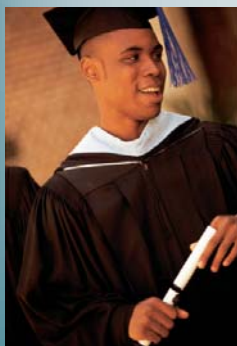
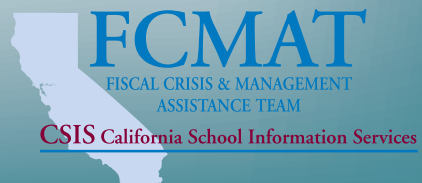


# Compton Community College District



## Executive Summary for the Comprehensive Review

April 2007



# Table of Contents

## Executive Summary

Introduction .....	3
Background .....	5
Use of FCMAT Professional and Legal Standards.....	9
Study Team.....	11
Return to Local Governance .....	13
Recovery Plan.....	15
Overview of Five Operational Areas of Management .....	17
<i>Financial Management</i> .....	17
<i>Academic Achievement</i> .....	22
<i>Personnel Management</i> .....	25
<i>Facilities Management</i> .....	28
<i>Governance and Community Relations</i> .....	31
Tables of Standards .....	35
<i>Standard I - Institutional Mission and Effectiveness</i> .....	37
<i>Standard II - Student Learning Programs and Services</i> .....	43
<i>Standard III - Resources</i> .....	53
<i>Standard IV - Leadership and Governance</i> .....	83

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# Executive Summary

## Introduction

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

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

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

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

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

A Memorandum of Understanding (MOU) dated August 21, 2006 outlines the agreement between the Compton Community College District and the El Camino Community College District. The MOU establishes the El Camino College Compton Center operated under the direct management of El Camino College through a Provost who reports to the Superintendent/President of El Camino College for all operational aspects of the Compton Center including its instructional programs, student services, business services and other programs and services. The Provost also reports to the Special

Trustee for the Compton Community College District, as Chief Executive Officer with respect to responsibilities for budget and finance, including the payroll, facilities, and for the employees of the Compton Community College District and the El Camino College Compton Center, for which the CCCD retains responsibility.

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

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

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

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

# Background

## History and Demographics

Compton Community College was established in 1927 as a component of the Compton Union High School District. Voters approved a measure to separate the college from the high school district in 1950 and a new 83-acre campus was completed in 1953 at the college's present site. The district's single campus is located in the city of Compton, incorporated in 1888, situated in southern Los Angeles County, southeast of downtown Los Angeles. In recent years, the college has completed construction of a vocational technology center and a mathematics and science building. A bond was passed in 2003, and work began on a new Learning Resource Center (LRC). The LRC is scheduled to open in August 2007.

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

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

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

## Board of Trustees

The Compton Community College District has a five-member elected Board of Trustees, whose governing authority was suspended by the Chancellor under the authority granted by Assembly Bill 318. Board members are elected by trustee area, with two seats representing the city of Compton (Trustee Area 1) and one seat each representing Willowbrook-Enterprise and Carson (Trustee Area 2); Lynwood (Trustee Area 3); and Paramount (Trustee Area 4). Members serve four-year terms. The current four members of the board have served together since December 2005. Three of the current members are serving their first terms and one is in the second term.

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

In the November 2005 election, the highest vote-getter for a seat on the Compton CCD board received 7,014 votes or 61% of the votes cast for the two candidates in Trustee Area 1. In the November 2003 election, the highest vote-getter received 1,449 votes, or 54% of the total votes cast for the two candidates in Trustee Area 3.

By comparison, in the November 2005 election for the 11-person race for four seats on the board of the Compton Unified School District, the candidate with the most votes won with 6,014 votes, representing almost 12% of the total votes cast.

### **State Intervention and Loss of Accreditation**

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

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

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

AB 318 provided authorization for the chancellor to suspend the authority of the Board of Trustees for a period up to five years from the effective date of AB 318, plus a period lasting until the chancellor, the FCMAT, the Director of Finance, and the Secretary for Education concur with the Special Trustee that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment conducted and the recovery plan prepared.

### **Partnership with El Camino College**

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

On July 24, 2006, the El Camino Community College District Board of Trustees gave approval for the El Camino Community College District to proceed with negotiations for an agreement to provide educational and related support services to the Compton Community College District. At the Comp-

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

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

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

### **Compton Center Leadership**

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

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

### **Institutional Culture in the Compton Community College District**

There are approximately 90 full-time equivalent faculty positions in the Compton Community College District, 100 classified staff full- and part-time positions, and 20 administrative positions. In the past three years, the district has had three interim lead administrators and three Special Trustees. Nearly all current administrators are serving in their roles on an interim basis. While almost all interviewees expressed a sincere commitment to helping the college regain accreditation and achieve fiscal recovery, the lack of administrative experience and stability will need to be addressed. In the past several years, the Compton Community College District has not focused on communica-

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

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

The Compton Community College District also faces a unique and unprecedented situation for a public college of having board members who continue to be elected, but who are not vested with any authority to govern.

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

# Use of FCMAT Professional and Legal Standards

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

For each ACCJC Standard, appropriate FCMAT standards from the operational areas of Community Relations and Governance, Personnel Management, Academic Achievement, Financial Management and Facilities Management have been used to measure progress on the ACCJC Standards. The Accrediting Commission for Community and Junior Colleges will conduct its own accreditation review to determine when accreditation will be restored to the Compton Community College District. However, it is hoped that by addressing the recommendations made in this report, the CCCD will be assisted in readying itself for the ACCJC accreditation review in the future.

Each professional and legal standard has been provided a score, on a scale of 1 to 10, as to the Compton Community College District's implementation of the standard at this particular point in time. These ratings provide a basis for measuring the district's progress in subsequent six-month reporting periods.

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

## **Not Implemented** (Scaled Score of 0)

There is no significant evidence that the standard is implemented.

## **Partially Implemented** (Scaled Score of 1 through 7)

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

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

7. All elements of the standard are fully implemented, are being monitored, and appropriate adjustments are taking place. (Scaled Score of 7)

**Fully Implemented** (Scaled Score of 8-10)

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

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

# Study Team

In preparing to conduct the comprehensive review of the Compton Community College District in response to AB 318, FCMAT issued a Request for Applications inviting various California educational agencies to assist in the review process. FCMAT received several proposals from qualified agencies and selected the following agencies as partners in this work: California School Boards Association, California Curriculum Management Systems, Inc., School Services of California, Inc., and Ewing Consulting Services. FCMAT elected to itself conduct the review of the district's financial management with the assistance of two consultants.

The FCMAT team partners included the following agencies and individuals.

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

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

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

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

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

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

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

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

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

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

## **Community Relations and Governance – California School Boards Association**

- Scott P. Plotkin, Executive Director
- Martin Gonzalez, Assistant Executive Director, Governance & Policy Services
- Ben Bartos, Research Consultant
- Judy Cias, Director, Policy Update & Assistant Legal Counsel
- Diane Greene, Senior Consultant/Writer
- Holly Jacobson, Assistant Executive Director, Policy Analysis & Continuing Education



## Return to Local Governance

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

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

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

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

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

The return of legal powers and responsibilities to the district board is based on the concurrence of the Chancellor, the Director of Finance and the Secretary for Education with the assessment of the Special Trustee and FCMAT that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment conducted and the recovery plan prepared, and that future compliance is probable and sustainable.

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

## Recovery Plan

FCMAT assessed the district using 335 professional and legal standards for this April 2007 Compton Community College District Assessment and Recovery Plan, providing an in-depth review and a baseline score for each standard. A subset of standards in each of the ACCJC standards areas was identified to assist the district in focusing its efforts to successfully achieve recovery and a return to local governance. This subset of standards will be the focus of the ongoing six-month progress reviews conducted in the district. Although all professional and legal standards utilized in the comprehensive assessment process are important to any district's success, focusing on this identified subset of standards will enable the district to focus its efforts on returning to local governance and reestablishing its accreditation.

FCMAT, with the collaboration of the Special Trustee, identified the following subset of 186 standards in the four ACCJC standards areas that are to be reviewed during each six-month progress review.

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

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

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

### Summary Table of Progress

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

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

# Overview of Five Operational Areas of Management

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

## Financial Management Overview

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

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

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

## Fiscal Operations

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

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

munication was provided regarding time lines, roles and responsibilities, modules, etc., to facilitate this transition. Normally, written communication and an implementation plan would be provided. The budgeting, accounting, and purchasing portions of the system have been partially implemented, with the remaining functions to be phased in over the next year.

