESL to credit ESL is occurring because some enrollees have completed the full sequence of preparatory noncredit classes. At present the credit ESL courses at the Compton Center are not full.
3. Compton Center 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. The curriculum will be analyzed this year during the program review process.
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 included timelines and assigned responsibility for actions. The goals of this plan have now been merged with the Student Success Plan.
5. Placement in ESL courses is based on assessment. A diagnostic assessment, Combined English Language Skills Assessment (CELSA), is used for initial placement and Level of English Proficiency (LOEP) is used to place students in credit courses. There is still concern that students are not being given the correct exam. If not, they may be assigned to a lower level than is appropriate. The center must take measures to ensure that students are properly assessed for placement in ESL courses.

6. Implementation of the Student Success Plan (see Standard II-B, 3.13) should help to address issues of retention of ESL students.

7. To fulfill this standard, the center should make data for ESL student progress available and use it to counsel students and develop/modify programs and curriculum. SLOs should be assessed and the results used to improve instruction.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	4
January 2010 Rating:	4
July 2010 Rating:	5
June 2012 Rating:	5
April 2013 Rating:	5



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 the vice president of Compton Center
2. Interview with the dean of student services
3. Student Service Planning document, December 12, 2012
4. Various student service documents, including program review of CalWORKs, EOPS/Care plan and evaluation documents
5. El Camino College Compton Community Educational Center 2012-13 Enrollment Management Plan
6. Comprehensive Master Plan, 2012-17
7. Student Service Managers meeting minutes, September 17, 2012 through April 15, 2013
8. Attendance at Student Service Managers meeting
9. Meeting with ASB officers and leaders

Progress on Implementing the Recommendations of the Recovery Plan:

1. Since the previous visit, the center has added one counselor, who transferred from the ESL faculty. This has helped the workload in counseling, making more of these services available to students. The center should continue to review the counseling staffing to support students in career technical programs, especially as new career technical certificates and degrees are added. The center should continue to train full-time counselors to become career counselors to students in other vocational programs, as resources and staffing permit.
2. The Compton Center has experienced several major changes in the Student Services area. The former director of outreach was promoted to the dean of student services in September 2012 and reports to the vice president of the center. The acting dean of student services returned to her position as director of Extended Opportunity Programs and Services (EOPS). There appear to be full complements of directors in the Student Service area who work well together on the initiatives outlined in the planning documents.
3. The number of workshops provided to students greatly increased in 2011-12. Topics included Eureka-The Career Assessment, mock interviews, resume writing, how to get a campus job, career technical education (CTE), non-traditional careers, careers in the medical field, effective job searches, internships, how to land a summer job, and how to dress for job interviews. Workshops for students continue to grow and support students interested in transfer. Students recently returned from visits to colleges in northern California, which exposed them to additional educational opportunities as they finish at the Compton Center.

The Compton Center should continue its efforts to create a culture of transfer to help students see further higher education in their futures. The center provides essential services in these areas, and the workshop program offered to students is commendable. These should continue, and consideration should be given to a campus-wide discussion of ways to get the message regarding transfer options to students in vocational programs. The Career/Transfer Center staff should continue to work with the career/technical faculty to determine if these programs could become part of the programs at the center.

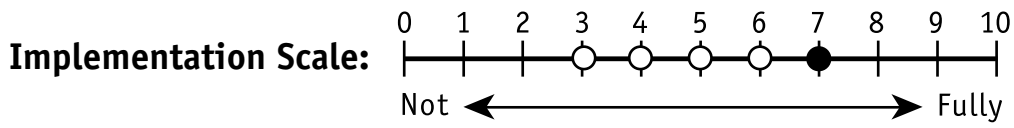
4. The collaboration between instruction and student services that the First Year Experience program involves is an excellent example of collaboration for student retention and success. During a previous visit, the team reviewed the first cohort of the First Year Experience program. At the time, it was an attempt to work on student retention. There were four cohorts of students involved in the First Year Experience during 2012-13, including a Brother to Brother cohort that is funded by a grant. The number of male students who drop out is far higher than the number of females, so special attention is needed for first year male students to improve their success and retention rates. The First Year Experience program is successful, and the center should continue to evaluate data for the program participants and continue to improve the program to serve these students.
5. The review team met with ASB officers and leaders, who indicated satisfaction with their educational experience at the Compton Center. Some of these students planned to transfer and some were career/technical certificate students. The students were very satisfied with the quality of education they were receiving, had high praise for the faculty and student support staff, and felt they were allowed to grow in their academic experiences and as leaders in student government.

A review of the documents in various student service support programs and minutes of the Student Service Managers meetings support the observation that staff and faculty are committed to student success. More resources are devoted to the transfer and basic skills counseling than during the previous review period, and particular career technical programs, including nursing, provide these services to their students as well. Programs such as CalWORKs, Disabled Student Programs and Services (DSPS) and EOPS work with all students who qualify for their programs and provide the guidance necessary to help the students succeed. The center should ensure that students in career/technical programs get the guidance they need as they pursue particular certificate programs.

6. A review of several program documents supports improvement in services to students. The Transfer Center Program Review indicates a substantial increase in transfers to California State University (CSU), 37 in 2010 and 83 in 2011. However, the University of California (UC) transfer rates declined from 63 in 2010-11 to 55 in 2011-12. The analysis in the program review documents cites the success of the First Year Experience as part of the transfer improvement rates. Student surveys are part of the evaluation process for the center's support programs, and the student satisfaction scores on the surveys are strong.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	6
April 2013 Rating:	7



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	June 2012 Rating	April 2013 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	7	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	6	7

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. Interviews with the Compton Center librarian and library staff
2. Interviews with two academic deans
3. Interview with the vice president of Compton Center
4. Technology Plan, 2011-16
5. Learning Resources Program SLOs, 2012-13
6. El Camino College Educational Master Plan, 2010-15
7. Comprehensive Master Plan, 2012-17
8. Meeting with ASB officers and leaders

Progress on Implementing the Recommendations of the Recovery Plan:

1. The technology plan that the team reviewed during a prior visit was revised to cover 2011-16. Interviews indicated that the plan was submitted to the Planning and Budget Committee during this review period. There are plans for a 2014-19 Technology Plan that will tie to the master planning effort.

To meet this standard, the Compton Center should develop its new Technology Plan and tie it to the Comprehensive Master Plan and the Educational Master Plan, where appropriate. The plan should be reviewed and evaluated annually.

2. The Technology Committee reports to the dean of the career/technical area. The process for assessing technology needs is for each area to have an advisory committee. That group reviews the courses in their programs and determines if the existing technology is current and if equipment is needed. If the advisory committee determines that additional equipment or different equipment is needed, the area reviews the advisory committee's recommendations and may then include them in its Plan Builder. This is the process for tying the equipment plans to budgets. 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 are expected to follow this process. Interviews indicated that each of the trades has an advisory committee. The technology areas have limited discussions. All, however, do use the Plan Builder for requesting equipment. In fall 2012, the dean had planned to create a new team (composed of administrators, IT staff from the El Camino CCD Torrance campus and the Compton Center, CIS faculty and MIS support staff) to continue the planning function. This has not yet occurred.

The center should retain the Technology Committee and include members that can provide broad-based planning for technology and monitor the Technology Plan. The center should insist that all areas meet to discuss their needs and prioritize them according to the established process. It is critical that all discipline colleagues have broad discussions about needs because this will also impact the learning outcomes and assessment activities.

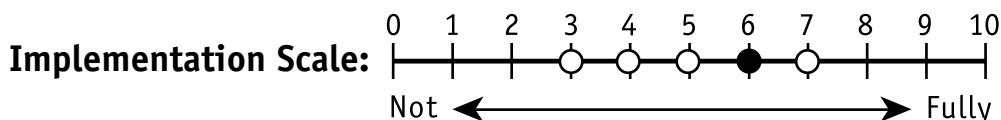
3. The Compton Center is involved in some major building projects, all of which will provide stronger learning opportunities for students through improved technology. The campus row buildings, which underwent necessary upgrades to make them effective classroom learning environments in 2012, will have state of the art equipment and technological resources for students. Some of the improvements have already occurred and others are in the planning stages. A meeting with ASB officers and leaders indicated that some of the older facilities needed upgrading, but the students acknowledged that all the buildings on campus will be improved through the bond project and understand that significant improvements in the learning environment are under way.

4. Student labs continue to receive more use, and the center has responded by increasing open hours of labs. Instructional associates/aides inform students of the opportunities to use technology. Faculty members encourage students to take advantage of the labs for their courses. Interviews indicated that the two wireless labs are full all the time. The instructional associates/aides log students in and indicate the areas of lab use, which allows the center to evaluate use and develop ways to meet the underserved areas. Increased use is occurring in all the lab areas, including tutoring, math/computer and science. The center should continue to monitor usage in the labs and use the information to evaluate and support student need and demand.

5. The center is moving in the right direction with the support services it provides to students for their academic programs. Attention to student use will support a meaningful evaluation of the center's materials and equipment. The center needs to complete plans and initiatives from previous years that focused on technology use by students or explain why the plans are no longer needed or valid.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	6



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 the Compton Center librarian and library staff
2. Interview with the vice president of Compton Center
3. Interviews with faculty chairs
4. Interviews with the two academic deans
5. Library holdings list

Progress on Implementing the Recommendations of the Recovery Plan:

1. The new LRC has not opened on schedule because of construction/design flaws. During the last visit, the estimated opening date was fall 2013; the current estimated date is spring 2014. Interviews indicated that of the 160 items on the punch list, only 60 remain. Weekly meetings are conducted with the appropriate parties to discuss the LRC and make decisions. The center continues to provide library services through the existing temporary library.
2. Despite the inability to use the new facility and challenging budget issues, the library continues to provide resources to students to support learning activities. There are over 338,000 full text journals available in EBSCO databases. The library houses 30,732 books including reference books. The library also added \$10,476 of new nursing books in the last two years. The library staff encourages faculty to participate in the selection of new titles and to assist in removing dated material from the collection. Library staff indicated that collegial consultation with the faculty is occurring.
3. During previous visits, the review team recommended that the center provide a more formalized process for faculty to have input into acquisition and deletion of library materials in their discipline, such as a Library Advisory Committee composed of representative discipline faculty. The center has been working on this and a meeting was held on April 26, 2012 that was well attended by faculty willing to participate in the library activities, including an advisory committee. The committee has been working for almost a year and holds at least two meetings a semester. Because state TTIP funding was discontinued a couple of years ago, the center augmented the library's budget to purchase databases. The state then agreed to purchase databases for consortium libraries and the Compton Center now uses that source for acquiring new material. To meet this standard, the committee should continue to meet regularly and revise policies as needed. The center should evaluate the effectiveness of the advisory committee.
4. The LRC began a supplemental instruction program in fall 2009. The program was discontinued in spring 2010 but was reinstated in fall 2010 and continues. Increased numbers of students are using the LRC and taking advantage of tutoring services and open labs. This is

a welcome sign for increased student success in classes. The center should continue to coordinate with other Compton Center computer labs, learning centers, tutoring services and basic skills offerings to provide seamless and expanded offerings to meet student need and demand.

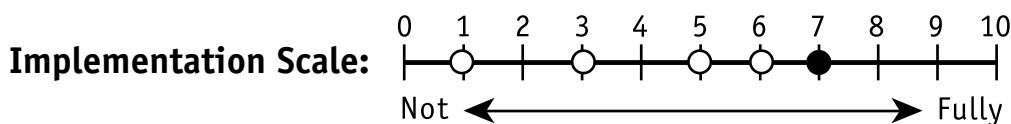
5. The library has been able to expand its staff, which has provided improved service to students. The director of library services is no longer doing double duty, and having three full-time academic librarians has provided better service to students and allowed for more hours of operation. The library budget has improved, which has allowed for stronger short- and long-range planning. The relationship between the libraries at both campuses continues to be collaborative, and the director of library services at the center is serving on the hiring committee for the new librarian at the El Camino CCD Torrance campus.

6. The library continues to provide additional services to the center. For example, because resources aren't available to purchase best sellers, the library rents them. The library also provides a textbook service for students by placing copies on reserve, and welcomes and reviews student suggestions. Students have access to online databases, ebooks and other resources. With the hiring of a new systems librarian, improvements in this area are occurring. The center should continue to plan for the support materials and equipment necessary to enhance and support student learning, and should tie the plan to budget.

7. During the previous review periods, the team recommended that the Compton Center develop/reinstate policies and procedures, for example: collection development, public service and outreach to faculty and students. The center is now using policies developed by the El Camino CCD for the Torrance campus. The Library Advisory Committee should revise these policies as needed to reflect the specific needs of the center.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	5
July 2010 Rating:	6
June 2012 Rating:	6
April 2013 Rating:	7



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

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

- B. Physical Resources – Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.
 - a. *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services*
 - b. *The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*
 2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.
 - a. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*
 - b. *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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 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]	3	3	3	4	4	5	5	5
1.5	The college has a documented process for issuing master and sub-master keys. A collegewide standardized process for the issuance of keys to employees is followed by all college administrators.	3	3	4	7	7	7	5	6
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	6	7
1.9	Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32001, GC 3100, 8607, CCR Title 8 §3220]	6							
1.11	Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [F&AC 12981, H&SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]	4	4	4	4	4	5	4	4

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
1.12	Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162]	5	5	6	6	6	5	4	4
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	6	4
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	3	3
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	8	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							
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	8	4
1.23	The college maintains Materials Safety Data Sheets. [LC 6360 et seq., CCR Title 8 §5194]	6							

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
1.24	The college maintains a comprehensive employee safety program. Employees are made aware of the college safety program, and the college provides in-service training to employees on the requirements of the safety program.	0	0	0	5	4	5	6	5
1.25	The college conducts periodic first aid training for employees.	0	0	0	4	5	5	3	4
Facilities Management – Facility Planning									
2.1	The college has a long-range facilities master plan.	5							
2.2	The college possesses a Facilities Planning Manual for the California Community Colleges.	0	0	0	8	10	10	10	10
2.3	The college seeks state and local funds.	6	6	7	10	10	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	8	7
2.6	The college has developed and implemented an annual capital planning budget.	5	5	6	7	8	8	9	8
2.7	The college has standards for real property acquisition and disposal. [EC 39006, 17230-17233]	8							
2.9	The college has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 4526]	5							
2.10	The college assesses its local bonding capacity. [EC 15100]	4	4	4	8	9	10	9	8
2.11	The college has developed a process to determine debt capacity.	4	4	4	8	9	10	9	8
2.12	The college is aware of and monitors the assessed valuation of taxable property within its boundaries.	4	4	4	8	9	10	10	10
2.14	The college has developed an asset management plan.	5							

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
2.16	The college has established and utilizes an organized methodology of prioritizing and scheduling projects.	2	2	3	7	8	8	7	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	8	6
3.4	The college maintains a plan for the maintenance and modernization of its facilities. [EC 84660, 84670-84674]	1	1	2	8	8	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	8	9
3.7	Furniture and equipment items are routinely included within the scope of modernization projects.	2	2	2	6	7	8	7	7
3.8	Refurbishing, modernization, and new construction projects take into account technology infrastructure needs.	1	1	2	7	8	8	7	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	7	7

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
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	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	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							
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	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							

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
Facilities Management – Facilities Maintenance and Custodial									
8.1	An energy conservation policy has been approved by the Board of Education and implemented throughout the college.	0	0	0	3	6	7	7	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	9
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. Included in the training is how to inventory supplies and equipment and when to order or replenish them.	1	1	2	5	5	5	5	6
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	6	7
8.7	Major areas of custodial and maintenance responsibilities, and specific jobs to be performed, have been identified. Custodial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities they will be expected to perform and on which they will be evaluated.	2	2	3	5	7	7	7	8
8.8	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.	4	4	4	5	5	7	7	7

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

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	June 2012 Rating	April 2013 Rating
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	6	6
8.10	The Governing Board of the college provides clean and operable flush toilets for use of students. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title 5 631, CCR Title 5 14030, EC 17576]	3	3	3	6	6	5	5	4
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	7	8
8.12	The college has a documented process for assigning routine repair work orders on a priority basis.	3	3	4	6	6	7	7	8
Facilities Management – Instructional Program Issues									
9.1	The college has developed a plan for attractively landscaped facilities.	4	4	4	4	7	7	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							

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

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	June 2012 Rating	April 2013 Rating
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 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.	5	5	5	8	8	8	8	9
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.								

ACCJC Standard III-B: Physical Resources

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

Legal Standard:

The college ensures 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. Interview with the interim director of facilities planning and operations
2. Interviews with maintenance and operations supervisors
3. Board Policy 8500, Illness and Injury Prevention, November 17, 2009
4. Administrative Regulation 8503, Hazardous Material Communication Program, March 15, 2010
5. Hazardous Materials Business Plan, July 2010
6. Material Safety Data Sheets (MSDS) samples
7. Workplace Security Plan, 2011
8. Consolidated Contingency Plan, May 14, 2011
9. Employee Safety Training schedule, 2011-12
10. Memo regarding MSDS binders, April 8, 2013
11. Injury and Illness Prevention Program (IIPP), December 4, 2012
12. MSDS training sign-in sheet, March 26, 2013
13. Routine Maintenance Procedures - Cleaning
14. SWACC (Statewide Association of Community Colleges) property and liability inspection follow-up audit performed by Keenan & Associates, October 2012
15. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

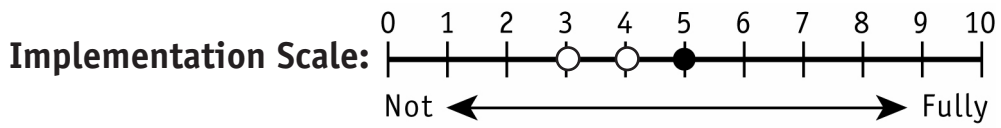
1. The district completed a Consolidated Contingency Plan in May 2011. The plan template is provided by Los Angeles County to give organizations a format to comply with the emergency planning requirements of three hazardous materials emergency response plans required in California: Hazardous Materials Business Plan, Hazardous Waste Generator Contingency Plan, and the Underground Storage Tank Emergency Response Plan and Monitoring Program. 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. The plan identifies contact information including response and medical treatment facilities in case of an emergency. The plan identifies the Workplace Security Plan as the document used to coordinate evacuation. The plan also includes procedures for prevention, mitigation, and abatement of hazards, and lists emergency equipment to be available and employee training to be provided.

The Consolidated Contingency Plan has not been updated since May 2011 and contains outdated information regarding staff responsible to authorize necessary work and emergency contact information.

2. The Workplace Security Plan includes a communications system that is designed to encourage continuous flow of safety, health, and security information between management and employees. The plan states the district will perform periodic inspections designed to identify hazards, provide for freedom of movement and access, and ensure emergency contact information is current and posted.
3. A sign-in sheet indicates that nine employees were trained on MSDS on March 26, 2013.
4. A hazardous chemical inventory was last prepared at the end of the 2009-10 fiscal year to document the existence of all chemicals located on the campus. FCMAT requested but was not provided with documentation to support subsequent inventory updates or a notification process regarding when new or additional chemicals are received on site. A current and thorough campuswide chemical inventory is critical to identify and prepare for potential exposure issues for students and faculty.
5. The SWACC follow-up audit performed by Keenan stated that issues still exist with outdated chemicals in the Building C chemistry lab that should be removed for proper disposal. Progress was made in removing hazardous materials from the storage yard, but a new finding was made with regard to the storage of flammable goods and containers.
6. An April 2013 memo to staff regarding MSDS binders for each custodial closet indicated that binders will be secured in the closet and contain MSDS information. The memo further indicated that supervisors will discuss MSDS as part of their safety meetings and will update binders as needed.
7. The cleaning schedules provided to the review team list the requirement to have MSDS available on the work site. Interviews and observations confirmed recent communication to staff regarding this requirement.
8. The IIPP, updated in December 2012, contains a hazardous materials and protection checklist for use in inspecting laboratories and facilities. Included in the program are scheduled and unscheduled inspections and a form to complete and submit if hazards are found. The form is outdated because it lists the previous director of facilities as the person who is to review and take action on the reported hazards.
9. A review of the district's board policies indicated that no updates have been made to policies applicable to this standard since the last review period.

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
June 2012 Rating:	5
April 2013 Rating:	5



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 sub-master keys. A collegewide standardized process for the issuance of keys to employees is followed by all college administrators.

Sources and Documentation:

1. Interview with the interim director of facilities planning and operations
2. Interview with the police lieutenant
3. Board Policy 3330, Access to Facilities and Property, February 16, 2010
4. Administrative Regulation 3331, Key Issuance and Return, March 16, 2010
5. Key Control Procedures
6. El Camino College Compton Center Campus Police Campus Security Report, 2009-11
7. Key Distribution Process diagram
8. Property and Equipment Release form sample
9. Lend Lease Request for Information (RFI), December 4, 2012
10. Compton Community College District Facilities Master Plan Update, July 2012

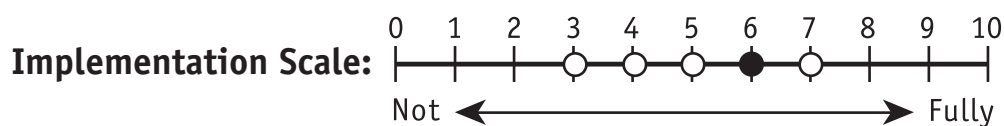
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD's Facilities Master Plan continues to include 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.
2. Rekeying had been incorporated in the district's master plan, including the plan to rekey campus buildings with programmable key cards. However, FCMAT requested but was not provided evidence indicating that progress had been made in this area during this review period.
3. While campus breaches are reported not to be a significant issue, the campus police department advocates a new electronic programmable access card system that would allow greater control of building access. Each staff member would have his or her own unique key card that would be assigned by employee number and designate which buildings they could access. In addition, the system would provide greater protection from both external and internal threats and limit access to what each staff member needs. Campus security would also be greatly enhanced with a programmable access system that logs all entry and egress data.
4. The key issuance 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 district facilities and property. Interviews indicated that the campus police control the disbursement of all keys for facilities and ensure the return of keys upon employee exit from employment; however, the department does not have a current inventory of all keys.

5. The security report states that “keys are provided to staff members on a need-to-enter basis as determined by the appropriate manager. Lost or stolen keys must be reported immediately to Campus Police and the employee’s manager or supervisor. Keys may not be loaned to other staff members, family, friends, or to students. Campus Police will confiscate any keys that have not been specifically issued to a particular individual. Unauthorized duplication and illegal possession of keys is a misdemeanor.”
6. The district does not maintain strict control of lock cores or key stock. Because of this lack of control, keys may be made and distributed outside of the procedures and without the knowledge of the police.
7. The district provided a sample completed Property and Equipment Release form that indicated the signed acceptance of district keys by an employee.
8. Interviews indicated that the district is moving toward key standardization with the ASSA® key system and will be updating board policy to reflect this commitment.
9. The district’s construction management consultant, Lend Lease, submitted an RFI to the district that indicates the current Sargent Keso key system is not compatible with the requested ASSA® key system. The district responded with approval for the ASSA® key system for the central plant project. As a result, the building will have a system that, while of higher security, will not be standardized with the existing system.

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
June 2012 Rating:	5
April 2013 Rating:	6



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 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.

Sources and Documentation:

1. Interviews with the interim director of facilities planning and operations and campus police
2. Campus Lighting Plan, undated
3. Compton Community College District Facilities Master Plan Update, July 2012
4. Compton Community College District Exterior Lighting Project 2010, by area, draft dated May 12, 2010
5. Health and Safety Committee meeting agendas
6. Map of temporary lighting on campus
7. Email communications within district and with campus police regarding lighting, March 2013
8. Purchase order to rent four light towers to provide temporary lighting on campus
9. El Camino College Compton Center Campus Police Campus Security Report, 2009-11
10. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

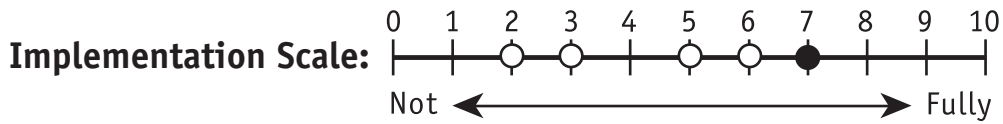
1. The district has established a routine schedule for checking lighting throughout the campus. The maintenance and operations staff and the campus police department routinely inspect campus lighting conditions. Regular observations contribute to the timely repair of inoperative lighting and the installation of additional lighting where a need has been determined. 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 by the maintenance and operations staff.
2. The Facilities Master Plan dated July 2012 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.
3. Lighting is listed as a standing agenda item for most Health and Safety Committee meetings. Committee concerns and updates are discussed during these meetings.
4. Temporary lighting has been placed in 14 locations throughout the campus and is expected to remain until replaced by permanent lighting as identified in the Facilities Master Plan.

5. Staff have been assigned to turn temporary lights on and off and to keep them serviced and functioning.

6. The campus security report states that lighting has been improved and the maintenance department responds to and resolves lighting issues in a timely manner.

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
June 2012 Rating:	6
April 2013 Rating:	7



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, March 15, 2010
2. Hazardous Materials Business Plan, May 2011
3. Custodial and Maintenance Procedures Manual
4. Consolidated Contingency Plan, May 14, 2011
5. Memo regarding MSDS binders, April 8, 2013
6. Injury and Illness Prevention Program, December 4, 2012
7. MSDS training sign-in sheet, March 26, 2013
8. Routine Maintenance Procedures – Cleaning
9. SWACC property and liability inspection follow-up audit performed by Keenan & Associates, October 2012
10. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. Administrative Regulation 8503, Hazardous Material Communication Program, was approved March 15, 2010. Keenan & Associates conducted initial manager training for the IIPP program in June 2010 as a precursor to the campuswide introduction of the injury and illness prevention program.
2. A formal process for faculty to update the chemical inventory annually still 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. Interviews indicated an informal process is in place that requires the lab technician to notify the interim director of facilities planning and operations of all such purchases upon receipt; however, FCMAT requested but was not provided with documentation to support this process. An up-to-date and thorough campuswide chemical inventory is essential to identify and prepare for potential exposure issues for students and faculty.
3. The district developed a Consolidated Contingency Plan in 2011 that included emergency contact information in case of a local emergency and identified the following plans for hazardous materials:

Prevention

- Lab tech training and awareness for the handling, transporting and storage of hazardous materials.
- Knowledge of Material Safety Data Sheets (MSDS).
- Implementation of IIPP – hazard identification, scheduled safety and inspections.
- Implementation of IIPP – hazard correction.
- General safety “tailgate” meeting, safety topics on personal protective equipment (PPE) and other related topics.

Mitigation

- Safety awareness training to report any unsafe or hazardous condition as a priority one for mitigation.
- Quarterly inspections of facility grounds and storage areas.

Abatement

- General training on personal safety through PPE, containment and abatement if material is non-harmful.
- Emergency spills – Call Compton Fire Department for abatement (911).
- If planned abatement, contract with lowest-cost qualified vendor to provide services, certifications and waste tickets for disposal.

The plan included an equipment inventory but has not been updated to indicate the location or description information as required by 22 CCR 66265.52.

The plan also specified initial and annual employee training to include: familiarity with all plans and procedures specified in the Consolidated Contingency Plan, methods for safe handling of hazardous materials, safety procedures in the event of a release or threatened release of a hazardous material, use of emergency response equipment and supplies under their control, procedures for coordination with local emergency response organizations, and hazardous waste generator training.

There is no evidence that all employee training has occurred as outlined in the plan. Only MSDS training was provided to some employees during this review period. The plan has not been updated since May 2011 and contains outdated information regarding staff responsible to authorize necessary work and emergency contact information.

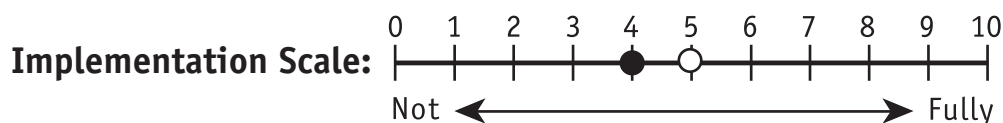
4. An April 2013 memo to staff regarding MSDS binders for each custodial closet indicated that binders will be secured in the closet and contain MSDS information. The memo further indicated that supervisors will discuss MSDS as part of their safety meetings and will update binders as needed.
5. The IIPP, updated in December 2012, contains a hazardous materials and protection checklist for use in inspecting laboratories and facilities. Included in the program are scheduled and unscheduled inspections and a form to complete and submit if hazards are identified. The form is outdated because it lists the previous director of facilities as the person who is to re-

view and take action on the reported hazards. No inspections have been completed since the IIPP was updated.

6. A sign-in sheet indicates that nine employees were trained on MSDS on March 26, 2013.
7. The SWACC follow-up audit performed by Keenan stated that issues still exist with outdated chemicals in the Building C chemistry lab that should be removed for proper disposal. Progress was made with removal of hazardous materials from the storage yard, but a new finding was made with regard to the storage of flammable goods and containers.
8. The cleaning schedules provided to the review team list the requirement to have MSDS available on the work site.

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
June 2012 Rating:	4
April 2013 Rating:	4



ACCJC Standard III-B: Physical Resources

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

Legal Standard:

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

Sources and Documentation:

1. Interview with the interim director of facilities planning and operations
2. Interview with the CEO
3. 2012-13 scheduled maintenance projects, Fusion report
4. Health and Safety Committee meeting minutes
5. Injury and Illness Prevention Program, December 4, 2012
6. MSDS training sign-in sheet, March 26, 2013
7. SWACC property and liability inspection follow-up audit performed by Keenan & Associates, October 2012
8. CEO site walk documentation, November 2012
9. Routine Maintenance Procedures – Cleaning
10. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

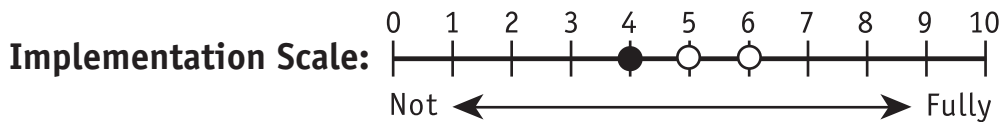
1. A maintenance and operations planned work list was developed containing \$198,000 of repairs and improvements for the 2011-12 fiscal year. The improvements listed included repairs to the boiler systems, roofing, restrooms, concrete and asphalt surfaces, doors, ceiling tile, sports field, lighting, and cafeteria. Documentation verifying completion of work was requested but not provided. However, site walks provided visual confirmation of improvements in some restrooms and doors, repairs and patches in concrete and asphalt surfaces, and rejuvenation of the cafeteria common area.
2. Health and Safety Committee meeting minutes recorded discussion items involving the identification and reporting of safety issues and the actions taken to remedy the issues identified. However, FCMAT did not receive requested evidence indicating a schedule for facilities inspections and the reporting of unsafe conditions to the board.
3. The IIPP, updated in December 2012, contains a hazardous materials and protection checklist for use in inspecting laboratories and facilities. Included in the program are scheduled and unscheduled inspections and a form to complete and submit if hazards are found. The form is outdated because it lists the previous director of facilities as the person who is to review and take action on the reported hazards.
4. The SWACC follow-up audit performed by Keenan stated that issues still exist with outdated chemicals in the Building C chemistry lab that should be removed for proper disposal. Progress was made with removal of hazardous materials from the storage yard, but a new finding was made with regard to the storage of flammable goods and containers.

5. Interviews indicated that the CEO was scheduling regular site walks. The report of the CEO's site walk performed on November 20, 2012 and staff assignments to correct deficiencies was provided to the review team. It is unknown whether these deficiencies were addressed, because no documentation was provided to FCMAT indicating work completed. No evidence of additional inspections or follow-up was provided.

6. The cleaning schedules provided to the review team list the requirement to fix or report unsafe conditions.

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
June 2012 Rating:	4
April 2013 Rating:	4



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:

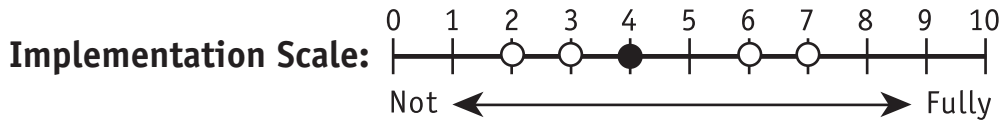
1. Interview with the interim director of facilities planning and operations
2. 2012-13 scheduled maintenance projects, Fusion report
3. Injury and Illness Prevention Program, December 4, 2012, Version #18
4. SWACC property and liability inspection follow-up audit performed by Keenan & Associates, October 2012
5. Routine Maintenance Procedures – Cleaning
6. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The condition of the campus continues to show signs of a lack of thorough cleaning and maintenance. Although the facilities indicated evidence of custodial staff presence, a lack of attention to detail, thoroughness, and work quality was apparent. For example, main floor areas in hallways and restrooms were swept and/or mopped but significant dirt and residue was building along the edges and in the corners. During FCMAT's fieldwork, the campus was mostly clear of litter. Much of the lawn was torn out or had traffic wear due to construction traffic and parking. However, the remaining grass was green and recently mowed. Weeds have been unabated for a long time and were well established in flower beds, among bushes, and along buildings.
2. The maintenance yard debris piles were cleaned up during this review period to make way for the central plant construction, yet other areas of the maintenance yard remain unorganized.
3. 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. Extinguishers observed by FCMAT reflected current service and inspections.
4. The SWACC follow-up audit includes findings regarding the storage of flammable goods, evacuation maps that should be clearly posted, electric power cords that should be replaced, and fire extinguishers that should be properly placed, marked, and routinely inspected.
5. The Routine Maintenance Procedures detail tasks that are to be completed to provide a safe, clean, and functional environment. However, FCMAT found no evidence that accountability measures are in place to ensure these procedures are followed and tasks are completed.

