Accreditation Eligibility Application
El Camino College
Compton Community Education Center
1111 East Artesia Boulevard, Compton, California 90221

Accrediting Commission for Community Junior Colleges
Western Association of Schools and Colleges

January 15, 2015

Thomas M. Fallo
Superintendent/President

El Camino College
16007 Crenshaw Boulevard
Torrance, California 90505

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Eligibility Requirements for Accreditation

El Camino College is seeking eligibility for El Camino College Compton Community Educational Center, hereafter referred to as Compton Center, to apply for candidacy.

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award Associate Degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

El Camino College was founded in 1947 and is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, and recognized as a fully accredited two-year community college. In August 2006, the El Camino Community College District Board of Trustees approved a Memorandum of Understanding to provide educational and related support services to the Compton Community College District (CCCD) residents[1]. This was followed by the Agreement Between El Camino Community College District and CCCD in May 2013[2].

El Camino College provides accredited instructional and related student support services, in addition to administrative services, to meet the needs of CCCD students. El Camino College courses are taught at Compton Center by CCCD faculty.

Compton Center is authorized to operate as a center of El Camino College by the ACCJC and the California Community College Board of Governors. On August 9, 2006, El Camino College submitted a substantive change proposal to the ACCJC requesting the establishment of an educational center at the former Compton Community College facility and approval to expand the service area of El Camino College to include the CCCD service area[3]. On August 16, 2006 the ACCJC Committee on Substantive Change met to review the substantive change proposal and the committee granted El Camino College provisional approval to establish Compton

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[1] http://district.compton.edu/history/docs/Partnership-Agreement-2006.pdf
[2] http://district.compton.edu/history/docs/May22_2013_Agreement.pdf
[3] http://www.compton.edu/campusinformation/accreditation/docs/Substantive_Change_Proposal_2006.pdf

Center[4]. The Commission reviewed and accepted requested supplemental information on April 23, 2007[5].

2. Mission

The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to an Associate Degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

El Camino College's educational mission is clearly defined and expresses the institution's commitment to achieving student learning.

El Camino College Mission: El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities[6].

The mission statement was updated in fall 2014 during a Planning Summit with representatives from both El Camino College and Compton Center[7]. The revised El Camino College Mission Statement was adopted by the El Camino Community College District Board of Trustees on December 15, 2014[8].

Compton Center uses the same mission statement.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being accomplished. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership should be sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy which assures that those interests are disclosed and that they do not

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[4] http://www.compton.edu/campusinformation/accreditation/docs/August262006ACCJCLetter.pdf
[5] http://www.compton.edu/campusinformation/accreditation/docs/April232007ACCJCLetter.pdf
[6] http://www.elcamino.edu/administration/board/agendas/2014/12-15-14_agenda.pdf
[7] http://www.elcamino.edu/administration/ir/docs/planning/OutcomesReport_PlanningSummit_2014.pdf
[8] http://www.elcamino.edu/administration/board/agendas/2014/12-15-14_agenda.pdf

interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Compton Center is governed by the El Camino Community College District Board of Trustees, which is responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being accomplished. The board is responsible for ensuring institutional financial resources are used to provide sound educational programming[9]. The board comprises five members elected by trustee area[10] and is sufficient in size and composition to fulfill all responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions[11]. None of the board members have any employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy[12], a code of ethics[13], a political activity policy[14], and a statement of economic interest policy[15], all of which assure that any interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution[16].

Board members and their qualifications are below.

William Beverly, President
William Beverly, an attorney, was first elected to the El Camino Community College District Board of Trustees in November 1991. He represents Trustee Area 3. His current term of office is through 2015.

Kenneth Brown, Vice President
Kenneth Brown, an engineer and part-time instructor, was appointed to the El Camino Community College District Board of Trustees in December 2010, and was elected by voters in November 2011. He represents Trustee Area 1. His current term of office is through 2015.

John Vargas, Secretary
John Vargas, an educator, was elected to the El Camino Community College District Board of Trustees in November 2013. He represents Trustee Area 2. His current term of office is through 2017.

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[9] http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf
[10] http://www.elcamino.edu/administration/board/
[11] http://www.elcamino.edu/administration/board/policies.asp
http://www.elcamino.edu/administration/board/boarddocs/2200%20Board%20Duties%20and%20Responsibilities.pdf
[12] http://www.elcamino.edu/administration/board/boarddocs/2710%20Conflict%20of%20Interest.pdf
[13] http://www.elcamino.edu/administration/board/boarddocs/2715%20-%20Code%20of%20Ethics%20Standards%20of%20Practice.pdf
[14] http://www.elcamino.edu/administration/board/boarddocs/2716%20Political%20Activity%20Board%20Members.pdf
[15] http://www.elcamino.edu/administration/board/boarddocs/3400%20Statement%20of%20Economic%20Interest.pdf
[16] http://www.compton.edu/campusinformation/accreditation/docs/BoardLetterNoInterest11.6.2014.pdf

Mary Combs, Member

Mary Combs, a businesswoman and educator, was first elected to the El Camino Community College District Board of Trustees in November 2003. She represents Trustee Area 4. Her current term of office is through 2015.

Cliff Numark, Member

Cliff Numark, a chief executive officer, was elected to the El Camino Community College District Board of Trustees in November 2013. He represents Trustee Area 5. His current term of office is through 2017.

4. Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

The El Camino Community College District Superintendent/President oversees Compton Center. The Superintendent/President's full-time responsibility is to the institution. The Superintendent/President possesses the authority to administer board policies, as described in Board Policy 2430 (Delegation of Authority to Superintendent/President)[17]. This policy states "The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action." The Superintendent/President does not serve as the chair of the El Camino Community College District Board of Trustees.