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

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

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

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

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

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

## **Internal Controls**

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

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

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

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

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

## **Student Records**

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

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

## **Payroll**

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

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

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

### **Accounting and Purchasing**

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

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

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

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

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

### **Associated Student Body Funds**

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

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

## **Multiyear Projections**

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

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

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

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

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

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

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

# Academic Achievement

The review team assessed and analyzed the extent to which the El Camino College Compton Center's instructional operations conform to 42 FCMAT Academic Achievement standards. A comprehensive recovery plan was developed based on the assessment and analysis. The FCMAT Academic Achievement standards are aligned with the Accrediting Commission for Community and Junior Colleges (ACCJC) Accreditation Standards relating to Institutional Mission and Effectiveness (ACCJC Standard I) and Student Learning Programs and Services (ACCJC Standard II).

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

To determine the status of the Compton Center's operations, the review team examined center documents and interviewed members of the administration, the faculty, students, and other key personnel directly involved with the design and delivery of curriculum in the center. The team also conducted "snapshot" visits to a sample of classes over a three-day period to provide a contextual background for the data collected from the document reviews and personal interviews.

## Status of Academic Achievement at the El Camino College Compton Center

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

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

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

Interviews with administrators and faculty from both El Camino College and the Compton Center revealed an understanding of what needs to be accomplished as well as the enormity of the tasks ahead. Both the administrators and the faculty support the establishment of sound instructional program management based on the systematic use of data for program development in all instructional operations at the El Camino College Compton Center.

## **Planning Processes**

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

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

## **Curriculum**

El Camino College board policies govern the curriculum at the Compton Center. These policies provide some of the elements of a sound operational framework for curriculum management. However, they do not require student learning outcomes for all courses, the linking of professional development with curriculum delivery, the identification of assessment as a measure of mastery of student learning outcomes, or the use of assessment data to strengthen curriculum and instruction. The course outlines of record are not adequate to guide instruction, and are not adequately linked to assessment of student learning outcomes.

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

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

## **Instructional Strategies**

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

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

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

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

### **Assessment and Accountability**

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

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

### **Professional Development**

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

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

### **Learning and Support Services**

The equipment in the labs associated with the Compton Center's Computer Information Sciences program is adequate. Computers are up-to-date and in acceptable condition. Other programs, such as Automotive Mechanics, are less well equipped. Some of the equipment in this latter program is unusable because of a lack of essential parts.

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

## **Personnel Management**

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

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

### **Organization**

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

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

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

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

### **Collective Bargaining Units**

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

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

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

## **Communications**

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

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

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

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

## **Operational Procedures**

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

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

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

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

## **State and Federal Compliance**

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

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

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

## **Use of Technology**

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

## **Staff Training**

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

## **Evaluation/Due Process Assistance**

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

## **Employee Services**

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

## **Employer/Employee Relations**

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

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

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

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

## **Facilities Management**

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

### **Planning and Construction**

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

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

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

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

### **Physical Plant**

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

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

The Compton Community College District needs to develop written processes and procedures for all phases of facilities, maintenance, and operations. Written procedures and documentation must be adopted and enforced to hold employees accountable for their performance and provide adequate tracking of inventories, equipment, and maintenance tasks. Board policies are outdated and are often not supported by procedures or operational practices. The unusually high staff turnover in this area is exacerbated by the lack of written procedures, so that new employees have little guidance in performing their work.

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

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

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

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

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

## **Energy Conservation Policies**

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

## **Bidding Practices**

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

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

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

## **Community Involvement**

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

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

## **Policies and Procedures**

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

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

# Governance and Community Relations

## Communications

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

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

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

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

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

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

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

## Community Relations

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

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

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

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

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

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

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

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

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

### **Policy**

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

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

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

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

### **Board Roles/Boardsmanship**

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

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

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

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

## **Board Meetings**

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

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

# Compton Community College District Comprehensive Review

## Tables of Standards

The following tables contain the ratings for the 335 FCMAT legal and professional standards used in conjunction with the four ACCJC standards to conduct this comprehensive review for the Compton Community College District. The findings and recovery plan recommendations related to each standard may be found in the full report posted online at [www.fcmat.org](http://www.fcmat.org). The standards that are identified in bold print in the tables are the selected subset of standards that will be assessed during subsequent six-month progress reviews.



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

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

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

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

## **Use of FCMAT Professional and Legal Standards**

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

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

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

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

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

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

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

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

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

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

**B. Improving Institutional Effectiveness**

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

<b>ACCJC Standard I-B Standard to be Addressed</b>		April 2007 Rating
4.2	<b>Policies and administrative regulations are up to date and reflect current law and local needs.</b>	2
4.3	<b>The board has adopted all policies mandated by state and federal law.</b>	1
4.6	<b>Board bylaws, policies and administrative regulations are supported and followed by the board and district staff.</b>	2
<b>Planning Processes - Academic Achievement Standards</b>		
1.2	The administrative structure of the college promotes student achievement.	1
1.3	<b>The college has long-term goals and performance standards to support the improvement of student achievement.</b>	0
1.4	<b>The college directs its resources fairly and consistently to accomplish its objectives.</b>	0
<b>Curriculum - Academic Achievement Standards</b>		
2.2	Policies regarding curriculum, course offerings, and instruction are reviewed and approved by the Governing Board.	8
2.3	<b>The college has clear and valid objectives to promote student learning and a process for curriculum development.</b>	4
2.4	<b>A process is in place to maintain alignment among standards, practices and assessments.</b>	1
2.10	<b>The college has adopted a plan for integrating technology into curriculum and instruction.</b>	2
2.11	The college optimizes all funding to install technology in classrooms and offices.	4
<b>Instructional Strategies - Academic Achievement Standards</b>		
3.1	The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007]	1
3.2	<b>Challenging learning goals and student learning outcomes (SLOs) and individual educational plans and programs for all students are evident.</b>	1
3.5	<b>The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.</b>	1
3.11	<b>Class size and faculty assignments support effective student learning to achieve student learning outcomes.</b>	2

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

<b>ACCJC Standard I-B Standard to be Addressed</b>		April 2007 Rating
<b>3.12</b>	<b>Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.</b>	<b>1</b>
<b>Assessment and Accountability - Academic Achievement Standards</b>		
<b>4.1</b>	<b>The college has developed content and learning standards for all subject areas that are understood and followed by college faculty.</b>	<b>3</b>
<b>4.2</b>	<b>Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).</b>	<b>1</b>
<b>4.3</b>	<b>The assessment tools are clear measures of what is being taught and provide information for the administration and faculty to improve learning opportunities for all students.</b>	<b>1</b>
<b>4.4</b>	<b>Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze, evaluate and solve issues of student learning outcomes.</b>	<b>1</b>
4.10	The board and college understand the elements of state and federal accountability programs and communicate the availability of options and special services to students.	1
<b>Professional Development - Academic Achievement Standards</b>		
<b>5.1</b>	<b>Professional development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.</b>	<b>1</b>
<b>5.2</b>	<b>Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.</b>	<b>1</b>
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
<b>5.7</b>	<b>Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.</b>	<b>1</b>

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

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

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

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

- d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*
  - e. *The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*
  - f. *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*
  - g. *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*
  - h. *The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*
  - i. *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*
3. *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*  
*General education has comprehensive learning outcomes for the students who complete it, including the following:*
- a. *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*
  - b. *A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*
  - c. *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*
4. *All degree programs included focused study in at least one are of inquiry or in an established interdisciplinary core.*
5. *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*
6. *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus*

*that specifies learning objectives consistent with those in the institution's officially approved course outline.*

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

## **Use of FCMAT Professional and Legal Standards**

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

For ACCJC Standard II – Student Learning Programs and Services, appropriate FCMAT standards from the operational area of Academic Achievement have been used to measure progress on ACCJC

Standards II-A, II-B and II-C. The Accrediting Commission for Community and Junior Colleges will conduct its own accreditation review to determine when accreditation will be restored to the Compton Community College District. It is hoped that by addressing the recommendations made in this report to implement the FCMAT professional and legal standards, the Compton Community College District (CCCD) will be assisted in readying itself for the ACCJC accreditation review in the future.