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
June 2012 Rating: 6
April 2013 Rating: 4



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. Interview with the interim director of facilities planning and operations
2. Interview with the CEO
3. Board Policy 8500, Illness and Injury Prevention, November 17, 2009
4. Administrative Regulation 8502, Illness and Injury Prevention Program, March 15, 2010
5. Administrative Regulation 8503, Hazardous Material Communication Program, March 15, 2010
6. Injury and Illness Prevention Program, December 4, 2012, version #18
7. Routine Maintenance Procedures - Cleaning
8. CEO site walk documentation, November 2012
9. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The IIPP provided to FCMAT was updated in December 2012 but was largely the same as that presented in the previous review. The plan remains incomplete and lacks appendices. Further, the plan is outdated because it identifies the previous director of facilities as the person who is to review and take action. The document specifies the following inspections:

Scheduled Safety Inspections

Upon initial implementation of the Program inspections of all work areas will be conducted. All inspections will be documented using the attached forms (or equivalent) with appropriate abatement of any hazards detected.

Thereafter, safety inspections will be conducted at the frequency described below:

1. Annual inspections of all office areas will be conducted to detect and eliminate any hazardous conditions that may exist.
2. Semi-annual inspections of all potentially hazardous areas (shops, cafeterias, warehouses, gymnasiums, sheds, etc.) will be conducted to detect and eliminate any hazardous conditions that may exist.

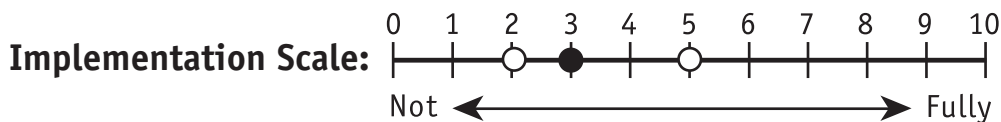
Unscheduled Safety Inspections

1. Additional safety inspections will be conducted whenever new equipment or changes in procedures are introduced into the workplace that presents new hazards.

2. The Director of Maintenance & Operations or designee will conduct periodic unscheduled safety inspections of all potentially hazardous areas to assist in the maintenance of a safe and healthful workplace.
 3. Safety reviews will be conducted when occupational accidents occur to identify and correct hazards that may have contributed to the accident.
2. FCMAT requested but was not provided documentation indicating that required safety inspections occurred during this review period.
 3. The report of the CEO's site walk performed on November 20, 2012 and staff assignments to correct deficiencies was provided to the review team. It is unknown whether these deficiencies were addressed because no documentation was provided to FCMAT indicating work completed. No evidence of additional inspections or follow-up was provided.
 4. The cleaning schedules list the requirement to fix or report unsafe conditions. However, no evidence of reporting or repairs was provided to confirm that the procedures are followed.

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
June 2012 Rating:	3
April 2013 Rating:	3



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, interim director of facilities planning and operations, and campus police lieutenant
2. Workplace Security Plan, approval pending
3. El Camino College Compton Center Campus Police Campus Security Report, 2009-11
4. Injury and Illness Prevention Program, December 2012, version #18
5. Health and Safety Committee meeting minutes
6. Campus police – campus alert (website)

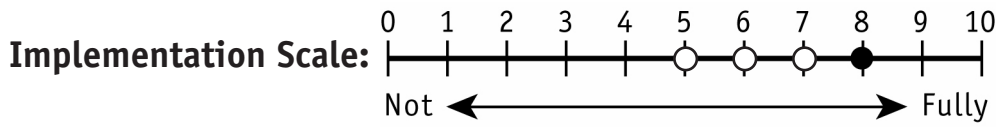
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Workplace Security Plan establishes the minimum requirements to maintain the following goals included in the plan: 1) to make every employee aware of the potential for violence in the workplace, 2) to increase the employee's ability to recognize the early warning signs of a potentially violent person or situation, 3) to explain how to record incidents indicative of a potential problem, and 4) to encourage employees to report suspicious incidents to the appropriate manager through proper procedures.
2. The district's IIPP for workplace security addresses the hazards known to be associated with the three major types of workplace violence. Type I workplace violence involves a violent act by an assailant with no legitimate relationship to the workplace who enters the workplace to commit a robbery or other criminal act. This type may also include an intruder attack at a district office or the taking of hostages. Type II involves a violent act or threat of violence by a recipient of a service provided by the district, such as a student, customer, passenger or a criminal suspect or prisoner. Examples may include a disgruntled student or employee who attempts to retaliate against the actions of faculty or staff such as a threat issued because of poor grades, work assignments and/or personality conflicts. Type III involves a violent act or threat by a current or former employee, student, supervisor or manager, or an employee's or student's spouse or lover, an employee's or student's relative or friend, or another person who has a dispute with an employee or student.
3. The campus police post a campus alert on the district website to inform the public about incidents that occur on campus and to provide information on how to protect oneself and report activities to the proper authorities. However, the latest posting occurred in January 2012.
4. The El Camino College Compton Center Campus Police Campus Security Report is reportedly prepared annually and provides information and statistics on crime, burglary, theft, arrests, and other violations. The report also provides information for students and staff includ-

ing ways to stay informed, warnings and evacuations, available programs and services, policy and procedures, and crime prevention tips.

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
June 2012 Rating:	8
April 2013 Rating:	8



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:

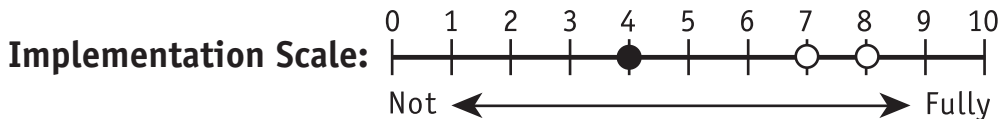
1. Interview with the interim director of facilities planning and operations
2. Blanket purchase orders dated August 8, 2012 for pool services, first quarter HVAC services, air conditioning repair, and roof repair as needed
3. List of outsource vendors used, 2011-12

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviewees stated that boiler maintenance continues to be outsourced. Documentation provided to the review team included blanket purchase orders for pool services, first quarter HVAC services, air conditioning repair, and roof repair as needed. No documentation was provided to confirm outsourcing or to support that safe work practices exist with regard to boiler and fired-pressure vessels.

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:	8
June 2012 Rating:	8
April 2013 Rating:	4



ACCJC Standard III-B: Physical Resources

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

Professional Standard:

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

Sources and Documentation:

1. Interview with the interim director of facilities planning and operations
2. Board Policy 8200, Emergency Response Plan, October 20, 2009
3. Tartar Safety Committee Mission Statement
4. Health and Safety Committee meeting agendas and minutes
5. Injury and Illness Prevention Program, December 4, 2012
6. Consolidated Contingency Plan, May 2011
7. First Aid, Cardiopulmonary Resuscitation (CPR), Automated External Defibrillator (AED) training certifications
8. Work Environment Expectations, April 2011
9. Safety training schedule and related sign-in records, 2012-13

Progress on Implementing the Recommendations of the Recovery Plan:

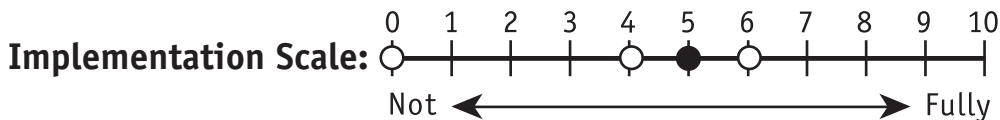
1. The Tartar Safety Committee mission statement is: “Our Mission is to provide and maintain a safe campus environment through planning, training, education and dedication to improve safety for our students, visitors, faculty and staff.”
2. The Work Environment Expectations document states that “every employee is responsible for safety and for achieving the District’s goal of providing a safe work environment.”
3. The IIPP states that the program “describes the goals, statutory authority, and the responsibilities of all employees under the Program. It addresses Compliance, Hazard Identification, Accident Investigation, Hazard Mitigation, Training, Hazard Communication, and Program Documentation. By making employee safety a high priority for every employee we can reduce injuries and illnesses, increase productivity, and promote a safer and healthier environment for all individuals at the Compton Community College District.”
4. The Consolidated Contingency Plan identifies emergency response plans and procedures for the campus. The plan includes prevention, mitigation and abatement of hazardous materials. The plan also includes notification procedures and employee training.
5. The Health and Safety Committee meets for one hour monthly to discuss needs, concerns, and updates to issues. Members of the committee include staff from the maintenance and operations department, campus police, faculty, administration, and student representatives.

6. The 2012-13 safety training schedule identified training for MSDS, electrical safety, blood borne pathogens, heat stress, Cal/OSHA inspections, confined space, forklift use, ladder safety, eye safety, and the IIPP. Except for ladder training in April 2013 and MSDS in March 2013, no records were provided to indicate that the other employee safety trainings were conducted in 2012-13. In response to FCMAT’s document request, the district provided records of training for Cal/OSHA, hazard communication, blood borne pathogens, and electrical safety in 2011; and Sloan Valve repair and maintenance, readiness briefing, and grievance procedures in 2010. No schedule for future trainings was provided.

7. Maintenance staff completed first aid, CPR, and AED objectives and skills evaluations in accordance with the American Heart Association Heartsaver First Aid CPR AED program in November 2012.

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
June 2012 Rating:	6
April 2013 Rating:	5



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 1.25 - School Safety - Conduct of First Aid Training for School Site Personnel

Professional Standard:

The college conducts periodic first aid training for employees.

Sources and Documentation:

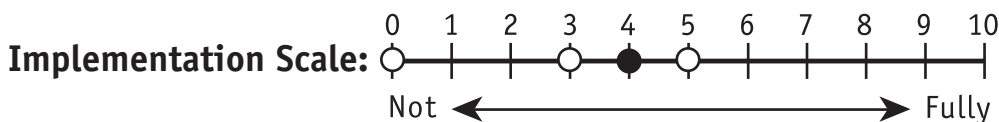
1. Interview with the interim director of facilities planning and operations
2. Board policy
3. First Aid CPR AED training certifications
4. Safety training schedule and related sign-in records, 2012-13

Progress on Implementing the Recommendations of the Recovery Plan:

1. There has been no change to the board policy for school safety during this review period. The district has created a draft board policy regarding minimum first aid training for all district employees; however, the policy has not been finalized and adopted.
2. Maintenance staff completed first aid, CPR, and AED objectives and skills evaluations in accordance with the American Heart Association Heartsaver First Aid CPR AED program in November 2012.
3. The 2012-13 safety training schedule identified training for MSDS, electrical safety, blood borne pathogens, heat stress, Cal/OSHA inspections, confined space, forklift use, ladder safety, eye safety, and the IIPP. Except for ladder training in April 2013, MSDS in March 2013, and first aid evaluations in November 2012, no records were provided to indicate that the other employee safety trainings were conducted in 2012-13. No schedule for future trainings was provided.

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
June 2012 Rating:	3
April 2013 Rating:	4



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

Professional Standard:

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

Sources and Documentation:

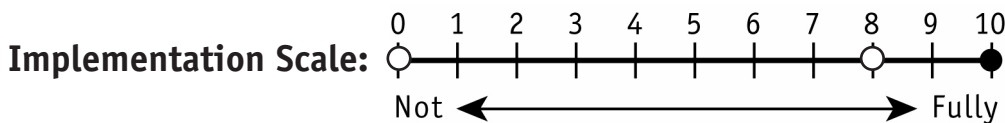
1. Facilities Master Plan Update, July 2012
2. 2014-18 Five-Year Construction Plan, August 9, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district updated its Facilities Master Plan in July 2012. The plan includes sections covering construction, improvements, existing inventory, projected needs, priorities and recommendations.
2. The district uses the online Facilities Planning Manual of the California Community College system. This plan includes the priority of its five-year construction plan projects and a budget and narrative of each project's intent and scope.

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
June 2012 Rating:	10
April 2013 Rating:	10



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:

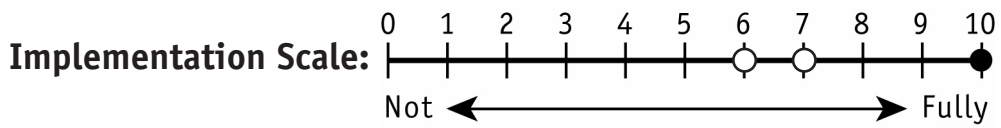
1. Interview with the interim director of facilities planning and operations
2. Interview with the CEO
3. Facilities Master Plan Update, July 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has been proactive and successful in seeking 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 security systems, electrical capacity, computer technology, energy efficiency, and roofing systems.
2. The district issued general obligation bond Series 2004A for \$41 million, Series 2009B for \$15 million, and Series 2012C for \$15,001,122. As of June 2012, the district had a bond fund balance of \$24,332,875 and approximately \$29 million in remaining authorization. The district expects to sell the remaining authorization within the next 15 months. The district should review general obligation bond arbitrage requirements and conduct an analysis based on the issuance dates of its bonds.
3. The district has in the past effectively maximized local dollars with state funding for the infrastructure replacement capital outlay projects. The receipt of any new state funding and management of these projects will reside with El Camino CCD, which has the management responsibility to ensure that projects stay within scope of work and budget as proposed.
4. The Compton CCD continues to work on three state funded infrastructure projects that have been ongoing since the last review period. However, no new funding has been sought from the state.
5. The district is planning for its next general obligation bond and hopes to propose another \$100 million bond in the next two years.

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
June 2012 Rating: 10
April 2013 Rating: 10



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

Professional Standard:

The college has a properly staffed and funded facility planning department.

Sources and Documentation:

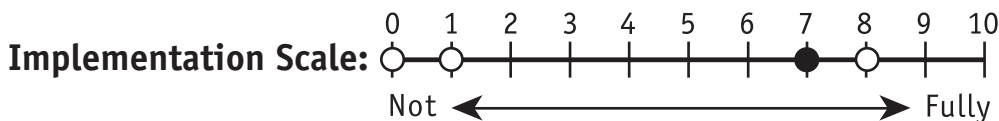
1. Interviews with the CEO and the interim director of facilities planning and operations
2. Compton CCD Organizational Chart, April 2013

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton CCD continues to seek a permanent director of facilities planning and operations. Since the last review, the manager of facilities, maintenance and operations position was vacated, leaving no permanent management staff in the facilities department.
2. The current staff includes an interim director of facilities planning and operations. The interim director was a senior project manager for a construction management firm and worked with the district in that capacity for several years.
3. The district augments planning of capital construction and modernization projects by contracting for architecture and construction management services. The current construction management contract for El Camino CCD is expiring, and the district is in the process of reviewing proposals for services.

Standard Implemented: Partially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	1
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	8
June 2012 Rating:	8
April 2013 Rating:	7



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 has developed and implemented an annual capital planning budget.

Sources and Documentation:

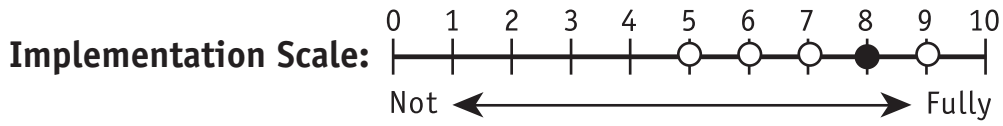
1. Interview with the interim director of facilities planning and operations
2. Facilities Master Plan Update, July 2012
3. 2014-18 Five-Year Construction Plan
4. Measure CC Project List
5. Maintenance and operations planned work list, 2011-12
6. 2012-13 Site Improvement Preliminary Plan
7. Proposed tentative budget report, 2012-13 and 2013-14

Progress on Implementing the Recommendations of the Recovery Plan:

1. The 2011-12 adopted budget included a \$198,000 budget for site improvements. The projects included boiler repair, roofing maintenance and repairs, restroom refurbishment, asphalt and concrete walkways and paths repair, door hardware and ADA access repair, exterior and interior lighting repair and replacement, and kitchen equipment repairs.
2. The 2012-13 site improvement preliminary plan lists vendors and amounts totaling \$100,000 for music building flooring, gym flooring, and other projects that are to be prioritized.
3. The district's five-year capital outlay plans are developed and updated in Fusion, a Web-based project planning and management software used by all of California's community college districts and the California Community Colleges Chancellor's Office to support their facilities. Fusion facilitates project scenario planning analysis as a decision-making tool to determine the district's priority for projects receiving state funding under the five-year capital outlay plan. Each project is defined by budget, intent and scope including the anticipated time schedule and why the project is needed.
4. The district provided a report that included a building maintenance and repairs "proposed tentative" budget totaling \$1,448,753 for 2012-13 and \$3,316,574 for 2013-14. The report includes budget code lines, but projects are not listed.

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
June 2012 Rating: 9
April 2013 Rating: 8



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:

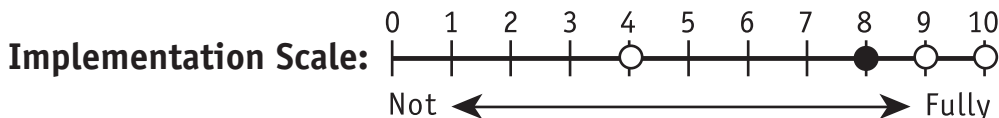
1. Interviews with the CEO and the interim director of facilities planning and operations
2. Facilities Master Plan Update, July 2012
3. Citizens’ Bond Oversight Committee meeting agendas and minutes
4. Bonding Capacity Estimation, 2012-13
5. Bond audit historical assessed valuations from California Municipal Statistics, Inc.
6. Compton CCD Measure CC Bond Audit Report, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has historical assessed valuations provided by California Municipal Statistics, Inc.
2. According to the bonding estimation for 2012-13, the district’s gross bonding capacity is \$203,729,292.69. After deducting \$62,776,122.25 of outstanding bonded debt, the net capacity is estimated at approximately \$141 million. FCMAT requested from the district but was not provided a certificate from the county auditor-controller to verify current bonding capacity.
3. Under the provisions of Proposition 39, a citizens’ oversight committee must be established to review progress on construction projects and the expenditure of bond funds. During the 2011-12 fiscal year, the committee was re-formed and only met during the final two months of the fiscal year. The 2012 Compton CCD Measure CC Bond Audit Report indicates the Citizens’ Bond Oversight Committee did not meet the compliance requirements.

Standard Implemented: Fully - Substantially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	8
January 2010 Rating:	9
July 2010 Rating:	10
June 2012 Rating:	9
April 2013 Rating:	8



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

Professional Standard:

The college has developed a process to determine debt capacity.

Sources and Documentation:

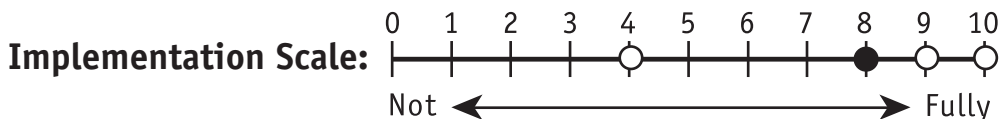
1. Interview with the CEO
2. Compton CCD Measure CC Bond Audit Report, 2012
3. Bonding Capacity Estimation, 2012-13
4. Bond audit historical assessed valuations from California Municipal Statistics, Inc.
5. Keygent advisors current bonding capacity

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has no documented process to regularly determine, confirm or evaluate its debt capacity.
2. The estimated assessed valuation for 2012-13, as provided by Keygent advisors and subject to confirmation by the county auditor-controller, is \$16,298,343,415. Applying the statutory debt limit of 1.25% less the outstanding principal of current general obligation bonds leaves the district with a net available bonding capacity of \$140,953,170. No official confirmation of the valuation was obtained from the auditor-controller.

Standard Implemented: Fully - Substantially

April 2007 Rating:	4
January 2008 Rating:	4
July 2008 Rating:	4
June 2009 Rating:	8
January 2010 Rating:	9
July 2010 Rating:	10
June 2012 Rating:	9
April 2013 Rating:	8



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 2.12 - Facility Planning - Awareness and Monitoring of Assessed Valuation

Professional Standard:

The college is aware of and monitors the assessed valuation of taxable property within its boundaries.

Sources and Documentation:

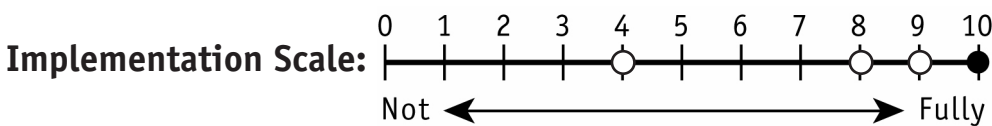
1. Interview with the CEO
2. Interview with the interim director of facilities planning and operations
3. Compton CCD Measure CC Bond Audit Report, 2012
4. Bonding Capacity Estimation, 2012-13
5. Bond audit historical assessed valuations from California Municipal Statistics, Inc.

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has successfully passed and issued local general obligation bonds under Measure CC, authorized by the local voters in November 2002. The assessed valuations of taxable property and fluctuations that may affect the district’s bonding capacity are available from the Los Angeles County Auditor-Controller’s Office.
2. The estimated assessed valuation for 2012-13, as provided by Keygent advisors and subject to confirmation by the county auditor-controller, is \$16,298,343,415. No confirmation was obtained in the current year.
3. The district has a report that includes assessed valuation history, land use analysis, residential parcel assessment analysis, delinquency history, largest secured taxpayers, and historical tax rates.

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
June 2012 Rating:	10
April 2013 Rating:	10



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:

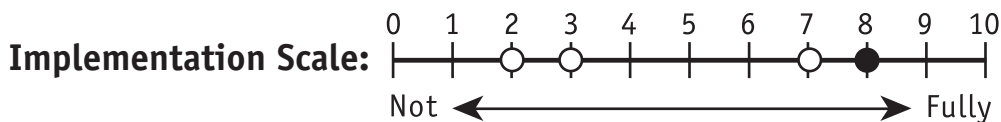
1. Interview with the interim director of facilities planning and operations
2. Interviews with El Camino CCD facilities consultants
3. Planned work list and funding, 2011-12
4. 2012-13 scheduled projects, Fusion report
5. 2014-18 Five-Year Construction Plan

Progress on Implementing the Recommendations of the Recovery Plan:

1. According to Education Code 15278, the purpose of the Citizens' Bond Oversight Committee is to "inform the public concerning the expenditure of taxpayers' money for school construction." The Compton CCD committee resumed meetings in May 2012.
2. The 2014-18 Five-Year Construction Plan was updated August 9, 2012 and includes a prioritized list of 14 projects in alignment with the prior plan.
3. The district has continued its engagement with construction management consultant Lend Lease to assist with the state-funded projects.

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
June 2012 Rating:	7
April 2013 Rating:	8



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 is expended for maintenance and special repairs only. [EC 84660]

Sources and Documentation:

1. Interview with the CEO
2. Interview with the interim director of facilities planning and operations
3. 2014-18 Five-Year Construction Plan
4. 2013-14 Unrestricted Budget 8700
5. Facilities Master Plan Update, July 2012
6. Learning Resource Center Schedule, August 17, 2012
7. Learning Resource Center recommendations for next steps, updated July 30, 2012
8. Invoice and contract for repair work completed, December 2011
9. Blanket purchase orders dated August 8, 2012 for pool services, first quarter HVAC services, air conditioning repair, and roof repair as needed
10. Purchase order for repair of cafeteria griddle
11. Annual Audit Report, 2011-12

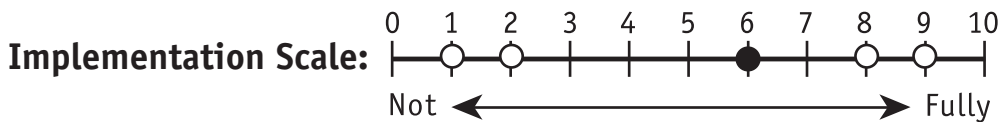
Progress on Implementing the Recommendations of the Recovery Plan:

1. The district provided agendas and minutes of the Citizens' Bond Oversight Committee meetings and an estimate regarding the outstanding bonding capacity of the district. However, no financial activity reports from the district's financial system depicting capital for routine maintenance and special repair projects for 2012-13 were provided in response to FCMAT's document request. Instead, the district provided a copy of its June 30, 2012 audit report prepared by Vavrinek, Trine, Day and Company, LLP.
2. Blanket purchase orders for pool services, first quarter HVAC services, air conditioning repair, and roof repair were issued for fiscal year 2012-13 totaling \$51,000.
3. A purchase order for \$1,500 was issued for repair of the cafeteria griddle.
4. At the time of FCMAT's fieldwork, the following projects were active:
 - a. Learning Resource Center (LRC) – Barrel vault project (glass sill replacement) has been completed; however, the district was still negotiating a settlement agreement with Chevron Energy Systems. Subsequent to FCMAT's fieldwork, the district provided the team with a revised project schedule and recommendations for next steps to close out the LRC project. Based on the revised schedule, the district anticipates that it will open and occupy the LRC facility by February 2014.

- b. Infrastructure Replacement Phase 1 was under construction.
 - c. Management Information Systems (MIS) Building Reprogramming project was mostly complete and functioning.
 - d. Infrastructure Replacement Phase 2 was under construction.
5. The district provided a copy of an invoice for water leak detection at the police briefing room and a contract for asbestos abatement air sampling, both dated December 2011, as support for this standard. No other invoices or proof of payments were provided to show more recent maintenance or repair activity.
 6. The district provided its 2013-14 Unrestricted Budget 8700 report for building maintenance and repairs. The columns on the report listed actual expenses for 2010-11 and 2011-12, year-to-date expenses for 2012-13 and “proposed tentative” for 2012-13 and 2013-14. The total actual expenses were \$2,011,733.67 for 2010-11 and \$2,825,208.82 for 2011-12. The report identified “proposed tentative” budget totaling \$1,448,753 for 2012-13 and \$3,316,574 for 2013-14. Year-to-date expenses were \$0 for 2012-13. The report includes budget code lines, but projects are not listed nor are details documented to support expenditures.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	9
June 2012 Rating:	8
April 2013 Rating:	6



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 the interim director of facilities planning and operations
2. Interview with the CEO
3. Citizens' Bond Oversight Committee minutes
4. 2014-18 Five-Year Construction Plan
5. Facilities Master Plan Update, July 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district's Facilities Master Plan Update prepared by HMC Architects contains detailed information regarding the district's projects, including project justification, descriptions, and costs; priority order; load distribution; staff forecast; instructional focus; and whether the project is to be funded through local funds, the state or both. The plan includes detailed information on infrastructure upgrades for the health and safety of students and staff.
2. Information included in the Facilities Master Plan Update indicated that the campus has existed in its current location for almost six decades and has been distinguished by the high quality and durability of its facilities. Many of the buildings have a long history of service, and there is a need to address issues arising from the evolving building code, aging infrastructure, and deferred maintenance, and to embrace advances in energy efficiency and educational technology. Analysis of the condition and cost to rehabilitate these facilities led to the identification of those for which renovation is not a feasible option. In addition, the analysis of the existing campus identified temporary facilities to be replaced with space in permanent facilities.

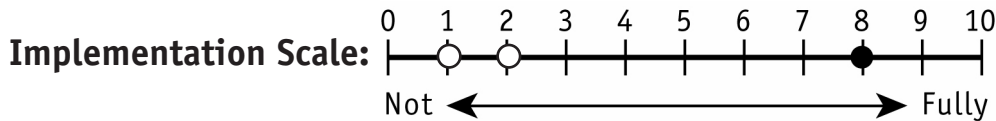
The Facilities Master Plan states in its introduction that it is designed to:

- Meet the requirements of the State Chancellor's Office.
 - Assist in decision making at the campus and the district.
 - Tie directly into the Five-Year Capital Construction Plan.
 - Be a living document to be revisited regularly.
3. At the time of FCMAT's fieldwork, the manager of facilities, maintenance, and operations was no longer with the district and an interim director of facilities planning and operations was overseeing facilities work.

4. The district has migrated from the School Preventative Maintenance System to the School Dude system for processing and managing maintenance work orders. The El Camino CCD had an existing contractual relationship with School Dude, and the Compton Center was added as a satellite school. This accessibility helps staff to quickly identify facility concerns and request repairs, and allows maintenance staff to more expeditiously learn of issues and prioritize repairs. The School Dude work order system is also beneficial in that it allows maintenance to track work orders electronically to ensure completion and to prevent or more efficiently address common problems.

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
June 2012 Rating:	8
April 2013 Rating:	8



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 3.6 - Facilities Improvement
and Modernization - Maintenance of a System for Tracking Project Progress

Professional Standard:

The college has established and maintains a system for tracking the progress of individual projects.

Sources and Documentation:

1. Interview with the interim director of facilities planning and operations
2. Interview with the CEO
3. Interview with the CBO
4. School Dude work order samples
5. Capital Facilities and Measure CC Project Report, April 2013

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has contracted with Lend Lease to monitor and track all state and local facilities projects. Lend Lease utilizes the Impact 3D/I software program that is integrated with the California Community Colleges Chancellor's Office Fusion software and the district's PeopleSoft financial software. The software is Web-based and allows for portal entry for data uploads with multiple level security. The software provides real-time data and includes but is not limited to reimbursement requests, initial and final project proposals in Fusion, contracts, invoices, warrants and cash flow statements by project.
2. During the prior review period, the district migrated to a different work order processing software (School Dude) and processes to track ongoing projects and schedule routine duties. This system enables management to identify and communicate progress of individual facilities projects including maintenance and repair. School Dude allows management to plan projects, allocate resources, track the project and record progress/completion dates. Further, it enables the director to communicate planned project completion dates, track open projects and verify project completion. The interim director of facilities planning and operations has received training on the School Dude system. Per documentation from the district, the training included the following topics:
 - Overview of the School Dude system
 - How to input a work request
 - How to print a work request
 - How to track a work request
 - How to status work orders
 - How to gain access to key users, resources and additional training
3. The most recent meeting of the Citizens' Bond Oversight Committee was February 28, 2013. During this review period, the CEO provided FCMAT a verbal briefing on the status of the LRC building. The district anticipates that the project will be complete by February 2014. Interviews indicated that all outstanding litigation on the project has been resolved, except for the lawsuit involving Chevron Energy Solutions.

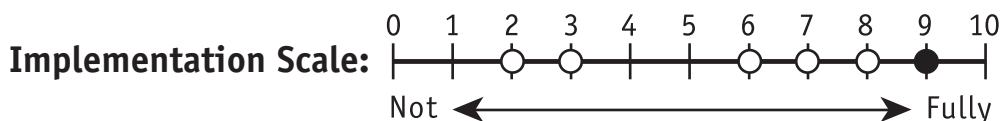
A new architect of record for the LRC, NTD Architecture, has been retained to develop plans and bid specifications to complete any outstanding items with the Division of the State Architect (DSA). The previous architect of record has forwarded all of its documentation to NTD to assist with project closeout. Initially, the district thought there were over 160 outstanding punch list items, but on further review, there appear to be approximately 60 that still need DSA approval.

4. The Capital Facilities and Measure CC Project Report provides the following information on district projects:

- Little Theater. The district held a kickoff meeting on April 5, 2013 to introduce the new project architects, WLC, to staff and provide an update on the scope of work. The estimated total project cost is \$1.2 million.
- Server Room and MIS Building Enhancements. Phase I of the project (VOIP, HVAC and window closure) was substantially complete as of November 2012. A notice of completion on the project was filed in February 2013.
- Phase I Central Plant/Stadium Lighting. Installation of structural steel commenced on March 5, 2013. Perimeter site walls have been constructed and construction of the CMI portion of the project is under way. The cooling tower for the Central Plant was installed on April 4, 2013. Stadium lighting design documents are being reviewed by DSA.
- Phase I Utility Infrastructure. Construction has commenced. This project includes the installation of a new 10-inch fire line, new sanitary sewer, natural gas and electrical main lines and the redesign of the sidewalk and interior courtyard.
- Phase II Utility Infrastructure. Installation of the asphalt at lot F was approximately complete in April 2013. Demolition of the asphalt in lots D and E was ongoing during this review.
- Allied Health. The district received bids on the Allied Health project on January 22, 2013. However, the bids were over the architectural estimate. The Department of Finance originally funded the project as a modernization; however, the plans call for the demolition and replacement of the existing building. The project was being reviewed by DOF at the time of this review.