Furthermore, Board Policy 2410 (Policy and Administrative Procedure)[18] includes the following language: "Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President."

For examples of the Superintendent/President's responsibilities, see El Camino College's Board Policies 3100 (Organizational Structure)[19], 4020 (Program, Curriculum, and Course

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[17] http://www.elcamino.edu/administration/board/boarddocs/2430%20Delegation%20of%20Authority%20to%20Superintendent%20President.pdf

[18] http://www.elcamino.edu/administration/board/boarddocs/2410%20Policy%20and%20Administrative%20Procedure.pdf

[19] http://www.elcamino.edu/administration/board/boarddocs/3100%20Organizational%20Structure.pdf

Development)[20], 5300 (Student Equity Plan)[21], 6100 (Delegation of Authority [Fiscal and Business])[22], and 7110 (Delegation [Personnel])[23].

Compton Center is a center of El Camino College. Thomas Fallo is the Superintendent/President of the El Camino Community College District.

Thomas Fallo, El Camino College Superintendent/President
El Camino College, President's Office, 16007 Crenshaw Boulevard, Torrance, California 90506
Fallo was named the fifth President of El Camino College in July 1995. During his tenure, he hired over 300 faculty members and dozens of college administrators; oversaw the passage of two local capital construction bonds; and lead the charge to assist the former Compton Community College when its accreditation was revoked.

Prior to his selection as Superintendent/President, Fallo served as Vice President Administrative Services at El Camino College.

An El Camino College alum, Fallo holds a Doctorate in Institutional Management from Pepperdine University, a Master of Business Administration in Business Management from UCLA, and a Bachelor's in Economics from UCLA.

Fallo serves as President of the board for California Manufacturing Technology Consulting; President of the Statewide Association of Community Colleges Joint Powers Agreement board; and is a member of the board for Schools Association for Excess Risk and Intelecom.

As the Chief Executive Officer of one of the largest two-year colleges in the nation, Fallo oversees an annual operating budget of more than $120 million and an enrollment of 25,000 students at the El Camino College campus and 7,700 students at Compton Center[24].

Keith Curry, Compton Community College District CEO
Compton Center, 1111 East Artesia Boulevard, Compton, California 90221
Curry currently serves CCCD as the Chief Executive Officer (CEO). He was appointed CEO on July 1, 2013[25]. In this position, Curry's full-time responsibility is to oversee all departments and functions of the District. Curry recommends the budget and policies, manages and oversees senior management, sets goals and benchmarks, and on a daily basis functions as a team builder among management. He leads the district while setting the tone and direction for the district.

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[20] http://www.elcamino.edu/administration/board/boarddocs/4020%20Program%20Curriculum%20and%20Course%20Development.pdf
[21] http://www.elcamino.edu/administration/board/boarddocs/5300%20Student%20Equity.pdf
[22] http://www.elcamino.edu/administration/board/boarddocs/6100%20Delegation%20of%20Authority.pdf
[23] http://www.elcamino.edu/administration/board/boarddocs/7110%20Delegation%20of%20Authority.pdf
[24] http://www.elcamino.edu/administration/hr/Presidents%20Contract%202013.pdf
[25] http://district.compton.edu/board_of_trustees/Compton%20District%20Board%20Agenda%2004.16.2013.pdf

Curry has demonstrated great support for the Compton Center to provide quality education to the students of this community and to provide an environment of educational excellence.

Once eligibility is granted to Compton Center, the CEO of CCCD will become the Provost/CEO[26]. The Provost/CEO will assume oversight of Compton Center and will continue reporting to the Superintendent/President of El Camino College and the Special Trustee for CCCD[27]. Upon achieving initial accreditation status, the El Camino College Compton Community Educational Center will become a college within the El Camino Community College District. The Provost/CEO position and title will change to College President/CEO. Curry reports to the CCCD Special Trustee and the El Camino Community College District Superintendent/President.

Curry previously served as the Dean of Student Services, Compton Center, and Acting Dean of Student Affairs at the former Compton Community College. Prior to that, he was Director of Early Academic Outreach Programs at the University of California, Irvine.

Curry is an active member of the African-American Male Education Network Development, the Foundation for CCCD, and the Association of California Community College Administrators.

Curry earned a Doctorate in Educational Administration from the University of California, Irvine and a Bachelor's degree in American Studies from the University of California, Santa Cruz.

5. *Administrative Capacity*
The institution has sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support its mission and purpose.

Compton Center has an administrative structure and sufficient staffing, with appropriate preparation and experience, in place to fulfill the institution's mission and purpose[28]. Administrative officers are qualified by training and experience to perform their administrative duties.

Compton Center has a Vice President who is responsible for instruction and student services. The Vice President reports directly to the Superintendent/President of El Camino College. Under the auspices of Assembly Bill 318[29], the CCCD is under the guidance of a state-appointed

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[26] http://www.district.compton.edu/administration/human-resources/classifiedjobdescriptions/ceo2.pdf
[27] http://www.elcamino.edu/administration/board/agendas/2013/CCCD%20and%20ECCCD%20Agreement_5-22-13.pdf
http://district.compton.edu/administration/human-resources/docs/CEOContract2013.pdf
[28] http://www.compton.edu/campusinformation/accreditation/docs/2014-2015ComptonOrgChart2.pdf
http://www.compton.edu/adminandoperations/AdminExtensions/index.aspx
[29] http://www.compton.edu/campusinformation/committees-governance/assemblybill318/Documents/ab_318_bill_20060630_chaptered.pdf

Special Trustee, and the day-to-day operations of the District are the responsibility of the CCCD CEO. The CEO is responsible for business affairs, facilities, and human resources. The CEO works closely with the Vice President, Compton Center, and both attend weekly meetings with the Superintendent/President of El Camino College.