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

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

<b>A. Instructional Programs</b>		
<b>Standard to be Addressed</b>		April 2007 Rating
<b>Planning Process - Academic Achievement</b>		
1.2	The administrative structure of the college promotes student learning outcomes.	1
<b>1.6</b>	<b>The college's planning process focuses on supporting increased student learning outcomes.</b>	<b>0</b>
<b>Curriculum - Academic Achievement</b>		
<b>2.1</b>	<b>The college, through its adopted policies, provides a clear operational framework for the management of the curriculum.</b>	<b>4</b>
2.2	Policies regarding curriculum and instruction are reviewed and approved by the Governing Board.	8
<b>2.3</b>	<b>The college has clear and valid objectives to promote student learning and a process for curriculum development.</b>	<b>4</b>
<b>2.4</b>	<b>A process is in place to maintain alignment among standards, practices, and assessments.</b>	<b>1</b>
<b>2.6</b>	<b>Sufficient instructional materials are available for students to learn.</b>	<b>1</b>
<b>2.10</b>	<b>The college has adopted a plan for integrating technology into curriculum.</b>	<b>2</b>
<b>Instructional Strategies - Academic Achievement</b>		
3.1	The college provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. [EC 51007]	1
<b>3.2</b>	<b>Challenging learning goals and student learning outcomes and individual educational plans and programs for all students are evident.</b>	<b>1</b>
<b>3.4</b>	<b>Students are engaged in learning, and they are able to demonstrate and apply their knowledge.</b>	<b>2</b>
3.24	The college provides access and encourages student enrollment in transfer programs to four-year institution of higher learning.	1

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

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

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

*1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

*2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

*a. General Information*

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

*b. Requirements*

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

*c. Major Policies Affecting Students*

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

*d. Locations or publications where other policies may be found*

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

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

**B. Student Support Services**

<b>Standard to be Addressed</b>		<b>April 2007 Rating</b>
<b>Planning Process - Academic Achievement</b>		
<b>1.5</b>	<b>Categorical and compensatory program funds supplement students in their pursuit of postsecondary education.</b>	<b>0</b>
<b>Instructional Strategies - Academic Achievement</b>		
3.10	Clearly defined student conduct practices have been established and communicated among the students, staff, board, and community.	4
<b>3.11</b>	<b>Class size and faculty assignments support student learning outcomes.</b>	<b>2</b>
<b>3.12</b>	<b>Faculty uses a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.</b>	<b>1</b>
<b>3.13</b>	<b>Faculty is provided with professional development on special needs, language acquisition, timely interventions, and culturally responsive teaching.</b>	<b>1</b>
3.14	The identification and placement of English language learners into appropriate courses is conducted in a timely and effective manner.	3
<b>3.15</b>	<b>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.</b>	<b>2</b>
3.16	Programs for English language learners comply with state and federal regulations.	3
3.18	Individual education plans are reviewed and updated on time.	3
3.26	College counselors are knowledgeable about individual student academic needs and work to support postsecondary education goals.	3
<b>3.27</b>	<b>College students have access to career and post-secondary education guidance and counseling.</b>	<b>3</b>

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

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

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

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

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

**C. Library and Learning Support Services**

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

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

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

**A. Human Resources -- The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

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

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

### **Use of FCMAT Professional and Legal Standards**

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

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

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

<b>Accrediting Commission for Community and Junior Colleges (ACCJC) Standard III: Resources</b>		April 2007 Rating
<b>A. Human Resources</b>		
<b>Organization and Planning - Personnel Management Standards</b>		
<b>1.1</b>	<b>An updated and detailed policy and procedures manual exists that delineates the responsibilities and operational aspects of the Human Resources Division.</b>	<b>1</b>
<b>1.2</b>	<b>The college has clearly defined and clarified roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees.</b>	<b>1</b>
1.3	The Human Resources Division has developed a mission statement that sets clear direction for Division staff. The Human Resources Division has established goals and objectives directly related to the college's goals that are reviewed and updated annually.	1
1.4	The Human Resources Division has an organizational chart and a functions chart that include the names and positions and job functions of all staff in the Human Resources Division.	8
<b>1.5</b>	<b>The Human Resources Division has a monthly activities calendar and accompanying lists of ongoing personnel activities to be reviewed by staff at planning meetings.</b>	<b>1</b>
<b>Communications - Personnel Management Standards</b>		
<b>2.1</b>	<b>The Human Resources Division utilizes the latest technological equipment for incoming and outgoing communications.</b>	<b>2</b>
2.2	The Human Resources and Business Divisions have developed and distributed a menu of services that includes the activities performed, the individual responsible, and the telephone numbers where they may be contacted.	8
<b>2.3</b>	<b>The Human Resources Division provides an annual report of activities and services provided during the year.</b>	<b>0</b>
<b>2.4</b>	<b>The Human Resources Division staff is cross-trained to respond to client need without delay.</b>	<b>0</b>
<b>2.5</b>	<b>The Human Resources Division holds regularly scheduled staff meetings.</b>	<b>1</b>
2.6	Various publications are provided on a number of subjects to orient and inform various clients.	0

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

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
<b>Employee Recruitment/Selection - Personnel Management Standards</b>		
3.1	<b>The Governing Board provides equal employment opportunities for all people without regard to race, color, creed, sex, religion, ancestry, national origin, age, or disability.</b>	<b>1</b>
3.2	<b>Employment procedures and practices are conducted in a manner that ensures equal employment opportunities. Written hiring procedures are provided.</b>	<b>1</b>
3.3	The job application form requests information that is legal, useful, pertinent, and easily understood.	1
3.4	<b>The Human Resources Division has a recruitment plan that contains recruitment goals, including the targeting of adjunct faculty positions. The college has established an adequate recruitment budget that includes funds for travel, advertising, staff training, promotional materials and the printing of a year-end report, and that effectively implements the provisions of the college recruitment plan.</b>	<b>0</b>
3.5	The college has developed materials that promote the college and community, are attractive, informative and easily available to all applicants and other interested parties.	0
3.6	The college has identified people to participate in recruitment efforts, and has provided them with adequate training to carry out the college's recruitment goals.	0
3.7	The college has effectively identified a variety of successful recruitment sources, including Web sites, job fairs, and other colleges and universities publications.	3
3.11	<b>The college systematically initiates and follows up on reference checking on all applicants being considered for employment.</b>	<b>1</b>
3.12	<b>Selection procedures are uniformly applied.</b>	<b>1</b>
3.13	<b>The college appropriately monitors faculty assignments and reports as required.</b>	<b>1</b>
3.14	Appropriateness of required tests for specific classified positions is evident.	4
3.15	The college has implemented procedures to comply with state legislation governing short-term employees.	1
3.16	In the merit system, recruitment and selection for classified service are delegated to the Personnel Commission.	Not applicable

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
3.17	The Personnel Commission prepares an eligibility list of qualified candidates for each classified position that is open, indicating the top three candidates.	Not applicable
3.18	Classified recruitment results are provided in an annual report to the Personnel Commission Board.	Not applicable
<b>Employee Induction and Orientation - Personnel Management Standards</b>		
4.1	<b>Initial orientation is provided for all new staff, and orientation handbooks are provided for new employees in all classifications: certificated and classified employees including full-time, part-time, hourly, limited-term.</b>	<b>1</b>
4.2	The Human Resources Division has developed materials of the college's activities and expectations for new employee orientation.	4
4.3	<b>The Human Resources Division has developed an employment checklist to be used for all new employees that includes college forms and state and federal mandated information. The checklist is signed by the employee and kept on file.</b>	<b>1</b>
<b>Operational Procedures - Personnel Management Standards</b>		
5.1	<b>Personnel files are complete, well-organized and up to date.</b>	<b>1</b>
5.2	The Human Resources Division non-management staff members have individual desk manuals for all of the personnel functions for which they are held responsible.	1
5.3	<b>The Human Resources Division has an operation procedures manual for internal department use in order to establish consistent application of personnel actions.</b>	<b>1</b>
5.4	<b>The Human Resources Division has a process in place to systematically review and update job descriptions. These job descriptions shall be in compliance with the Americans with Disabilities Act (ADA) requirements.</b>	<b>1</b>
5.5	<b>The Human Resources Division has procedures in place that allow for both personnel and payroll staff to meet regularly to solve problems which develop in the process of new employees, classification changes, and employee promotions.</b>	<b>1</b>
5.6	<b>Wage and salary determination and ongoing implementation are handled without delays and conflicts (temporary employees, stipends, shift differential, etc.).</b>	<b>4</b>
5.7	<b>Regulations or agreements covering various types of leaves are fairly administered.</b>	<b>4</b>