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
June 2012 Rating:	8
April 2013 Rating:	9



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. Interview with the interim director of facilities planning and operations
2. Interview with the CEO
3. Interview with the CBO
4. Facilities Memorandum of Understanding between Compton CCD and El Camino CCD, January 23, 2013
5. Allied Health Building Detailed Equipment List
6. Physical inspection of new construction including the LRC, MIS, Utility Infrastructure Phase I and II projects

Progress on Implementing the Recommendations of the Recovery Plan:

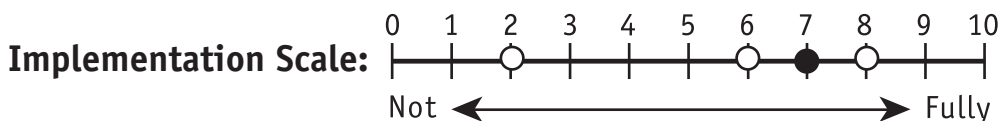
1. FCMAT reviewed the Facilities Memorandum of Understanding between the Compton CCD and the El Camino CCD dated January 23, 2013 regarding the following projects:

Infrastructure Phase I	Estimated Cost - \$37,714,000
Infrastructure Phase II	Estimated Cost - \$19,498,000
Allied Health Renovation Project	Estimated Cost - \$13,270,000

2. Furniture and equipment planning are essential to ensure the facilities accommodate users’ needs and maximize the safe, effective and efficient use of facilities. The district provided a furniture and equipment list for the Allied Health Building renovation project, but not in detail. The Infrastructure Phase I and II projects pertain solely to utility replacement and do not include furniture and equipment.

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:	8
June 2012 Rating:	7
April 2013 Rating:	7



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 take into account technology infrastructure needs.

Sources and Documentation:

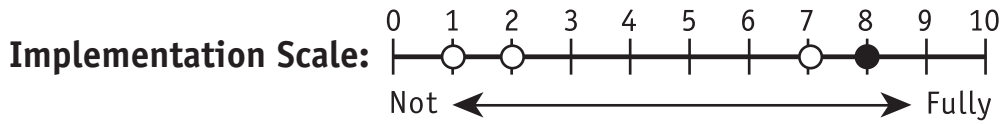
1. Interview with the CEO
2. Interviews with information technology staff
3. Facilities Master Plan Update, July 2012
4. 2011-16 Technology Plan
5. 2012-17 Comprehensive Master Plan
6. Physical inspection of upgraded MIS facility and selected classrooms

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has developed a Comprehensive Master Plan using the program review process to drive outcome. The program review process asks members of a discipline or department to critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes. Desired outcomes from the program review process include evaluation of program effectiveness, program development and improvement, clarification and achievement of program goals, assessment of student learning outcomes, and linkage of planning and budgeting.
2. The district's Technology Plan is integrated into the Comprehensive Master Plan. The Technology Plan indicates that it follows the Educational Plan and takes into consideration the many technological needs cited in that chapter. The Technology Plan provides a technology vision for the district and Compton Center, guiding planning principles, technology issues to consider, resources, training, and the need for funding at both the district and the center. Lastly, the plan lists planning agenda items to address the issues facing the district and the center. The district is engaging in a self-assessment process to determine the needs and associated costs of upgrading infrastructure, including technology. The MIS and Facilities departments are beginning to communicate with each other regularly.

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
June 2012 Rating:	7
April 2013 Rating:	8



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:

College staff are knowledgeable of procedures in the Division of the State Architect (DSA).

Sources and Documentation:

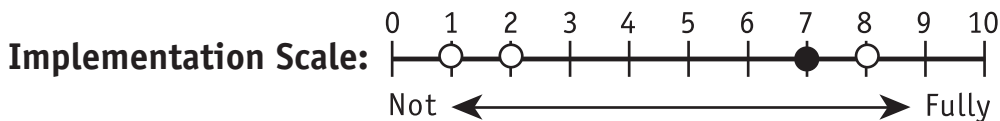
1. Interview with the interim director of facilities planning and operations
2. Architectural drawings
3. DSA list of recent submittals

Progress on Implementing the Recommendations of the Recovery Plan:

1. 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. During the last review, the director of facilities position was vacant. The district recently hired an interim director of facilities planning and operations who has overall responsibility for facilities, maintenance, custodial, and grounds. The new interim director served previously as a senior project manager for a construction management firm that worked with the district for several years. The interim director has a history with the district in construction planning and development and knowledge of DSA.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	8
January 2010 Rating:	8
July 2010 Rating:	8
June 2012 Rating:	7
April 2013 Rating:	7



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:

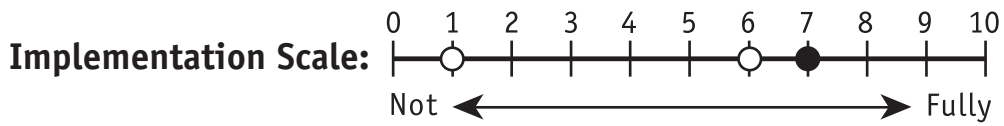
1. Interview with the interim director of facilities planning and operations
2. Interview with the CEO
3. Interview with the CBO
4. Board Policy 3300, Capital Construction, April 20, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district adopted Board Policy 3300, Capital Construction, which dictates the CEO's responsibility to plan and manage the district's capital outlay and construction programs.
2. The district has contracted with Lend Lease to monitor and track all state and local facilities projects. Lend Lease utilizes the Impact 3D/I software program that is integrated with both the California Community Colleges Chancellor's Office Fusion software and the district's PeopleSoft financial software. The software is Web-based and allows for portal entry for data uploads with multiple-level security. The software offers real-time data and includes reimbursement requests, initial and final project proposals in Fusion, contracts, invoices, warrants and cash flow statements by project.
3. The district had restructured key management positions at the time of FCMAT's fieldwork. The CBO position is filled; however, the director of facilities planning and operations is serving in an interim capacity.
4. Compton CCD is making efforts to build capacity by hiring and training internal staff. At the time of FCMAT's fieldwork, the director of facilities planning and operations position was being advertised and an interim employee was serving in the position.

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
June 2012 Rating: 6
April 2013 Rating: 7



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:

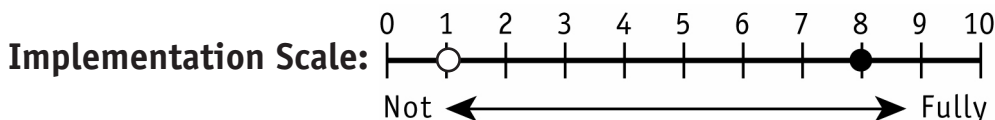
1. Interview with the interim director of facilities planning and operations
2. Interviews with project managers, Lend Lease
3. Impact 3D/I software program
4. Physical inspection of drawing room and records

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district 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 district contracts with project management, construction management, architect and engineering firms that assist with project records management. The record-keeping system for storing facility plans and drawings is adequate to fulfill this standard. However, records are kept at multiple locations including the trailer where Lend Lease is housed and in the maintenance department, rather than in one centralized location.

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
June 2012 Rating:	8
April 2013 Rating:	8



ACCJC Standard III-B: Physical Resources

FCMAT Facilities Management Standard 5.3 - Compliance with Public Contracting Laws and Procedures - Conflict of Interest Statements and Compliance

Professional Standard:

The college maintains files of conflict of interest statements and complies with legal requirements. Conflict of interest statements are collected annually by the President/Superintendent and kept on file.

Sources and Documentation:

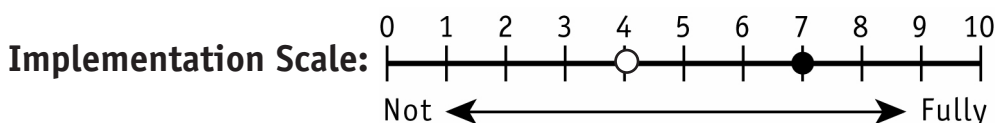
1. Interviews with the CEO and CBO
2. Board Policy 2710, Conflict of Interest, December 15, 2009
3. Administrative Regulation 2711, Conflict of Interest Disclosure, December 15, 2009
4. Form 700 2012, Annual Filing of Statement of Economic Interests

Progress on Implementing the Recommendations of the Recovery Plan:

1. During a 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.
2. The district should update its board policies and list designated positions that must file the annual Form 700. Because of the specific duties and responsibilities of the interim director of facilities planning and operations position and the number of contracts the individual is responsible to oversee, this position should be included in any policy update.
3. The CEO and CBO have established procedures to collect the conflict of interest statements for staff members who are employed by Compton CCD or El Camino CCD management staff that work on the Compton campus. FCMAT requested an itemized list of employees required to complete the Form 700. According to the list, the interim director of facilities planning and operations had not completed the form.

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
June 2012 Rating:	7
April 2013 Rating:	7



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 has been approved by the Board of Education and implemented throughout the college.

Sources and Documentation:

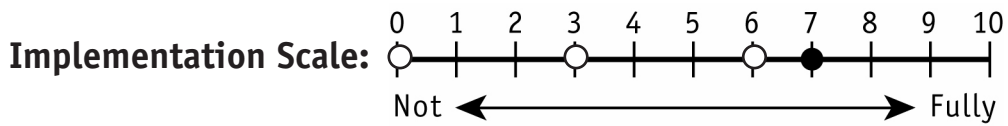
1. Interview with the interim director of facilities planning and operations
2. Board Policy 3340, Energy and Sustainability, August 10, 2010
3. California Community Colleges Board of Governors Energy and Sustainability Policy, undated
4. Facilities Master Plan Update, July 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has adopted the California Community Colleges Board of Governors 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 district completed the Facilities 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. Board Policy 3340, Energy and Sustainability, was issued August 10, 2010. This policy dictates the responsibility of the CEO in the development of a district energy and sustainability plan. The policy also indicates that 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.
4. The district has embarked on two utility replacement projects, Infrastructure Phase I and Phase II that, when fully implemented, should greatly reduce energy consumption.

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
June 2012 Rating: 7
April 2013 Rating: 7



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 has been made a top priority for all college construction projects.

Sources and Documentation:

1. Interview with the interim director of facilities planning and operations
2. Energy and Sustainability Policy for School Design by California Community Colleges Board of Governors
3. 2014-18 Five-Year Construction Plan
4. Board Policy 3340, Energy and Sustainability, August 10, 2010
5. Facilities Master Plan Update, July 2012

Progress on Implementing the Recommendations of the Recovery Plan:

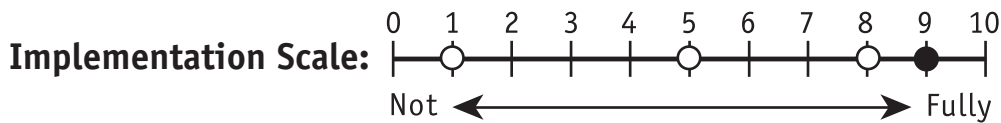
1. Compton College was originally constructed and occupied in the early 1950s, including the utility infrastructure for the campus. Since construction of the original campus in 1953, four buildings have been added. However, technology, power requirements, electrical upgrades, mechanical upgrades, emergency communications, fire/life safety, and sewer requirements have all changed per the Uniform Building Code requirements and the DSA's office. The board adopted BP 3340 on August 10, 2010, and has taken a number of incremental steps to meet this standard. The district completed the Facilities 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 contracted with Southern California Edison on behalf of the 2009 Bridge Period California Community College Partnership Program. This program meets the California Community Colleges Board of Governors energy efficiency and conservation goals, and the incentive for this program is funded by the California Public Utilities Commission.
3. Board Policy 3340, Energy and Sustainability, was issued August 10, 2010. This policy dictates the responsibility of the CEO in the development of a district energy and sustainability plan. The policy also indicates 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. The Phase I Utility Infrastructure project has commenced with construction. This project includes the installation of a new 10-inch fire line, new sanitary sewer, natural gas and electrical main lines, and the redesign of the sidewalk and interior courtyard.

5. The Phase II Utility Infrastructure project has also begun construction. Installation of the asphalt at Lot F was almost complete in April 2013. Demolition of the asphalt in lots D and E was ongoing during FCMAT’s fieldwork.

6. The 2014-18 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
June 2012 Rating:	8
April 2013 Rating:	9



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 the college sites are provided with adequate supplies, equipment, and training to perform maintenance tasks in a timely and professional manner. Included in the training is how to inventory supplies and equipment and when to order or replenish them.

Sources and Documentation:

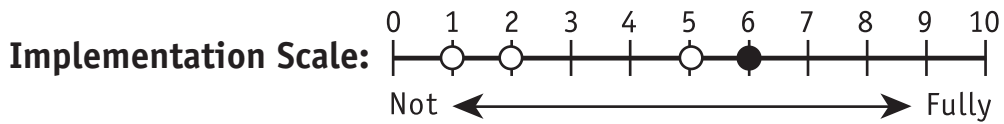
1. Interview with the interim director of facilities planning and operations
2. District materials, equipment and tools inventory
3. Custodial supplies inventory
4. School Dude work order reports
5. Work Environment Expectations agenda, April 14, 2011

Progress on Implementing the Recommendations of the Recovery Plan:

1. The interim director of facilities planning and operations plans to implement the Hillyard Cleaning Cost Analysis Program (CCAP) in fiscal year 2013-14. This program involves a site study by Hillyard to include all custodial and janitorial areas. Cleaning and maintenance needs are assessed based on a thorough evaluation of surface types and area size to determine the proper products, methods, and staffing required to meet district standards. 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. An inventory, budget control, and ordering system are also included in this program.
2. The district has implemented the School Dude work order 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 district 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 should 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
June 2012 Rating: 5
April 2013 Rating: 6



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:

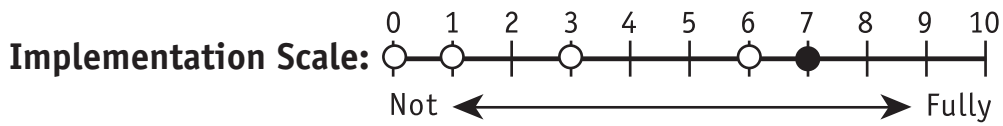
1. Interview with the interim director of facilities planning and operations
2. Interviews with utility maintenance supervisors
3. Job descriptions
4. Sample employee evaluation
5. Board policies
6. Employee Handbook, August 2008
7. Collective Bargaining Agreement between Compton CCD and Compton Community College Federation of Classified Employees, July 1, 2009 – June 30, 2012.
8. Classified evaluation list, 2011-12

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted board policies regarding the evaluation process that include board-approved standard evaluation forms.
2. The district has created a process to notify departments to help ensure that evaluations are performed and submitted to the Human Resources Department in a timely manner. The collective bargaining agreement between Compton CCD and the Compton Community College Federation of Classified Employees provides for every permanent classified employee to be evaluated annually, no later than May 1. One example of a completed performance evaluation and a list of personnel evaluated during 2011-12 were provided to FCMAT subsequent to fieldwork. At the time of FCMAT's fieldwork, the 2012-13 evaluation cycle for classified staff was not yet complete. However, the documentation provided indicated that the district had completed evaluations for all maintenance and operations staff in 2011-12.
3. The employee handbook addresses performance evaluations as a key component of 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.
4. The dean of human resources has implemented procedures to track and ensure that evaluations are done in compliance with board policy and collective bargaining 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
June 2012 Rating: 6
April 2013 Rating: 7



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:

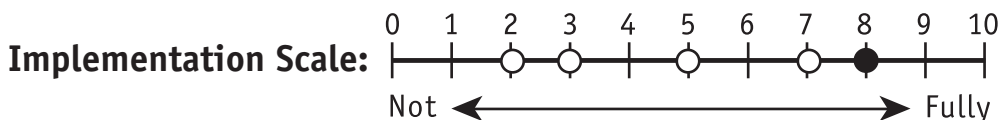
1. Interview with the interim director of facilities planning and operations
2. Routine maintenance procedure example
3. Maintenance and operations team meeting agenda
4. School Dude work order reports
5. Job descriptions

Progress on Implementing the Recommendations of the Recovery Plan:

1. Job definitions and duties are documented in the job descriptions of the maintenance and custodial employees. Tasks and descriptions are identified by union job classification, e.g., carpenter or utility maintenance worker. Standardization of jobs and functions is ongoing in an effort to help to define processes, responsibilities and performance levels.
2. The interim director of facilities planning and operations uses the School Dude work order system to schedule routine maintenance tasks, work order tasks and repair projects.
3. The interim director of facilities planning and operations plans to implement the Hillyard CCAP in 2013-14 to determine campus custodial needs. The program provides specific direction as to the frequency, method, supplies, equipment and time needed to complete each task.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	8



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:

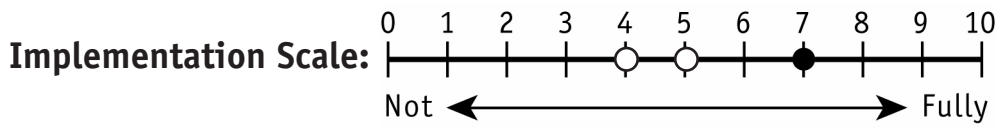
1. Interview with the interim director of facilities planning and operations
2. Interviews with utility maintenance supervisors
3. Hillyard CCAP records
4. School Dude reports

Progress on Implementing the Recommendations of the Recovery Plan:

1. The interim director of facilities planning and operations plans to implement the Hillyard CCAP in fiscal year 2013-14 to determine 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 ensure that regular essential cleaning is maintained while the frequency of non-essential tasks is reduced.
2. The interim director of facilities planning and operations uses the School Dude work order system to schedule routine maintenance tasks, work order tasks and repair projects.
3. The implementation of these programs should increase the efficiency of the maintenance and operations staff by organizing schedules, tracking equipment and supply inventories, standardizing procedures, and improving training and competency.
4. Staff interviewed indicated that they had the supplies, tools and equipment needed to perform their duties.

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
June 2012 Rating:	7
April 2013 Rating:	7



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 completion of work by the supervisor of the maintenance staff.

Sources and Documentation:

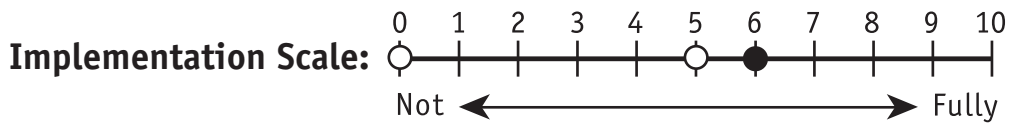
1. Interview with the interim director of facilities planning and operations
2. Board policy
3. Sample School Dude work order reports
4. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The interim director of facilities planning and operations plans to implement the Hillyard CCAP in fiscal year 2013-14 to determine 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 ensure that regular essential cleaning is maintained while the frequency of non-essential tasks is reduced.
2. The interim director of facilities planning and operations uses the School Dude work order 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. The Infrastructure Replacement projects, Phase I and II, have commenced with construction and will address on- and off-site drainage issues observed during the prior review through a revamping of the storm drain system.
5. All facilities maintenance work is of a routine or reactive nature. The district provided no documentation indicating that a preventive maintenance program with scheduled tasks has been established.

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
June 2012 Rating:	6
April 2013 Rating:	6



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 students. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title 5 631, CCR Title 5 14030, EC 17576]

Sources and Documentation:

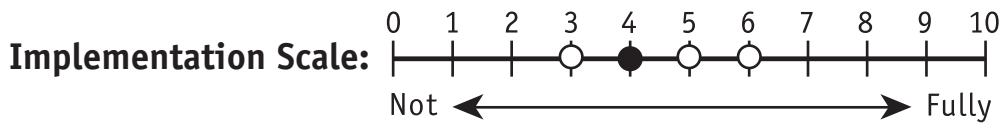
1. Interview with the interim director of facilities planning and operations
2. Board policy
3. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. Deep cleaning and maintenance was reported to have occurred in restrooms. However, FCMAT observed dirt and residue buildup in corners and around fixtures due to poor routine cleaning and a lack of thorough or deep cleaning. Some limitations exist because of the age and condition of the facilities.
2. Interviews indicated that programs are being implemented to ensure proper cleaning and maintenance of facilities.
3. The condition of campus grounds improved from some previous reporting periods, but the buildings were still in need of significant maintenance. The district needs to address ongoing maintenance of its buildings with the same emphasis that is given to the modernization of buildings and the construction of new facilities.
4. The district hired a male student worker in a short-term assignment who restocks supplies in the men's restrooms as part of his daily duties. The district is in the process of hiring a female student worker to do the same for the women's restrooms.

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
June 2012 Rating:	5
April 2013 Rating:	4



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 includes purchase prices, anticipated life expectancies, anticipated replacement time lines, and budgetary resources necessary to maintain the facilities.

Sources and Documentation:

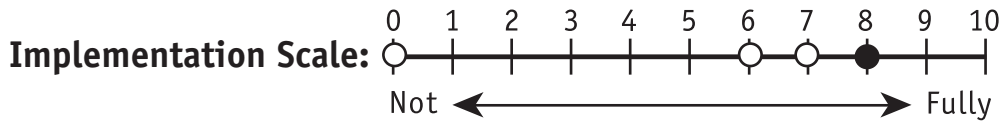
1. Interview with the CEO
2. Interview with the interim director of facilities planning and operations
3. Board policy
4. 2014-18 Five-Year Construction Plan
5. Facilities Master Plan Update, July 2012
6. School Dude work order reports

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has a board/special trustee-approved Facilities Master Plan, and prepares the required annual five-year deferred maintenance and space inventory plans. A complete Facilities 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 Facilities Master Plan is a blueprint for the district to follow regarding new construction and maintenance requirements.
2. The district has implemented the School Dude work order system to schedule and track routine maintenance items to include servicing, repairing and replacing equipment.
3. The district's Facilities Master Plan was prepared by HMC Architects. The plan contains detailed information regarding the district's projects including project justification, descriptions and costs; priority order; load distribution; staff forecast; instructional focus; and whether the project is to be funded through local funds, the state, or both. The plan includes detailed information on infrastructure upgrades for the health and safety of students and staff.

Standard Implemented: Fully - Substantially

April 2007 Rating:	0
January 2008 Rating:	0
July 2008 Rating:	0
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating	8



ACCJC Standard III-B: Physical Resources
FCMAT Facilities Management Standard 8.12 - Facilities Maintenance and Custodial - Priorities for Assignment of Routine Repair Work Orders

Professional Standard:

The college has a documented process for assigning routine repair work orders on a priority basis.

Sources and Documentation:

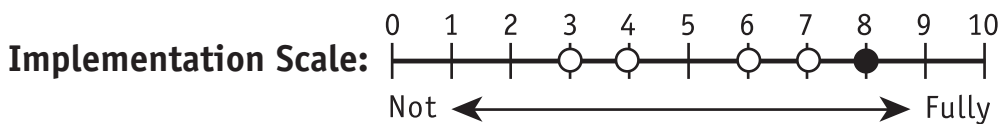
1. Interview with the interim director of facilities planning and operations
2. School Dude work order reports
3. Facilities inspection log sheets

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district implemented the School Dude work order processing software and processes to track ongoing projects and schedule routine duties.
2. The district has continued the 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.
3. The CEO and interim director of facilities planning and operations meet weekly with other key staff to budget, plan and prioritize facility needs.

Standard Implemented: Fully - Substantially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	4
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	8



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:

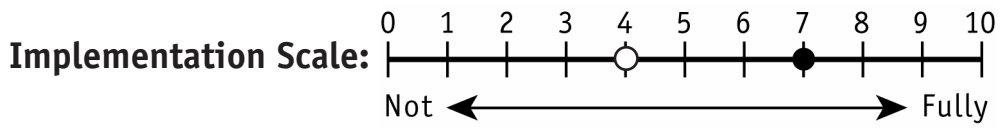
1. Interviews with the CEO and the interim director of facilities planning and operations
2. Facilities Master Plan Update, July 2012
3. 2014-18 Five-Year Construction Plan
4. Site walk/observation

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district's architect has developed conceptual landscape plans for improved campus landscaping. These are included in the 2012 Facilities Master Plan. 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. District staff reports that the plans to improve campus landscaping are on hold until after the major construction has been completed. The district has developed a conceptual landscape plan that includes partial components of the campus such as planting schemes, medians, parking lots and the interior quad area.
2. As part of the employee evaluation process, each maintenance and operations staff member is to adopt either a campus building or grounds area. District staff reports that this adoption program will help to identify landscaping areas that need to be addressed. The district 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. Until the district is able to complete the upgrades to the utility infrastructure detailed in the Facilities Master Plan, it should maintain the existing infrastructure to ensure the campus is functional.
3. Observed landscaping was poor due to active and ongoing construction traffic and groundwork.

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
June 2012 Rating:	7
April 2013 Rating:	7



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 6700, Civic Center and Other Facilities Use, March 17, 2009
2. Administrative Regulation 6701, Civic Center and Other Facilities Use, June 16, 2009
3. Facility Fee Schedule, February 20, 2009
4. Facilities Use Application/Permit by user group category

Progress on Implementing the Recommendations of the Recovery Plan:

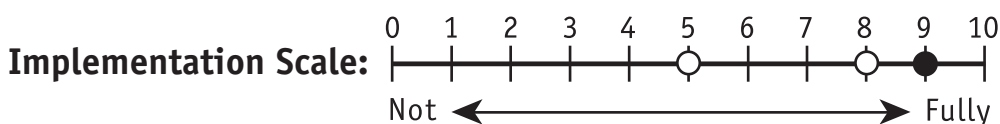
1. The district determined the need to complete a comprehensive study of allowable costs and charges for community use of facilities and completed the process by adopting Board Policy 6700, Civic Center and Other Facilities Use. The district has formally updated the facilities usage policy that includes all administrative rules, regulations and procedures including Education Code Section 82537 regarding the use of civic centers.

The policy and corresponding administrative regulations are accompanied by a fee schedule that lists fees for all facilities on the campus. The policy also identifies civic center permit categories and updated cash collection procedures.

2. The adopted policies and regulations are in accordance with Education Code Sections 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
June 2012 Rating:	8
April 2013 Rating:	9



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	June 2012 Rating	April 2013 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	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							

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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	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	7	8
17.10	Business office computers, computer screens, operating systems and software applications used for administrative system access are kept up to date.	8							

ACCJC Standard III-C: Technology Resources

FCMAT Financial Management Standard 17.1 – Management Information Systems

Professional Standard:

Management information systems support users with information that is relevant, timely and accurate. Standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems.

Sources and Documentation:

1. Interview with the El Camino CCD director of information technology services
2. Interview with the El Camino CCD manager of MIS, assigned to Compton CCD
3. Interview with the information systems engineer
4. El Camino College Compton Community Educational Center Technology Plan 2011-2016, June 13, 2012
5. Visual inspection of the new data center

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD has an established Technology Plan for the period 2011 through 2016. The purpose of the plan is to establish technology guidelines to assist the district in supporting and enhancing technology. During its development, the state of technology was examined in the Compton CCD and a plan developed for enhancement over five years to ensure an adequate, reliable technology infrastructure and equipment. However, increased use of technology, outdated software applications, hardware limitations, and budgetary challenges all make the current version of this plan obsolete. The district is evaluating the technology plan and identifying necessary updates to the current technology as well as what is needed to incorporate and support advancing technologies, including wireless connectivity and user-provided devices.
2. The district has worked diligently to stabilize its technology infrastructure over the last several years to ensure that its network is reliable. During prior review periods, the district was experiencing serious challenges with failing cabling and network infrastructure, outdated equipment, lack of equipment standardization, and extensive delays in equipment replacement. This placed the district in a state of emergency regarding technology, with technology staff addressing failures as they arose during the project. Since FCMAT's last review period, the district has completed construction of the new dedicated network server room located in the Management Information Systems (MIS) Department; has replaced core MIS equipment, including servers and network components; and has migrated to the new system. The new dedicated server room provides adequate space for district needs. The district is in the process of upgrading the fiber connectivity, which is a core component of technology infrastructure. Redundant cooling systems and generator power backup has also been installed, ensuring the district's ability to avoid disruptions in service and properly protect the equipment. Access controls to the server room have been installed, preventing unauthorized access to the servers.
3. The district is now focused on updating lines of connectivity. During FCMAT's visit, the infrastructure project construction was in progress, which includes updated fiber connectivity to the campus buildings. The district has not yet begun to refurbish the rest of the technology

center as organized workspace for technology staff. It is unknown how long it will take for the district to identify and commit available resources to this project.

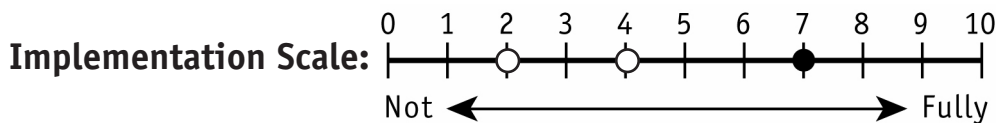
4. The district manages a parallel system with routine backups of network data. A tape backup is removed weekly and held at an offsite storage site. If the system requires restoration, one year of data from the beginning of the month can be recovered from tape backups. However, backup procedures are not documented. The MIS Department should create written operational policies and procedures documenting essential duties of the technology services staff.
5. Administration and oversight of technology services continue to be provided by an El Camino CCD staff member assigned to the Compton campus as the manager of MIS. The position is paid by the Compton CCD and collaborates with the El Camino CCD director of information technology services. For Compton to progress in the technology standards, the administration and management of technology services should report directly within the organizational structure of Compton CCD. The district is evaluating the viability of establishing an independent administrative organizational structure for technology services, which would include a full-time director position.
6. All technology support positions are Compton CCD employees. The manager of MIS is working to build capacity in Compton CCD through training and dissemination of information to the technology team and by working to implement and strengthen operational procedures that support best practices. The manager continues to push routine responsibility to the rest of the team while working to keep pace with the standards and expectations of El Camino CCD.
7. The district has a Technology Committee made up of 12 members including faculty, staff and students. Interviews indicated that the committee meets monthly and prepares minutes. The review team requested but was not provided this information for the current review period. Interviews indicated that over the last year the committee has recognized its broader mission, beyond providing a venue for expressing problems and/or developing wish lists. The committee participated in an informal process of evaluating the prior technology plan and cost matrix, which was provided to the Planning and Budget Committee for consideration.
8. The Compton CCD initially purchased its Datatel Colleague financial system in 2004 and lost accreditation shortly after contracting for 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 district should negotiate directly with Datatel to determine the costs associated with bringing the financial system modules back online.
9. 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 electron-

ically uploaded to PeopleSoft. The interface application cannot simply be implemented in 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 should continue as a priority of the CBO as the financial team gains a better understanding of the functionality of each system.

The manager of MIS should assess the interface applications developed to automate data sharing between the El Camino CCD Datatel Colleague and LACOE PeopleSoft systems to determine if advantages could be achieved by developing similar interface applications for the Compton CCD Datatel Colleague and LACOE PeopleSoft systems.

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
June 2012 Rating:	7
April 2013 Rating:	7



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:

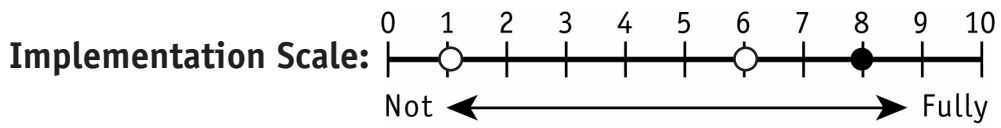
1. Interview with the El Camino CCD director of information technology services
2. Interview with the El Camino CCD manager of MIS, assigned to Compton CCD
3. Interview with the information systems engineer
4. El Camino College Compton Community Educational Center Technology Plan 2011-2016, June 13, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Community Educational Center Technology Plan provides a plan for addressing campuswide hardware and software needs. The technology team has been working with departments to determine equipment needs and establish procedures necessary to standardize equipment purchases. Procedures are in place to ensure that MIS provides specifications and signs off on equipment replacement purchases. Deans work directly with the MIS Department to determine needs in advance of purchases.
2. Interviews indicated that the district has a large inventory of end user equipment that requires replacement. Approximately 70-80% of deployed technology has operating systems that Microsoft will no longer support. These machines are not expected to fail in the short term; however, the ability to efficiently support them and secure parts necessary to service them is expected to become increasingly difficult. Many of these machines may not run new or updated software applications. The technology team is identifying and evaluating all end user devices provided and supported by the Compton CCD. This requires a team member to physically inspect each machine and gather pertinent information so a technician can develop a quality inventory and replacement plan. Physical inspection of every machine districtwide is a very time consuming approach to obtaining this data. The MIS Department has identified a software application that would allow remote access to much of this data from each machine that is connected to the district's network. In addition to improving asset tracking capabilities, the application offers imaging capabilities for configuring new computers and reconfiguring older systems when necessary. Applications of this nature may improve staff efficiency in supporting and deploying equipment. The technology team indicated that this tool is essential to efficiently provide ongoing support. The district should consider performing an evaluation and cost benefit analysis of acquiring the application.
3. Identifying a stable and reliable funding source is among the greater challenges in addressing equipment replacement needs. Interviews indicated that the district expects to designate funds in the 2013-14 proposed budget to support ongoing technology improvements. However, the district should identify a stable and reliable funding source to meet the technology equipment replacement cycle and address new and ongoing needs that result from the acquisition of new equipment and completion of the new server room.