Compton Center has a Dean of Student Learning (Arts, Social Sciences, and Career and Technical Education); a Dean of Student Learning (Sciences and Health and Human Services); a Dean of Student Success; a Dean of Student Services; a Director of Financial Aid; a Director of CalWORKs, TANF, GAIN, and Special Resource Center; a Director of EOPS/CARE; a Director of Admissions and Records; a Director of Enrollment Services; a Director of Student Development and Athletics; and a Director of the Child Development Center.

Barbara Perez, Vice President, Compton Center
Perez has served as the Vice President, Compton Center since 2010. In this capacity, she serves as the Chief Instructional and Student Services Officer, develops operational systems for Compton Center, develops instructional programs to meet the needs of the community, and works with the campus community to prepare Compton Center for accreditation. Perez also interfaces with the Chief Instructional Officer and Chief Student Services Officer of El Camino College, serves as a member of the President's Cabinet for El Camino College, and serves as a member of the CCCD CEO's Cabinet.

Prior to Compton Center, Perez served as Vice President, Human Resources at El Camino College. She was responsible for all functions of the Human Resources Department, served on the District's negotiating team, coordinated the health and welfare benefits program, and chaired the benefits committee. The recruitment and hiring process, district staff development programs, and the implementation and proposed changes to personnel policies and procedures were also under Perez's direction.

Perez is a member of the Association of California Community College Administrators, the Association of Chief Human Resources Officers, Faculty Association of California Community Colleges, and the American Association of University Women.

Perez earned her Bachelor of Science in Chemistry and Master of Science in Chemistry from San Diego State University. She has also completed graduate coursework in the Community College Studies doctoral program at UCLA.

Rodney Murray, Dean of Student Learning (Arts, Social Sciences, and Career and Technical Education Division)
Murray was hired as Dean of Student Learning (Arts, Social Sciences, and Career and Technical Education Division) at Compton Center in August 2008. His tenure as Dean of Student Learning (Arts, Social Sciences, and Career and Technical Education Division) has focused on

institutional efficiencies in the vocational technology offerings at Compton Center, the promotion of new emerging industries, and the implementation of contextualized education.

Prior to becoming Dean of Student Learning (Arts, Social Sciences, and Career and Technical Education Division), Murray was an adjunct instructor in the Business Division at the former Compton Community College (1994) and later a full-time faculty member (1999). He became a tenured professor in 2003. Murray also served as president of the Compton College Federation of Employees, Certificated Unit, for three years.

Murray earned his Doctorate in Human Services with a Criminal Justice emphasis from Capella University. He has a Master of Business Administration and a Bachelor of Arts in Business from the University of Redlands.

Wanda Morris, Dean of Student Learning (Health, Natural Sciences, and Human Services Division)
Morris is the Dean of Student Learning (Health, Natural Sciences, and Human Services Division) at Compton Center. Her responsibilities include management of the overall quality and integrity of the Child Development Program, the Child Development Center, the Nursing Department, and other assigned areas. Morris is responsible for assuring that the programs maintain compliance with regulatory boards to which the Child Development Program, the Child Development Center, and the Nursing Program report.

Prior to being hired as a Dean of Student Learning (Health, Natural Sciences, and Human Services Division), Morris served the CCCD as Director of Nursing. In this capacity, Morris provided the administration, management, organization, and supervision of the Nursing Department. She also provided academic and administrative leadership of the Associate Degree Nursing, Vocational Nursing, and the Nursing Assistant/Home Health Aide educational programs. Additionally, Morris serves as Assistant Director of Nursing for El Camino College and Compton Center.

Morris is an active member of the Council of Black Nurses, the National Black Nurses Association, the Association of California Community College Administrators, and the Historically Black Colleges and University National Strategy Advisory Board.

Morris earned her Master of Nursing from UCLA, her Bachelor of Science in Nursing from California State University, Dominguez Hills, and her Associate in Science from Compton Community College. Morris is currently enrolled in the doctorate program at Argosy University.

Morris is currently on loan to El Camino College for the 2015 year serving as the Director of Nursing for both El Camino College and Compton Center. An Interim Dean of Student Learning will be hired to fulfill her responsibilities in early spring 2015.

Chelvi Subramaniam, Dean of Student Success

Subramaniam is the Dean of Student Success at Compton Center and oversees the Humanities & Mathematics and Library-Student Success Center Division. Her responsibilities include implementing and assessing innovations in developmental education. Subramaniam works with faculty and staff from Academic Strategies, Communication Studies, English, English as a Second Language, Human Development, Learning Resources, Library, and Mathematics to foster an environment of student learning and success. She also provides leadership for Compton Center's student success programs and services to deliver an integrated instructional program that includes basic skills, academic and occupational education, and transfer courses to meet the diverse needs of the students and community. She administers, supervises and evaluates educational programs, courses, and services that are related to student success.

Prior to becoming Dean of Student Success, Subramaniam was a tenured faculty member teaching both English and Communication Studies for the past 25 years. For nine of the 25 years, she served as chair of the Humanities, ESL, and Foreign Languages Division. She also served as the Student Learning Outcomes Coordinator for Compton Center for four years.

Subramaniam earned her Doctorate from USC, a Master of Arts in English, and a Bachelor of Arts in English and Communication Studies from the University of South Alabama.