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

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
5.8	Human Resources Division staff members attend training sessions/ workshops to keep abreast of the most current acceptable practices and requirements facing Human Resources administrators.	5
5.9	The Human Resources Division provides employees with appropriate forms for documenting requested actions (e.g. leaves, transfers, resignations, and retirements).	3
5.10	Established staffing formulas dictate the assignment of personnel to the various programs.	0
<b>State and Federal Compliance - Personnel Management Standards</b>		
<b>6.1</b>	<b>Policies and regulations exist regarding the implementation of fingerprinting requirements for all employees.</b>	<b>1</b>
6.2	The Governing Board requires every employee to present evidence of freedom from tuberculosis as required by state law.	4
6.4	A clear implemented policy exists on the prohibition of discrimination.	1
<b>6.5</b>	<b>All certificated employees hold one or more valid certificates, credentials or diplomas or equivalencies that allow the holder to engage in services designated in the document.</b>	<b>4</b>
<b>6.8</b>	<b>The college has established a process by which all required notices and training sessions have been performed and documented such as those for sexual harassment and nondiscrimination.</b>	<b>1</b>
<b>6.9</b>	<b>The college is in compliance with Title IX Policies on discrimination and Government Code 12950(a) posting requirements concerning harassment or discrimination.</b>	<b>3</b>
<b>6.10</b>	<b>The college is in compliance with the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA).</b>	<b>5</b>
<b>6.11</b>	<b>The college is in compliance with the Family Medical Leave Act (FMLA) including posting the proper notifications.</b>	<b>2</b>
<b>6.12</b>	<b>The college is in compliance with the Americans with Disabilities Act (ADA) in application procedures, hiring, advancement or discharge, compensation, job training and other terms, conditions, and privileges of employment.</b>	<b>1</b>
<b>6.13</b>	<b>The college has identified exempt and nonexempt employees and has promulgated rules and regulations for overtime that are in compliance with the Fair Labor Standards Act and California statutes.</b>	<b>1</b>

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
6.14	<b>Current position descriptions are established for each type of work performed by certificated and classified employees.</b>	1
6.15	<b>The college obtains a criminal record summary from the Department of Justice before employing an individual, and does not employ anyone who has been convicted of a violent or serious felony.</b>	1
<b>Use of Technology - Personnel Management Standards</b>		
7.1	An online position control system is utilized and is integrated with payroll/financial systems.	8
7.3	<b>The certificated and classified departments of the Human Resources Division have an applicant tracking system.</b>	0
7.4	The Human Resources Division has a program providing funds and time for staff training and skills development in the use of computers.	1
7.5	The Human Resources Division has computerized its employee database system including, but not limited to: credentials/qualifications, seniority lists, evaluations, personnel by funding source/program/location, and Workers' Compensation benefits.	8
<b>Staff Training - Personnel Management Standards</b>		
8.1	<b>The college has developed a systematic program for identifying areas of need for training for all employees.</b>	0
8.2	The college makes provisions for division-directed professional development activities.	1
8.3	Faculty, staff and other members of the college are provided with diversity training.	1
8.4	The college has adopted policies and procedures regarding the recognition and reporting of sexual harassment.	1
8.5	<b>The college provides training for all management and supervisory staff responsible for employee evaluations.</b>	1
8.6	The college provides training opportunities to managers and supervisors in leadership development and supervision. Training topics might include interpersonal relationships, effective supervision, conflict resolution, cultural diversity, gender sensitivity and equity, and team building.	1
8.7	The college develops handbooks and materials for all training components.	0
<b>Evaluation/Due Process Assistance - Personnel Management Standards</b>		

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

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
9.1	<b>The evaluation process is a regular function related to each employee and involves criteria related to the position.</b>	2
9.2	<b>Clear policies and practices exist for the written evaluation and assessment of classified and certificated employees and managers.</b>	2
9.3	The Human Resources Division provides a process for the monitoring of employee evaluations and the accountability reporting of their completion.	1
9.4	<b>The Human Resources Division has developed an evaluation handbook and provided due process training for managers and supervisors.</b>	1
9.5	The Human Resources Division has developed a process for providing assistance to certificated and classified employees performing at less-than-satisfactory levels.	2
9.6	The Board evaluates the president based upon pre-approved goals and objectives.	1
10.2	The Human Resources Division has developed recognition programs for all employee groups.	0
<b>Employee Services - Personnel Management Standards</b>		
10.3	The Human Resources Division has available to its employees various referral agencies to assist employees in need.	10
10.4	Employee benefits are well understood by employees through periodic printed communications provided by the Human Resources Division. Timely notification of annual open enrollment periods is sent to all employees.	8
10.5	The Human Resources Division provides new hires and current employees with a detailed explanation of benefits, the effective date of coverage, along with written information outlining their benefits and when enrollment forms must be returned to implement coverage.	8
10.6	Employees are provided the state's injury report form (DWC Form 1) within one working day of having knowledge of any injury or illness.	8
10.7	The college notifies the third party administrator of an employee's claim of injury within five working days of learning of the injury and forwards a completed Form 5020 to the insurance authority.	8
10.8	The college's workers' compensation experiences and activities are reported periodically to the President's cabinet.	0
10.9	The workers' compensation unit is actively involved in providing injured workers with an opportunity to participate in a modified duty program.	1

<b>ACCJC Standard III-A Standard to be Addressed</b>		April 2007 Rating
10.10	The workers' compensation unit maintains the California OSHA log for all work sites and a copy is posted at each work site during the month of February as required.	1
<b>Employer/Employee Relations - Personnel Management Standards</b>		
11.1	The college has collected data that compare the salaries and benefits of its employees with colleges of similar size, geographic location and other comparable measures.	1
11.2	The Human Resources Division involves administrators in the bargaining and labor relations decision making process.	1
11.3	<b>The Human Resources Division provides all managers and supervisors (certificated and classified) training in contract management with emphasis on the grievance process and administration. The Human Resources Division provides clearly defined forms and procedures in the handling of grievances for its managers and supervisors.</b>	<b>1</b>
11.4	<b>The Human Resources Division provides a clearly defined process for bargaining with its employee groups (i.e., traditional, interest-based).</b>	<b>1</b>
11.5	<b>The Human Resources Division has a process that provides management and the board with information on the impact of bargaining proposals, e.g., fiscal, staffing, management flexibility, student outcomes.</b>	<b>1</b>
11.6	Bargaining proposals and negotiated settlements are "sunshined" in accordance with the law to allow public input and understanding of employee cost implications and, most importantly, the effects on the students of the college.	5
<b>Employee Benefits/Workers' Compensation - Personnel Management Standards</b>		
12.1	The college has its self-insured workers' compensation programs reviewed by an actuary in accordance with Education Code Section 17566 and filed with the appropriate agencies.	8
12.2	Timely notice of annual open enrollment period is sent to all eligible employees.	10

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

## **Standard III: Resources**

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

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

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

ACCJC Standard III-B Standard to be Addressed		April 2007 Rating
<b>B. Physical Resources</b>		
<b>Facilities Management – School Safety</b>		
1.3	The college has developed a plan of security that includes adequate measures of safety and protection of people and property. [EC 32020]	6
1.4	<b>The college ensures that the custodial and maintenance staffs are regularly informed of restrictions pertaining to the storage and disposal of flammable or toxic materials. [F&amp;AC 12981, H&amp;SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]</b>	3
1.5	<b>The college has a documented process for issuing master and sub-master keys. A college-wide standardized process for the issuance of keys to employees is followed by all college administrators.</b>	3
1.7	<b>Outside lighting is properly placed and monitored on a regular basis to ensure the operability/adequacy of such lighting and to ensure safety while activities are in progress in the evening hours. Outside lighting provides sufficient illumination to allow for the safe passage of students and the public during after-hours activities. Lighting also provides security personnel with sufficient illumination to observe any illegal activities on campus.</b>	2
1.9	Each public agency is required to have on file written plans describing procedures to be employed in case of emergency. [EC 32001, GC 3100, 8607, CCR Title 8 §3220]	6
1.11	<b>Maintenance/custodial personnel have knowledge of chemical compounds used in school programs that include the potential hazards and shelf life. [F&amp;AC 12981, H&amp;SC 25163, 25500-25520, LC 6360-6363, CCR Title 8 §5194]</b>	4
1.12	<b>Building examinations are performed, and required actions are taken by the Governing Board upon report of unsafe conditions. [EC 81162]</b>	5
1.14	<b>Sanitary, neat and clean conditions of the school premises exist and the premises are free from conditions that would create a fire hazard. [CCR Title 5 §633]</b>	2
1.15	<b>The Injury and Illness Prevention Program (IIPP) requires periodic inspections of facilities to identify conditions. [CCR Title 8 §3203]</b>	2
1.16	Appropriate fire extinguishers exist in each building and current inspection information is available. [CCR Title 8 §6151]	6
1.17	All exits are free of obstructions. [CCR Title 8 §3215]	7