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
June 2012 Rating:	8
April 2013 Rating:	8



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:

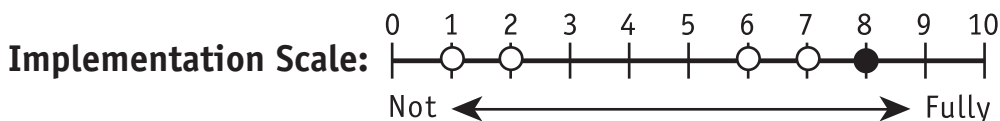
1. Interview with the El Camino CCD director of information technology services
2. Interview with the El Camino CCD manager of MIS, assigned to Compton CCD
3. Interview with the information systems engineer
4. El Camino College Compton Community Educational Center Technology Plan 2011-2016, June 13, 2012
5. Various communications regarding technology training opportunities

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district continues to support staff development for technology through training session offerings in conjunction with the El Camino CCD. This offers a more effective delivery of instruction and a greater variety of training offerings. Ongoing staff training opportunities will be necessary as applications are upgraded throughout the organization.
2. The district should continue assessing the needs of its administrative system users and focus on developing and promoting training programs that address those needs. Although computer-based training-on-demand options have been universally accepted, the specific training needs of individual staff members should be a focus of improvement for this standard. The district should ensure that ongoing communications to employees are systematic to continue an awareness of the availability of training opportunities.

Standard Implemented: Fully - Substantially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	2
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	8



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

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

D. Financial Resources – Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.
 - a. *Financial planning is integrated with and supports all institutional planning.*
 - b. *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*
 - c. *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*
 - d. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.
 - a. *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*
 - b. *Appropriate financial information is provided throughout the institution.*
 - c. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*
 - d. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and asset.*
 - e. *All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*
 - f. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

- g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*
- 3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
D. Financial Resources									
Standard to be Addressed									
Financial Management Standards -- Internal Control Environment									
1.1	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.	1	2	4	5	6	5	5	6
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	6	7
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	7	7
1.8	Top management sets the tone and establishes the environment. Therefore, appropriate measures are implemented to discourage and detect fraud.	0	0	4	5	5	5	1	5

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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. Procedures 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	6	7
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	3	5
2.3	The Governing Board is engaged in understanding globally the fiscal status of the college, both current and as projected. The board prioritizes college fiscal issues among the top discussion items.	1							
2.4	The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.	1	1	3	5	5	5	3	5
2.5	Documents developed by the financial departments for distribution to the board, staff and community are easily understood.	3	3	3	4	7	8	7	7

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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	1	3
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	0	3

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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	3	5
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	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	4	4
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	4	4

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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	3	4
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							

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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	4	4
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	5	5
8.4	Budget revisions are made on a regular basis and occur per established procedures, and are approved by the Governing Board.	0							
8.5	The college uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.	1	1	1	3	7	8	6	6

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
Financial Management Standards -- Budget Communications									
9.1	The college budget is a clear manifestation of college policies and is presented in a manner that facilitates communication of those policies.	0							
9.2	The college budget clearly identifies one-time sources and uses of funds.	0	1	1	2	6	7	8	9
Financial Management Standards -- Attendance Accounting									
11.1	An accurate record of enrollment and attendance is maintained.	5	5	5	5	5	6	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	3	5
Financial Management Standards -- Accounting, Purchasing and Warehousing									
12.1	The college adheres to the Budget and Accounting Manual (BAM) and Generally Accepted Accounting Principles (GAAP) as required by Education Code Section 84030.	1							
12.2	The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that 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	3	5

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	June 2012 Rating	April 2013 Rating
12.3	The college forecasts its revenues and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the college reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, 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	5	5
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	5	5
12.5	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.	1	2	2	4	5	6	3	5
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, 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	3	5

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
12.8	The college complies with the bidding requirements of Public Contract Code Section 20111. Standard accounting practice dictates that the college have adequate purchasing and warehousing procedures to ensure that only properly authorized purchases are made, that authorized purchases are made consistent with college policies and management direction, that inventories are safeguarded, and that purchases and inventories are timely and accurately recorded.	4							
12.9	The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.	2	2	2	4	6	7	4	6
12.10	The accounting system has an appropriate level of controls to prevent and detect errors and irregularities.	1							
12.11	The college has implemented an account code structure that enables the standard financial reporting required by the state and ensures that the college is in compliance with guidelines.	4							
Financial Management Standards – Student Body Funds									
13.1	The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds.	3	3	4	5	7	9	5	5
13.2	Proper supervision of all student body funds is provided by the Board. This includes establishing responsibilities for managing and overseeing the activities and funds of student organizations, including providing procedures for the proper handling, recording and reporting of revenues and expenditures.	2							

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	June 2012 Rating	April 2013 Rating
13.3	The college provides training and guidance to college personnel and students on the policies and procedures governing student body accounts.	1							
13.4	Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting.	1	1	2	6	8	9	5	5
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	2	4
14.3	Multiyear financial projections are prepared for use in the decision-making process, especially whenever a significant multiyear expenditure commitment is contemplated.	0							
14.4	Assumptions used in developing multiyear projections are based on the most accurate information available.	0							
Financial Management Standards -- Long-Term Debt Obligations									
15.1	The college complies with public disclosure laws of fiscal obligations related to health and welfare benefits for retirees, self-insured workers' compensation, and collective bargaining agreements.	0	5	5	5	6	7	8	8
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							

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
15.3	For long-term liabilities/debt service, the college prepares debt service schedules and identifies the dedicated funding sources to make those debt service payments. The college projects cash receipts from the dedicated revenue sources to ensure that it will have sufficient funds to make periodic debt payments. Cash flow projections are continually monitored to ensure that any variances from the projections are identified as early as possible to allow the district sufficient time to take appropriate measures or identify alternative funding sources.	8							
15.4	The college has developed and uses a financial plan to ensure that ongoing unfunded liabilities from employee benefits are recognized as a liability of the college. A plan has been established for funding retiree health benefit costs as the obligations are incurred.	0							
Financial Management Standards -- Impact of Collective Bargaining									
16.1	The college has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of college operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of college operations. The college identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on college operations of current collective bargaining language, and proposes amendments to contract language as appropriate to ensure effective and efficient college delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session.	8	8	8	8	8	8	8	8

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
16.2	The Governing Board ensures that any guideline developed for collective bargaining is fiscally aligned with the instructional and fiscal goals on a multiyear basis. The President ensures that the college has a formal process in which collective bargaining multiyear costs are identified for the Governing Board, and those expenditure changes are identified and implemented as necessary prior to any imposition of new collective bargaining obligations. The Governing Board ensures that costs and projected college revenues and expenditures are validated on a multiyear basis so that the fiscal issues faced by the college are not worsened by bargaining settlements. The public is informed about budget reductions that will be required for a bargaining agreement prior to any contract acceptance by the Governing Board. The public is notified of the provisions of the final proposed bargaining settlement and is provided with an opportunity to comment.	0							
Financial Management Standards -- Maintenance and Operations Fiscal Controls									
18.1	The college has a comprehensive risk-management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well-being of the college.	4	5	6	6	6	6	8	9
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	7	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	7	9

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	June 2012 Rating	April 2013 Rating
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	7	8
18.5	Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.	5	5	6	6	6	6	4	4
18.6	College-owned vehicles are used only for college purposes. Fuel is inventoried and controlled as to use.	5							
18.8	Capital equipment and furniture is tagged as college-owned property and inventoried at least annually.	1							
18.9	The college adheres to bid and force account requirements found in the Public Contract Code (Sections 20111 and 20114). These requirements include formal bids for materials, equipment and maintenance projects that exceed \$50,000; capital projects of \$15,000 or more; and labor when the job exceeds 750 hours or the materials exceed \$21,000.	7							
18.10	Standard accounting practices dictate that the college has adequate purchasing and contract controls to ensure that only properly authorized purchases are made and independent contracts approved, and that authorized purchases and independent contracts are made consistent with college policies, procedures, and management direction. In addition, appropriate levels of signature authorization are maintained to prevent or discourage inappropriate purchases or contract awards.	4							
Financial Management Standards – Food Service Fiscal Controls									
19.1	The college operates the food service programs in accordance with applicable laws and regulations.	3							

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
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	8	7

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. Interview with the CEO
2. Interview with the CBO
3. Interview with the special trustee
4. Interview with the El Camino CCD president
5. Interview with the El Camino CCD vice president of administrative services
6. Interviews with board members and management/supervisory staff
7. Board Policy 2710, Conflict of Interest, December 15, 2009
8. Administrative Regulation 2711, Conflict of Interest Disclosure, December 15, 2009
9. Form 700 list for January 1, 2012 through December 31, 2012
10. Form 700 filings for January 1, 2012 through December 31, 2012
11. Board Policy 2715, Code of Ethics and Standards of Practice, November 16, 2010
12. Board retreat ethics training presentation, October 26, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

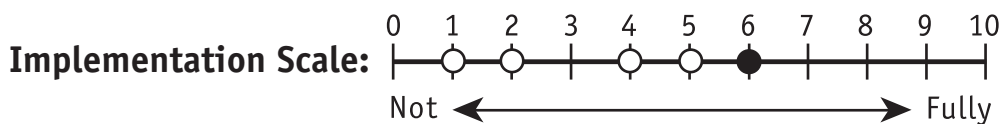
1. In December 2009, the state special trustee approved Board Policy (BP) 2710, Conflict of Interest, and Administrative Regulation (AR) 2711, Conflict of Interest Disclosure. BP 2710 addresses the limitations and disclosure requirements of board members and other district employees where personal activity or financial interest has or may have an effect that is in conflict or incompatible with his or her duties as an officer of the district. AR 2711 describes in detail the general requirements, designated employee positions, disclosure categories, gifts and honoraria. Each section of the AR 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 its 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 lists all designated positions required to file a Statement of Economic Interests, Form 700, and describes the roles and responsibilities of the district and the employee. The district has implemented procedures to ensure that designated employees, including public officials, file statements of financial interest in accordance with Government Code Section 1090. FCMAT reviewed Form 700 statements prepared for the period January 1, 2012 through December 31, 2012. Inquiries with board members and employees noted an awareness of purpose and duty to complete Form 700 routinely. Two of the completed forms were prepared for employees who had separated employment with the district prior to the filing

due date and had been mailed to the former staff member on April 24, 2013; therefore, no signatures were on the forms reviewed by FCMAT. The district should routinely review the list of designated positions included in AR 2711 to ensure that all necessary positions are included and update the regulation as necessary. The district should also ensure that forms are completed timely by employees in designated positions when they resign.

3. The Compton CCD special trustee and CEO continue the practices implemented during the last review period to ensure organizational expectations are communicated regularly to employees. Routine communications take place in many forms including newsletters, department and committee meetings. Staff members widely acknowledge these communication methods. 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. Staff members speak highly of the leadership's efforts to communicate and involve them in the status of events.
4. The development, implementation and update of policies and regulations continue to lag as management focuses on developing operational procedures for technical staff. The district should ensure that board policies and administrative regulations are reviewed, updated, developed and implemented as a component of this work and ensure staff are informed and trained in all areas of change that affect their areas of responsibility. The development of operational procedures indicate continued progress in the outward attitude of management and will strengthen policy effectiveness. Continued efforts demonstrating management's expectation that staff are properly trained help to ensure the implementation of new policy and/or subsequent revisions.
5. It was widely reported in interviews that the leadership of the current CEO and CBO provides a sense of stability. Staff clearly understand the administration's expectations of them, and management-level personnel are actively involved in directing and overseeing the work of staff in the Business Services Department.

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
June 2012 Rating:	5
April 2013 Rating:	6



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. Interview with the CEO
2. Interview with the CBO
3. Interview with the special trustee
4. Interview with the El Camino CCD president
5. Interview with the El Camino CCD vice president of administrative services
6. Board Policy 3100, Organizational Structure, November 17, 2009
7. Administrative Regulation 3101, Management Organization Chart, March 15, 2010
8. CCCD/ECCD CEC Organizational Chart, April 11, 2013
9. Business Services Organizational Chart, January 17, 2013
10. Maintenance and Operations Organizational Chart, January 17, 2013
11. Management Information Systems Organizational Chart, January 17, 2013

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. Assembly Bill (AB) 318 set forth the parameters of the partnership between El Camino CCD 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, provides accredited courses for instruction. El Camino CCD provides oversight and management of the instructional programs and supporting services. In March 2010, the board/special trustee approved AR 3101, Management Organization Chart. AR 3101 established a senior management group composed of the El Camino CC president, state special trustee, Compton Center vice president and Compton CCD CEO. The management organizational chart delineates the lines of authority and reporting to the Compton CCD CEO and El Camino CCD that include the following:
 - Director of Facilities Planning (Compton CCD with oversight by the CEO)
 - Chief Business Officer (Compton CCD with oversight by CEO)
 - Dean of Human Resources (Compton CCD with oversight by CEO)
 - Deans of Academic Programs, Career-Technical Education, Human Resources and Student Services (El Camino CCD with oversight by Compton Center VP)

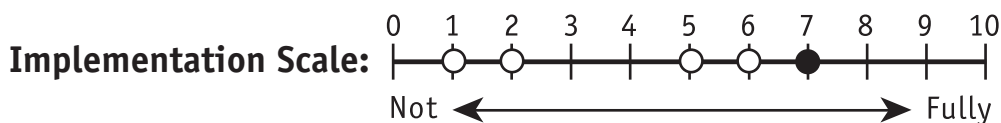
The district recently hired an interim director of facilities planning and operations, which reports to the CBO. The district intends to make this a permanent position and has eliminated the manager of facilities, maintenance and operations position included in AR 3101, dated March 15, 2010. This same chart lists a director of facilities planning position that reports

directly to the CEO. If the interim director of facilities planning and operations position is made permanent, the district should update the organization chart in AR 3101.

2. Each division in the AR 3101 organization chart is subdivided into its supporting departments. This chart provides direction for management and support staff by documenting clear lines of authority. However, the organization chart does not include the Management Information Systems Department. Although it was noted during interviews that the CBO meets with the department regularly, and the CCCD/ECCD CEC Organizational Chart (April 11, 2013) provided by the district indicates that the manager of MIS reports to the CBO, the established reporting lines for this department are unclear from the organization chart included in AR 3101. The chart should be reviewed and updated to reflect any changes.
3. During FCMAT interviews it was clear that an appropriate chain of command has been established and implemented. Employees understand the avenues for communication available to them and are respectful of the administration at all levels.
4. The district has regained momentum in establishing a strong, consistent leadership team in the Business Services Department. The retention of a permanent CBO is instrumental with regard to departmental structure and leadership, technical guidance and professional development training. This position is essential to the implementation of systems, procedures and oversight of daily operations that ensure accurate and timely processing of financial information. The renewed stability in this leadership role has increased the structure and guidance to staff necessary to effectively establish and maintain a high quality of services from the Business Services Department.
5. Under the governance structure and partnership agreement, El Camino CCD continues to provide oversight to the Compton Center as necessary to help ensure Compton CCD's fiscal recovery, and will assist with compliance efforts and progress toward accreditation for the center. Senior management of the El Camino CCD reported increased confidence in the Compton CCD leadership team. They stated that the working relationships between the two institutions are greatly improved since FCMAT's last review.

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
June 2012 Rating:	6
April 2013 Rating:	7



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. Interview with the CBO
2. Interview with the CEO
3. Interview with the dean of human resources
4. Interviews with district staff
5. Evaluation Procedure for District Administrators, June 7, 2011
6. Contract Agreement Between the Compton CCD and the CCC Federation of Classified Employees, July 1, 2009 through June 30, 2012
7. Agreement Between the Compton CCD and the CCC Federation of Employees (Certificated Unit), July 1, 2010 through June 30, 2013
8. Rules and Regulations of the Classified Service, Compton CCD Personnel Commission, revised September 2005
9. A Guide to the Evaluation of Employee Performance in the Classified Service, Office of Human Resources (no date)
10. Administrator employee performance evaluation forms
11. Classified employee performance evaluation forms
12. Manager employee performance evaluation forms
13. Memorandum, Human Resources re: Classified Employee Performance Evaluations, March 22, 2013
14. 2011-12 employee evaluation lists
15. Completed employee evaluation samples

Progress on Implementing the Recommendations of the Recovery Plan:

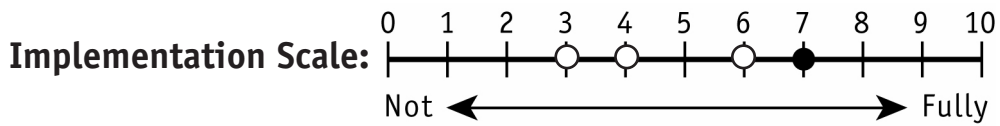
1. The district has developed and implemented comprehensive evaluation instruments for all employee groups. Management evaluation documents contain examples of desirable professional attributes that include leadership, managerial and communication skills and abilities as well as professional knowledge and expertise. The foundation for the classified employee evaluation is established by the personnel commission and outlined in the Rules and Regulations of the Classified Service. This document specifies the frequency and timing of classified employee performance evaluations, the responsible party for providing evaluations, procedures for completion and the appeals process if the employee is not satisfied with the evaluation. Further information is provided in the Guide to Evaluation of Performance in the Classified Service document prepared by the Compton CCD Human Resources Department.
2. The management evaluation document includes templates for basic, comprehensive and administrative evaluations. This standardized framework provides the necessary guidance

for managers and ensures that the district's overarching goals are addressed in the process. The classified evaluation document is a basic evaluation tool for assessing employees' performance related to quantity and quality of work, judgment, working relations, initiative, dependability and reliability, attendance and punctuality, safety and communication skills. For each area the employee is ranked: exceeds expectations, meets expectations, needs improvement or unsatisfactory. This tool also allows the evaluator to list employee performance attributes in each area.

3. Performance evaluations are required annually for all management and classified employees. Timely, consistent, execution of 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. The team selected and reviewed a sample of employee evaluations. Instances of specific areas of improvement were noted for some employees, with measurable goals to attain satisfactory results on future evaluations.
4. Management is notified by the Human Resources Department to complete annual employee evaluations. A memo is sent to administrators and managers each March along with a list of employees to be evaluated. Because of the vacancy and subsequent new hire of an individual in the district's CBO position during the last review period, deadlines for completing evaluations in the business office were not met. Although the evaluation process had not concluded for the current review period at the time of FCMAT's fieldwork, evaluations were under way for all business office staff.
5. The collective bargaining agreement between Compton CCD and the certificated bargaining unit requires performance evaluations to be completed every three academic years for tenured employees and clearly establishes the criteria for evaluation methods and criteria. Faculty evaluation methods alternate between basic and comprehensive, unless the faculty member elects to receive a comprehensive evaluation or one is called for by the faculty member's dean or division chair. FCMAT selected and reviewed a sample of evaluations for faculty members. The evaluations selected for review were timely and complete.
6. The dean of human resources reported that staff members responsible for managing employees are offered trainings regarding effective employee management and evaluation. However, attendance is not mandatory, and the district was unable to provide documentation supporting management attendance at such trainings during this review period. Regular training should be conducted regarding best practices for completing employee evaluations because it provides necessary up-to-date guidance for managers and increases the effectiveness of employee evaluations.

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
June 2012 Rating:	7
April 2013 Rating:	7



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. Interview with the CEO
2. Interview with the CBO
3. Interview with the interim director of accounting
4. Interviews with district staff
5. Independent Audit Report, June 30, 2012
6. Board Policy 7700, Whistleblower Protection, June 8, 2010
7. Administrative Regulation 7701, Whistleblower Reporting Protocols (draft)
8. WeTip flyer
9. Internal auditor survey results

Progress on Implementing the Recommendations of the Recovery Plan:

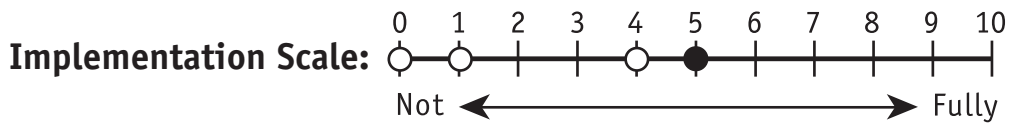
1. Staff indicated that the administration is working to establish proper chain of command, increasing the effectiveness of management oversight of employees and their work, and conveying the expectation of high integrity and ethical behavior throughout the organization. Many staff members noted that the CBO and new interim director of accounting are very hands on, routinely provide guidance, and actively monitor and review employee work. Staff reported that they work closely with the management team and are frequently required to demonstrate their work product and provide an overview and backup documentation to support the work performed.
2. The primary objective for management is to achieve effective internal controls and include reasonable assurance of the following:
 - a. Compliance with policies, procedures, plans, laws and regulations is achieved
 - 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

The CBO is developing written operational policies and procedures for business office functions. Formal operational policies and procedures help to establish protocols for the completion, review and oversight process of each function in the business office. When properly designed, implemented and followed, written procedures improve the effectiveness of the internal control structure and offer reasonable assurance that occurrences of fraud will be avoided.

3. While all employees have some degree of responsibility for the district's internal controls, 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. Although the CBO is responsible for ensuring proper internal controls are established and procedures are implemented in the Business Services Department to properly safeguard assets, the district should not rely solely on this position to identify and prevent fraud or other illegal activities. A separate party, independent of the business office, should conduct internal reviews to ensure there is monitoring of the individuals assigned to manage fiscal resources and of the department as a whole. Compton CCD has worked to discourage and detect fraud by developing and implementing applicable policies and procedures, and has implemented the WeTip program and fraud hot line as the primary tools for communicating the presence of a fraud prevention program.
4. Establishing and maintaining a fraud prevention program is essential in fraud deterrence. The district operates a fraud prevention program that includes a fraud hotline and has worked to increase awareness of the WeTip program throughout the district. Posters promoting the WeTip program were observed in some departments, but were not prominent throughout the campus. Staff indicated a general knowledge of the WeTip program, which allows them to anonymously submit tips about potential fraud. However, although the signage says the hotline is anonymous, some feel the name of the program creates a perception that the caller is a "snitch," which may discourage its use. Increasing communications to staff and students of how the WeTip program works may help alleviate concern about anonymity. Greater awareness of the program will also help communicate management's intent to maintain a high level of focus on fraud deterrence and prevention.
5. The district has resumed its progress in addressing internal control weaknesses, as evident by the reduction of audit findings identified in the June 30, 2012 audit report. The CBO has been diligent in his efforts to provide effective oversight, review, training, and reinforcement of proper internal controls and operational procedures, which helps to provide reasonable assurance that the district's operations are effective, efficient, and sound and that the financial information is reliable.
6. All purchasing tasks are processed by the purchasing technician, who has the ability to add new vendors in the financial software system. Accounts payable has access to some of the vendor demographic screens necessary to make minor changes to vendor information, such as payment remittance edits. User access is managed by the El Camino CCD. Proper internal controls should provide for system access controls associated with the maintenance of vendor master files and should segregate duties, including those related to modifying a vendor's remittance address, from activities associated with processing vendor payments. The district should review employee system access permissions and ensure they are consistent with and support established internal controls and that accounts payable staff have read-only access to vendor demographic screens.

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
June 2012 Rating:	1
April 2013 Rating:	5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 2.1 – Inter- and Intra- Departmental Communications

Professional Standard:

The business and operations departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedures manuals are necessary for the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).

Sources and Documentation:

1. Interview with the CBO
2. Interview with the CEO
3. Interviews with Business Services Department staff
4. 2012-13 Year-End Task List and individual staff responsibility
5. Business Officers of Southern California Community Colleges (BOSCCC) meeting notice, May 9, 2012
6. Independent contractor payment checklist with website reference
7. Purchasing Department – Policies and Procedures, revised February 1, 2013
8. Draft Equipment Purchase Guidelines, February 19, 2013
9. Sample blanket purchase order
10. Purchasing Department Policy, February 1, 2013
11. Purchase Order Terms and Conditions, April 9, 2013
12. Accounts Payable Department – Policies and Procedures, October 16, 2012
13. Sample monthly budget vs. actual communications from Business Services to other departments
14. Business Services Department training list
15. Board policies and administrative regulations for procurement and accounts payable (February 2009)
16. Compton CCD Consultant Service Agreement
17. Memo to administrators, faculty and staff regarding 2012-13 key Business Services Department purchasing deadlines
18. Final Budget 2012-13
19. Compton Center Construction Update, February 7, 2013
20. Capital Outlay Bond Funds Procedures, adopted March 5, 2013
21. Scholarship Procedures, adopted December 14, 2012
22. Board of Trustees January 15, 2013 meeting notice, January 9, 2013
23. El Camino College President's Newsletter, November 29, 2012
24. Compton Community College District Citizens' Bond Oversight Committee July 20 Meeting Summary, September 7, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

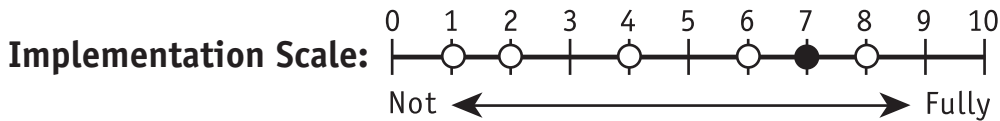
1. The Planning and Budget Committee meets regularly throughout the year. Meetings are held more frequently during the budget development period. This group is comprised of seven to nine members representing business office, senior administration, department managers and bargaining units. Detailed information 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. These meetings are routinely documented in meeting minutes.
2. Regular campuswide informational 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 is informative for Compton CCD employees and provides transparency to the budget development process. All employees are encouraged by the CEO to attend and participate.
3. FCMAT reviewed several documents, including the following, designed to provide information to employees and others on business procedures and the budget process:
 - a. Memos, emails and training documentation that demonstrate efforts to train staff on business procedures and responsibilities.
 - b. Purchasing guidelines, revised February 1, 2013; the new Purchasing Department policy, adopted February 1, 2013; and purchase order terms and conditions, adopted April 9, 2013, all of which exhibit an effort to inform and enforce procedures.
 - c. The development and distribution of Business Services Department procedures to inform staff of proper protocol and expectations.
4. The final budget, which lists overarching goals and objectives for 2012-13, includes a projected decrease in enrollment of 475 full-time equivalent students (FTES) and institutional capacity from the previous year, from 6,375 to 5,900 FTES as a result of the state's deteriorating fiscal condition. The final budget also indicated that if the November 2012 Proposition 30 passed, CCD may make adjustments to the budget and bring it to the special trustee for consideration.
5. The district continues to use the Plan Builder budget development tool to assist departmental staff in developing budget proposals that are tied to departmental goals. The process coordinates departmental goals with the resources necessary to accomplish them and identifies the correlation with the district's overall strategic goals and plans. Each plan contains goals, multiyear strategic directions, time lines and resources needed to achieve the desired objectives. These plans are then compiled into a comprehensive district plan.
6. The district has not implemented institutional (desk) procedure manuals for day-to-day tasks in the Business Services Department, but has begun to draft processes and procedures, which are placed on an internal shared drive for all Business Services staff to access.
7. Since FCMAT's last review, the turnover in key positions has diminished. The CBO position was filled on April 30, 2012, and the individual had been in the position for approximately one year at the time of FCMAT's fieldwork. The CBO has begun to draft processes and pro-

cedures for day-to-day operations and has created a 2012-13 year-end closing document, indicating responsibilities for staff members.

8. The CBO provided FCMAT with a document outlining year-end closing responsibilities for staff members; however, at the time of FCMAT’s fieldwork the document had not been disseminated to Business Services Department staff nor had they received communication regarding their responsibilities for closing procedures for the fiscal year ending June 30, 2013. In addition, no internal year-end desk procedures were in place for Business Services staff, but interviews with staff and the CBO indicated this is a priority for fiscal year 2013-14.
9. The CEO issues a monthly newsletter to the campus community, and the Business Services Department emails monthly budget vs. actual departmental financial reports to all department heads.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	2
July 2008 Rating:	4
June 2009 Rating:	6
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	6
April 2013 Rating:	7



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. Interview with the CEO
2. Interview with the CBO
3. Interviews with district staff
4. Planning and Budget Committee meeting minutes
5. Final Budget 2012-13, September 11, 2012
6. Preliminary Unrestricted General Fund Budget 2013-14
7. PowerPoint Presentation – CEO’s Community Roundtable Discussions
8. PowerPoint Presentations to the board regarding budgetary issues, September 11, 2012 and February 19, 2013
9. Board meeting agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district’s Business Services Department continues to regularly present purchase orders, stale dated checks, and budget transfers/augmentations to the board/special trustee for approval, with purchase orders and stale dated checks appearing as consent items on the board agendas. The documentation for budget transfers/augmentations continues to provide the rationale for their necessity and they are presented as action items, which facilitates board discussion.
2. The district began providing the board with monthly updates for Measure CC bond funding beginning at its November 13, 2012 meeting. Although the updates for the February 19, 2013, March 19, 2013 and April 16, 2013 meetings all indicated that the expenditures presented were through January 31, 2013, they reflect differing expended amounts, with the February report omitting \$6 million in expenditures.
3. The 2012-13 Final Budget dated September 11, 2012 lists the district’s Guiding Principles for Planning & Budgeting, which includes maintaining student success; assessing programs based on relevance, cost effectiveness and ability to meet community needs; high quality programs with appropriate support; and creating and supporting revenue generating opportunities. However, this information was not included in the district’s Preliminary Unrestricted General Fund Budget for the 2013-14 fiscal year.
4. Quarterly and annual financial status reports were provided during board meetings throughout the fiscal year. In addition, board minutes reflect that two budget presentations took place

during 2012-13, occurring on September 11, 2012 and February 19, 2013. These were oral presentations related to the potential effects of Proposition 30 not passing, and the status of the college at December 31, 2012. They included PowerPoint slides, but written materials were not included in board agenda packets.

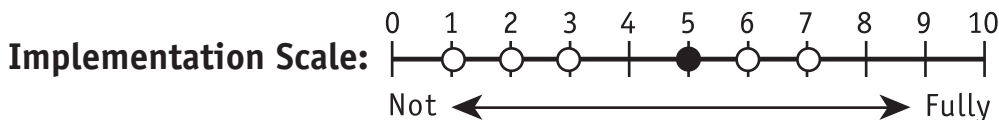
The August 21, 2012 board meeting minutes indicate approval of a resolution regarding temporary interfund borrowing. On one occasion, meeting minutes reflected board discussions pertaining to budget transfers and prevention of overspending. While board agendas reflect items such as the 2011-12 audit presentation and quarterly and annual financial status reports, these were presented as informational items to the board, and board minutes do not reflect whether board or community discussion occurred.

5. During the 2012-13 fiscal year, the CEO provided a PowerPoint presentation at multiple community forums to communicate the status of the district’s construction projects, accreditation efforts, and focus on fiscal stabilization. A similar presentation was provided to the city of Compton on February 5, 2013 and at the CEO’s state of the district presentation on December 16, 2012.

6. District staff reported they generally feel informed about what is occurring in the district and in the Business Services Department. The CEO routinely prepares a communication to employees titled Message from Interim CEO, which is posted on the district’s website and is available at the front desk of administrative departments. The CEO has an open door policy and routinely maintains weekly open door hours. Interviews with staff indicated that they are knowledgeable of the communications made available to them and are comfortable taking advantage of the CEO’s open door policy if they have issues they wish to discuss.

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
June 2012 Rating:	3
April 2013 Rating:	5



ACCJC Standard III-D: Financial Resources

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:

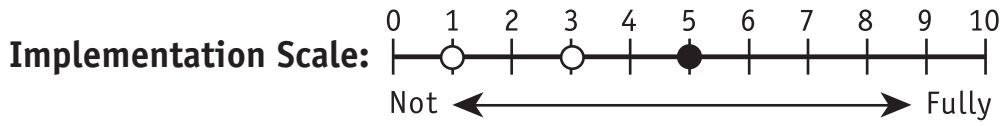
1. Interview with the CEO
2. Interview with the CBO
3. Board Policy 7700, Whistleblower Protection, June 8, 2010
4. Administrative Regulation 7701, Whistleblower Reporting Protocols (draft)
5. WeTip flyer
6. Observation of program postings

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 adopted Board Policy 7700, Whistleblower Protection, on June 8, 2010 that authorizes the CEO to establish regulations regarding the reporting and investigation of suspected fraudulent activities and provides protection from retaliation for those who make such reports in good faith and/or assist in the investigation of such reports.
3. Board Policy 7700 references AR 7701, Whistleblower Reporting Protocols. This AR, which remains in draft form, encourages and provides guidance to individuals to report suspected incidents of unlawful activities. To make progress on this standard, the district should finalize and adopt the administrative regulation to formalize the protocols and administrative procedures that support BP 7700. These procedures solidify the established methods for reporting inappropriate activities, including a fraud hot line and the WeTip program, and the general investigative process.