Phillip Humphreys, Dean of Student Services

Humphreys is the Dean of Student Services at Compton Center. His responsibilities include organizing, supervising, and coordinating the operations of the Student Affairs programs at Compton Center, including Admissions and Records, Athletics, Counseling, Special Resource Center, EOPS/CARE, Financial Aid, Matriculation, Student Equity, Student Life, TRIO Programs, Transfer Services, and all other student support services areas. Humphreys coordinates and administers the planning, development, and management of the budget for the Student Affairs Division and makes recommendations to meet the educational and support needs of Compton Center students and the community.

Prior to his appointment at Compton Center, Humphreys worked for 19 years in several capacities at California State University, Long Beach. He served as Director of Upward Bound where he was responsible for the overall development and administration of federally-funded Upward Bound programs. Humphreys also served as the Director of the Workforce Investment Act, developing and administering the Workforce Development Bureau programs, and as the Assistant Director of Education Equity Services.

Humphreys received his Doctorate in Organizational Leadership from the University of La Verne. He earned his Bachelor of Arts in Social Science and his Master of Arts in Social Science from Humboldt State University.

Mytha Pascual, Director of Financial Aid

Pascual is the Director of Student Financial Aid at Compton Center. Her responsibilities include the direction of staff; employee recruitment; and the selection, training, evaluation, discipline and professional development of staff.

Pascual has worked in all five of California's postsecondary education segments: the University of California, California State University, vocational/proprietary schools, California Community Colleges and private/independent colleges and universities, in addition to possessing experience with a student lending institution.

Pascual received her Bachelor of Arts from the University of California, San Diego, and a Master of Business Administration from the University of Phoenix.

Patricia Bonacic, Director of CalWORKs, TANF, GAIN, and Special Resources Center

Bonacic has served as the Director of CalWORKs, TANF, and GAIN since 2006 and assumed administration of the Compton Center Special Resources and High Tech centers in 2008. Her role is to provide development and delivery of institutional services supporting the retention and academic success of students with disabilities and at-risk students receiving public assistance, in compliance with mandated CalWORKs and DSPS regulations, Title 5, Sections 504 and 508 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Bonacic manages the budget for five categorical and contract budgets and manages faculty and classified staff.

Bonacic previously worked as the Case Management and Services Coordinator for EOPS/CalWORKs/CARE at El Camino College for seven years and also as Assistant Director of Career Development at University of Miami and VTEA Project Manager and Coordinator of Disability Services at Miami-Dade and Florida Keys community colleges.

Bonacic received her Master of Science in Adult Education from Florida International University, with an emphasis in career development in multi-cultural communities and a Bachelor of Arts in Psychology from San Francisco State University.

Christine Aldrich, Director of EOPS/CARE

Aldrich is Director of EOPS/CARE at Compton Center. Her responsibilities include advising and assisting students enrolled in the program, monitoring accountability systems, and implementing all program-related projects and services.

Prior to her appointment at Compton Center, Aldrich served as the CalWORKs Coordinator/Counselor at Rio Hondo College for over thirteen years. She also served as the Interim Director of EOPS/CARE and CalWORKs at Rio Hondo College. She played an active

role in the Los Angeles Community College CalWORKs Consortium (LAC-5) for 11 years, serving as chairperson for three years. Aldrich is a certified True Colors Personality trainer.

Aldrich received her Master of Science in Counseling from California State University, Fullerton and a Bachelor of Science in Psychology from University of California, Irvine.

Richette Bell, Director of Admissions and Records
Bell is the Director of Admissions and Records at Compton Center. Bell's responsibilities include organizing, supervising, and coordinating the operations of the Admissions and Records Office; overseeing the operations of the Assessment and Testing Office; administering procedures relating to the registration and admission of students; supervising the maintenance, custody, security, and retirement of student records; and participating in budget preparation and administration.

Prior to her appointment at Compton Center, Bell served as Work Activity Program and Employment Services Program Manager for Goodwill Southern California. She also served as a Partnership Assistant for the Los Angeles Regional Census Office and Director of Student Outreach and Visitor Services at California State Polytechnic University. Prior to that, Bell served as Admissions and Recruitment Coordinator for USC's School of Social Work and as Program Supervisor for Orangewood Children's Foundation. She began her supervisory career working for University Outreach and School Relations for California State University, Long Beach.

Bell received her Master of Arts in Educational Psychology from Clark Atlanta University and her Bachelor of Science in Criminal Justice from California State University, Long Beach.

Elizabeth Martinez, Director of Enrollment Services
Martinez serves as Director of Enrollment Services at Compton Center. She is responsible for the oversight of Enrollment Services, the Welcome Center, the Transfer and Career Center, Foster Kinship and Care Education, PSMAAP, YESS Program, Offsite Courses and Upward Bound Math and Science Program. She supervises faculty, staff, students, and a budget of over $1.5 million.

Prior to her employment as Director of Enrollment Services she was Interim Director of EOPS and CARE and Transfer Center Coordinator at Compton Center. Martinez also was a Life Skills Instructor at WAHUPA Upward Bound, University of San Diego. She was a counselor/mentor at the University of San Diego. She began her counseling career working at MEChA de UCLA's Xinachtli Program as a Venice High School Site Coordinator.

Martinez is a doctoral student at UCLA in the Ed.D Educational Leadership Program. She received her Master of Arts in Education Specialization in Multicultural Counseling from San Diego State University and a Bachelor of Arts in Sociology from UCLA.

Eric Mendoza, Director of Student Development and Athletics
Mendoza is the Director of Student Development and Athletics at Compton Center. His responsibilities include organizing, supervising, and coordinating the operations of Student Development, Student Activities, Student Government, and Athletics.