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

<b>ACCJC Standard III-B Standard to be Addressed</b>		April 2007 Rating
<b>1.18</b>	<b>A comprehensive school safety plan exists for the prevention of campus crime and violence. [EC 66300]</b>	<b>5</b>
1.19	Requirements are followed pertaining to underground storage tanks. [H&SC 25292, Title 23 Chapter 16]	7
1.20	All asbestos inspection and asbestos work completed is performed by Asbestos Hazard Emergency Response Act (AHERA) accredited individuals. [EC 49410.5, 15 USC 2641 et seq., 40 CFR part 763]	6
1.21	All playground equipment (at the Child Development Center) meets safety code regulations and is inspected in a timely fashion as to ensure the safety of the students. [H&SC 115725-115750, PRC 5411]	8
<b>1.22</b>	<b>Safe work practices exist with regard to boiler and fired pressure vessels. [CCR Title 8, §782]</b>	<b>4</b>
1.23	The college maintains Materials Safety Data Sheets. [LC 6360 et seq., CCR Title 8 §5194]	6
<b>1.24</b>	<b>The college maintains a comprehensive employee safety program. Employees are made aware of the college safety program and the college provides in-service training to employees on the requirement of the safety program.</b>	<b>0</b>
<b>1.25</b>	<b>The college conducts periodic first aid training for employees.</b>	<b>0</b>
<b>Facilities Management – Facility Planning</b>		
2.1	The college has a long-range facilities master plan.	5
<b>2.2</b>	<b>The college possesses a Facilities Planning and Construction Manual for the California Community Colleges (1997).</b>	<b>0</b>
<b>2.3</b>	<b>The college seeks state and local funds.</b>	<b>6</b>
2.4	The college has a district-wide Facility Planning Committee in place.	5
<b>2.5</b>	<b>The college has a properly staffed and funded facility planning department.</b>	<b>0</b>
<b>2.6</b>	<b>The college has developed and implemented an annual capital planning budget.</b>	<b>5</b>
2.7	The college has standards for real property acquisition and disposal. [EC 39006, 17230-17233]	8
2.9	The college has established and utilizes a selection process for the selection of licensed architectural/engineering services. [GC 4526]	5

<b>ACCJC Standard III-B Standard to be Addressed</b>		April 2007 Rating
<b>2.10</b>	<b>The college assesses its local bonding capacity. [EC 15100]</b>	<b>4</b>
<b>2.11</b>	<b>The college has developed a process to determine debt capacity.</b>	<b>4</b>
<b>2.12</b>	<b>The college is aware of and monitors the assessed valuation of taxable property within its boundaries.</b>	<b>4</b>
2.14	The college has developed an asset management plan.	5
<b>2.16</b>	<b>The college has established and utilizes an organized methodology of prioritizing and scheduling projects.</b>	<b>2</b>
2.19	A college that has passed a general obligation bond has created a Citizens Oversight Committee to ensure the appropriateness of expenditures related to the passage of the college's local school bond measure.	6
<b>Facilities Management – Facilities Improvement and Modernization</b>		
<b>3.1</b>	<b>The college has a restricted capital outlay fund and a portion of those funds is expended for maintenance and special repairs only. [EC84660]</b>	<b>1</b>
<b>3.4</b>	<b>The college maintains a plan for the maintenance and modernization of its facilities. [EC 17366]</b>	<b>1</b>
<b>3.6</b>	<b>The college has established and maintains a system for tracking the progress of individual projects.</b>	<b>2</b>
<b>3.7</b>	<b>Furniture and equipment items are routinely included within the scope of modernization projects.</b>	<b>2</b>
<b>3.8</b>	<b>Refurbishing, modernization, and new construction projects take into account technology infrastructure needs.</b>	<b>1</b>
3.9	The college obtains approval of plans and specifications from the Division of the State Architect prior to the award of a contract to the lowest responsible bidder. [EC 81052, 81130 et seq.]	8
3.10	All relocatables in use throughout the college meet statutory requirements. [EC 81130, 81160]	8
<b>3.13</b>	<b>College staff are knowledgeable of procedures in the Division of the State Architect (DSA).</b>	<b>1</b>
<b>Facilities Management – Construction of Projects</b>		
<b>4.1</b>	<b>The college maintains an appropriate structure for the effective management of its construction projects.</b>	<b>1</b>
4.2	Change orders are processed and receive prior approval from required parties before being implemented within respective construction projects.	6

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

<b>ACCJC Standard III-B Standard to be Addressed</b>		April 2007 Rating
<b>4.3</b>	<b>The college maintains appropriate project records and drawings.</b>	<b>1</b>
4.4	Each Inspector of Record (IOR) assignment is properly approved.	10
<b>Facilities Management – Compliance with Public Contracting Laws and Procedures</b>		
5.1	The college complies with formal bidding procedures. [GC 54202, 54204, PCC 20111]	8
5.2	The college has a procedure for requests for quotes/proposals. [GC 54202, 54204, PCC 20111]	7
<b>5.3</b>	<b>The college maintains files of conflict-of-interest statements and complies with legal requirements. Conflict of interest statements are collected annually by the President/Superintendent and kept on file.</b>	<b>4</b>
5.4	The college ensures that the biddable plans and specifications are developed through its licensed architects/engineers for respective construction projects.	6
5.5	The college ensures that requests for progress payments are carefully evaluated.	10
5.6	The college maintains contract award/appeal processes. [GC 54202, 54204, PCC 20111]	7
5.7	The college maintains internal control, security, and confidentiality over the bid submission and award processes. [GC 54202, 54204, PCC 20111]	7
<b>Facilities Management – Facilities Maintenance and Custodial</b>		
<b>8.1</b>	<b>An energy conservation policy has been approved by the board and implemented throughout the college.</b>	<b>0</b>
<b>8.3</b>	<b>Cost-effective, energy-efficient design has been made a top priority for all college construction projects.</b>	<b>1</b>
<b>8.5</b>	<b>Adequate maintenance records and reports are kept, including a complete inventory of supplies, materials, tools and equipment. All employees required to perform maintenance on the college sites are provided with adequate supplies, equipment and training to perform maintenance tasks in a timely and professional manner.</b>	<b>1</b>
<b>8.6</b>	<b>Procedures are in place for evaluating the work quality of maintenance and operations staff. The quality of the work performed by the maintenance and operations staff is evaluated on a regular basis using a board-adopted procedure that delineates the areas of evaluation and the types of work to be evaluated.</b>	<b>0</b>

<b>ACCJC Standard III-B Standard to be Addressed</b>		April 2007 Rating
8.7	<b>Major areas of custodial and maintenance responsibilities and specific jobs to be performed have been identified. Custodial and maintenance personnel have written job descriptions that delineate the major areas of responsibilities that they will be expected to perform and on which they will be evaluated.</b>	2
8.8	<b>Necessary staff, supplies, tools and equipment for the proper care and cleaning of the college are available. In order to meet expectations, the college is adequately staffed and staff is provided with the necessary supplies, tools and equipment as well as the training associated with the proper use of such.</b>	4
8.9	<b>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.</b>	0
8.10	<b>The Governing Board of the college provides clean and operable flush toilets for the use of students. Toilet facilities are adequate and maintained. All buildings and grounds are maintained. [CCR Title §631, CCR Title 5 14030, EC 17576</b>	3
8.11	<b>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.</b>	0
8.12	<b>The college has a documented process for assigning routine repair work orders on a priority basis.</b>	3
<b>Facilities Management – Instructional Program Issues</b>		
9.1	<b>The college has developed a plan for attractively landscaped facilities.</b>	4
9.3	<b>The Governing Board of any college maintains all of the campuses established by it with equal rights and privileges as far as possible. [EC 35293] The college has developed and maintains a plan to ensure equality and equity of its facilities throughout the college.</b>	3
9.4	The college has adequate lighting, electrical service, heating and ventilation.	7
9.5	Classrooms are free of noise and other barriers to instruction. [EC 32212]	7
9.6	The learning environments provided within the college are conducive to high quality teaching and learning.	8

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

<b>ACCJC Standard III-B Standard to be Addressed</b>		April 2007 Rating
<b>Facilities Management – Community Use of Facilities</b>		
10.2	<b>Education Code Section 38130 establishes terms and conditions of school facility use by community organizations, in the process requiring establishment of both “direct cost” and “fair market” rental rates, specifying what groups have which priorities and fee schedules.</b>	5
10.3	The college maintains comprehensive records and controls on civic center implementation and cash management.	6
<b>Facilities Management – Communication</b>		
11.1	The college’s public information office coordinates a full appraisal to students, staff and community of the condition of the college’s facilities and of efforts to rectify any substandard conditions.	7
11.2	The college provides clear and comprehensive communication to staff of its facilities plans.	5

## **Standard III: Resources**

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

**C. Technology Resources – Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

1. *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*
  - a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*
  - b. *The institution provides quality training in the effective application of its information technology to students and personnel.*
  - c. *The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*
  - d. *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*
2. *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