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
June 2012 Rating: 3
April 2013 Rating: 5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 2.5 – Inter- and Intra- Departmental Communications

Professional Standard:

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

Sources and Documentation:

1. Interview with the CEO
2. Interview with the CBO
3. Planning and Budget Committee meeting minutes
4. Final Budget 2012-13, September 11, 2012
5. Unrestricted General Fund Preliminary Budget 2013-14
6. Quarterly Financial Status Report – Form CCFS – 311Q – for quarters ended June 30, 2012; September 30, 2012; December 31, 2012
7. Annual Financial Status Report – Form CCFS – 311A – October 2012
8. Message(s) from Interim CEO
9. News releases
10. Board meeting agendas

Progress on Implementing the Recommendations of the Recovery Plan:

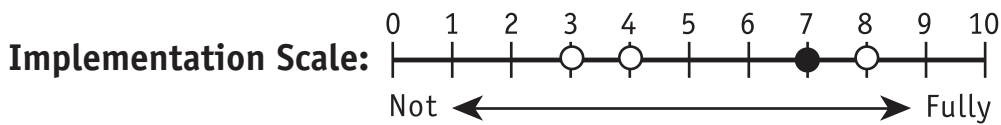
1. For the 2011-12 and 2012-13 fiscal years, the duties associated with financial management, budget planning and development, and fiscal communications were performed by the interim CEO with the assistance of a consulting agreement with a former district CBO. The district hired a permanent CBO in April 2012. That person has assumed the duties related to financial management, budget planning and development, and fiscal communications from the CEO, which has allowed the CEO to expand the district's message into such venues as community forums.
2. Financial information for the unrestricted and restricted resources is presented separately and summarized by object code in the 2012-13 Final Budget and Unrestricted General Fund Preliminary 2013-14 Budget narratives. Financial data is provided in three columns for the budget year and two preceding fiscal years for each district fund. Very little detail is provided to support the amounts presented for each revenue and/or expenditure object total. Detailed district assumptions, projections, goals and plans are essential to providing readers a clear understanding of the basis of financial projections. Although some details are provided in the introductory overview of assumptions, tying those figures back to the final numbers presented would be challenging. A summary of significant changes presented by major object code would help readers to interpret the changes in budget amounts from one period to the next.
3. Planning and Budget Committee meetings continue to be 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. Budget development is a collaborative effort, with contributions from the CEO, CBO, cabinet members, Planning and Budget Committee, Consultative Council, and departments, all of whom work to define and develop the assumptions and details of the tentative budget. However, review of the narrative accompanying the financial information provides limited detail of its origin, and the minutes of the Planning and Budget Committee’s November 27, 2012 meeting reflect a desire for additional training on the budget process.

4. The documents distributed by the business office continue to be in a narrative or spreadsheet format. To increase involvement and understanding, the district should use visual presentations, including graphs and charts to help those unfamiliar with the fiscal environment to more easily understand the budget and fiscal issues.

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:	8
June 2012 Rating:	7
April 2013 Rating:	7



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 the CBO
2. Interview with the CEO
3. Internal Operations Review Plan, March 1, 2013
4. Planning and Budget Committee agenda, March 26, 2013

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district lacks a dedicated internal audit position and has abandoned the effort to establish one at this time due to economic factors. FCMAT has routinely recommended that Compton CCD re-establish the internal audit program and hire an internal auditor dedicated exclusively to the Compton campus to regain momentum in establishing proper internal controls in key operating areas including the business office, bursar's office, financial aid, and categorical state and federal grants.

Although the district has decided not to staff an internal audit position at this time, it is a priority of the CEO to establish an environment and culture that clearly communicates that fraud and other illegal acts will not be tolerated and that all allegations will be investigated. District administrators indicated two of the administrators in the Business Services Department have extensive experience as former auditors in community colleges, and have mitigated the need for a separate internal audit position by developing an internal audit plan designed to identify existing internal controls and monitor and update processes and procedures. As a means of addressing the internal audit function, the Internal Operations Review Plan specifically states the following:

... this plan also is designed to review information to determine its reliability, review compliance – ensuring employees are complying with the District's policies and procedures as well with external laws and regulations, and review of assets to determine they are safeguarded.

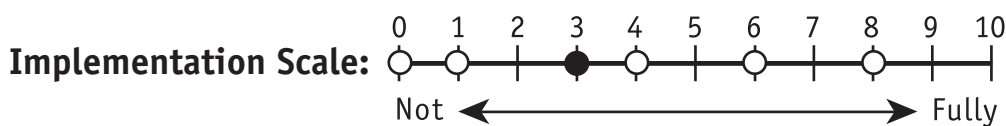
The plan identifies the CBO as the position responsible for reviewing, revising, implementing and enforcing the plan. Because this position is the primary party responsible for the implementation and oversight of all business activities and ensuring that district assets are properly safeguarded, the elements of objectivity and neutrality are lost. Neutrality requires the reviewing party to be free from bias. Objectivity is impaired because the CBO is directly responsible for ensuring that adequate systems are in place, reviewed and monitored regularly. In essence this plan has the CBO checking his own work and does not protect the organization from the risk created by his actions or omissions.

Effective internal auditing is vital to a strong control environment. 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. Therefore, the internal auditor should report to the CEO or the governing board/special trustee. Under the existing plan, the establishment of an audit committee could help to offset the loss of objectivity and neutrality created as a result of the lack of review by a third party. 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. Since the district plan essentially has the CBO acting as the internal auditor, the district should establish an audit committee, responsible directly to the board/special trustee, to maximize the effectiveness of the control structure.

2. Although the Internal Operations Review Plan, dated March 1, 2013, indicated that it would be presented to cabinet and the Planning and Budget Committee for review and to set areas of priorities, the Planning and Budget Committee's March 26, 2013 agenda did not include any items that specifically addressed this plan. Due to the timing of FCMAT's fieldwork, minutes for this meeting were not available.

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
June 2012 Rating:	1
April 2013 Rating:	3



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. Interview with the CEO
2. Interview with the CBO
3. Internal Operations Review Plan, March 1, 2013
4. Attachment “A”, Internal Operations Audit Plan – Priorities List, June 30, 2013
5. Vavrinek, Trine, Day & Co., LLP proposal for non-audit services, February 26, 2013
6. S. Haigler, CPA Report on Result of Service Work, January 8, 2013
7. Board meeting agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district established the Internal Operations Review Plan designed to identify existing internal controls and monitor and update processes and procedures in the district business office. As a means of addressing the internal audit function, the plan states that it was “designed to review information to determine its reliability, review compliance – ensuring employees are complying with the District’s policies and procedures as well with external laws and regulations, and review of assets to determine they are safeguarded.” The Internal Operations Review Plan incorporated Attachment A, Internal Operations Audit Plan – Priorities List. This list prioritized 20 areas identified as susceptible to fraud and misstatement. The first five Priority 1 items on the list are:

Area	Reason
Payroll benefits	Misuse of public funds. Fiscal issues, over-charging district for benefits provided. Compliance with bargaining unit contracts.
Payroll Clearance Fund	Compliance with laws and regulations
State income tax filings	Compliance with laws and regulations
Federal income tax filings	Compliance with laws and regulations
Fuel tax filings	Compliance with laws and regulations

2. Prior to being employed by the Compton CCD as interim director of accounting, S. Haigler, CPA conducted a review of accounting activities related to the general fund payroll liability for the health and welfare fund, which is a Priority 1 item on the district’s list. The systems in place for managing health and welfare benefit transactions were reviewed and a report dated January 8, 2013 was issued describing findings and recommendations. Weaknesses were identified noting inadequacies in the district’s processes for ensuring that liability accounts for health and welfare benefit accruals and payments are routinely reconciled.

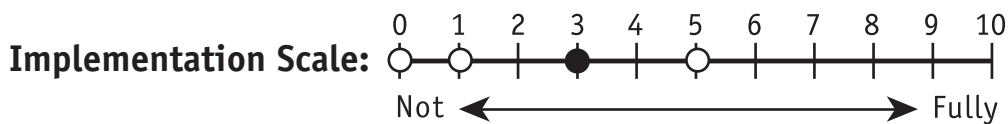
The district did not provide FCMAT with follow-up documentation demonstrating that these findings were presented to the Board of Trustees or that actions were taken as a result of the findings and recommendations. Board agendas and minutes subsequent to January 8, 2013 do not indicate that the report had been presented to the board.

3. Although the district has developed some new operational policies and procedures, none of those provided to the review team addressed payroll activities and/or the routine reconciliation of the health benefit liability accounts.

The district is making some progress in taking action to identify weaknesses in the internal control structure. Follow through in the development of processes and procedures that mitigate identified weaknesses is essential to completing this process, ultimately reducing the risk of loss to the district.

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
June 2012 Rating:	0
April 2013 Rating:	3



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 5.1 – Budget Development Process (Policy)

Professional Standard:

The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the college's goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the college's goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and college needs.

Sources and Documentation:

1. Interview with the CEO
2. Interview with the CBO
3. Interviews with board member and Planning and Budget Committee member
4. Board Policy 6200, Budget Preparation, March 17, 2009
5. Administrative Regulation 6201, Budget Calendar, March 17, 2009
6. Board Policy 6250, Budget Management, September 15, 2009
7. Administrative Regulation 6251, Budget Management, February 17, 2009
8. Administrative Procedure 6251A, Budget and Expenditure Management, September 15, 2009
9. Tentative Budget 2012-13
10. Budget - Policies and Procedures manual, revised draft February 1, 2013
11. Final Budget 2012-13, September 11, 2012
12. Unrestricted General Fund Preliminary Budget 2013-14
13. 2012-13 Strategic Initiatives, El Camino College
14. Board meeting agendas and minutes
15. Planning and Budget Committee meeting minutes

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 provides district administration with direction on items to be included in budget development and includes that “[t]he annual budget shall support the District’s master and educational plans” and “[b]udget projections shall address long-term goals and commitments.” The policy further directs the CEO to establish the budget calendar and regulations necessary to carry out this policy.

The Business Services – Draft Budget Development, Monitoring and Maintenance Policies and Procedures manual delineates the process of developing the district’s budget and includes a section discussing overall goals and objectives of the process. The district’s guiding principles are to link to the strategic initiatives set by El Camino College, as reported by district staff and confirmed by Planning and Budget Committee meeting minutes. The guiding principles are then used by departments to develop their budgets. Review of the Final Budget for 2012-13 revealed that Guiding Principles for Planning & Budgeting were included in that document. The 2012-13 strategic initiatives of El Camino College and the guiding principles in the 2012-13 Final Budget both speak to the ultimate goal of student success and learning as well as how the districts will seek to achieve those results. The Compton CCD’s goals

included a principle to “create and support revenue generating opportunities” while El Camino’s initiatives were silent on the subject. The Unrestricted General Fund Preliminary Budget for 2013-14 did not contain a listing of the goals/objectives used in preparing that document. The Board of Trustees goals for 2012-13 were approved on June 12, 2012 and listed for discussion on multiple board agendas with the last such discussion occurring on April 16, 2013; however, the agenda packet materials indicate that these are not goals of the district as a whole but goals for individual board members. The following headings were included:

- I. Participate in community activities and events and bring observations to the Board
- II. Participate in the operation of the district at board meetings
- III. Continue a trustee education program
- IV. Support the CCCD Facilities Master Plan
- V. Fiscal responsibilities
- VI. Support partnership with El Camino College
- VII. Support the Foundation for Compton Community College District
- VIII. Support the Compton Community College District Redistricting Action Plan
- IX. Required board training

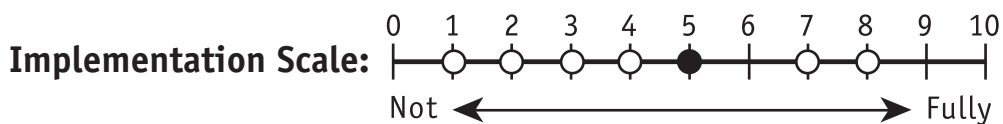
Although interviews with district staff indicated that the 2013-14 budget was being developed based on goals, objectives or guiding principles, the documentation provided to FCMAT did not demonstrate whether the board was involved in their development. Additionally, FCMAT attended the April 16, 2013 meeting of the Board of Trustees where the team heard dialog pertaining to budgetary issues. However, the board’s comments were directed to line item budget amounts rather than discussion of the budget as a whole in regard to meeting the needs of the district and its students.

2. The budget calendar is outlined in Administrative Regulation 6201 providing a structure, process, and time line for budget development and adoption. 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 members, and departmental staff work to define and develop the assumptions and details of the tentative budget. The Board of Trustees/special trustee is presented with a proposed tentative budget and adopts the tentative budget in the budget adoption phase of the calendar. This regulation requires the final budget adoption to occur no later than September 15. The August 21, 2012 board meeting agenda and minutes included a Notice of Public Hearing – 2012-2013 Final Budget. The district’s Final Budget for 2012-13 was presented to the board on September 11, 2012, and the minutes of that meeting reflect that the regular meeting was adjourned for the public hearing as required by the California Code of Regulations Title 5, Section 58301.
3. AR 6201 states that the tentative budget is to be presented to the board and a public hearing scheduled between May 10 and June 30. The district’s Tentative Budget 2012-13 was placed on the agenda as a discussion/action item for the Board of Trustees’ regular board meeting on June 12, 2012. The minutes of that meeting show that the 2012-13 tentative budget was approved. The 2012-13 tentative budget included the underlying budget assumptions and a summary of revenues and expenditures for each district fund; however, information on budgeted positions by fund was not included. Due to the timing of FCMAT’s fieldwork, the com-

plete tentative budget for 2013-14 was not available to determine if it included these items. The Final Budget 2012-13 included the budgeted positions by fund as well as additional information including but not limited to the base revenue calculation, Planning and Budget Committee, five-year capital construction plan, history of fees – enrollment, full-time faculty obligation, list of memberships authorized for the 2012-13 year and update of the FTES recovery plan.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	8
June 2012 Rating:	3
April 2013 Rating:	5



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:

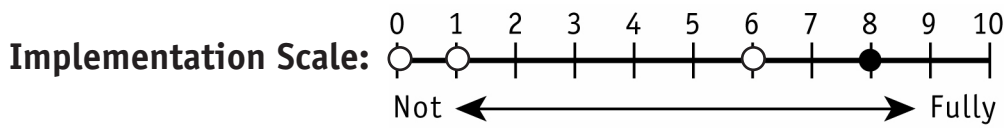
1. Board Policy 6200, Budget Preparation, March 17, 2009
2. Administrative Regulation 6201, Budget Calendar, March 17, 2009
3. Board Policy 6250, Budget Management, September 15, 2009
4. Administrative Regulation 6251, Budget Management, February 17, 2009
5. Administrative Procedure 6251A, Budget and Expenditure Management, September 15, 2009
6. Board Policy 6300, Fiscal Management, February 17, 2009
7. Budget – Policies and Procedures manual, revised draft February 1, 2013

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 some have been revised. However, they have not been revised for four years, there have been numerous changes in district leadership, and interviews with district administration indicate that some revision may be necessary for the policy to match the actual process. For example, AR 6201 requires a public hearing to be held for the tentative budget between May 10 and June 30, and the public hearing did not occur for the 2012-13 tentative budget. Additionally, AR 6201 assumes the governor will sign the state budget prior to September 15 but does not provide for alternative processes if the budget is signed later, e.g., the 2010-11 state budget, which was signed on October 8, 2010.
2. The district has developed a draft manual for business services policies and regulations with regard to budget development, monitoring, modification, and maintenance; and operation of the budget department. This draft manual reflects revisions as of February 1, 2013 and states it is to be reviewed and revised “in conjunction with the employees of the Budget Department and others on campus (e.g. The Budget Planning Committee) as appropriate but at least annually by February of each year.” The manual identifies the positions responsible for the budget, and the processes for the development, tracking, maintenance and modification of the budget were clearly described.

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
June 2012 Rating:	8
April 2013 Rating:	8



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standards 5.4 and 5.6 – Budget Development Process (Policy)

Professional Standard:

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. Interviews with deans and directors of various departments
2. Interviews with Planning and Budget Committee and Consultative Council members
3. Board Policy 6200, Budget Preparation, March 17, 2009
4. Administrative Regulation 6201, Budget Calendar, March 17, 2009
5. Fiscal Affairs – Facility Rentals 2013-14 Annual Unit Plan
6. Fiscal Affairs – Payroll 2013-14 Annual Unit Plan
7. Fiscal Affairs – Purchasing 2013-14 Annual Unit Plan
8. Draft El Camino College Compton Center Planning Process flow chart, November 19, 2012
9. 2012-13 El Camino College Mission Statement and Strategic Initiatives
10. Budget – Policies and Procedures manual, revised draft February 1, 2013

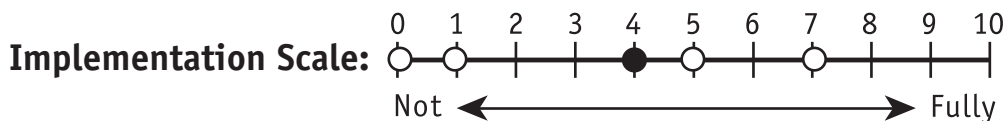
Progress on Implementing the Recommendations of the Recovery Plan:

1. The budget development planning process has been developed and is memorialized in the Business Services – Draft Budget Development, Monitoring and Maintenance Policies and Procedures manual. It has also been converted into a draft flow chart that identifies the process starting with the El Camino College (ECC) Mission Statement, ECC Strategic Initiatives, CCCD Accreditation Eligibility and ECC Accreditation Self Evaluation Recommendations, ECC Comprehensive Master Plan and CCCD's Interim CEO's overarching priorities. Unit plans are then developed using the Plan Builder program and are 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/special trustee. This process allows for several reviews and evaluations to ensure alignment of funds to priorities.
2. Interviews with various deans and directors and review of the plans for the Fiscal Affairs Department revealed that the Plan Builder program continues to be utilized, and assists with the development of plans for individual district departments. In the plan, the department states its mission and overarching outcomes; identifies individual characteristics, performance and trends in the department; evaluates strengths, weaknesses, opportunities and challenges; describes the strategic direction; and sets goals and objectives. The goals and objectives component includes resources, funding needed for implementation and supporting rationale.

3. Review of the unit plans in conjunction with the El Camino College mission statement and strategic initiatives reflects that they are aligned with one another and focused on student learning and success while being mindful of limited resources. Plans respond to the needs of the students/employees/community and use assessment, program review, planning and resource allocation to improve programs and services.
4. The Planning Process flow chart also indicates that the district utilizes the CEO's overarching priorities as a basis for budget development. FCMAT was not provided copies of these priorities for the 2011-12, 2012-13 or 2013-14 planning cycles and, therefore, was unable to determine if these priorities were developed, documented, communicated and used in the budget development process.
5. The optimal use of institutional resources, accompanied by documentation showing that resources are integrated through the shared governance process, are instrumental in successful fiscal resource management. The Compton CCD has established board policies, administrative regulations and written documentation that facilitate the development of an operating budget that allocates resources in alignment with district objectives. Based on the district's list of resources and on interviews with those responsible for department/unit budgeting, the district receives very little categorical funding. Because there is only one campus, categorical funding received is more easily accounted for as opposed to being divided among multiple campuses. However, there was little indication that department staff understood how their funding allocations are determined, and they were unable to provide allocation formulas or documentation to FCMAT.

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
June 2012 Rating:	4
April 2013 Rating:	4



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. Interview with the CEO
2. Interview with the CBO
3. Interviews with Business Services Department staff
4. Board Policy 6200, Budget Preparation, March 17, 2009
5. Administrative Regulation 6201, Budget Calendar, March 17, 2009
6. Board Policy 6250, Budget Management, September 15, 2009
7. Administrative Regulation 6251, Budget Management, February 17, 2009
8. Administrative Procedure 6251A, Budget and Expenditure Management, September 15, 2009
9. Budget - Policies and Procedures manual, revised draft February 1, 2013
10. Final Budget 2012-13, September 11, 2012
11. Unrestricted General Fund Preliminary Budget 2013-14
12. Independent Audit Report, June 30, 2011 and June 30, 2012
13. Reconciliations of funds/department accounts between Datatel and PeopleSoft

Progress on Implementing the Recommendations of the Recovery Plan:

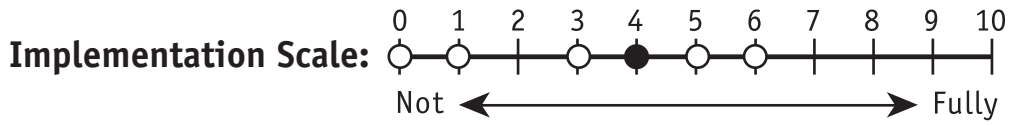
1. The process of budget planning, development and adoption has been formalized with the implementation of board policies, administrative regulations, administrative procedures and the recently revised Business Services – Draft Budget Development, Monitoring and Maintenance Policies and Procedures manual. The manual was originally written several years ago and was last revised in February 2013. The changes that have occurred in the district’s Business Services Department under the leadership of the new CBO during the past year have been incorporated into the manual. It now includes the budget analyst position in the budget development process and designates the director of accounting to serve as backup to the CBO. The district should continue to review this manual annually to ensure it is consistent with any future changes to the business office structure, operational procedures, and board policies and procedures.

The business manual identifies the CBO as the budget manager, who “has personal responsibility for the processes and deliverables of the budget process.” The CBO position has experienced a great deal of instability with each of the three prior budget cycles. For 2012-13, a former district CBO was hired as a consultant to help develop the budget, and the new CBO completed that process. The CBO has been with the district since April 2012 and developed the 2013-14 budget without outside assistance.

2. The district's annual independent audits had previously reported findings of material weakness in the financial system and Business Services Department related to inaccurate journal entries, duplicate journal entries, inadequately trained personnel, and lack of reconciliation of asset and liability accounts. These material weaknesses increase the risk that the district's internal controls will not prevent or detect a material misstatement of the financial statements. Finding 2011-5 from the June 30, 2011 audit report stated that the district had not developed a corrective action plan for deficiencies noted in the June 30, 2010 audit report and that the defective conditions continued to exist. A review of the audit report for the year ending June 30, 2012 indicated that the district had reduced total findings from 26 in the 2010-11 fiscal year to 13 in 2011-12, eliminated the findings of material weaknesses and resolved the defective conditions reported in finding 2011-5 to the satisfaction of its auditors. These improvements and corrections offer increased assurance that the district can provide accurate financial reporting for use in budgeting, calculating carryovers and evaluation of expenditure plans.
3. The June 30, 2012 audit continues to report a finding related to the district's use of both Datatel and PeopleSoft software. The district is required by El Camino CCD to use Datatel, and the Los Angeles County Office of Education (LACOE) requires the use of PeopleSoft as the financial system of record. This structure creates inefficiencies, delays the availability of financial information, and increases the possibility of human error in the reconciliation process. Under the leadership of the CBO, the interim director of accounting and the budget analyst have been assigned to reconcile accounts between the two systems. At the time of FCMAT's fieldwork, staff reported that the process for completing reconciliations was almost complete. To streamline and automate the process, the district is developing an Excel spreadsheet that will help perform the reconciliation. The district provided FCMAT a sample of the reconciliations completed but did not provide documentation demonstrating the status of the project.
4. The Final Budget 2012-13 contains a list of the assumptions utilized including those for FTES, COLA and faculty/non-faculty positions. The FTES have decreased by 440 from the 2011-12 Final Budget. Five faculty and six non-faculty positions were being filled, five positions were going to remain unfilled although budgeted for, and the budget assumes a cost-of-living-adjustment (COLA) of zero. The zero COLA assumption was likely the best-case scenario given the state's financial difficulties at the time. However, no assumptions were listed or quantified in the 2012-13 Final Budget that would have mitigated reductions in funding if the state's financial condition worsened or the governor's November 2012 tax initiative did not pass. It is best practice to assess and communicate the effect of all potential financial scenarios that may affect the district's financial position and to develop steps to promptly mitigate any shortfalls and ensure fiscal stability.
5. The Final Budget 2012-13 reflects the budgets of the general fund, general line of credit, capital outlay fund, general obligation bond funds, workers' compensation self-insurance fund, property and liability self-insurance fund, child development fund, student financial aid fund, and associated student body funds. However, only the assumptions related to the general fund were provided in the Final Budget.

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
June 2012 Rating:	3
April 2013 Rating:	4



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:

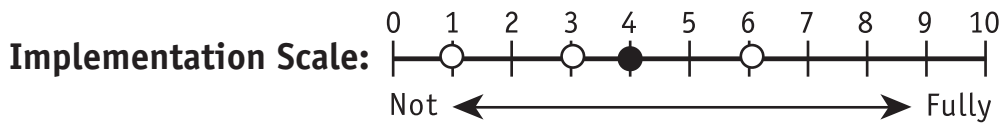
1. Board meeting agendas and minutes
2. Quarterly Financial Status Report – Form CCFS – 311Q – for quarters ended June 30, 2012; September 30, 2012; December 31, 2012
3. Annual Financial Status Report – Form CCFS – 311A – October 2012
4. Independent Audit Report, June 30, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district's board agendas show that the quarterly financial status reports have been consistently presented to the board as discussion/information items during this review period. While the unrestricted general fund budget and year-to-date actuals are included as columnar material in the board item and language is included stating "the following Quarterly Financial Status Report," the board packets posted online do not contain the reports being filed with the state Chancellor's Office. This presentation is confusing and unclear regarding what is being presented to the board. As with the prior review period, none of the reports reviewed contained a written variance analysis to provide the board with detailed explanations regarding where differences occurred from one report to the next. The district should conduct analysis and identify and communicate where variances occur between reporting periods.
2. Analysis of the district's unrestricted general fund ending fund balance, comparing the June 2012 quarterly financial status report to the October 2012 annual financial status report, revealed that the quarterly report projected \$1.9 million less than the annual report for that year. Comparisons of the October 2012 annual report to the audited financial statements shows that the auditors were required to post \$845,385 in one adjusting entry related to a transfer of expenditures from the capital outlay projects fund to the revenue bond. No adjustments were necessary to any other funds.
3. The audited financial statements for the year ending June 30, 2012 mark the first year in at least the last three where no audit findings were identified as material weaknesses.
4. To improve adherence to this standard, the district should regularly update current year budget projections and communicate variances and changes to the Board of Trustees in a manner that encourages involvement and discussion, 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
June 2012 Rating:	4
April 2013 Rating:	4



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. Interview with the CBO
2. Interview with the director of fiscal affairs
3. Interviews with departmental budget holders
4. Interviews with Business Services Department staff
5. Board Policy 6250, Budget Management, September 15, 2009
6. Administrative Regulation 6251, Budget Management, February 17, 2009
7. Administrative Procedure 6251A, Budget and Expenditure Management, September 15, 2009
8. Board Policy 6300, Fiscal Management, February 17, 2009
9. Forms: Budget Transfer Request and Expenditure Transfer Request
10. Budget - Policies and Procedures manual, revised draft February 1, 2013
11. Sample Account Availability reports
12. Sample budget transfers
13. Independent Audit Report, June 30, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

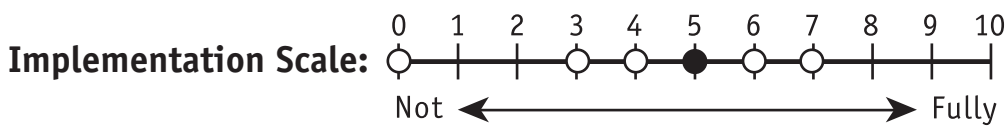
1. The district has adopted and implemented policies, regulations and procedures on budget monitoring.
2. The business services manual has comprehensive budget development and monitoring guidelines, including a section that defines specific processes for budget tracking, maintenance and monitoring throughout the year. The manual identifies departmental employees responsible for budget such as deans, directors and others authorized to approve expenditures or modify the budget (departmental budget holders). Departmental budget holders are expected to review budget status reports monthly from the Datatel system and report any discrepancies to the business office. Some departmental budget holders reported that they review their budgets more often. Interviews revealed that departmental budget holders have online access to and receive a hard copy of their budget reports from either the Business Services Department's senior administrative assistant or the department's accountant. While departmental budget holders indicated they reviewed their budgets for over expenditures, the example Account Availability reports provided to FCMAT included budget lines where expenditures had exceeded budget amounts, and the account lines were not addressed in succeeding months. This primarily occurred in salary and benefit expense lines but also in the 4000-5999 object codes. This indicates that not all departmental budget holders adhere to the district's policy of monthly review. The manual states that the departmental budget holders "are individually responsible to ensure that they do not exceed their authorized budget expenditures." While the district has developed and provided tools and reports for monitoring budgets, not all those responsible for budget management are using those tools.

3. The business services manual states that twice each fiscal year managers are offered campus-wide budget review by the CBO and may request formal revisions or other adjustments to individual allocations. This training did not occur in the 2012-13 fiscal year, although individual training/assistance was available when requested.
4. Departmental budget holders are responsible for budget transfers, and the district has updated the Budget Transfer Request form. Budget transfers continue to include the rationale/justification for the transfer as well as supporting documentation, and the board receives this information when budget transfers are presented for approval. Once signed by the requestor, they receive at least one additional approval/level of scrutiny before reaching the CBO for signature. An Account Availability report is to be attached to each budget transfer for the CBO to confirm available funding. The person entering the transfer in the financial system must also sign the budget transfer form, include the transfer number on the form, and print a Budget Journal Entry Detail Report to confirm the entry was made correctly.
5. The district's accounting staff continues to meet with program directors/coordinators to review program revenues and expenditures. These reviews occur at different frequencies depending on the time of year, and assistance is available on an as needed basis.
6. The district uses two accounting systems, Datatel and PeopleSoft. Its partner, El Camino CCD, requires the use of Datatel, and LACOE requires the use of PeopleSoft. The district uses the Datatel system for budgeting and accounts payable, but the two systems do not automatically reconcile and only PeopleSoft is audited by the district's external auditors. While this has resulted in continued audit findings that were considered material weaknesses, the audited financial statements for the year ending June 30, 2012 did not raise the concern to that level as the district has begun reconciling the two systems.

Routine monthly reconciliations between systems are essential to ensuring that data is accurately reflected in each system.

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
June 2012 Rating:	5
April 2013 Rating:	5



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. Interview with the CBO
2. Interview with the dean of human resources
3. Interviews with payroll specialists
4. Administrative Regulation 6252, Position Control, June 10, 2009
5. Administrative Procedure 6252A, Position Control, June 28, 2010
6. Administrative Regulation 7112, Personnel Assignment Authority, March 15, 2010
7. Administrative Procedure 7112A, Personnel Assignment Processing, June 28, 2010
8. HRS Departmental Position Allocation List, March 28, 2013
9. Form 7112A, Personnel Assignment Request form, March 15, 2010

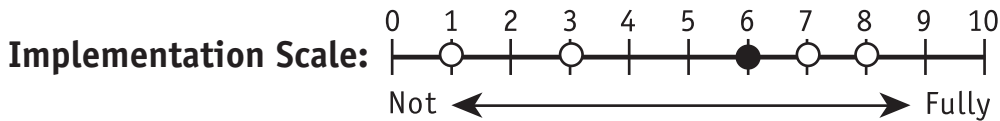
Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has adopted, revised, 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 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. Interviews with district administrators and staff, as well as review of the district's administrative procedures and regulations, reflect an appropriate separation of duties in establishing a new employee. The Human Resources Department inputs the demographic information for employees, which then drives the payroll functions. Human resources staff cannot access the payroll information screens and payroll staff cannot enter employee demographic information. Additional checks and balances in the administrative procedures and regulations ensure that budgeting considerations are incorporated with personnel decisions.
3. Review of the HRS Departmental Position Allocation List indicated that amounts for substitutes and health and welfare payments for retirees were omitted. A reliable position control system establishes positions by department or program and helps prevent over- or under-budgeting by including all district-approved positions. In addition, a reliable position control system prevents a district from omitting from the budget routine annual expenses such as substitutes and estimated salary changes when employees move from one column to the next on the salary schedule.

4. The district uses two systems for position control, Datatel and PeopleSoft. AP 6252A calls for a budget technician to perform a weekly review of the differences between the two systems. Documentation of these reviews and reconciliation are to be maintained for audit. The district had assigned these duties to the manager of accounting who performed the review through January 2012, when he left the district. This task has not been routinely performed since the manager's departure. However, interviews indicated that the interim director of accounting is in the process of reviewing the two systems and establishing a reconciliation process.

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:	8
June 2012 Rating:	6
April 2013 Rating:	6



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:

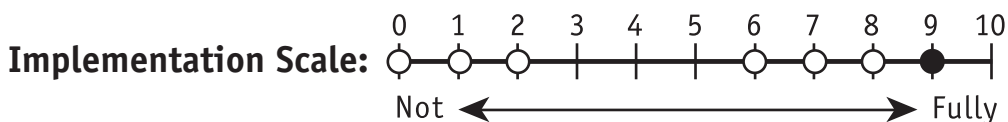
1. Interview with the CBO
2. Board Policy 6250, Budget Management, September 15, 2009
3. Administrative Regulation 6251, Budget Management, February 17, 2009
4. Administrative Procedure 6251A, Budget and Expenditure Management, September 15, 2009
5. Budget to Actual Report for Enrollment Management and Auxiliary Services, April 17, 2013

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district's policies, regulations, and procedures define the process of budget planning, development and monitoring.
2. The district has designated funds from the enrollment management and auxiliary services programs for use as one-time funds. These funds are tracked by the district using program codes 53 and 54, respectively, to identify expenditures that are one-time in nature. The district has established an application process for those who wish to utilize the funds. The department/unit requesting the funds submits its application, which is reviewed by a committee that makes the funding decision. The decisions of the committee are final.
3. Budget and ledger reports can be queried by the program code to identify status and reconcile accounts. These reports showed that, during the 2012-13 fiscal year, approximately \$103,000 in funding was allocated to one-time expenditures for such items as student workers; non-instructional temporary workers; and part-time counselors in Admissions/Records, Counseling, Student Recruitment, First Year Experience and Student Services departments. It is unknown how much will be allocated for similar expenditures in 2013-14. By using a specific code, the district effectively identifies one-time expenditures and ensures that these items are contained within the fiscal year.