Prior to his appointment at Compton Center, Mendoza worked for five years as the Director of Student Programs and Athletics at Porterville College. Mendoza also served as the Director of the West Fresno Boys and Girls Club, and as the Assistant Athletic Director, Sports Information and Marketing at Fullerton College.

Mendoza earned his Master of Arts in Kinesiology/Physical Education from Fresno Pacific University and his Bachelor of Arts in Mass Communication and Journalism from California State University, Fresno.

Shirley Edwards, Director of Child Development Center
Edwards serves as Director of Abel B. Sykes, Jr., Child Development Center at Compton Center. Her professional career spans 26 years as an Adjunct Instructor, Division Chair, Associate Dean, Administrative Dean, and Executive Vice President of Academic Affairs. She is also Coordinator of both the Child Development Training Consortium and the California Early Childhood Education Mentor Teacher Program. She is affiliated with several professional and service organizations.

Edwards received her Associate of Arts Degree from Compton Community College, her Bachelor of Science in Education/Behavioral Sciences from USC, and her Master of Science in Early Childhood Education from the University of La Verne.

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In addition to the Compton Center administrators listed above, CCCD has a Chief Business Officer, a Dean of Human Resources, a Director of Fiscal Affairs, a Director of Accounting, a Director of Facilities, Planning, and Operations, and a Supervisor of Management Information Systems (MIS).

The Supervisor of MIS is an employee of El Camino College who is under the direct supervision of the El Camino College Vice President, Administrative Services. This employee is on administrative loan to CCCD. CCCD reimburses El Camino College for the salary and benefits of this employee.

Felipe Lopez, Chief Business Officer

Lopez serves as the Chief Business Officer at the CCCD. His job is to serve and maintain the fiscal integrity of the institution; provide technical information and assistance to the El Camino College Superintendent/President, the CEO, Vice Presidents, and administrators in the development and implementation of plans, strategies, goals, and objectives for the District; and to provide technical assistance concerning resource allocation, fund disbursement, and long-range financial requirements.

Lopez also directs the preparation and maintenance of a variety of financial and statistical reports, files, and records as required by the CEO, the El Camino College Superintendent/President, and the Special Trustee. He oversees the preparation of materials and reports for the Special Trustee and makes presentations as necessary. Lopez assists in the preparation of fiscal information on all project applications submitted by other administrative staff and coordinates applications prior to submission to the CEO, conducts financial analysis and prepares reports as necessary for the effective management and operation of the District, and manages all district financial policies, procedures, and activities, including budget and audit.

He coordinates budgetary changes and effects thereof with Fiscal Services; administers and supervises the District's financial affairs in accordance with state laws, board policies, and administrative regulations; keeps abreast of pertinent legislation, rules, regulations, and court decisions that may relate to fiscal functions; assumes responsibility for interpretation of and compliance with federal and state laws and regulations; and administers the legal and financial operation of civic use of the college facilities. Lopez serves as member of the District's team for faculty and classified negotiations and chairs and participates in District shared governance master planning committees as assigned. He is a member of the CEO's Cabinet.

Prior to his employment at Compton Center, Lopez worked as an audit supervisor for Vavrinek, Trine, Day, & Co., LLP for nearly ten years. Lopez is a member of the Association of Chief Business Officers (ACBO) and serves on the ACBO Fiscal Standards Task Force.

Lopez earned his Master of Business Administration from the University of Redlands. He received his Certificate in Accounting for Governmental and Nonprofit Organization from University of California, Riverside and his Bachelor of Science in Business Administration from California Baptist University.

Rachelle Sasser, Dean of Human Resources

Sasser is the Dean of Human Resources at the CCCD, reporting to the CEO. She has nearly 30 years of community college experience including 14 years as an educational administrator and 15 years as a full-time tenured faculty member. Sasser is responsible for all operations of the District's Human Resources Office including recruitment, employment, classification and salary

administration, personnel planning, employer-employee relations, labor relations, and faculty and staff diversity programs. She participates in the collective bargaining/negotiation process, administers and interprets collective bargaining agreements, and serves as the District employee grievance representative and investigating compliance officer for discrimination complaints. Sasser administers the District's employee benefits program which includes employee health/medical programs, as well as workers' compensation and retirement programs. She is a member of the CEO's Cabinet.

Sasser served as Acting Executive Assistant to the President of the former Compton Community College and Acting Dean of Human Resources. She served as the Executive Assistant to the President of the former Compton Community College; Acting Dean and Executive Dean Academic Affairs; Assistant to the President of the former Compton Community College; Executive Dean of Vocational Education; Dean of Vocational Education; Associate Dean of Student Affairs; Director of DSPS; and Learning Disabilities Specialist.

Sasser earned her Master of Arts in Psychology from Pepperdine University, and her Bachelor of Arts in Psychology from UCLA.

Reuben James III, Director of Fiscal Affairs
James serves as Director of Fiscal Affairs at CCCD. He oversees the Payroll Department, Purchasing Department, and Facilities Rental and Usage Department. James assists in implementing computer software programs. For one year he served as the Director of the Emancipated Youth Program.

Prior to working at CCCD, James was a Floating Supervisor at Pepperdine University. He was previously employed as the Operations Officer at Highland Federal Bank.

James received his Master of Science in Organizational Leadership and Management from Springfield College, a Bachelor of Science in Management from Pepperdine University, and an Associate in Arts in Business Administration Finance from West Los Angeles College.

Steven Haigler, Director of Accounting
Haigler serves as Director of Accounting at the CCCD. He manages the Accounting Department, develops policies and procedures to improve efficiency of operations, and reconciles/maintains dual accounting systems. He is also in charge of supervising and training staff.