ACCJC Standard III-C Standard to be Addressed		April 2007 Rating
<b>C. Technology Resources</b>		
<b>Financial Management Standards -- Management Information Systems</b>		
<b>17.1</b>	<b>Management information systems support users with information that is relevant, timely and accurate. Standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems.</b>	<b>2</b>
17.2	Automated systems are used to improve accuracy, timeliness, and efficiency of financial and reporting systems. Employees receive appropriate training and supervision in the operation of the systems.	2
17.3	Selection of information systems technology conforms to legal procedures specified in the Public Contract Code. Additionally, there is a process to ensure that needs analyses, cost/benefit analyses, and financing plans are in place prior to commitment of resources. The process facilitates involvement by users, as well as information services staff, to ensure that training and support needs and costs are considered in the acquisition process.	5
17.4	Major technology systems are supported by implementation and training plans. The cost of implementation and training is included with other support costs in the cost/benefit analyses and financing plans supporting the acquisition of technology systems.	2
17.5	Access to administrative systems is reliable and secure. Communications pathways that connect users with administrative systems are as free of single points-of-failure as possible, and are highly fault tolerant.	8
17.6	Hardware and software purchases conform to existing technology standards. Standards for copiers, printers, fax machines, networking equipment, and all other technology assets are defined and enforced to increase standardization and decrease support costs. Requisitions that contain hardware or software items are forwarded to the technology department for approval prior to being converted to purchase orders. Requisitions for non-standard technology items are approved by the Management Information Systems Division unless the user is informed that district support for non-standard items will not be available.	4
<b>17.7</b>	<b>Computers are replaced on a schedule based on hardware specifications.</b>	<b>1</b>

<b>ACCJC Standard III-C Standard to be Addressed</b>		April 2007 Rating
17.8	Network standards, such as the following, are being followed by the college: 1) A stable firewall is used with separate DMZ and “inside” network; 2) the college follows EIA/TIA 568-B for all network cabling; 3) A Web content filter is used for all outbound Internet access; 4) The college uses an e-mail spam filter for all inbound e-mail; 5) Administrative and academic network traffic is kept separate; 6) Switches and network hubs are installed, and the college ensures that switches support certain features; 7) Login banners are added to all network elements that will support them; 8) The college has transitioned from all non-TCP/IP protocols; and 9) The college uses a VPN for any access to the internal network from the outside.	6
<b>17.9</b>	<b>Administrative system users are adequately trained in the use of administrative systems and receive periodic training updates to ensure that they remain aware of system changes and capabilities.</b>	<b>1</b>
17.10	Business office computers, computer screens, operating systems and software applications used for administrative system access are kept up to date.	8

## **Standard III: Resources**

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

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

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

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

ACCJC Standard III-D Standard to be Addressed		April 2007 Rating
<b>D. Financial Resources</b>		
<b>Financial Management Standards -- Internal Control Environment</b>		
1.1	<b>Integrity and ethical behavior are the product of the college's ethical and behavioral standards, how they are communicated, and how they are reinforced in practice. All management-level personnel exhibit high integrity and ethical values in carrying out their responsibilities and directing the work of others.</b>	1
1.4	<b>The organizational structure clearly identifies key areas of authority and responsibility. Reporting lines are clearly identified and logical within each area.</b>	1
1.5	Management has the ability to evaluate job requirements and match the requirements to the employee's skills.	2
1.6	The college has procedures for recruiting capable financial management and staff and hiring competent people.	2
1.7	<b>All employees are evaluated on performance at least annually by a management-level employee knowledgeable about their work product. The evaluation criteria are clearly communicated and, to the extent possible, measurable. The evaluation includes a follow-up on prior performance issues and establishes goals to improve future performance.</b>	3
1.8	<b>Top management sets the tone and establishes the environment for reliable financial reporting. Therefore, appropriate measures are implemented to discourage and detect fraud.</b>	0
<b>Financial Management Standards -- Inter- and Intra-Departmental Communications</b>		
2.1	<b>The business and operations departments communicate regularly with internal staff and all user departments on their responsibilities for accounting procedures and internal controls. The communications are written whenever possible, particularly when they (1) affect many staff or user groups, (2) are issues of high importance, or (3) reflect a change in procedures. Procedural manuals are necessary for the communication of responsibilities. The departments also are responsive to user department needs, thus encouraging a free exchange of information between the two (excluding items of a confidential nature).</b>	1
2.2	<b>The financial departments communicate regularly with the Governing Board and community on the status of college finances and the financial impact of proposed expenditure decisions. The communications are written whenever possible, particularly when they affect many community members, are issues of high importance to the college and board, or reflect a change in policy.</b>	1

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
2.3	The Governing Board is engaged in understanding globally the fiscal status of the college, both current and as projected. The board prioritizes college fiscal issues among the top discussion items.	1
2.4	<b>The college has formal policies and procedures that provide a mechanism for individuals to report illegal acts, establish to whom illegal acts should be reported, and provide a formal investigative process.</b>	<b>1</b>
2.5	<b>Documents developed by the financial departments for distribution to the board, staff and community are easily understood.</b>	<b>3</b>
<b>Financial Management Standards -- Staff Professional Development</b>		
3.1	The college has developed and uses a professional development plan for training business staff. The plan includes the input of business office supervisors and managers, and, at a minimum, identifies appropriate programs office-wide. At best, each individual staff and management employee has a plan designed to meet their individual professional development needs.	2
3.2	The college develops and uses a professional development plan for the in-service training of department staff by business staff on relevant business procedures and internal controls. The plan includes the input of the business office and the departments/divisions and is updated annually.	0
<b>Financial Management Standards -- Internal Audit</b>		
4.1	<b>The Governing Board has adopted policies establishing an internal audit function that reports directly to the president or Governing Board.</b>	<b>0</b>
4.2	Internal audit functions are designed into the organizational structure of the college. These functions include periodic internal audits of areas at high risk for non-compliance with laws and regulations and/or at high risk for monetary loss.	0
4.3	Qualified staff members are assigned to conduct internal audits and are supervised by an independent body.	0
4.4	<b>Internal audit findings are reported on a timely basis to the Governing Board and administration, as appropriate. Management then takes timely action to follow up and resolve audit findings.</b>	<b>0</b>
<b>Financial Management Standards -- Budget Development Process (Policy)</b>		
5.1	<b>The budget development process requires a policy-oriented focus by the Governing Board to develop an expenditure plan that fulfills the college's goals and objectives. The Governing Board focuses on expenditure standards and formulas that meet the college's goals. The Governing Board avoids specific line-item focus, but directs staff to design an entire expenditure plan focusing on student and college needs.</b>	<b>1</b>

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
5.2	The budget development process includes input from staff, administrators, board and community.	1
<b>5.3</b>	<b>Policies and regulations exist regarding budget development and monitoring.</b>	<b>1</b>
<b>5.4</b>	<b>The college has a clear process to analyze resources and allocations to ensure that they are aligned with strategic planning objectives and that the budget reflects college priorities.</b>	<b>0</b>
5.5	The college has policies to facilitate development of a budget that is understandable, meaningful, reflective of college priorities, and balanced in terms of revenues and expenditures.	0
<b>5.6</b>	<b>Categorical funds are an integral part of the budget process and have been integrated into the entire budget development. The revenues and expenditures for categorical programs are reviewed and evaluated in the same manner as unrestricted General Fund revenues and expenditures. Categorical program development is integrated with the college's goals and used to respond to specific college student needs to support student learning outcomes.</b>	<b>0</b>
5.7	The college has the ability to accurately reflect its net ending balance throughout the budget monitoring process. The 311A and 311Q reports provide valid updates of the college's net ending balance. The college has tools and processes that ensure that there is an early warning of any discrepancies between the budget projections and actual revenues or expenditures.	0
5.8	The college utilizes formulas for allocating funds to departments/divisions. This can include staffing ratios, supply allocations, etc. These formulas are in line with the board's goals and directions, and are not overridden.	0
<b>Financial Management Standards -- Budget Development Process (Technical)</b>		
<b>6.1</b>	<b>The Budget Office has a technical process to build the preliminary budget amounts that includes: the forecast of revenues, the verification and projection of expenditures, the identification of known carryovers and accruals and the inclusion of concluded expenditure plans. The process clearly identifies the sources and uses of funds. Reasonable FTES and COLA estimates are used when planning and budgeting. The same process is applied to all funds.</b>	<b>0</b>
6.2	An adopted budget calendar exists that meets legal and management requirements. At a minimum the calendar identifies statutory due dates and major budget development activities.	0