Standard Implemented: Fully - Substantially

April 2007 Rating:	0
January 2008 Rating:	1
July 2008 Rating:	1
June 2009 Rating:	2
January 2010 Rating:	6
July 2010 Rating:	7
June 2012 Rating:	8
April 2013 Rating:	9



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:

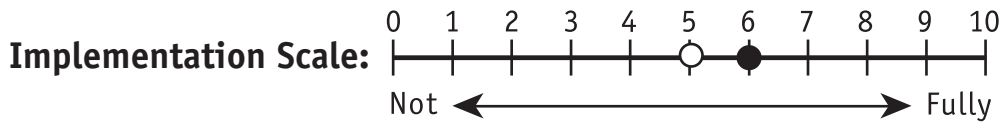
1. Independent Audit Report, June 30, 2012
2. Certification 2011-12 Apportionment Attendance Report (CCFS-320) – First Period, 1/17/12; Second Period, 4/20/12; Annual Period, 7/16/12
3. Certification 2012-13 Apportionment Attendance Report (CCFS-320) – First Period, 1/15/13; Second Period, 4/19/13
4. Attendance Accounting Instructions for Spring 2013 (memo), February 7, 2013
5. Attendance Accounting Instructions for Spring 2013 (memo), April 1, 2013
6. FTES Goal and Actual, 2012-13
7. 2012-13 Final Budget, September 11, 2012
8. Printing Class Rosters on MyECC (procedures)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD's June 30, 2011 audit report found that the CCFS-323 report submitted by the district for the 2010-11 fiscal year did not agree with the LACOE PeopleSoft enrollment fee revenue as of June 30, 2011. The district's independent audit report for June 30, 2012 did not include any new or ongoing deficiencies. This suggests that the procedures implemented by the district to ensure accuracy in all enrollment and attendance reports submitted to the state are effective in preventing reporting errors.
2. A review of the 2011-12 CCFS-320 Apportionment Attendance report, Annual Period, showed an increase of 375 full-time equivalent students (FTES) over the district goal of 6,000 FTES. This report is prepared by the El Camino CCD academic affairs analyst and is reviewed and signed by the Compton CCD CEO.
3. There has been a substantial increase of students statewide wanting to enroll in the community college system because of the state's poor economic condition. At the time of FCMAT's last review, the state had published the 2012-13 May revised budget assumptions: Scenario A (the governor's November 2012 Proposition 30 tax initiative passes) and Scenario B (the tax initiative fails). The district's tentative budget for the 2012-13 fiscal year was based on Scenario A and included 5,900 FTES. Proposition 30 passed in November 2012, and the district continued using Scenario A for its budget assumptions.
4. The district follows El Camino CCD's student drop policy for nonpayment. Students must pay 100% of their fees within a specified period of time or they are automatically dropped from the class roster. In addition, the district has contracted with the Franchise Tax Board for the California Tax Offset Program. Under the terms of the agreement, 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
June 2012 Rating: 5
April 2013 Rating: 6



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. Independent Audit Report, June 30, 2012
2. Compton CCD Employee's Policy and Procedures Handbook
3. Annual Financial and Budget Report - Form CCFS-311 Master Report (not signed or dated); CCFS-311Q Q4, 2011-12; CCFS-311Q, Q1 and Q2, 2012-13
4. Certification 2012-13 Apportionment Attendance Report (CCFS-320) – First Period, January 15, 2013
5. Certification 2011-12 Apportionment Attendance Report (CCFS-320) – Annual Period, July 16, 2012
6. Actual Enrollment Fee Revenue Reports (CCFS-323) - P1 and P2, 2012-13; Recalc, 2011-12
7. 2012-13 Final Budget, September 11, 2012
8. Board meeting agendas

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD utilizes El Camino CCD's student enrollment, registration and attendance processes, forms and systems. The CCFS-320 Apportionment Attendance reports are prepared by the previous El Camino academic affairs analyst, who now works for another local educational agency and contracts with El Camino CCD to complete these reports. The CCFS-323 Enrollment Fee Revenue reports are prepared by Compton CCD.
2. The 2011-12 Annual Financial and Budget Report, Form CCFS-311 Master Report, includes a cover page that is to be signed and dated by the CBO and the superintendent or CEO. Neither signature was included on the document provided to FCMAT, nor was the date the report was submitted to the state.
3. The 2012-13 CCFS-323 reports submitted for P2 (April 15, 2013) and P1 (January 15, 2013) were appropriately signed by the CBO, whereas in the past the director of fiscal affairs signed these reports. The P2 report was submitted timely; however, the P1 report was certified one day late. The process has improved from last year, with proper segregation of duties.

The accuracy of total cumulative enrollment reported on the P1 and P2 reports also has improved. In the prior review period, the P1 report had a larger revenue amount than P2, which is not accurate because it is a cumulative report. The P1 and P2 reports filed for 2012-13 include reasonable cumulative enrollments, with P1 revenue less than that reported on the P2.

4. The 2010-11 annual independent audit report included finding 2011-1, which indicated that state apportionment and related student enrollment fees were not properly accounted for and

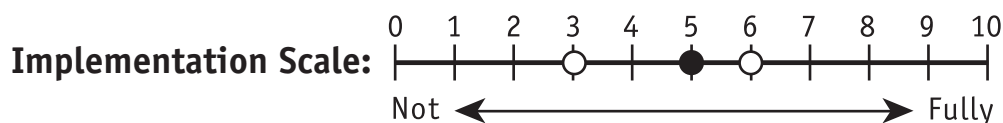
that \$524,000 was owed back to the state from the district's unrestricted general fund. No such finding was included in the 2011-12 annual independent audit report. The district should ensure that annual training for attendance personnel is conducted to help ensure proper attendance accounting and reporting.

5. Compton CCD's 2012-13 Final Budget indicates 5,900 budgeted FTES. Item 3A of the February 19, 2013 board meeting agenda indicated budgeted FTES of 5,960. Documentation reviewed by FCMAT did not identify that a change in FTES was presented and approved by the board/special trustee.

The 2012-13 CCFS-320 P2 was calculated at 5,960 resident FTES. This is a reduction from the 6,375 FTES served in 2011-12. Compton CCD based its budget on information available from the State Chancellor's Office prior to the November 2012 election. The district stated in an August 31, 2012 letter to the special trustee, which was included in the Final Budget, "The State budget may be modified after the November election and once state revenue calculations are completed. If changes need to be made to the Compton Community College District budget, it will be brought back to the Special Trustee for consideration."

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
June 2012 Rating:	3
April 2013 Rating:	5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 12.2 – Accounting, Purchasing and Warehousing

Professional Standard:

The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the college's financial management.

Sources and Documentation:

1. Interview with the CBO
2. Independent Audit Report, June 30, 2012
3. Financial Report as of March 31, 2013, generated from PeopleSoft
4. 2012-13 Requisition Cut-Off Dates memorandum to all staff, March 20, 2013
5. 2012-13 Requisition Cut-Off Dates, Year-End Closing and Budget Freeze memorandum to all staff, March 1, 2013
6. 2012-13 Year-End Task List and individual staff responsibility
7. List of budget analyst duties
8. Email communications from CBO, May 7, 2013
9. Reconciliation between Datatel and PeopleSoft, various accounts

Progress on Implementing the Recommendations of the Recovery Plan:

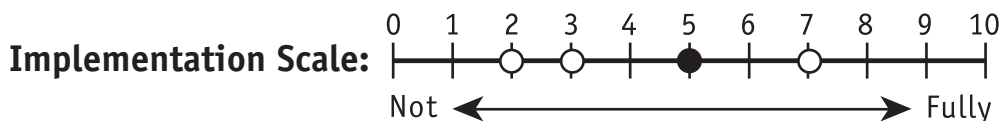
1. The annual independent audit report for the year ending June 30, 2011, included a material weakness finding with the posting of journal entries and other transactions that required significant reclassifications and accounting corrections. This finding was not repeated in the 2011-12 independent audit report, indicating improvement. Interviews indicated that the interim director of accounting or the CBO now reviews and approves all journal entries before they are posted to the financial system.
2. Districts are required by the California Community Colleges Chancellor's Office Budget and Accounting Manual (BAM) to properly classify expenditures using four-digit activity codes as described in the Taxonomy of Programs (TOPS) manual. The June 30, 2012 independent audit report finding 2012-3 indicates that for the 2011-12 fiscal year, many instances of incorrect TOPS coding were found and corrected for audit purposes, but not corrected in the district's financial system. The misclassification of activity could directly affect the 50% law calculation. Interviews indicated that staff training on the BAM had not yet occurred. The district should ensure that all applicable staff members are trained.
3. The 2011-12 audit report included a noteworthy decrease in findings and recommendations, many related to fundamental accounting issues. The number of findings decreased from 26 in 2010-11 to 13 in 2011-12, demonstrating improvement.

4. Several federal programs that include Financial Aid, Federal Work Study, Pell and Supplemental Educational Opportunity Grant programs that benefit Compton CCD students are subject to joint oversight by El Camino's and Compton's business offices. El Camino CCD has been collecting the entire indirect cost for co-administering these programs. As recommended in the prior review period, the district should consult with its independent auditors regarding this practice to ensure it meets generally accepted accounting principles (GAAP).
5. Individual departments may print financial reports but also receive an emailed copy monthly from the business office. Accounting staff meet with department chairs and directors to review budget issues at key intervals during the fiscal year and are available on an as needed basis to answer questions.
6. All staff were notified on March 1, 2013 of a March 29, 2013 unrestricted general fund purchasing cutoff, and on March 20, 2013 of an April 30, 2013 restricted general fund and categorical purchasing cutoff. Staff did not possess the LACOE 2012-13 Year-End Closing Manual at the time of this review because it had not yet been published. The CBO indicated that staff will attend the LACOE year-end training for 2012-13. District staff did not use a documented checklist for the 2011-12 year-end closing; however, the CBO used the previous year's audit report, categorical closing schedules, and the LACOE year-end closing manual. The district has prepared a year-end closing schedule for 2012-13.
7. The Business Services Department has experienced improved stability in the work environment and reduced staff turnover during this review period. Staff indicated an improvement in their comfort level and knowledge of individual responsibilities from that noted during prior review periods.

LACOE provides written procedures for monthly/annual closing processes, and the Business Services Department has begun developing written processes and procedures for individual tasks that are published and accessible on a shared network drive. The CBO has expressed his intent to continue the progress in this area; however, Business Services staff do not yet have complete desk manuals with written procedures for individual tasks.

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
June 2012 Rating:	3
April 2013 Rating:	5



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. Interview with the CBO
2. Financial reports generated from PeopleSoft and Datatel systems
3. Independent Audit Report, June 30, 2012
4. Sample student fee deposit records, January 2-31, 2013
5. Bursar's Department – Policies & Procedures, draft February 1, 2013
6. Revolving Fund – Policies & Procedures, draft February 1, 2013
7. \$30 million loan debt service schedule
8. Bank reconciliations for various accounts, April 2012
9. Bank reconciliation for various accounts, April 2012, July 2012, October 2012, December 2012, and January 2013
10. 5-Year budget, updated November 26, 2012
11. Administrative Regulation 6301, Cash Receipt and Handling, February 17, 2009

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Business Services Department management staff oversees cash management for the district. The CBO reported that he reviews cash daily and updates the cash flow projection monthly to reflect prior month actuals. A two-year cash flow projection was completed in January and March 2013. Reconciliation of bank statements is scheduled to be performed monthly by the business services accountant. The strength and technical knowledge of the department's management team has increased with the recent hire of the interim director of accounting who has accounting and auditing background specifically related to the district.
2. A sample review of revolving fund bank reconciliations indicate they are not being completed in a timely manner. For the months of July and October 2012, US Bank account 1888 reconciliations were prepared on February 25, 2013 and reviewed on April 2, 2013. The reconciliation prepared for the December 2012 bank statement did not contain a reconciliation date, but was reviewed on April 2, 2013. The district should ensure bank reconciliations are reconciled and reviewed monthly to identify and resolve any issues timely and to maintain better cash management and internal control. The CBO has assigned the oversight of this function to the new interim director of accounting, which should help improve the consistency in timely reconciliation and review.
3. All cash is collected at the Bursar's Office and deposited into the clearing account. AR 6301 states, "The CCCD commercial clearing account balance is to be transferred to LACOE not

less than weekly and more often whenever the balance reaches \$90,000 in order to ensure the district is receiving interest on its unused funds.” The draft Bursar’s Department – Policies & Procedures mirror AR 6301. FCMAT reviewed a sample of student fee deposit records for the month of January 2013 and found that the district made one \$131,100 deposit for the entire month. The district should ensure that deposits are prepared timely and are made in accordance with AR 6301. The sample student fee deposit records and reconciliation reviewed by FCMAT contained the signature of the CBO indicating that it had been appropriately reviewed and approved.

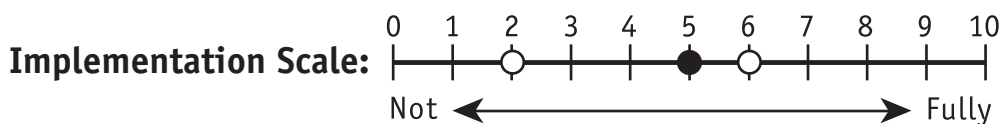
Journal entries are prepared for collections, and a check is prepared for deposit to the County Treasurer’s Office. All deposits to the County Treasurer and related journal entries are reviewed and signed by the CBO prior to deposit and posting to the district’s system of record (PeopleSoft).

4. AB 318 was approved by the governor in June 2006 and appropriated \$30 million to the district as an emergency apportionment for cash flow purposes. This is considered to be a line of credit against advance 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, 2012 is estimated at \$15.45 million. There are no immediate plans to access the line of credit.

5. The district staff presented the 20-year debt service schedule, based on the total draws to date of \$17.9 million, to the board on March 16, 2010. The CBO also updated the multiyear financial projection spreadsheet with underlying assumptions to support cash requirements for operations that included an annual debt service payment of \$1,292,420 for the line of credit.

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
June 2012 Rating:	5
April 2013 Rating:	5



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. Interview with the CBO
2. Interviews with payroll specialists
3. LACOE HRS District Payroll Schedule reports from PeopleSoft, June 2012 – April 2013
4. Sample pay earning detail reports
5. Administrative Regulation 6311, Attendance and Time Reporting, June 16, 2009
6. Employee work calendar, 2012-13
7. Payroll Department – Policies and Procedures, draft February 1, 2013
8. Payroll Audit Registers, classified March 8, 2013 and certificated March 5, 2013
9. Sample payroll deduction reports

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Payroll Department has demonstrated improvement in payroll processing. However, interviews indicated that the department continues to lack consistent oversight and supervision. Interviews with staff indicated that district management only occasionally reviews and approves payrolls submitted to LACOE. Review and approval of all payroll reports by district management, prior to submission to the county office, is essential for proper internal controls and to protect district assets.
2. Human Resources and Payroll department staff meet monthly to discuss board agenda items, LACOE issues, PERS/STRS matters, and process improvement. These meetings are vital to continue to reduce the number of payroll errors. During this reporting period, management and staff indicated the number of payroll errors continues to decline, and those that do occur are corrected immediately. Payroll specialists also continue to regularly attend training events at LACOE.
3. Interviews indicated that payroll staff have begun to receive copies of new employee contracts during this review period. Payroll staff should routinely compare the information in all new employee contracts with information reported on timesheets to ensure that new employees are being compensated appropriately and to further reduce payroll errors.
4. 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 financial systems creates timing differences that must be reconciled when the district reports state-required financial activities, budget and variance reports. This reconciliation process is performed manually; however, the district is investigating technologies that could make the process more efficient.

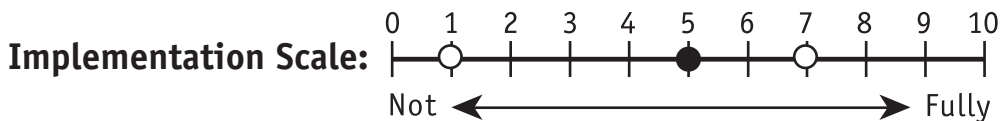
5. Interviews indicated that the El Camino CCD vice president now includes a position control number on all contracts. If the position control number is not on the contract, payroll staff verifies the position with the vice president directly prior to inputting payroll.

6. Interviews with staff indicated there is an inconsistency in completing reconciliations between position control and payroll records. In previous reviews, issues with the timing and posting of all payroll transactions had been addressed through a monthly reconciliation process between position control and payroll records. This requires the district to devote additional staff time to ensure timely reconciliations and accurate reports to the state. A monthly HRS Position Control Discrepancy Report was requested but not provided to FCMAT. Although the CBO reported that the district is working on implementing a quarterly reconciliation process, the district should review and reconcile position control and payroll records monthly and resolve any discrepancies timely to improve maintenance of position control and reduce payroll errors.

7. Department supervisors authorize overtime and compensatory time. Administrative Regulation 6311, Attendance and Time Reporting, describes the regulations that the district must adhere to. The district had developed a draft Payroll Department – Policies and Procedures document dated February 1, 2013. Interviews with the CBO and staff indicated that these new policies and procedures are accessible to business office staff through a new Business Services shared network drive.

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
June 2012 Rating:	5
April 2013 Rating:	5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 12.5 – Accounting, Purchasing and Warehousing

Professional Standard:

Standard accounting practice dictates that the accounting work is properly supervised and work reviewed to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements.

Sources and Documentation:

1. Interview with the CBO
2. Interviews with Business Services Department staff
3. Independent Audit Report, June 30, 2012
4. Financial reports as of March 31, 2013 from PeopleSoft
5. Administrative Regulation 3601, Auxiliary Organization Protocols, March 16, 2010
6. Master Agreement between Compton CCD and Foundation for Compton CCD, June 28, 2011
7. 311Q, Quarters 1 and 2 2012-13, Quarter 4 2011-12
8. Accounts Payable Department – Policies and Procedures, October 16, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The high turnover of management staff in the Business Services Department in past years resulted in an overall lack of oversight and guidance in accounting activities. Finding 2011-2 in the 2010-11 independent audit report, and finding 2012-5 in the 2011-12 independent audit report, also indicate a historical lack of continuity in the business office. After the 2011-12 audit report (dated December 7, 2012) was issued, the district hired an interim director of accounting. During this review period, interviews indicated that the business office is beginning to experience consistency in business practices and oversight. Interviews with staff further identified an improved confidence in the district's administration. Documentation provided to the review team also indicates improvement in management review and approval of work performed by business office staff, and staff reported that the CBO routinely requests supporting documentation and/or clear explanation from staff regarding their work during his review process.
2. Staff members reported that quarterly financial statements are now developed, reviewed and approved by management before distribution.

Finding 2011-20 in the 2010-11 audit report and finding 2012-11 in the 2011-12 audit report indicate that the Child Development Care and Block Grant's final annual report detailing the activity for the year did not agree to the district's financial records, indicating that management review may not have always occurred during those time periods. Interviews with staff indicated that in the past management had not reviewed these reports regularly, but that this has changed during this review period, and management now reviews all reports before they are distributed. FCMAT noted management approval on many of the documents provided during this review period, demonstrating an improvement in this process. Each report prepared for submission to any agency must be reviewed by management to help ensure accuracy and confirm that all costs associated with the program are included.

3. The CBO and the new interim director of accounting are developing and implementing operational processes and procedures for business office tasks, and several of these documents were provided to FCMAT. Interviews with Business Services Department staff also confirmed an increase in management oversight of their work.
4. The district has established an administrative regulation that outlines the distribution of revenue associated with enterprise activities. AR 3601, Section XIX, states the following:

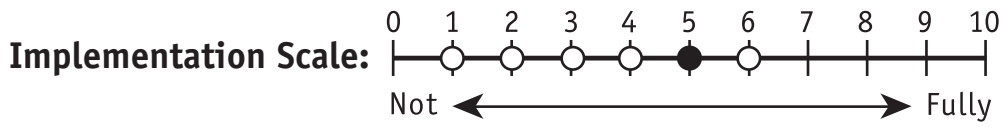
To the extent that the bookstore, food services, and campus vending services generate a net profit, after deducting district expenses for maintenance and utilities, the funds may be deposited in the following auxiliary organization accounts: 50% of the net funds may be deposited in the Associated Student Body for Compton Community College District accounts; 25% of the net funds may be deposited in the Auxiliary Services fund to support student programs as designated by the Auxiliary Services committee and approved by the CEO; and the remaining 25% of the net funds may be deposited in the Foundation for the Compton Community College District accounts to be used for student scholarships (see AR 3602 Student Scholarships), the Academic Awards Tea and graduation related expenses.

Proceeds received from student enterprise activities now go directly to the Bursar's Office and are deposited in the district accounts at the County Treasurer. In addition, the June 28, 2011 Master Agreement between the Compton CCD and Foundation for Compton CCD indicates that the foundation is a non-profit organization existing pursuant to state laws and the Internal Revenue Code Section 501(c)(3). The master agreement indicates that funds may be disbursed to the associated student body (ASB), Foundation and Auxiliary as described in the paragraph above. Based on review of account activity during this review period, no such disbursement to these funds had occurred for the 2012-13 fiscal year. However, subsequent to FCMAT's fieldwork, the district provided documentation indicating this disbursement had been made at the end of April 2013. Management should provide ongoing routine oversight of all accounting activities and ensure funds are properly and regularly disbursed.

5. All managers have been trained to print their department financial reports. The business office continues to distribute financial reports to each manager after the monthly close. Accounting staff is responsible for specific departments and charged with assisting those managers with budget issues or concerns.
6. The district needs to continue to develop and implement a plan to attract, support and retain highly qualified candidates for open district positions, particularly those in the Business Services Department, to make and sustain progress in the comprehensive financial standards. Last year the district filled the vacant CBO position. The CBO has been actively improving oversight in the business office, providing guidance and training to staff, and establishing improved business practices by developing and implementing operational processes and procedures for several operational areas in the department. These processes and procedures are easily accessible by business office staff on a Business Services shared network drive. During this review period, the district hired an interim director of accounting and, at the time of FCMAT's fieldwork, was working through the process of making this a permanent position.

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
June 2012 Rating: 3
April 2013 Rating: 5



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:

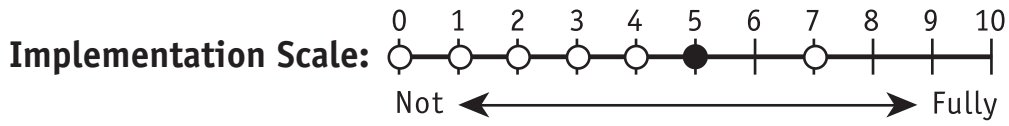
1. Interview with the CBO
2. Interviews with Business Services Department staff
3. 2010-11 LACOE Year-End Closing Procedures and Schedules – PeopleSoft system (current year not issued as of date of review)
4. 2012-13 Year-End Task List and individual staff responsibility
5. 2012-13 Requisition Cut-Off Dates, and Year-End Closing and Budget Freeze memo, March 1, 2013
6. 2012-13 Requisition Cut-Off Dates memo, March 20, 2013
7. Independent Audit Report, June 30, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. Memos and procedures for purchasing and cut-off dates have been shared with district employees. The district follows year-end closing procedures and schedules for PeopleSoft systems established by LACOE. During the review, FCMAT did not find evidence of written year-end institutional procedures; however the CBO used the previous audit reports, categorical closing schedules, and the LACOE year-end closing manual to assist with the 2011-12 closing process.
2. Interviews indicated that Business Services Department staff members are looking for direction regarding their responsibilities in the 2012-13 year-end closing process. The district has prepared a year-end task list indicating individual staff responsibility for 2012-13. Oversight in this area has improved with stability in the CBO position and the addition of the interim director of accounting.
3. Findings in the 2011-12 audit were significantly reduced from the 2010-11 audit, going from 26 findings in 2010-11 to 13 findings in 2011-12. The 2011-12 audit report included finding 2012-4 related to year-end closing and indicated there was insufficient management oversight and staff training to maintain timely reconciliations of activity throughout the year. During this review period, documentation was provided to support some ongoing reconciliations; however, some are still not completed timely as discussed in Standard 12.3.
4. The CBO should continue to provide strong guidance, oversight and supervision for the year-end closing and play 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
June 2012 Rating: 3
April 2013 Rating: 5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 12.9 – Accounting, Purchasing and Warehousing

Professional Standard:

The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.

Sources and Documentation:

1. Board meeting agendas and minutes
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. Accounts Payable Department – Policies and Procedures, October 16, 2012
8. Board Resolution: Election to Become Subject to the Uniform Public Construction Cost Accounting Procedures, January 19, 2010
9. Purchasing Department - Policies and Procedures, revised February 1, 2013
10. Draft Equipment Purchase Guidelines, February 19, 2013
11. Bid Threshold & Bond Requirements, September 20, 2011
12. Compton CCD Measure CC General Obligation Bond Audit Report, June 30, 2012
13. Notice of Prequalification – RFQ #CCCD/Qual-0001
14. Notice of BID – Bid #CCC-010A
15. Notice of RFP – RFP #CCC-015
16. Closed Session Report regarding RFP #CCC-015, July 19, 2012
17. Notices of Intent to Award – Bid CCC-010A, February 22, 2012
18. Award letter – Bid CCC-010A, May 9, 2012
19. Approval of Prequalification Rating System
20. Notice to Proceed – Bid CCC-010A, Pinner Construction Co., June 8, 2012
21. NTD Architecture purchase orders

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district's Measure CC general obligation bond financial statement findings for the year ending June 30, 2012 indicated no deficiencies or material weaknesses. The report included one finding, which is a decrease over the previous year's report that included seven findings. The finding was for an instance of noncompliance related to Proposition 39 Article XIII A, Section 1(b)(3)(C) of the California Constitution to form a Citizens' Oversight Committee to review progress on the construction projects. The committee only met twice during the fiscal year 2011-12, instead of the required three times.
2. Significant deficiencies noted in the 2010-11 independent performance audit report revealed that approval of purchase orders was not obtained before the start of construction work; payment process sheets were not signed by Business Services Department staff and payments

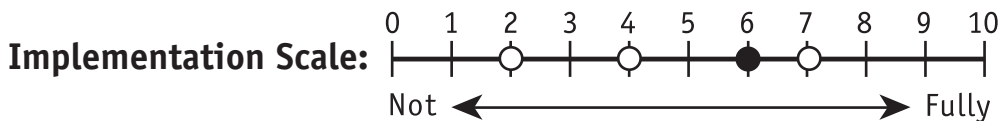
were made to the vendors in excess of 90 days from the receipt of goods and services; and allocation of costs between the state and the bond funds was not documented for jointly funded construction projects. These deficiencies were corrected in the 2011-12 fiscal year and are no longer reported in the audit.

Interviews with staff and review of documentation, including the draft equipment purchase guidelines, accounts payable department policies and procedures, purchase orders for NTD Architecture, and the independent performance audit report, for the period ended June 30, 2012, indicated improvement in the processes in place to address these issues. Consistency in key management level positions has also contributed to improved oversight. The district has established accounts payable policy and procedures for capital and bond expenditures that specifically require all capital and bond expenditures to be reviewed and approved by the CBO and/or designated individuals; and further require specific payment processing forms that identify invoices as Measure CC & State Capital Outlay Projects. The district has evaluated staff for training needs, has begun establishing written procedures for the Business Services Department, and is working to ensure that adequate supervision is provided.

3. The Utilities Infrastructure Phase I stadium lighting and central plant project was properly documented from Prequalification Notice, to project bid notification, to board/special trustee approval for publication of bid notification and bid results, notice of intent to award, award letter, and notice to proceed. Bid and award notification documents were provided to FCMAT for review, and indicate compliance with the district's construction purchasing guidelines. Construction was evident throughout the campus during FCMAT's fieldwork.

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
June 2012 Rating:	4
April 2013 Rating:	6



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. Interviews with Business Services Department staff
2. Interview with the CBO
3. Quarterly Financial Statement, March 31, 2013
4. Associated Student Body Finance Code and Procedures Manual
5. General ledger detail trial balance, July 2012– March 2013
6. Bank reconciliations for various accounts, July, October, December 2012, and January 2013
7. Account closure letter, US Bank accounts 1847, 1854, 1862, January 11, 2011
8. Check issued to ASB for commission revenue, May 6, 2013
9. Administrative Regulation 3601, Auxiliary Organization Protocols, March 16, 2010

Progress on Implementing the Recommendations of the Recovery Plan:

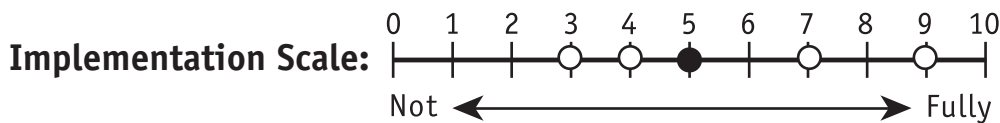
1. The business office is responsible for oversight of elements of internal control. The business office has developed an Associated Student Body Finance Code and Procedures Manual to provide written guidance on various operational procedures and best practices. The following sections are included in 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.
 - c. Staff separation of duties is maintained.
 - d. Check stock is controlled and in a secure location.
 - e. All checks require dual signatures for processing.
 - f. Disbursements require authorized and approved purchase requisitions and/or resolutions.
 - g. Disbursements cannot be made in advance of the delivery of goods or services.
 - h. Use of credit cards, revolving funds or any other form of district funds is not permitted.
 - i. The ASB budget must be approved by the council.
 - j. Adequate funding must exist prior to disbursement of payment.
 - k. All revenues must be recorded in the bursar's office.
 - l. Making or receiving loans is prohibited.
 - m. The director of student life authorizes Datatel reports on transactional detail by request.

2. Management oversight has increased since the last review period, which has helped to improve processes in the department. Journal entries, financial statements and bank reconciliations are completed with management’s oversight. Bank reconciliations are performed for each statement, but not always timely. Some of the reconciliations provided to FCMAT were not date stamped until February 2013 or after and were reviewed by district staff in April 2013; others were not dated, so it is unknown when they were completed. Management should require staff to complete bank reconciliations within 30 days to help provide for early identification of questions/concerns and better cash management.

3. As previously discussed in Standard 12.5, the district has established AR 3601, which outlines the distribution of revenue associated with enterprise activities. Interviews and AR 3601 indicate that a percentage of bookstore, vending and cafeteria commission is to be provided to and recorded in the ASB account. Previously, the commissions were being forwarded to the Foundation for Compton CCD, and the foundation was responsible to issue payment to the ASB. Interviews with staff indicated the funds are now being deposited at the Bursar’s Office and funds are remitted quarterly to the ASB. However, no commission revenues were posted as of the March 31, 2013 statement of revenues and expenses. Subsequently, a check was issued to ASB for 50% of the commissions received as of April 29, 2013. Because the funds are to be provided to the ASB quarterly, this indicates a lack of control over the activities, oversight and enforcement of ASB accounts and should be immediately addressed by the district.

Standard Implemented: Partially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	9
June 2012 Rating:	5
April 2013 Rating:	5



ACCJC Standard III-D: Financial Resources

FCMAT Financial Management Standard 13.4 – Student Body Funds

Professional Standard:

Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting.

Sources and Documentation:

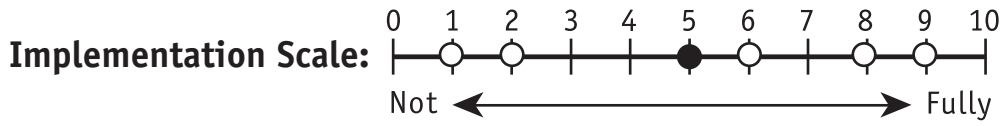
1. Interviews with Business Services Department staff
2. Interview with the CBO
3. Quarterly Financial Statement, March 31, 2013
4. Associated Student Body Finance Code and Procedures Manual
5. General ledger detail trial balance, July 2012 – March 2013
6. Administrative Regulation 3601, Auxiliary Organization Protocols, March 16, 2010
7. Trial Balance 2013 General Fund Object Summary through period 9, April 1, 2013
8. ASB bank reconciliation, US Bank account 6757, April 2012

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 for ASB staff. The manual 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 completed and are reviewed by management staff. Journal entries and bank reconciliations are also completed and reviewed by management, but documentation provided to FCMAT indicates that these reconciliations are not always performed timely, as discussed previously. A formal set of financial statements including a balance sheet, profit and loss statement and other required reports are distributed to the director of student life, dean of student services and the business office, after management review.
3. At the time of FCMAT's fieldwork, transactions for expenditures and revenues were posted on the Datatel financial system twice monthly. Disbursement requests required four signatures and checks required two signatures.
4. Interviews with staff demonstrated a clear understanding regarding the agreements associated with fundraising activities and the distribution of proceeds between the ASB and foundation. Interviews with staff and management indicated that the policies and procedures in the ASB procedures manual have been implemented and are followed. However, as indicated in Standard 13.1, commission revenues are not submitted to the ASB timely.