Haigler received a Bachelor of Science in Business Administration from California State University, San Bernardino and is a Certified Public Accountant.

Linda Owens, Director of Facilities Planning and Operations
Owens serves as Director of Facilities Planning and Operations at CCCD. She manages the planning and construction process for new facilities and modifications to existing District facilities based upon the identified needs of Compton Center programs and state space allowance guidelines. Planning entails programming, budgeting, selection of design professionals, management of the design process, securing needed regulatory approvals, and selection of the delivery method.

Owens also manages the Maintenance and Operations Department. The Maintenance and Operations Department provides services to keep the District's facilities safe, clean, and functional.

Owens has more than 20 years of construction industry experience. Prior to her current position, she worked for the CCCD as Interim Director of Facilities Planning and Operations, and Senior Facilities Project Manager. Before joining the CCCD, Owens served as the Senior Project Manager for VANIR Construction Management.

Owens earned a Bachelor of Science in Mechanical Engineering from Lawrence Technological University. She also has a certificate in Real Estate Development from USC.

6. Operational Status
The institution is operational, with students actively pursuing its degree programs.

Brief History
The former Compton Community College was established in 1927 as a component of the Compton Union High School District. In 1950, voters approved a bond separating the college from the high school district. The new college campus was then constructed at the present site[30]. After many successful years, followed by several challenging years, in June 2005 the Accrediting Commission for Community and Junior Colleges announced its decision to revoke Compton Community College's accreditation.

In August 2006, the El Camino Community College District Board of Trustees approved a Memorandum of Understanding to provide educational and related support services to the CCCD service area at the Compton Educational Center, located on the property of the CCCD. El Camino College provides accredited instructional and related support services, in addition to administrative services to meet the needs of Compton Center students. El Camino College courses are taught at Compton Center by CCCD faculty[31]. Through the agreement, residents of

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[30] http://www.district.compton.edu/history/index.asp
[31] http://www.compton.edu/studentservices/admissionandrecords/ClassSchedule.aspx

the CCCD service area continue to have access to university transfer and career and technical education opportunities, as well as financial aid, basic skills courses, and related support services, in their own neighborhood. Compton Center is operational, with students actively pursuing degrees.

Currently, CCCD has 245,605 square feet of assignable square footage as well as 442,691 outside gross square footage on 88 acres of land. In 2012, the CCCD Special Trustee in consultation with El Camino College approved the Facilities Master Plan[32]. Included in the Facilities Master Plan are the following projects:

1. Library-Student Success Center (opened in spring 2014)
2. Allied Building Project (expected completion fall 2015)
3. Music Building Renovation (expected completion 2016)
4. Instructional Building 1 (planning stage)
5. Instructional Building 2 (planning stage; dependent on state funding)

Enrollment

Compton Center is operational and has seen stability in enrollment for the past five years, increasing from 10,060 students (4,735 full-time equivalent students) in 2008-2009 to 13,940 students (5,477 full-time equivalent students) in 2012-2013. Demographic information for students enrolled at Compton Center is included below.

Table 1 - Headcount & FTES of Compton Center Students

	2008-09	2009-10	2010-11	2011-12	2012-13
Headcount	10,060	12,209	16,189	14,603	13,940
FTES	4,735	5,576	6,859	6,088	5,477

Source: California Community College Chancellor's Office

Table 2 - Age of Compton Center Students

Age	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
19 or less	29.7%	26.3%	30.2%	21.4%	23.6%
20 - 24	27.4%	30.1%	31.9%	38.7%	38.1%
25 - 34	21.5%	22.8%	22.2%	24.1%	23.1%
35 - 44	11.9%	10.9%	9.1%	9.2%	8.4%
45 - 54	7.0%	6.0%	4.9%	5.0%	5.1%

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[32] http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf

Age	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
55+	2.5%	1.9%	1.7%	1.7%	1.9%
Unknown	0.1%	2.0%	0.0%	0.0%	0.0%

Source: California Community College Chancellor's Office

Table 3 - Gender of Compton Center Students

Gender	2008-09	2009-10	2010-11	2011-12	2012-13
Female	62.9%	62.8%	62.5%	62.9%	62.9%
Male	36.9%	37.1%	37.4%	37.1%	37.1%

Source: California Community College Chancellor's Office

Table 4 - Ethnicity of Compton Center Students

Ethnic Group	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
African-American	49.5%	46.5%	42.0%	40.2%	37.4%
American Indian or Alaskan Native	0.3%	0.2%	0.2%	0.2%	0.2%
Asian	3.0%	7.2%	8.3%	7.4%	7.8%
Filipino	2.0%	0.0%	0.0%	0.0%	0.0%
Latino	35.6%	34.0%	37.6%	41.1%	44.7%
Other	1.2%	0.0%	0.0%	0.0%	0.0%
Pacific Islander	1.7%	1.4%	1.2%	1.0%	0.8%
Two or more races	0.0%	1.8%	2.6%	2.9%	3.1%
Unknown or Decline	3.8%	4.6%	2.7%	1.9%	1.2%
White	3.0%	4.3%	5.4%	5.1%	4.8%

Source: California Community College Chancellor's Office

The number of degrees awarded at Compton Center has increased from 150 in 2008-2009 to 281 in 2012-2013, an 87 percent increase. The number of certificates awarded has also increased from 27 in 2008-2009 to 96 in 2012-2013, a 255 percent increase. See the El Camino College Degrees and Certificates Awarded Recent Trends report for specific numbers of Compton Center degree and certificate recipients[33].