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
6.3	Standardized budget worksheets are used to communicate budget requests, budget allocations, formulas applied and guidelines.	0
<b>Financial Management – Budget Adoption, Reporting, and Audits</b>		
7.1	The college adopts its annual budget and files it with the Chancellor’s Office within the statutory timelines.	0
7.3	The college has procedures that provide for the development and submission of a college budget and interim reports that adhere to criteria and standards and are approved by the Chancellor’s Office.	5
7.4	The college completes and files its interim budget reports within the statutory deadlines.	2
<b>7.5</b>	<b>The quarterly fiscal status reports show an accurate projection of the ending fund balance. Material differences are presented to the Governing Board with detailed explanations.</b>	<b>3</b>
7.6	The college has complied with the Governmental Accounting Standard No. 34 (GASB 34) which requires the college to develop policies and procedures and report in the annual financial reports on the modified accrual basis of accounting and the accrual basis of accounting.	8
7.7	The college has arranged for an annual audit (single audit) within the deadlines established.	8
<b>Financial Management Standards -- Budget Monitoring</b>		
8.1	All purchase orders are properly encumbered against the budget until payment.	1
<b>8.2</b>	<b>There are budget monitoring controls, such as periodic reports, to alert department and site managers of the potential for over-expenditure of budgeted amounts. Revenue and expenditures are forecast and verified monthly.</b>	<b>0</b>
8.4	Budget revisions are made on a regular basis and occur per established procedures, and are approved by the Governing Board.	0
<b>8.5</b>	<b>The college uses an effective position control system that tracks personnel allocations and expenditures. The position control system effectively establishes checks and balances between personnel decisions and budgeted appropriations.</b>	<b>1</b>
<b>Financial Management Standards -- Budget Communications</b>		
9.1	The college budget is a clear manifestation of college policies and is presented in a manner that facilitates communication of those policies.	0

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
<b>9.2</b>	<b>The college budget clearly identifies one-time sources and uses of funds.</b>	<b>0</b>
<b>Financial Management Standards -- Attendance Accounting</b>		
<b>11.1</b>	<b>An accurate record of enrollment and attendance is maintained.</b>	<b>5</b>
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
<b>11.5</b>	<b>Procedures are in place to ensure that enrollment and attendance accounting and reporting requirements are met for weekly student contact hours (WSCH), daily student contact hours (DSCH), credit, non-credit, high school concurrent enrollment, and positive attendance.</b>	<b>3</b>
<b>Financial Management Standards -- Accounting, Purchasing and Warehousing</b>		
12.1	The college adheres to the Budget and Accounting Manual (BAM) and Generally Accepted Accounting Principles (GAAP) as required by Education Code Section 84030.	1
<b>12.2</b>	<b>The college timely and accurately records all information regarding financial activity (unrestricted and restricted) for all programs. Generally Accepted Accounting Principles (GAAP) requires that in order for financial reporting to serve the needs of the users, it must be reliable and timely. Therefore, the timely and accurate recording of the underlying transactions (revenue and expenditures) is an essential function of the college's financial management.</b>	<b>2</b>
<b>12.3</b>	<b>The college forecasts its revenues and expenditures and verifies those projections monthly to adequately manage its cash. In addition, the college reconciles its cash to bank statements and reports from the county treasurer monthly. Standard accounting practice dictates that, in order to ensure that all cash receipts are deposited timely and recorded properly, cash is reconciled to bank statements monthly.</b>	<b>2</b>
<b>12.4</b>	<b>The college's payroll procedures are in compliance with established requirements. (Education Code Section 85241) Standard accounting practice dictates that the college implements procedures to ensure the timely and accurate processing of payroll.</b>	<b>1</b>
<b>12.5</b>	<b>Standard accounting practice dictates that the accounting work is properly supervised and work reviewed in order to ensure that transactions are recorded timely and accurately, and allow the preparation of periodic financial statements.</b>	<b>1</b>

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
12.6	Categorical programs, either through specific program requirements or through general cost principals, require that entities receiving such funds must have an adequate system to account for those revenues and related expenditures.	2
12.7	<b>Generally accepted accounting practices dictate that, in order to ensure accurate recording of transactions, the college have standard procedures for closing its books at fiscal year-end. The college's year-end closing procedures should comply with the procedures and requirements established by the Chancellor's Office.</b>	1
12.8	The college complies with the bidding requirements of Public Contract Code Section 20111. Standard accounting practice dictates that the college have adequate purchasing and warehousing procedures to ensure that only properly authorized purchases are made, that authorized purchases are made consistent with college policies and management direction, that inventories are safeguarded, and that purchases and inventories are timely and accurately recorded.	4
12.9	<b>The college has documented procedures for the receipt, expenditure and monitoring of all construction-related activities. Included in the procedures are specific requirements for the approval and payment of all construction-related expenditures.</b>	2
12.10	The accounting system has an appropriate level of controls to prevent and detect errors and irregularities.	1
12.11	The college has implemented an account code structure that enables the standard financial reporting required by the state and ensures that the college is in compliance with guidelines.	4
<b>Financial Management Standards – Student Body Funds</b>		
13.1	<b>The Governing Board adopts policies and procedures to ensure compliance regarding how student body organizations deposit, invest, spend, raise and audit student body funds.</b>	3
13.2	Proper supervision of all student body funds is provided by the Board. This includes establishing responsibilities for managing and overseeing the activities and funds of student organizations, including providing procedures for the proper handling, recording and reporting of revenues and expenditures.	2
13.3	The college provides training and guidance to college personnel and students on the policies and procedures governing student body accounts.	1
13.4	<b>Monitoring is performed by the Business Services Office to provide adequate oversight of student funds and to ensure proper handling and reporting.</b>	1

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
<b>Financial Management Standards -- Multiyear Financial Projections</b>		
<b>14.2</b>	<b>The college annually provides a multiyear revenue and expenditure projection for all funds of the college. Projected fund balance reserves are disclosed. The assumptions for revenues and expenditures are reasonable and supportable.</b>	<b>0</b>
14.3	Multiyear financial projections are prepared for use in the decision-making process, especially whenever a significant multiyear expenditure commitment is contemplated.	0
14.4	Assumptions used in developing multiyear projections are based on the most accurate information available.	0
<b>Financial Management Standards -- Long-Term Debt Obligations</b>		
<b>15.1</b>	<b>The college complies with public disclosure laws of fiscal obligations related to health and welfare benefits for retirees, self-insured workers' compensation, and collective bargaining agreements.</b>	<b>0</b>
15.2	When authorized, the college uses only non-voter approved, long-term financing such as certificates of participation (COPS), revenue bonds, and lease-purchase agreements (capital leases) to address capital needs, and not operations. Further, the general fund is used to finance current school operations, and in general is not used to pay for these types of long-term commitments.	8
15.3	For long-term liabilities/debt service, the college prepares debt service schedules and identifies the dedicated funding sources to make those debt service payments. The college projects cash receipts from the dedicated revenue sources to ensure that it will have sufficient funds to make periodic debt payments. Cash flow projections are continually monitored to ensure that any variances from the projections are identified as early as possible to allow the district sufficient time to take appropriate measures or identify alternative funding sources.	8
15.4	The college has developed and uses a financial plan to ensure that ongoing unfunded liabilities from employee benefits are recognized as a liability of the college. A plan has been established for funding retiree health benefit costs as the obligations are incurred.	0

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
<b>Financial Management Standards -- Impact of Collective Bargaining</b>		
<b>16.1</b>	<b>The college has developed parameters and guidelines for collective bargaining that ensure that the collective bargaining agreement is not an impediment to efficiency of college operations. At least annually, collective bargaining agreements are analyzed by management to identify those characteristics that are impediments to effective delivery of college operations. The college identifies those issues for consideration by the Governing Board. The Governing Board, in the development of its guidelines for collective bargaining, considers the impact on college operations of current collective bargaining language, and proposes amendments to contract language as appropriate to ensure effective and efficient college delivery. Governing Board parameters are provided in a confidential environment, reflective of the obligations of a closed executive board session.</b>	<b>8</b>
16.2	The Governing Board ensures that any guideline developed for collective bargaining is fiscally aligned with the instructional and fiscal goals on a multiyear basis. The President ensures that the college has a formal process in which collective bargaining multiyear costs are identified for the Governing Board, and those expenditure changes are identified and implemented as necessary prior to any imposition of new collective bargaining obligations. The Governing Board ensures that costs and projected college revenues and expenditures are validated on a multiyear basis so that the fiscal issues faced by the college are not worsened by bargaining settlements. The public is informed about budget reductions that will be required for a bargaining agreement prior to any contract acceptance by the Governing Board. The public is notified of the provisions of the final proposed bargaining settlement and is provided with an opportunity to comment.	0
<b>Financial Management Standards -- Maintenance and Operations Fiscal Controls</b>		
<b>18.1</b>	<b>The college has a comprehensive risk-management program that monitors the various aspects of risk management including workers' compensation, property and liability insurance, and maintains the financial well being of the college.</b>	<b>4</b>
<b>18.2</b>	<b>The college has a work order system that tracks all maintenance requests, the worker assigned, dates of completion, labor time spent and the cost of materials.</b>	<b>2</b>
<b>18.3</b>	<b>The college controls the use of facilities and charges fees for usage in accordance with college policy.</b>	<b>5</b>