Standard Implemented: Partially

April 2007 Rating:	1
January 2008 Rating:	1
July 2008 Rating:	2
June 2009 Rating:	6
January 2010 Rating:	8
July 2010 Rating:	9
June 2012 Rating:	5
April 2013 Rating:	5



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. Interview with the CBO
2. Five-Year Budget Projection Assumptions (2011-12 through 2016-17) – Unrestricted General Fund, November 26, 2012
3. Five-Year Budget Projections (2011-12 through 2016-17), undated
4. Unrestricted General Fund Preliminary Budget 2013-14
5. 2012-13 Budget to Actual Variance by sub-major object code, as of March 31, 2013
6. Independent Audit Report, June 30, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

1. The CBO has developed a spreadsheet containing a five-year model for unrestricted general fund multiyear projections. These projections allow the district to analyze the effects of assumptions over multiple years for changes in FTES, revenue and expenditures. This information also gives management time to make necessary budgetary adjustments to ensure that the district maintains an adequate fund balance and fiscal solvency. The spreadsheet has been posted on the district's website; however, the online version is dated August 29, 2012 and should be updated as necessary to parallel the version currently being used by the district. The need for budgetary information for multiple years was also recognized by the district's auditors and formalized in finding 2012-1 from the audited financial statements for 2011-12.
2. Compton CCD began preparing budget assumption details for use in a multiyear financial projection for the unrestricted general fund for the 2011-12 through 2016-17 fiscal years in July 2012. The assumptions were reviewed by the Planning and Budget Committee, Compton and El Camino CCD senior management, Compton Consultative Council and Compton's Board of Trustees from July 31 to September 11, 2012.
3. In reviewing the assumptions used in the spreadsheet, FCMAT noted the following items:
 - The funded COLA for 2014-15, 2015-16 and 2016-17 was budgeted at 0% while School Services of California's dashboard estimated funded COLAs of 2.3%, 2.5% and 2.7%, respectively.
 - The district estimates a range of funded FTES for each year in the projection; however, rather than taking a conservative approach and using the lesser amount, the district has chosen to use a number larger than the range listed in 2012-13, 2013-14 and 2014-15. For 2015-16 and 2016-17, the largest number in the range has been used.
 - Assumptions used for estimating lottery funds were not evident in multiyear projection assumptions. Multiyear assumptions should be considered and communicated for all ongoing

revenue sources.

- The district elected to receive mandated costs funding for 2012-13 using the Mandated Cost Block Grant funding election, which is established at \$28 per FTES for the 2012-13 fiscal year. Multiyear assumptions pertaining to this funding source were not evident in the documentation provided. Multiyear assumptions should be considered and communicated for all ongoing revenue sources.
- Assumptions regarding enrollment fee and non-resident fee revenue were missing.
- Many assumptions were conservative to avoid overestimating revenues such as assuming:
 - No additional redevelopment agency (RDA) funding for years beyond 2012-13.
 - No parking fee revenue for years beyond 2012-13.
 - No local revenue for years beyond 2011-12.
- No increases in expenditures for the following were noted during the period from 2012-13 to 2016-17 when the consumer price index (CPI) for this same period is at a minimum of 2.3% per year:
 - Books, supplies and materials.
 - Travel, conference and training.
 - Dues and memberships.
 - Contracts, rentals and repairs.
 - Other services, postage and advertising.
- The assumptions noted that the district had a Public Agency Retirement System Alternative Retirement System Plan (PARS) obligation of five annual payments of \$109,842 per year; however, the budget projections showed six annual payments of \$109,000.

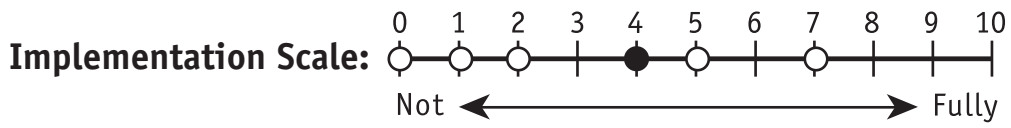
The spreadsheet tracks the ending fund balance, designated fund balance, projected contingency and ending balance reserve, and surplus/(deficit) in annual spending. While the online version of the spreadsheet does not show this, the version that the CBO uses also tracks the 50% law projection both in terms of the percentage of the cost of education and the dollar amount of additional instructional expenditures needed to meet the 50% threshold. While the district met the 50% law in the 2012-13 year, the spreadsheet shows that it will not meet the law in the forecasted years by 1.9 - 3.49%, depending on the fiscal year.

4. A prior district CBO developed a budget to actual variance report by sub-major object code. This variance analysis report allows management to see trends in revenue and expenditure patterns. When such an analysis is performed throughout the fiscal year, it allows unspent funds to be redirected to further support academic programs and/or areas of overspending to be addressed.

The district has continued to use the report, and the copy provided to FCMAT for the current review period included a summary that reflected a monthly analysis of actual expenditures from October 2012 through March 2013. The summary showed that the district's expenditures average approximately \$2,357,000 per month and that the month of February 2013 experienced an increase of approximately \$484,000 above the average. As of March 31, 2013, the district has received approximately 53% of its revenues and spent 60.6% of its budget.

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
June 2012 Rating:	2
April 2013 Rating:	4



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. Interview with the special trustee
2. Interview with the CEO
3. Interview with the CBO
4. Total Compensation Systems, Inc. Actuarial Study of Retiree Health Liabilities as of March 1, 2011
5. Bay Actuarial Consultants Actuarial Review of the Compton CCD Workers' Compensation Program, May 20, 2011
6. Independent Audit Report, June 30, 2012
7. Unrestricted General Fund Preliminary Budget 2013-14
8. 2013-14 Underlying Tentative Budget Assumptions
9. Collective Bargaining Agreement – CCC Federation of Classified Employees, July 1, 2009 through June 30, 2012
10. Collective Bargaining Agreement – CCC Federation of Employees Certificated Unit, July 1, 2010 through June 30, 2013
11. Memorandum of Understanding between the Compton Community College District, Compton Community College Academic Senate and the CCC Federation of Employees Certificated Unit, November 27, 2012
12. Memorandum of Understanding between the Compton Community College District and the CCC Federation of Employees Certificated Unit, November 27, 2012
13. Board meeting agendas and minutes

Progress on Implementing the Recommendations of the Recovery Plan:

1. Compton CCD contracted with Bay Actuarial Consultants for an actuarial study of its self-insured workers' compensation program; however, the updated study is not scheduled to be finalized and available until June 30, 2013, after FCMAT's fieldwork for this review period. Without an updated study, the liability was determined and remains unfunded according to the May 20, 2011 study. The current liability of the unpaid losses reported on the annual financial audit is \$2,356,498 and reflects an estimated liability of \$2,008,551 using an assumed 2% interest rate. The district's independent annual audit report for the year ending June 30, 2012 reports the liability balance in Note 12 at \$2,009,000, which reflects the rounding of the \$2,008,551 figure. The liability balance of \$2,009,000 is then combined with amounts reported in Note 10 for the long-term portions of the early retirement incentive, bond premium and other postemployment benefits to be reported as other long-term obligations of \$5,284,687 on the Statement of Net Assets. However, Note 12 to the audited financial statements continues to report the actuarial study date of June 7, 2007 using a 3% discount level, which should have been reported as May 20, 2011 and a 2% discount level.

2. The Governmental Accounting Standards Board (GASB) issued Accounting Standards 43 and 45 for other postemployment benefits (OPEB) in 2004. Prudent fiscal management of postemployment benefit costs requires the establishment of a long-term plan to prefund these benefits on an actuarial basis. The plan for postemployment health care benefits is in accordance with various bargaining unit agreements.

The district contributes on a pay-as-you-go basis for postemployment health care benefits, with additional prefunded contributions determined through mutual agreements between the district and the collective bargaining units. In accordance with GASB Statement No. 45, the district reported the following obligation in Note 11 to the audited financial statements for the year ended June 30, 2012:

Net OPEB obligation, beginning of year	\$3,114,455
Annual Required Contribution	1,513,980
Interest on net OPEB obligation	155,723
Adjustment to annual required contribution	(137,946)
Contributions	(706,901)
Net Unfunded OPEB Obligation	\$3,939,311

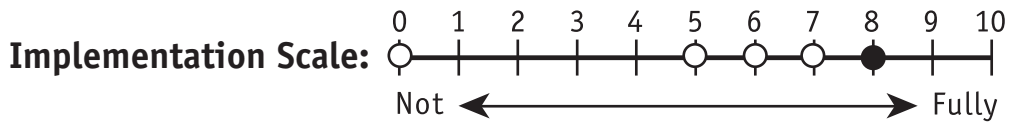
According to the latest actuarial report by Total Compensation Systems, Inc., the total pay-as-you-go plan annual estimates are expected to increase by 13% in 2013-14, 10% in 2014-15 and 9.1% in 2015-16. Interviews with district administration indicated that plans were progressing for the district to make an annual contribution into an irrevocable trust to fund this obligation. The district's unrestricted general fund preliminary 2013-14 budget shows the district included a budget assumption for an OPEB trust contribution of \$250,000 during the 2013-14 fiscal year. Instead of a lump sum contribution, the district should consider using a percentage of its salary expense for the contribution to help solidify the concept that the retiree benefit costs are a component of compensation. This concept is closely tied to the definition of "normal cost" as expressed in the district's actuarial report.

3. Initial collective bargaining proposals of the district and its bargaining units for 2013-14 were not reflected in board agendas and minutes during the 2012-13 fiscal year. Collective bargaining agreements do not provide a deadline for either party's reopening of articles for the following year's negotiations, and interviews with district staff indicated that negotiations for the 2012-13 fiscal year have not yet concluded for either its certificated or classified units.

During review of the district's board agendas and minutes FCMAT noted that two Memoranda of Understanding (MOU) with the certificated unit were brought to the board as discussion items at its December 22, 2012 meeting. Further review of the board minutes showed that these MOUs were not acted upon/approved by the special trustee at subsequent board meetings.

Standard Implemented: Fully - Substantially

April 2007 Rating: 0
January 2008 Rating: 5
July 2008 Rating: 5
June 2009 Rating: 5
January 2010 Rating: 6
July 2010 Rating: 7
June 2012 Rating: 8
April 2013 Rating: 8



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. Interview with the CBO
2. Interviews with presidents of the collective bargaining units
3. Collective Bargaining Agreement – CCC Federation of Classified Employees, July 1, 2009 through June 30, 2012
4. Collective Bargaining Agreement – CCC Federation of Employees Certificated Unit, July 1, 2010 through June 30, 2013
5. Quarterly Financial Status Report – Form CCFS – 311Q, June 30, 2012; September 30, 2012; December 31, 2012
6. Board meeting agendas and minutes

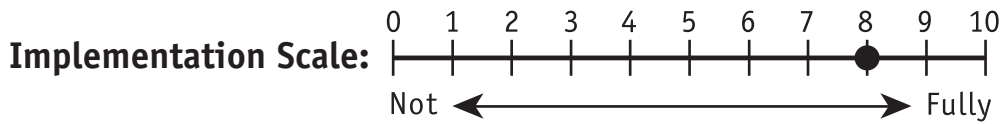
Progress on Implementing the Recommendations of the Recovery Plan:

1. The district has not completed negotiations for 2012-13 reopeners with the certificated bargaining unit. Proposals for this bargaining unit have not been sunshined during the 2012-13 fiscal year; however, it was noted that the district had included two MOUs with its certificated unit as discussion items at its December 22, 2012 board meeting. Further review of the board minutes indicated that these MOUs were not acted upon/approved by the special trustee at subsequent board meetings.
2. At the time of FCMAT's fieldwork, the district had not completed negotiations with its classified bargaining unit for the 2012-13 fiscal year, and proposals for the 2013-14 fiscal year have not been sunshined.
3. The district's quarterly financial status reports for this review period reflect that the district had not settled any employee contracts. The Form CCFS – 311Qs require an analysis of the increased cost to salaries and benefits as well as an explanation of how these items are to be financed; however, do not expand to reflect the impact upon the entire fund or upon the ending fund balance. The team found no evidence that multiyear projections were prepared outside of the Form CCFS – 311Q during the collective bargaining process, and interviews indicated that the CBO does not sit on the district's bargaining teams. Although the CBO is reportedly brought into negotiations when fiscal matters are discussed, oftentimes matters do

not appear to have a direct financial impact, but ultimately they may. The absence of the CBO during all collective bargaining sessions creates a risk that the financial impact of an agreed upon decision may not have been considered prior to committing to that decision; thus the district should include the CBO in all collective bargaining meetings.

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
June 2012 Rating:	8
April 2013 Rating:	8



ACCJC Standard III-D: Financial Resources
FCMAT Financial Management Standard 18.1 – Maintenance and Operations
Fiscal Controls

Professional Standard:

The college has a comprehensive risk management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well-being of the college.

Sources and Documentation:

1. Schools Alliance for Workers' Compensation Excess II Binder, 2010-11 and 2011-12
2. Independent Audit Report, June 30, 2012
3. Keenan & Associates – 2012-13 Workers' Compensation Program
4. Compton CCD Employee's Policy and Procedures Handbook
5. Board Policy 7110, Delegation of Authority, Human Resources, October 20, 2009
6. Keenan & Associates Self-Insured Claims Administration Agreement, July 1, 2012 – June 30, 2015
7. SWACC 2012-13 Program Year Renewal letter
8. SWACC Pro Forma, July 1, 2012 to July 1, 2013
9. SWACC Property & Liability Program Structure, 2012-13
10. SWACC SAWCX II renewal presentation, 2012-13

Progress on Implementing the Recommendations of the Recovery Plan:

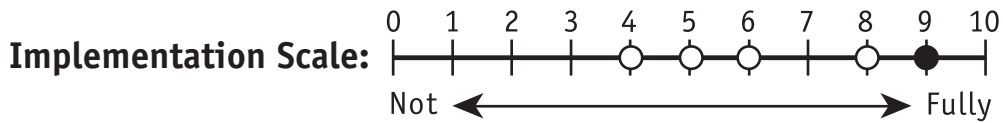
1. The district contracts with the Statewide Association of Community Colleges Joint Powers Authority (SWACC) for the property and liability insurance coverage administered by Keenan & Associates.
2. The district is self-insured for the first \$500,000 of each workers' compensation claim, and participates in the Schools Alliance for Workers' Compensation Excess II Joint Powers Authority to provide excess workers' compensation coverage.

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. The Bay Actuarial Consultants' report provides the basis of liability that is reflected in the annual financial report.

The projected liability for unpaid losses is reported in the Statement of Net Assets. The discounted value at 3% on June 30, 2012 is \$2,009,000 (calculated on the expected confidence level discounted at 3%), and assets available to pay claims total \$2,013,988.

Standard Implemented: Fully - Substantially

April 2007 Rating:	4
January 2008 Rating:	5
July 2008 Rating:	6
June 2009 Rating:	6
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	8
April 2013 Rating:	9



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:

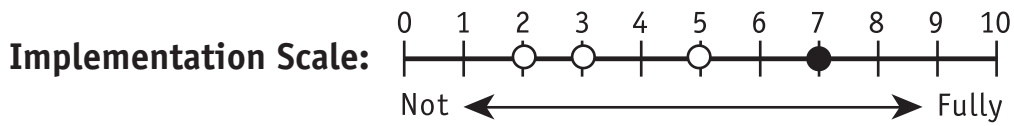
1. Interview with the interim director of facilities planning and operations
2. Interview with the purchasing agent
3. Work order system samples
4. Email regarding SchoolDude training, March 25, 2013
5. Site observations of maintenance assistance line posters

Progress on Implementing the Recommendations of the Recovery Plan:

1. The district continues its use of the web-based work order tracking system, SchoolDude. The SchoolDude system is shared with the El Camino CCD as this was deemed to be more cost effective. The system allows the department to document, access and track maintenance requests and includes detailed information associated with each request such as description, location, status, time taken to complete the work, cost of materials associated with the repair, and budget codes. 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. The system is not being utilized to its full potential. It is used to manage basic staff assignments by trade. The interim director of facilities planning and operations indicated that the district would benefit from maintaining its own licensed version of the software to maximize use of the system. Additional modules, not currently available on the El Camino CCD system, are necessary to achieve this goal.
2. The district has posted signs throughout the campus providing information on how to report maintenance issues, and the signs include a call line for reporting. Calls from this number go directly to the interim director of facilities planning and operations who assesses the details of the request then forwards the information to a staff member in the Maintenance and Operations Department. The staff member enters the work order in the SchoolDude system or sends an email with the details of the request to the department supervisors. Greater efficiency could be attained if the requests were initiated by the requesting party directly in the SchoolDude system. Because the interim director of facilities planning and operations is relatively new to her position, progress in fully utilizing this system is limited.
3. Just prior to FCMAT's fieldwork, a memo was sent to select Maintenance and Operations Department staff, including the utility maintenance supervisors, inquiring about their interest in attending a training on the SchoolDude work order system. No other documentation indicating that staff have received training on the work order system was provided during this review period.

Standard Implemented: Partially

April 2007 Rating: 2
January 2008 Rating: 2
July 2008 Rating: 3
June 2009 Rating: 5
January 2010 Rating: 5
July 2010 Rating: 7
June 2012 Rating: 7
April 2013 Rating: 7



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. Interview with the interim director of facilities planning and operations
2. Interviews with utility maintenance supervisors
3. Board Policy 6700, Civic Center and Other Facilities Use, March 17, 2009
4. Administrative Regulation 6701, Civic Center and Other Facilities Use, June 16, 2009
5. Administrative Procedure 6701A, Civic Center Permit and Other Facilities Use, April 16, 2009
6. Form 6701A-1, Compton CCD Facility Use Application, May 11, 2009
7. Form 6701A-5, Compton CCD Facility Reservation Guidelines, April 28, 2009
8. Form 6701A-6, Compton CCD Facility Usage Rules, April 28, 2009
9. Form 6701A-7, Compton CCD Facilities Coordination, April 30, 2009
10. Form 6341B-1, Compton CCD Facilities Order Agreement, March 15, 2010
11. Form 6341C-1, Compton CCD Personal Services Agreement, March 15, 2010
12. Board meeting minutes
13. Sample of executed Civic Center Permits, Form 6701A-2

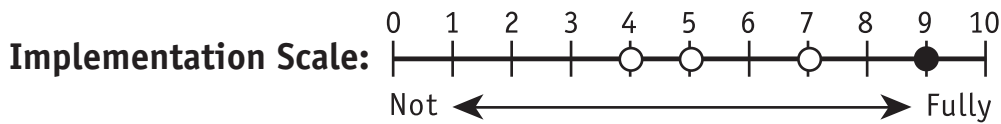
Progress on Implementing the Recommendations of the Recovery Plan:

1. The district continues the process adopted for facilities usage policy that includes all administrative rules, regulations and procedures including Education Code Section 82537 regarding the use of civic centers. Administrative Regulation 6701, Civic Center and Other Facilities Use, addresses the following:
 - Categories of facility use for official district use versus civic center permits
 - The guidelines of use under the civic center permit section
 - Limitations on use
 - Denial of civic center permits
 - Identification of type of user
 - Direct Charge category
 - Fair Rental category
 - Rental fees and cost recovery
 - Equipment for use in conjunction with facilities rental
 - Services such as custodial or security
 - Insurance requirements
 - Events involving food

- Promotional and advertising materials
 - Other requirements
2. Staff reported that they are confident about the process for managing facility use agreements, and that the orchestration of staff assignments as they relate to executed agreements has improved as the task is now assigned to the Maintenance and Operations Department supervisors. The supervisors assign the work on a rotation schedule to ensure there is a balance in assigned overtime. There had reportedly been no tracking in the past, but a master calendar for the year has been established that tracks all events and assignments. FCMAT was not provided a copy of the master calendar so was unable to verify these reports.

Standard Implemented: Fully - Substantially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	4
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	7
April 2013 Rating:	9



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:

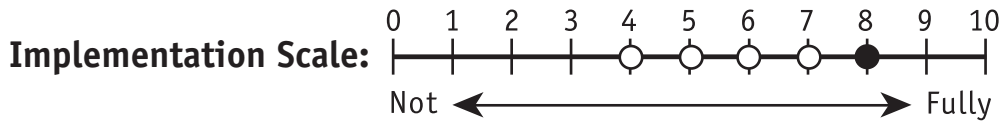
1. Interview with the interim director of facilities planning and operations
2. Interviews with utility maintenance supervisors
3. Interview with the purchasing agent
4. Administrative Regulation 6331, Procurement, February 17, 2009
5. Board Policy 6330, Procurement, February 17, 2009
6. Purchasing Department – Policies and Procedures, revised February 1, 2013
7. Board meeting agendas and minutes
8. Sample of open purchase orders
9. Draft Equipment Purchase Guidelines, February 19, 2013

Progress on Implementing the Recommendations of the Recovery Plan:

1. Procedures for purchase requisitions and purchase orders have been established and implemented by the district as best practices to improve purchasing controls and reduce incidents of unauthorized purchases. The district does not maintain a warehouse to stock large quantities of supplies because of space limitations. Rather, the Maintenance and Operations Department relies on routine orders as needed from custodial supply vendors. The use of blanket purchase orders (POs) for restocking supplies makes this process relatively simple. Blanket POs are created in Datatel annually for routine operational purchasing. They are established for the entire fiscal year and list the names of staff members who are permitted to place orders and/or authorize payment. The system allows blanket POs to be established and adjusted as necessary through a purchase order change request. The changes are made by purchasing staff and documented in Datatel, then forwarded to accounts payable to assist with the payment process, and the vendor is notified. POs cannot be increased if unencumbered balances are insufficient within the account line. The budget and related blanket purchase orders were established for the current review period by the former department manager and have required little attention by the new interim director of facilities planning and operations.
2. Requisitions are submitted electronically, required authorizations are obtained, and then the requisition is forwarded to the purchasing technician. The technician reviews the account numbers on the purchase requisition. Once the requisition is received and reviewed by the Purchasing Department, a PO number is assigned. The purchasing technician verifies that the information provided on vendor quotes is reflected correctly on the PO and includes appropriate pricing, tax, shipping, etc., and tries to mitigate any issues that may delay payment processing by accounts payable. Once complete, the director of fiscal affairs signs all POs.
3. Contracts are placed on the board agenda for approval.

Standard Implemented: Fully - Substantially

April 2007 Rating:	5
January 2008 Rating:	5
July 2008 Rating:	4
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	8



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. Interview with the interim director of facilities planning and operations
2. Interviews with utility maintenance supervisors
3. Board Policy 6520, Fixed Asset Security and Accounting, June 16, 2009
4. Administrative Regulation 6520, Security for District Personnel and Property (draft)
5. Draft Administrative Regulation 6535, Use of District Equipment, March 2013
6. Draft Administrative Regulation 6552, Fixed Asset Control System, June 14, 2010
7. Draft Equipment Purchase Guidelines, February 19, 2013
8. Facilities, Maintenance, Operations and Transportation Services Work Environment Expectations, April 14, 2011
9. Various Maintenance and Operations Department forms and spreadsheets

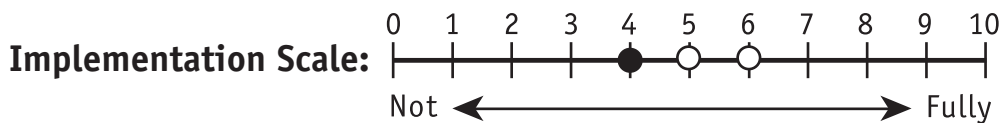
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Maintenance and Operations Department has experienced some facilities displacement as a result of the ongoing infrastructure modernization project. The department has struggled to maintain control of equipment due to the displacement from former secured locations. Staff reported that materials have been relocated and tractors, mowers and carts have been parked wherever construction is not taking place, typically in unsecured areas that are vulnerable to theft. The district should identify temporary secured locations for supplies, tools and equipment during the displacement period and ensure these district assets are properly safeguarded from theft.
2. The Maintenance and Operations Department does not have an adequate inventory system for tracking small tools and equipment. During FCMAT's previous review, interviews with department staff indicated that a tool and equipment inventory had been developed for the mechanical, electrical and plumbing staff that accounted for all tools and equipment maintained in the department. However, documentation provided lacked detail including dates of creation, acquisition, update or verification. Small tool and equipment inventories should be sufficiently detailed to account for items purchased by the department and should be updated as items are lost, damaged or otherwise disposed of. Physical inventories should take place at least annually, and the documented inventory lists should be updated accordingly and dated.
3. A centralized supply inventory is maintained for custodial cleaning products and supplies, and Maintenance and Operations Department supervisors are the only staff members with keys to the storage facility. The interim director of facilities planning and operations indicated that the department continues this process.

4. Compton CCD department administrators are responsible for reporting transfers of property within and between divisions and in general assume responsibility for the care, custody and control of all department property. This is clearly stated in draft AR 6552, Fixed Asset Control System. This administrative regulation has been in draft form since 2009 and does not accurately reflect the title noted on BP 6520, Fixed Asset Security and Accounting. The title should be corrected either where referenced in board policy or in the AR. FCMAT was also provided draft AR 6535, Use of District Equipment. This administrative regulation clearly describes the responsibilities of each employee related to the custody, use and authority associated with district equipment under their control. These ARs should be reviewed, finalized and implemented.

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
June 2012 Rating:	4
April 2013 Rating:	4



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. Interview with the director of fiscal affairs
2. Interview with the CBO
3. Block Grant Intent Letter to the California Community Colleges Chancellor's Office (CCCCO), September 28, 2012
4. Nichols Consulting Contract for Professional Services, November 1, 2011
5. Examples of mandated cost claims and supporting documentation, 2010-11
6. CCCCCO 2012-13 Mandate Block Grant Payments Exhibit B-4, revised October 31, 2012

Progress on Implementing the Recommendations of the Recovery Plan:

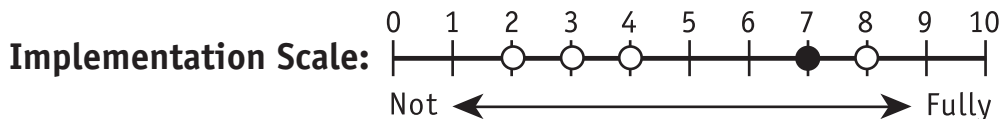
1. State Government Code Section 17550 et seq. authorizes the district to file mandated cost claims for reimbursement of certain services mandated by the state. Mandated cost claims are an opportunity for Compton CCD to recover funds spent on state-mandated activities.
2. For fiscal year 2011-12 the district relied on Nichols Consulting to evaluate eligibility for new mandated cost claims. In addition to working with Nichols Consulting, the district should provide annual staff training to review potential areas for reimbursable claims, track new programs for first-time filing and review procedures for proper tracking.
3. The 2012-13 state budget included funding for the California Community College Mandate Block Grant. This was a new claiming option, and districts that selected it received \$28 per funded FTES in 2012-13 for the mandates included in the Block Grant. The district opted into the Mandate Block Grant and received \$167,782 for the 2012-13 fiscal year. Districts must still file annual claims for mandates not included in the Block Grant to receive payment at some future time, and the state continues to withhold reimbursement for these claims and prior years' claims at this time.
4. The district continues to file claims for mandates outside of the Mandate Block Grant and seek reimbursement for claims that were filed late in previous fiscal years.

The district filed claims for program 232 (collective bargaining), 238 (Brown Act reform), and 320 (Process I and II) for the 2010-11 fiscal year, which were dated February 25, 2013. Annual reimbursement claims are due to the State Controller's Office (SCO) on or before February 15 following the fiscal year in which costs were incurred. If the annual reimbursement claim is filed after the deadline, but within one year of the deadline, the approved claim

must be reduced by a 10% late penalty. The State Controller’s Office Mandated Cost Manual for Community Colleges states, “Claims filed more than one year after the deadline will not be accepted by the SCO.” Based on the date these claim forms were signed, the district is at least subject to the 10% penalty, totaling \$7,447, and may not be entitled to any reimbursement for these claims.

Standard Implemented: Partially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	7
July 2010 Rating:	7
June 2012 Rating:	8
April 2013 Rating:	7



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 0 to 10, as to the district's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress over the course of time.

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 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	7	7
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	8	8
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	7	8
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 faculty leaders (Academic Senate and Union)
2. Interviews with administrators (deans, vice president, CEO)
3. Interview with the special trustee
4. Consultative Council agendas and minutes
5. Board policies and administrative procedures
6. List of Compton Center committees
7. Institutional Effectiveness Committee meeting minutes
8. Attendance at Consultative Council meeting
9. Attendance at Institutional Effectiveness Committee meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Compton Center has a Consultative Council and two committees, Institutional Effectiveness and Planning and Budget, under the council. The center also has eight operational campus committees: Facilities; Health and Safety; Technology; Enrollment Management; Student Success; Professional Development; Auxiliary Services; and Health Benefits. There are also four Academic Senate committees. All of the committees are listed on one document that provides information regarding the composition of members and function of each committee.

Both of the two committees directly under the Consultative Council (Institutional Effectiveness and Planning and Budget) have, under the leadership of the CEO with assistance from the special trustee, revised their mission and assumed more direct responsibility for program review oversight and its correlation with budget and planning. The district should continue the standing committee structure and ensure that the actions and deliberations of the council and committees are published and disseminated to help guarantee widespread communication.

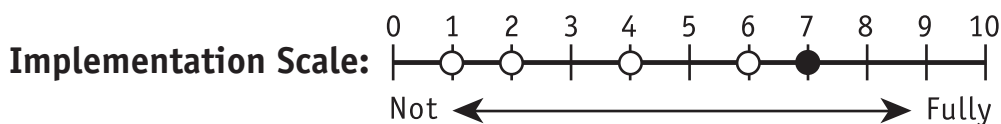
2. The review team attended a Consultative Council meeting on April 15, 2013, at which most of the council members were present. The district should ensure that each member is responsible for communicating appropriate information back to their constituency.
3. In separate meetings with the special trustee, CEO and vice president of the center, it was clear that they continue to value and encourage faculty, staff and student input on matters that affect the Compton Center.
4. Discussions with both administrators and faculty demonstrate that collaborative decisions are supported and a variety of avenues exist for members of the campus community to provide input on matters affecting the Compton Center.

5. As mentioned elsewhere in this report, the CEO sets aside a weekly time for members of the campus community to meet with him informally on any matter of concern, to share ideas and ask questions.
6. The review team met with a variety of groups and individuals during fieldwork, including division chairs, deans, the vice president, faculty leadership, student leaders, student learning outcomes (SLO) coordinators, and members of the Student Success and Library committees. Meetings indicated that the leadership of the Compton Center welcomes and encourages ideas, input and suggestions, and takes them seriously.
7. During prior reviews, there was considerable confusion about the function of the Institutional Effectiveness Committee. Some committee members thought it was for shared governance and final budget decisions, and others did not. The function of the committee and its membership was beginning to be clarified during the last review period.

An Institutional Effectiveness Committee meeting that the team attended during this review confirmed that the center has a well-functioning committee responsible for judging the completeness and viability of all academic program reviews. Because program reviews directly tie to the Educational Master Plan, Facilities Master Plan, Staffing Plan and Technology Master Plan, a working knowledge of these plans is necessary for this committee. Interviews with committee members support the minutes from Institutional Effectiveness Committee meetings stating that, although the process is still fairly new, the committee is now working as it should. The district should regularly evaluate the Institutional Effectiveness Committee structure to ensure it provides necessary information to the Consultative Council. The district should, after evaluation of the committee, be able to attest to its sustainability and be able to adjust it as needed to serve the planning efforts of the Compton Center.

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
June 2012 Rating:	7
April 2013 Rating:	7



ACCJC Standard IV-A: Decision-Making Roles and Processes

FCMAT Community Relations/Governance Standard 3.1 – Community Collaboratives, Advisory Committees

Professional Standard:

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

Sources and Documentation:

1. Interviews with Board of Trustees members
2. Interviews with faculty, staff, and administration
3. Council and Committee Structure – Compton CCD
4. El Camino College Compton Community Educational Center 2012-13 Enrollment Management Plan
5. Attendance at Special Trustee’s Advisory Committee meeting
6. Attendance at Compton CCD Board of Trustees meeting

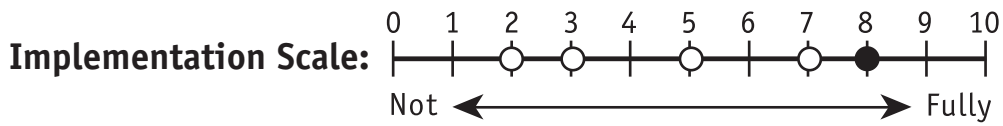
Progress on Implementing the Recommendations of the Recovery Plan:

1. The 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’s boundaries. In general, the goals are specific and include measurable results and the costs associated with them. Although the Enrollment Management Plan continues to have a focus on outreach and recruitment, it has been updated to include a strong emphasis on student retention.
2. The CEO continues to make 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.