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[33] http://www.elcamino.edu/administration/ir/docs/research/DegreesCertificates_2012-13_v2.pdf

Compton Center's substantial degree and certificate growth over the past five years is not explained only by increases in Full Time Equivalent Students (FTES) over time. Table 5 displays growth in degrees, certificates, and overall awards as well as a ratio of awards to FTES.

In viewing the number of awards in relation to FTES in Table 5, it is important to note that a smaller FTES to awards ratio is better than a larger ratio. The ratio reflects the number of FTES per award, so the 2008-09 ratio of 26.8 means that for every 26.8 FTES, one award was given that year. However, in 2012-13, for every 14.5 FTES, one award was given that year. This indicates that the increased rate of awards has outpaced any changes in FTES over time. In addition, given that the normative time to completion for students is approximately four years, the best way to assess if increased FTES is a driving factor of award growth would be to compare annual awards to the FTES from four years prior. This is presented in the last row of Table 5 where the FTES used in the FTES to awards ratio adjusted for average completion time calculation is the FTES from four years prior to that academic year.

Table 5 - Degrees & Certificates Awarded at Compton Center

Award Type	2008-09	2009-10	2010-11	2011-12	2012-13
Degrees	150	157	211	230	281
Certificates	27	78	51	102	96
Total Awards	177	235	262	332	377
FTES : Awards Ratio	26.8	23.7	26.2	18.3	14.5
FTES : Awards Ratio (adjusted for average completion time)*				14.3	14.8

Source for Degrees, Certificates, and Total Awards: California Community College Chancellor's Office

* Ratio of awards to FTES adjusted to reflect average four-year award completion time (e.g., 2008-09 FTES of 4735 / 332 awards in 2011-12 = 14.3).

7. Degrees
A substantial portion or majority of the institution's educational offerings is programs that lead to degrees, and a significant proportion of its students are enrolled in them.

The mission of Compton Center is to make a positive difference in people's lives and provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities. Using the curriculum of El Camino

College, Compton Center offers programs in transfer, education, career technical education (CTE), developmental education, basic skills, non-credit instruction, and economic development programs.

The educational programs at the Compton Center are designed to lead students to certificates, associate degrees, and/or transfer to a four-year institution[34]. In addition, Compton Center offers programs in pre-collegiate, remedial, or developmental improvement, and for general education[35].

Through El Camino College, Compton Center reviews all programs through both the strategic planning process and El Camino College's Curriculum Committee. Compton Center's faculty members serve on El Camino College's Curriculum Committees[36]. This ensures that degree and certificate programs are in recognized fields of study in higher education, have the required quality and rigor, and can be measured with identifiable student learning outcomes. Programs also undergo a program review at least once every four years. Program review reports are examined by a peer group, the Academic Program Review Committee, and final versions are available online[37].

The El Camino College catalog provides the standard requirements for degrees and certificates. Requirements for the Associate of Arts and Associate of Science degrees are detailed in the 2014-2015 college catalog. Both degrees require a completion of at least 60 degree applicable units. At least 18 units must be in a discipline or from related disciplines with a grade of "C" or better in each course[38].

The categories of General Education courses for Associate of Arts and Associate of Science Degrees are:
1. Natural Science
2. Social and Behavioral Science
3. Humanities
4. Language and Rationality (A. English Composition, B. Communications and Analytical Thinking)
5. Health and Physical Education
6. Mathematics Competency[39]

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[34] http://www.compton.edu/academics/index.aspx
http://www.compton.edu/Academics/Majors/index.aspx
[35] http://www.compton.edu/Academics/distance-ed/index.aspx
[36] http://www.elcamino.edu/academics/ccc/s5ccccommittee.asp
[37] http://www.compton.edu/academics/programreviews.aspx
[38] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 63-67)
[39] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 60-62)

Catalog designation of college-level courses for which degree credit is granted is located in the 2014-2015 college catalog. Information found in the college catalog includes course and credit requirements for each academic program[40].

The college catalog provides additional information regarding transfer to a California State University (CSU), including the lower division CSU general education requirements, Lower Division Transfer Patterns (LDTP), and requirements to transfer to a University of California (UC), including the Intersegmental General Education Transfer Curricula (IGETC)[41].

Additionally, under the Admissions and Registration section of the college catalog, information on the admissions, registration, and matriculation processes is provided[42].

For the academic programs listed below in Table 6, Compton Center students will take all or the majority of courses at Compton Center, with the possibility of a select few courses taken at El Camino College. As El Camino College students, students attending Compton Center have access to all degrees offered by El Camino College. Students may enroll in courses not offered at the Compton Center at El Camino College, which accounts for a number of the low degrees awarded numbers in Table 6.

When submitting application materials, students indicate their intended majors. Due to the open enrollment policy for California Community Colleges, students often change declared majors, making the acquisition of data describing student enrollment in degree and non-degree programs a challenge. For example, a fall 2013 report prepared by Institutional Research and Planning showed that while 1,096 students had indicated nursing as their intended program of study during enrollment, only 265 of those students took a nursing course; 831 had not taken a nursing course[43]. Compton Center academic programs utilize information prepared by Institutional Research and Planning to monitor data regarding students' intended programs of study, degrees and certificates awarded, and transfer rates, including those to the California State University and University of California systems[44]. The new Student Success & Support Program (SSSP) requires California community college students to attend an orientation session, complete an assessment process, and complete an educational plan, as well as select a major by the time they have taken 15 units. These requirements will enhance the data available to Compton Center to further assess the viability of degree and certificate offerings.