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

<b>ACCJC Standard III-D Standard to be Addressed</b>		April 2007 Rating
18.4	<b>The Maintenance Department follows standard college purchasing protocols. Open purchase orders may be used if controlled by limiting the employees authorized to make the purchase and the amount.</b>	5
18.5	<b>Materials and equipment/tools inventory are safeguarded from loss through appropriate physical and accounting controls.</b>	5
18.6	College-owned vehicles are used only for college purposes. Fuel is inventoried and controlled as to use.	5
18.8	Capital equipment and furniture is tagged as college-owned property and inventoried at least annually.	1
18.9	The college adheres to bid and force account requirements found in the Public Contract Code (Sections 20111 and 20114). These requirements include formal bids for materials, equipment and maintenance projects that exceed \$50,000; capital projects of \$15,000 or more; and labor when the job exceeds 750 hours or the materials exceed \$21,000.	7
18.10	Standard accounting practices dictate that the college has adequate purchasing and contract controls to ensure that only properly authorized purchases are made and independent contracts approved, and that authorized purchases and independent contracts are made consistent with college policies, procedures, and management direction. In addition, appropriate levels of signature authorization are maintained to prevent or discourage inappropriate purchases or contract awards.	4
<b>Financial Management Standards – Food Service Fiscal Controls</b>		
19.1	The college operates the food service programs in accordance with applicable laws and regulations.	3
<b>Financial Management Standards – State-Mandated Cost</b>		
21.1	<b>The college has procedures that provide for the appropriate oversight and management of mandated cost claim reimbursement filing. Appropriate procedures cover: the identification of changes to existing mandates; training staff regarding the appropriate collection and submission of data to support the filing of the mandated costs claims; forms, formats, and timelines for reporting mandated cost information; and review of data and preparation of the actual claims.</b>	2

# Accrediting Commission for Community and Junior Colleges (ACCJC) Standard IV: Leadership and Governance

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- A. Decision-Making Roles and Processes – The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.**
1. *Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*
  2. *The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes.*
    - a. *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*
    - b. *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*
  3. *Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*
  4. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*
  5. *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

## **Use of FCMAT Professional and Legal Standards**

Since 1998 the Fiscal Crisis and Management Assistance Team (FCMAT) has been involved in assisting California K-12 school districts under State Administration to return to local governance. FCMAT developed a standards-based assessment tool as part of this work, and has adapted it for use in assessing and monitoring the Compton Community College District. FCMAT professional

and legal standards are being used in conjunction with the Accrediting Commission for Community and Junior Colleges (ACCJC) standards, as Compton Community College District seeks not only to return to local governance but also seeks to re-establish its academic accreditation.

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

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

**Accrediting Commission for Community and Junior Colleges (ACCJC)  
Standard IV: Leadership and Governance**

**A. Decision-Making Roles and Processes**

<b>Standard to be Addressed</b>		April 2007 Rating
<b>Communications - Community Relations and Governance</b>		
<b>1.3</b>	<b>Staff input into college operations is encouraged.</b>	<b>1</b>
<b>Community Collaboratives, Advisory Committees - Community Relations and Governance</b>		
<b>3.1</b>	<b>The board and president support partnerships and collaborations with community groups, local agencies and businesses.</b>	<b>2</b>
<b>3.2</b>	<b>The board and the president establish broad-based committees or councils to advise the college on critical college issues and operations as appropriate. The membership of these collaboratives and councils should reflect the full cultural, ethnic, gender and socioeconomic diversity of the student populations – Shared Governance, Academic Senate, etc.</b>	<b>3</b>
3.3	Community collaboratives and college Shared Governance, and Academic Senate have identified specific outcome goals that are understood by all members.	2
3.4	The college encourages and provides the necessary training for collaborative and council members to understand the basic administrative structure, program processes and goals of all college partners.	3
3.5	Community collaboratives and college councils effectively fulfill their responsibilities and provide a meaningful role for all participants.	3

## **Standard IV: Leadership and Governance**

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**B. Board and Administrative Organizations – In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.**

1. *The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*
  - a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence of pressure.*
  - b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*
  - c. *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*
  - d. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*
  - e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*
  - f. *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity or board membership and staggered terms of office.*
  - g. *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*
  - h. *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*
  - i. *The governing board is informed about and involved in the accreditation process.*
  - j. *The governing board has the responsibility for selecting and evaluating the college chief administrator (most often known as the president). The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the college.*
2. *The president has primary responsibility for the quality of the institution he/she leads. He/She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*
  - a. *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/She delegates authority to administrators and others consistent with their responsibilities, as appropriate.*
  - b. *The president guides institutional improvement of the teaching and learning environment by the following:*

- *establishing a collegial process that sets values, goals, and priorities;*
  - *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
  - *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
  - *establishing procedures to evaluate overall institutional planning and implementation efforts.*
- c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*
- d. The president effectively controls budget and expenditures.*
- e. The president works and communicates effectively with the communities served by the institution.*
3. *DOES NOT APPLY – it addresses the multi-college district.*

***Accrediting Commission for Community and Junior Colleges (ACCJC)  
Standard IV: Leadership and Governance***

**B. Board and Administrative Organizations**

<b>Standard to be Addressed</b>		<b>April 2007 Rating</b>
<b>Community Relations - Community Relations and Governance</b>		
<b>2.5</b>	<b>Board members refer informal public concerns to the appropriate staff for attention and response.</b>	<b>3</b>
2.9	Board members are actively involved in building community relations.	2
<b>Policy - Community Relations and Governance</b>		
4.5	The college has established a system of securing staff and citizen input in policy development and review.	2
<b>Board Roles/Boardsmanship - Community Relations and Governance</b>		
<b>5.2</b>	<b>Board members participate in orientation sessions, workshops, conventions and special meetings sponsored by board associations, and have access to pertinent literature, statutes, legal counsel and recognized authorities to understand duties functions, authority and responsibilities of members.</b>	<b>1</b>
<b>5.3</b>	<b>The board has established a vision/mission and uses that vision/mission as a framework for college action based on the identified needs of the students, staff and educational community through a needs assessment process.</b>	<b>3</b>
<b>5.4</b>	<b>The board makes decisions based on the study of all available data, including the recommendation of the president.</b>	<b>3</b>
<b>5.5</b>	<b>Functional working relations are maintained among board members.</b>	<b>1</b>
<b>5.6</b>	<b>Individual board members respect the decisions of the board majority and support the board's actions in public.</b>	<b>1</b>
<b>5.7</b>	<b>Functional working relations are maintained between the board and administration.</b>	<b>1</b>
<b>5.8</b>	<b>The board publicly demonstrates respect for and support for the district staff.</b>	<b>1</b>
<b>5.9</b>	<b>The board publicly demonstrates respect for public input at meetings and public hearings.</b>	<b>1</b>
<b>5.10</b>	<b>Board members respect confidentiality of information shared by the administration.</b>	<b>1</b>
<b>5.11</b>	<b>Board members do not involve themselves in operational issues that are the responsibility of the President and staff.</b>	<b>1</b>

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

*Accrediting Commission for Community and Junior Colleges (ACCJC)  
Standard IV: Leadership and Governance*

**B. Board and Administrative Organizations**

<b>Standard to be Addressed</b>		April 2007 Rating
<b>5.12</b>	<b>The board acts for the community and in the interests of all students in the district.</b>	<b>1</b>
<b>Board Meetings - Community Relations and Governance</b>		
6.1	An adopted calendar of regular meetings exists and is published specifying the time, place and date of each meeting.	3
<b>6.2</b>	<b>The board agenda is made available to the public in the manner and under the time lines prescribed by law.</b>	<b>4</b>
<b>6.3</b>	<b>Board members prepare for board meetings by becoming familiar with the agenda and support materials prior to the meeting.</b>	<b>1</b>
6.4	Board meetings are conducted according to a set of bylaws adopted by the board.	1
<b>6.5</b>	<b>Open and closed sessions are conducted according to the Ralph M. Brown Act.</b>	<b>5</b>
<b>6.6</b>	<b>Board meetings proceed in a businesslike manner while allowing opportunity for full discussion.</b>	<b>5</b>
6.7	The Board has adopted bylaws for the placement of items on the board agenda by members of the public.	4
<b>6.8</b>	<b>Members of the public have an opportunity to address the board before or during the board's consideration of each item of business to be discussed at regular or special meetings and to bring before the board matters that are not on the agenda.</b>	<b>4</b>
<b>6.9</b>	<b>Board meetings focus on matters related to student educational attainment.</b>	<b>1</b>