Standard Implemented: Fully - Substantially

April 2007 Rating:	2
January 2008 Rating:	2
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	8
July 2010 Rating:	7
June 2012 Rating:	8
April 2013 Rating:	8



ACCJC Standard IV-A: Decision-Making Roles and Processes

FCMAT Community Relations/Governance Standard 3.2 – Community Collaboratives, Advisory 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. Interviews with faculty, staff, and administration
2. Board policies
3. Council and Committee Structure – Compton CCD
4. Special Trustee’s Advisory Committee agendas and minutes
5. Advisory committees’ meeting minutes
6. Attendance at Special Trustee’s Advisory Committee meeting
7. Attendance at Consultative Council meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board/special trustee adopted Board Policy 2410 (10/20/09), Board Policies, Administrative Regulations and Procedures, which 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/special trustee also adopted Board Policy 2510 (7/20/10), Participation in Local Decision Making. This policy states that, although the board is the ultimate decision maker, it is committed to ensuring that appropriate members of the district participate in developing policies and regulations. Additionally, the policy states that the board will not take any action on matters subject to this policy until the appropriate constituent groups have been provided the opportunity to participate. Although these policies have been adopted, they are not fully operational because at present the special trustee is the decision maker.
2. The Consultative Council and its subcommittees are responsible for providing input for decision-making. During the previous review period, the membership of the Consultative Council had been reduced to eight: three faculty members, one student, one classified employee, one manager, the vice president for academic affairs and the CEO who serves as chair. The new form of the Council has been successful. The members receive reports on and consider such items as the construction projects, the development of the new memorandum of understanding (MOU) with the El Camino CCD, and the reorganization of Academic Affairs.
3. During the last review period, the Institutional Effectiveness Committee, a committee of the Consultative Council, was reactivated. Its charge is to focus on the program review to ascertain that the questions raised are being addressed and to ensure the consistency of documents. The committee reviews the documents and recommends revisions using a feedback template. The committee is also responsible for monitoring the recommendations made by FCMAT. The district should continue to review the effectiveness of the Institutional Effectiveness Committee.

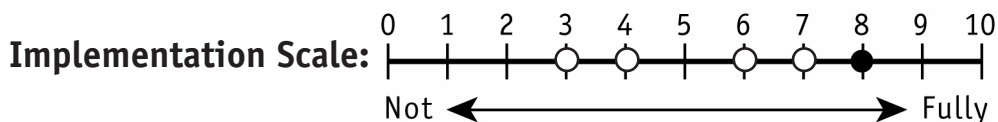
4. Advisory committees are required for all technical programs. If properly constituted, they can provide valuable advice for program changes and development. FCMAT reviewed minutes from four of the advisory committees. Topics such as job opportunities in the field, industry expectations, preparation of students, and suggestions made by industry representatives were discussed. The district should continue the use of advisory committees.

5. During the last review period, the special trustee established the Special Trustee’s Advisory Committee. The committee consists of 10 members. The role of the committee is to provide advice to the special trustee regarding policy matters that affect the district and its operations; promote community awareness of the district’s efforts, focus on quality instruction, educational mission, fiscal stability, and ultimately accreditation; and foster community support for the district and the Compton Center.

The review team attended the April 15, 2013 Special Trustee’s Advisory Committee meeting and observed that the members in attendance were informed, engaged, and took their role as advisors seriously. The committee exhibited a model of excellent board conduct. The agenda included such items as the 2013-14 budget assumptions, the goals of the committee for 2013, the expenditures against the line of credit, and the agreement between El Camino CCD and Compton CCD. Interviews indicated that members of the committee will be participating in training activities, including ethics, accreditation, and the Brown Act.

Standard Implemented: Fully - Substantially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	4
January 2010 Rating:	6
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	8



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	June 2012 Rating	April 2013 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	7	8
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	6	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	8	8
5.4	The board makes decisions based on the study of all available data, including the recommendations of the president.	3	3	3	4	7	7	3	3
5.5	Functional working relations are maintained among board members.	1	1	3	6	7	7	3	3
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	3	3

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

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
5.7	Functional working relations are maintained between the board and administration.	1	1	2	6	7	7	3	3
5.8	The board publicly demonstrates respect for and support for the district staff.	1	1	2	6	7	7	3	3
5.9	The board publicly demonstrates respect for public input at meetings and public hearings.	1	1	2	6	7	7	5	4
5.10	Board members respect confidentiality of information shared by the administration.	1	1	1	5	7	8	8	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	7	8
5.12	The board acts for the community and in the interests of all students in the district.	1	1	2	5	7	7	5	5
Board Meetings - Community Relations and Governance									
6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting.	3							
6.2	The board agenda is made available to the public in the manner and under the time lines prescribed by law.	4	4	4	6	8	6	5	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	5	5
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	7	8
6.6	Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.	5	5	5	6	7	6	3	3

<i>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance</i>		April 2007 Rating	Jan. 2008 Rating	July 2008 Rating	June 2009 Rating	Jan. 2010 Rating	July 2010 Rating	June 2012 Rating	April 2013 Rating
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	7	7
6.9	Board meetings focus on matters related to student educational attainment.	1	1	1	3	7	5	5	6

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:

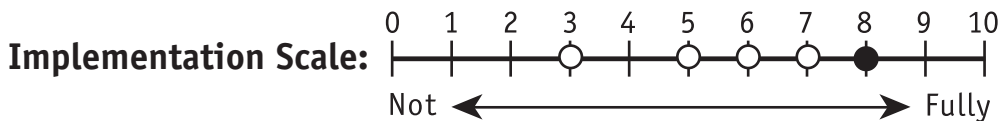
1. Interviews with Board of Trustees members
2. Interviews with faculty, staff, and administration
3. Board policies
4. Board meeting minutes, 2012-13
5. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. The team found the members of the Board of Trustees to be aware of their role regarding informal public concerns. However, it is important for board members to not directly engage in conversations with members of the public during board meetings but instead direct their comments to the special trustee and district administration. Furthermore, individual board members cannot speak for or appear to be speaking for the entire board to the public.
2. An examination of the 2012-13 board meeting minutes did not reveal any instance of an informal public concern presented to the board. However, in the past, such concerns were referred to staff.

Standard Implemented: Fully - Substantially

April 2007 Rating:	3
January 2008 Rating:	3
July 2008 Rating:	3
June 2009 Rating:	5
January 2010 Rating:	7
July 2010 Rating:	6
June 2012 Rating:	7
April 2013 Rating:	8



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:

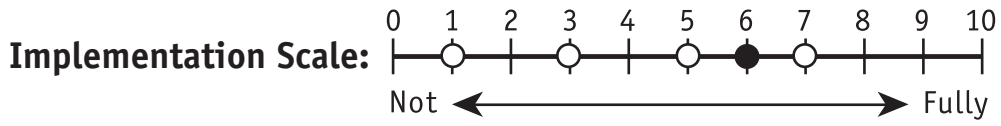
1. Interviews with administrators
2. Interviews with Board of Trustees members
3. Board policies
4. Board meeting agendas and minutes, 2012-13

Progress on Implementing the Recommendations of the Recovery Plan:

1. The Board of Trustees adopted 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 provides information on the Brown Act, and outlines unique situations in the governance of the Compton CCD, operating the Compton Center in partnership with El Camino CCD.
3. 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. The board is not engaged in group training at this time; however, individual members attend conferences. For example, members plan to attend the CCLC conference.
4. At present, the role of the board is limited because it has no rights, duties or powers, but the board should continue to develop so it is ready to assume its complete role in the future. The board should continue its commitment to training and look for training opportunities that will help members 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
June 2012 Rating:	6
April 2013 Rating:	6



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:

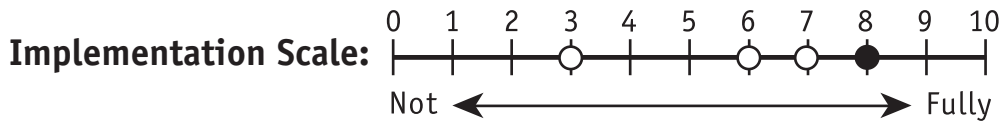
1. Interviews with faculty, staff, and administration
2. Board meeting agendas and minutes
3. Board policies
4. Planning and Budget Committee meeting minutes
5. Attendance at Compton CCD Board of Trustees meeting
6. Attendance at Planning and Budget Committee meeting

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. The document lays out the 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. During this review period, the mission statement has not been reviewed. The CEO and Board of Trustees should periodically revisit this statement to ensure that it reflects the district's current needs and priorities for all faculty and students and use the statement to guide planning and budgeting decisions. A regular cycle for its review should be established.
2. The Planning and Budget Committee (PBC), a committee of the Consultative Council, has as part of its charter to "assure that the planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Educational Master Plan and other plans adopted by the District. The PBC ensures that all plans are developed using data from program review and are linked to the Center's mission statement and strategic directives. The PBC makes recommendations with respect to all global Center and District planning and budgeting issues." At its meeting of March 26, 2013, the committee specifically discussed the links between planning, budgeting and the mission statement.

Standard Implemented: Fully - Substantially

April 2007 Rating: 3
January 2008 Rating: 3
July 2008 Rating: 3
June 2009 Rating: 6
January 2010 Rating: 7
July 2010 Rating: 7
June 2012 Rating: 8
April 2013 Rating: 8



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. Interviews with faculty, staff, and administration
2. Interview with the special trustee
3. Board meeting agendas and minutes, 2012-13
4. Board policies
5. Attendance at Compton CCD Board of Trustees meeting

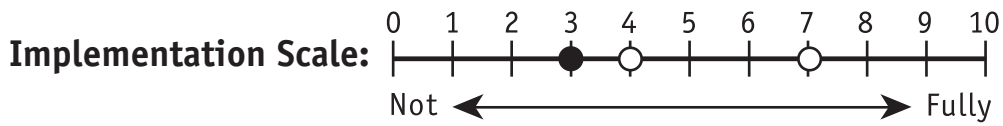
Progress on Implementing the Recommendations of the Recovery Plan:

1. Board Policy 2740, Board Education (12/15/09), states that the Board of Trustees will engage in study sessions. An examination of board meeting agendas shows that, although study sessions have not been scheduled recently, reports to the board on district matters are scheduled frequently. During previous interviews with the team, Board of Trustees members cited the value of study sessions. A member also noted that, although they recognize their role as advisory, they take it seriously and attempt to prepare themselves well. The district should consider providing separate study sessions to the board members regarding detailed topics such as the budget.
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. As noted above, staff members routinely provide reports and presentations at board meetings. For example, the board has received reports on the status of accreditation, professional development, financial aid, audits, construction projects and SLOs. Staff should continue to provide reports to the board to help ensure its effectiveness as an advisory body.
3. The review team attended the April 16, 2013 Board of Trustees meeting. While board members at this meeting did not demonstrate the same level of unbecoming behavior that was exhibited during the meeting attended by the team during the last review period, interviews and review of the 2012-13 board meeting minutes revealed several instances of board members exhibiting behavior that was inappropriate for a public session. Although agenda items can at times be extremely sensitive matters to board members, their conduct at meetings should remain professional.

The Board of Trustees currently has no rights, duties or powers, and thus members may at times feel frustrated by the board's advisory role and the fact that they do not sit at the dais for all meetings. However, it is critical that the members exhibit the decorum and professionalism that would demonstrate their readiness to assume a full role when the district regains local authority to govern areas of operations.

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
June 2012 Rating:	3
April 2013 Rating:	3



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, and administrators
2. Interviews with Board of Trustees members
3. Interview with the special trustee
4. Board meeting agendas and minutes, 2012-13
5. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board members participate in public meetings in an advisory capacity. As of the November 2009 election, the elected board was fully populated. Interviews and review of the board meeting minutes indicated that the board does not consistently maintain functional working relationships. The board members need to develop a cooperative working relationship to ensure they effectively fulfill their advisory role.
2. The orientation training and professional development agenda for new board members was designed 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 should provide the board members with a solid foundation on which to build their functional working relations with one another.

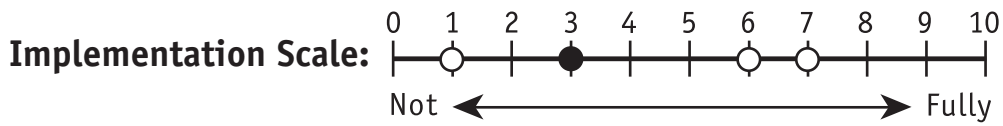
The review team attended the April 16, 2013 Board of Trustees meeting. While board members at this meeting did not demonstrate the same level of unbecoming behavior that was exhibited during the meeting attended by the team during the last review period, interviews and review of the 2012-13 board meeting minutes revealed several instances of board members exhibiting behavior that was inappropriate for a public session. To be able to assume the role and function of a decision-making board, the members will need to be able to deal with all topics in a cooperative, respectful and professional manner.

3. The board 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.

Participation in training and professional development opportunities should be a routine expectation for board members. It should help to enhance their ability to set the tone and direction for the district and function cohesively as a board when the district regains 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
June 2012 Rating: 3
April 2013 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations

FCMAT Community Relations/Governance Standard 5.6 – Board Roles/Boardsmanship

Professional Standard:

Individual board members respect the decisions of the board majority and support the board's actions in public.

Sources and Documentation:

1. Interviews with staff, faculty, administrators, and community members
2. Interview with the special trustee
3. Board policies
4. Board meeting agendas and minutes, 2012-13
5. Attendance at 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 and the district. The board members participate in public meetings in an advisory capacity. The board members need to make progress in working together and with the special trustee to ensure they effectively fulfill this advisory role and in preparation to assume a decision-making role in the future.

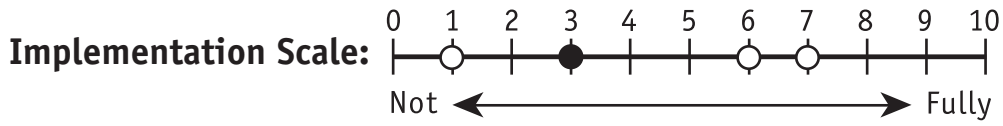
The agenda for orientation, training, and professional development for the board should continue to enhance their understanding of their roles and responsibilities, improve the board's ability to set direction for the district, and heighten their ability to communicate in a professional and respectful manner, with meeting discussion focused on relevant topics.

2. The board adopted BP 2715, Code of Ethics and Standards of Practice, dated 11/16/2010. The policy states in part, "Board members recognize that legal and effective functioning is by the board as a whole. District matters are not governed by individual actions of Board members. When acting as Board members, trustees speak and act on behalf of the district, not as individuals. Board members must use care not to misrepresent their individual opinions or actions as those of the Board."

The board needs to develop a coherent, unified voice and a cooperative working relationship. 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 the Compton Center, Compton CCD, and El Camino CCD.

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
June 2012 Rating: 3
April 2013 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations

FCMAT Community Relations/Governance Standard 5.7 – Board Roles/Boardsmanship

Professional Standard:

Functional working relations are maintained between the board and administration.

Sources and Documentation:

1. Interviews with administrators
2. Interview with the special trustee
3. Interviews with Board of Trustees members
4. Board policies
5. Board meeting agendas and minutes, 2012-13
6. Attendance at 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 and talk to board members to review operational issues. The elected board is also provided with extensive written material for each board meeting and for significant operational issues. However, interviews and review of board meeting minutes indicated that board members do not consistently treat the special trustee and district administrators respectfully. The board would be required to address sensitive issues frequently if it operated as a decision-making board. Thus it is necessary to maintain cooperative, functional relations between the board and administration.

2. The April 17, 2012 board meeting minutes, Item XIX.1.B., state the following:

BP 2715 - Code of Ethics and Standards of Practice

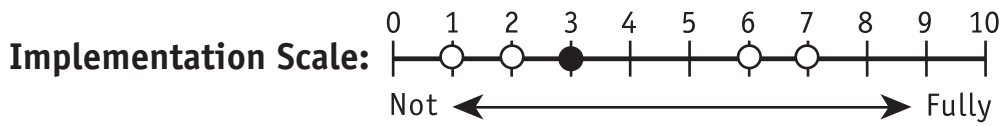
The Special Trustee emphasized that the Board must adhere to the standards and eligibility requirements, and self-study continually, and requested that they review and reflect on the Code of Ethics and Standards of Practice and absolutely must adhere to them continually.

During the previous review period, the special trustee indicated that the purpose of the April 17, 2012 agenda item and discussion regarding Board Policy 2715 was to help focus attention on the importance of the board's behavior relative to accreditation and respectful relationships. As noted above, however, interviews and the review of board meeting minutes revealed lapses in professional behavior on the part of some members.

3. The October 26, 2012 board meeting agenda includes Items VI.1., Ethics Training and VI.2., Board Self-Evaluation. However, the minutes were not posted on the district website for review.

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
June 2012 Rating:	3
April 2013 Rating:	3



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. Interview with the special trustee
3. Board meeting agendas and minutes, 2012-13
4. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Interviews indicated that the board does not consistently demonstrate respect for staff members and the recommendations made by staff.
2. The April 17, 2012 board meeting minutes, Item XIX.1.B., state the following:

BP 2715 - Code of Ethics and Standards of Practice

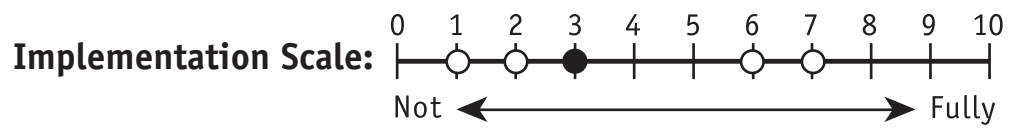
The Special Trustee emphasized that the Board must adhere to the standards and eligibility requirements, and self-study continually, and requested that they review and reflect on the Code of Ethics and Standards of Practice and absolutely must adhere to them continually.

During the previous review period, the special trustee indicated that the purpose of the April 17, 2012 agenda item and discussion regarding Board Policy 2715 was to help focus attention on the importance of the board's behavior relative to accreditation and respectful relationships. However, as noted previously, interviews and the review of board meeting minutes revealed lapses in professional behavior on the part of some members.

3. The October 26, 2012 board meeting agenda includes Items VI.1., Ethics Training and VI.2., Board Self-Evaluation. However, the minutes were not posted on the district website for review.

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
June 2012 Rating:	3
April 2013 Rating:	3



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:

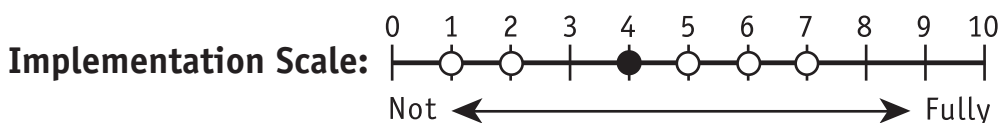
1. Interviews with staff, faculty, students, administrators, and community members
2. Interview with the special trustee
3. Board meeting agendas and minutes, 2012-13
4. Newspaper articles regarding the Compton CCD
5. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. With respect to public input, board meetings are usually conducted in a professional and businesslike manner, with the board serving in an advisory capacity. Professional development through conference attendance and in-service training should provide board members with the understanding of their responsibilities, allowing them to effectively fulfill their roles.
2. Board minutes showed that time for public comments is provided at meetings. However, it is important for board members to not directly engage in conversations with members of the public during board meetings but to direct their comments to the special trustee and district administration. 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. A review of recent publications regarding the Compton CCD revealed at least one instance of a board member treating a member of the public disrespectfully at a board meeting.

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
June 2012 Rating:	5
April 2013 Rating:	4



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:

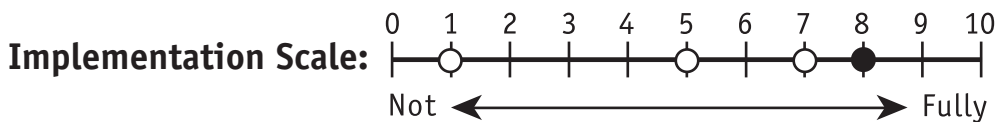
1. Interviews with staff and administrators
2. Interviews with Board of Trustees members
3. Interview with the special trustee
4. Board meeting agendas and minutes, 2012-13

Progress on Implementing the Recommendations of the Recovery Plan:

1. The board does not participate in closed session discussions, and no concerns have been reported about board members breaching the confidentiality of information presented to them. The orientation and ongoing training agenda for board members includes information on the Brown Act and on confidentiality. Board members should continue to receive training in this area and continue to treat confidential information in an appropriate manner.

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
June 2012 Rating:	8
April 2013 Rating:	8



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. Interviews with Board of Trustees members
3. Board policies
4. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

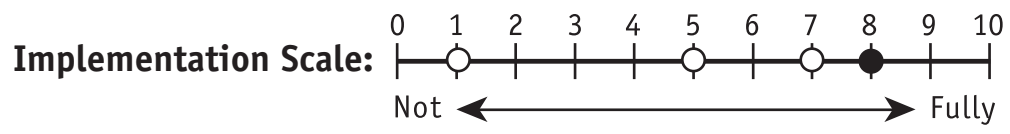
1. The board/special trustee has adopted several board policies that delegate operational issues to the appropriate staff. BP 2200, Board Duties and Responsibilities (1/19/10), delegates power and authority to the CEO to effectively lead the district and indicates that the board will respect the authority of the CEO by providing policy, direction, and guidance only to the CEO, who is responsible for the management of the district and its employees. BP 2430, Delegation of Authority to the CEO (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, Delegation of Authority (2/17/09), specifically delegates authority to the CEO to supervise the general business and fiscal affairs of the district. BP 7110, Delegation of Authority, Human Resources (10/20/09), delegates to the CEO the authority to employ personnel, fix job responsibilities and perform other personnel actions subject to ratification by the board.

With these adoptions, the board has in place the framework for 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 routing any operational concerns to appropriate district personnel. This was confirmed by staff. The board should continue this practice.

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:	7
June 2012 Rating:	7
April 2013 Rating:	8



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. Board policies
3. Attendance at Compton CCD Board of Trustees meeting

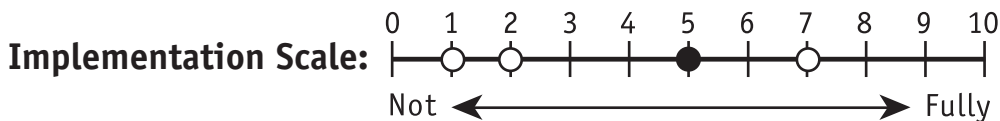
Progress on Implementing the Recommendations of the Recovery Plan:

1. The Board of Trustees/special trustee adopted BP 2200, Board Duties and Responsibilities, dated January 19, 2010, which states in part that the board is committed to fulfilling its responsibilities to represent the public interest.

As noted previously, some board meetings have not been conducted in a completely professional and businesslike manner. 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 revised MOU that describes the relationship between the Compton Center, Compton CCD, and El Camino CCD.

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
June 2012 Rating:	5
April 2013 Rating:	5



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.2 – Board Meetings

Legal Standard:

The board agenda is made available to the public in the manner and under the time lines prescribed by law. (Government Code 54954.1, 54954.2)

Sources and Documentation:

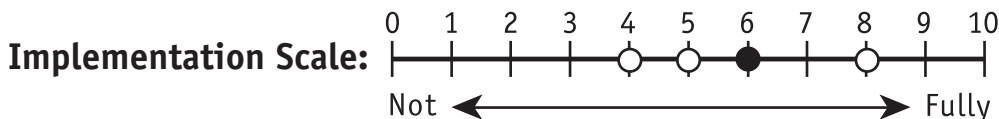
1. Interview with the special trustee
2. Interview with the CEO
3. Board meeting agendas, May 2012 through April 2013
4. Board policies 2340 and 2360
5. Compton CCD website (www.district.compton.edu)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board agendas are posted 72 hours prior to the regular board meeting in a prominent place next to the Administration Building in compliance with the Government Code and Compton CCD board policy. Minutes from the previous regular meeting are also posted for public review.
2. In a review of the district website, the team found that the 2012-13 board meeting agendas and minutes, except for the October 26, 2012 meeting minutes, are posted. The district should continue to ensure that agendas for all board meetings are posted in compliance with Government Code.
3. A schedule of 2012-13 board meeting dates appears on the Board of Trustees page of the district website, which allows interested members of the public and Compton CCD 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
June 2012 Rating:	5
April 2013 Rating:	6



ACCJC Standard IV-B: Board and Administrative Organizations

FCMAT Community Relations/Governance Standard 6.3 – Board Meetings

Professional Standard:

Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.

Sources and Documentation:

1. Interview with the CEO
2. Interview with the special trustee
3. Interview with Board of Trustees member
4. Attendance at Compton CCD Board of Trustees meeting
5. Attendance at Special Trustee's Advisory Committee meeting

Progress on Implementing the Recommendations of the Recovery Plan:

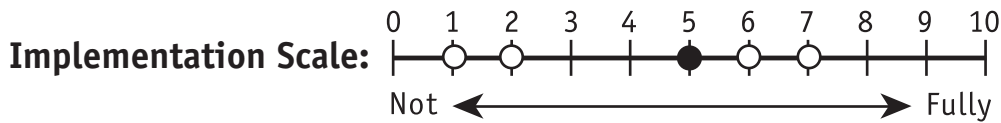
1. The review team attended the regularly scheduled Board of Trustees meeting on April 16, 2013. The meeting was appropriately noticed and held to conduct regular business. The team also attended the regularly scheduled meeting of the Special Trustee's Advisory Committee meeting on April 15, 2013. At both meetings it was clear that the elected board and the advisory committee were prepared for the meetings.
2. The special trustee and the CEO indicated 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 serving in an advisory capacity since a special trustee has been appointed and the educational and student service programs fall under the purview of the El Camino CCD board, they must limit the areas that they discuss and concern themselves with as a board. The elected board is engaged by the special trustee through the process of asking their opinion on items but does not have voting authority. The board members do seem to prepare for meetings, are informed and provide feedback when asked.
3. With the appointment of the new special trustee in fall 2011, the elected board has gone through some changes regarding board meeting participation. They do not sit at the dais during all board meetings and do not attend closed session meetings.
4. The special trustee and the CEO are providing board training for the elected board. One of the trainings is focused on ethics and is scheduled for June 2013.
5. During the last review period, the special trustee sought applications from the community to serve on the Special Trustee's Advisory Committee and provide advice. The stated purpose of the committee, as outlined in Assembly Bill 318, is as follows, "The CCCD Special Trustee's Advisory Committee is organized to advise the Special Trustee with respect to the management of the Compton Community College District." The Special Trustee's Advisory Committee now has a full complement of 10 members.

The review team attended the committee meeting on April 15, 2013 and found it to be well-run and productive. Members were prepared on the agenda issues, and they asked pertinent questions. There seemed to be a clear sense of commitment to the district among the committee members. Members have varying backgrounds and represent different communities within the Compton CCD's service area. They were made aware of several training opportunities and requested that they be provided the training as soon as possible. The district is also providing board training in the community for potential future board members.

The agenda of the Special Trustee's Advisory Committee included several of the same items that the Board of Trustees will discuss, reports from the interim director of facilities and the CEO, and budget information. Members of the campus community and the public were also present at the meeting.

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
June 2012 Rating:	5
April 2013 Rating:	5



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.5 – Board Meetings

Legal Standard:

Open and closed sessions are conducted according to the Ralph M. Brown Act. (Government Code 54950 et seq.)

Sources and Documentation:

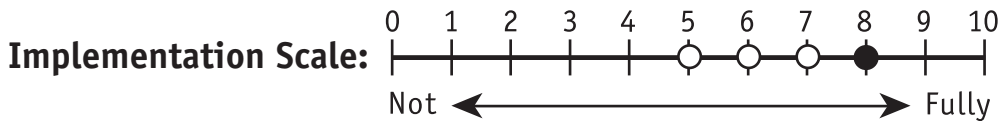
1. Interview with the special trustee
2. Interview with the CEO
3. Board policies 2200, 2300, and 2310
4. Board meeting agendas and minutes
5. Attendance at Compton CCD Board of Trustees meeting (open session only)

Progress on Implementing the Recommendations of the Recovery Plan:

1. Closed session is held immediately after opening the board meeting. Open session occurs afterward and a report of any action taken in closed session is provided. The elected board members do not attend closed session at this time.
2. Evidence presented indicated that board meetings adhere to the Brown Act.

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:	7
June 2012 Rating:	7
April 2013 Rating:	8



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:

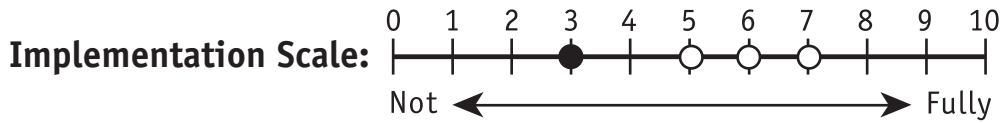
1. Interview with the CEO
2. Interview with the special trustee
3. Board meeting agendas and minutes, May 2012 through April 2013
4. Board policies
5. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. At the April 16, 2013 board meeting, the board generally conducted itself appropriately. However, the overall atmosphere at the board meeting was conflicted. For example, it was apparent from comments made by some of the board members that they are unhappy with not being allowed to function more as an elected board, and they take the opportunity to express this at public meetings. In a few instances, the special trustee and CEO were not treated respectfully. Behaviors such as these do not create an atmosphere where people in the audience might want to share their views on an issue. All members of the Board of Trustees should take the opportunity to work with the special trustee to understand the standard of collaboration that will be needed for the district to regain local governance.
2. Interviews indicated that the board members were to have completed a self-evaluation during this review period; however, only three of the members have completed the evaluation. At the time of FCMAT's fieldwork, the CEO and special trustee were planning to develop goals and evaluation questions for the board and ask them to complete these in June. The CEO will then complete a six-month evaluation of the goals in December at the board's organizational meeting. This will put them on the correct cycle for board evaluation as required by the ACCJC. The district should adhere to this timetable.
3. The board meetings attended by the review team during the current and past several review periods have provided the opportunity for people to speak, as indicated in BP 2370, Representatives at Board Meetings. Representatives from several organizations including the Academic Senate, the certificated union, the classified union, a classified staff representative, a faculty representative, and the Associated Student Body all have a place on the agenda for reports. This is part of the communication process between the Compton Center and the elected board, and the items were included on the April 16, 2013 board meeting agenda.

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
June 2012 Rating: 3
April 2013 Rating: 3



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.8 – Board Meetings

Legal Standard:

Members of the public have an opportunity to address the board before or during the board’s consideration of each item of business to be discussed at regular or special meetings, and to bring before the board matters that are not on the agenda (Education Code 35145.5).

Sources and Documentation:

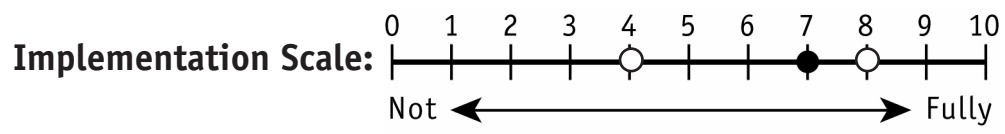
1. Board meeting agendas and minutes, May 2012 through April 2013
2. Board Policy 2350
3. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. Board Policy 2350, Public Participation, outlines the three ways in which a member of the public 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 10 minutes of the meeting. A request may be submitted to the CEO 18 days prior to a board meeting requesting that an item be placed on the agenda. A member of the public may submit a written communication to the board regarding an agenda item or request to speak on the item at the meeting; written communications regarding agenda items are to be received at least 24 hours prior to the meeting.
2. Board agendas and minutes indicate that the public is provided an opportunity to address the board at meetings. In addition, the review team’s observation of the April 16, 2013 meeting indicated that members of the public are given three minutes during the public comments portion of the meeting to address the board if they have submitted a written request; several individuals did so at this meeting. Members of the public also are allowed to address the board as items are presented throughout the meeting. Board members should continue to be provided training opportunities to ensure effective boardsmanship and the boundaries for appropriately responding to the public.

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
June 2012 Rating:	7
April 2013 Rating:	7



ACCJC Standard IV-B: Board and Administrative Organizations
FCMAT Community Relations/Governance Standard 6.9 – Board Meetings

Professional Standard:

Board meetings focus on matters related to student educational attainment.

Sources and Documentation:

1. Interview with the CEO
2. Interview with the special trustee
3. Board meeting agendas and minutes, May 2012 through April 2013
4. Attendance at Compton CCD Board of Trustees meeting

Progress on Implementing the Recommendations of the Recovery Plan:

1. A review of board agendas and minutes reveal that each senior manager has time on the agenda to discuss issues/accomplishments in their areas. The vice president of the Compton Center reports on academic affairs, and presents 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 might benefit from the information about Compton Center student successes.
2. The CEO reports at each board meeting on items of interest at the Compton Center and to the district, some of which touch on student educational attainment.
3. The CEO invites appropriate managers to discuss progress in some of their areas as it affects student success at board meetings. A report from the research office on the ARCC data, a report from the interim director of facilities on the progress of the library and others were presented.

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
June 2012 Rating:	5
April 2013 Rating:	6