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[40] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 79-286)

[41] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 70-74)

[42] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 11-22)

[43] http://www.compton.edu/campusinformation/accreditation/docs/CECStudentMajorCountsByDivisionFall2013.pdf
http://www.compton.edu/campusinformation/accreditation/docs/CECStudentMajorCountsByMajorFall2013.pdf

[44] http://www.elcamino.edu/administration/ir/docs/research/DegreesCertificates_2012-13_v2.pdf
http://www.elcamino.edu/administration/ir/docs/acadperformance/TransferVelocity_Trends_CEC_06-07.pdf
http://www.elcamino.edu/administration/ir/docs/acadperformance/Time%20to%20Completion%202012-2013.pdf
http://www.elcamino.edu/administration/ir/docs/research/Transfers_UC-CSU_2012-13_NSC.pdf

As Compton Center moves toward accredited college status, it is assessing which programs to offer leading to a degree. Additional methods to enroll a significant proportion of students in those programs are also under review. Compton Center has already combined several disciplines and created divisions, such as the Arts, Social Sciences, and Career Technical Education divisions, which provide the courses and support services necessary for students to complete their general education requirements.

Currently, the program review process ensures that faculty, staff, and administration examine program enrollment and degree and certificate completions along with course fill rates, retention rates, gainful employment information, and other data provided by Institutional Research and Planning. Program faculty review disaggregated data for each of the years in a program review cycle to monitor numbers of program completers and to make any necessary curricular, staffing, equipment, and technology recommendations.

Certain programs listed in Table 6 may at present have low completion numbers but high fill rates for program courses. Faculty in these programs examine specific student and program needs and may, for example, recommend needed full- or part-time faculty hiring based on identified program improvement plans to increase completion numbers. For example, Life Sciences program faculty members analyzed the program's high course enrollment and fill rates and recommended hiring one additional full-time faculty member[45]. History program faculty recommended a plan to hire both full-time and part-time faculty with curriculum expertise to replace full-time faculty retirees, and to accommodate expansion of the curriculum to meet student needs[46].

When needed, the program discontinuance process will be initiated to determine whether or not an educational program should be discontinued. Data and other information, such as enrollment trends, degrees and certificates, success and retention, facility and equipment needs, and student outcomes, as well as indicators relevant to the review of the college's vocational and occupational training programs are considered as part of this process[47].

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[45] http://www.compton.edu/campusinformation/accreditation/docs/LIFESCI2012-2013PROGRAMREVIEW.pdf
[46] http://www.compton.edu/campusinformation/accreditation/docs/HistoryPROGRAMREVIEW2013.pdf
[47] http://www.elcamino.edu/administration/board/boarddocs/4021%20Program%20Discontinuance.pdf
http://www.elcamino.edu/administration/board/boarddocs/AP%204021%20Program%20Discontinuance.pdf

Table 6 - Degrees & Certificates offered at Compton Center

Degree	AA/AS	Certificate	2008-2013 Number of Degrees Awarded	2008-2013 Number of Certificates Awarded
Administration of Justice	✓	✓	30	16
Air Conditioning and Refrigeration	✓	✓	2	23
Anthropology	✓		1	
Art	✓		2	
Automotive Collision Repair/Painting	✓	✓	1	4
Automotive Technology	✓	✓	2	31
Biology	✓		1	
Business • Accounting • Business Administration • Business Management • Marketing • Office Administration	✓	✓	60	22
Chemistry	✓		3	
Childhood Education	✓	✓	100	173
Commercial Music		✓		4
Computer Information Systems	✓	✓	3	
Communication Studies	✓		1	
Dance	✓		2	
English	✓		1	
Film/Video	✓	✓	2	2

Degree	AA/AS	Certificate	2008-2013 Number of Degrees Awarded	2008-2013 Number of Certificates Awarded
Fire and Emergency Technology	✓	✓	6	1
General Studies	✓		467	
History	✓		3	
Liberal Studies	✓		27	
Machine Tool Technology	✓	✓	2	2
Manufacturing Technology	✓	✓		
Mathematics	✓		3	
Nursing	✓		201	
Philosophy	✓			
Physical Education	✓			
Physical Science	✓		3	
Physics	✓		2	
Political Sciences	✓		5	
Psychology	✓		11	
Real Estate	✓	✓	7	5
Sign Language/Interpreter Training	✓	✓	2	1
Sociology	✓		37	
Spanish	✓		3	
Theatre	✓			

Degree	AA/AS	Certificate	2008-2013 Number of Degrees Awarded	2008-2013 Number of Certificates Awarded
Transfer Studies	✓		17	
Welding	✓	✓	8	23

Source: Institutional Research and Planning[48]

During 2012-2013, Compton Center faculty, staff, and administration utilized research to establish measures of student achievement as part of Compton Center's development of institutional effectiveness outcomes[49]. Compton Center has also set aspirational goals for two measures of degree achievement: 1) annual count of degrees awarded and 2) cohort completion rate. The latter rate measures enrollment fluctuations and is a sub-rate of the California Community Colleges Student Success Scorecard, a performance measurement system that tracks student success at all California Community Colleges[50]. Using two measures supports Compton Center's short-term and long-term evaluation of institutional effectiveness. This also allows Compton Center to track its students elsewhere in the California Community Colleges system and make comparisons with peer institutions. Compton Center has established an institutional standard for degrees awarded and an institutional standard for cohort completion rate[51]. These outcomes will be monitored annually, with the plan to reach stated goals by the end of Academic Year 2019-2020.

The Institutional Effectiveness Outcomes of the Strategic Plan 2015-2020 were developed with input from Compton Center and El Camino College groups[52] and were presented to the El Camino Community College District Board of Trustees for review and approval in fall 2014[53].

[48] http://www.elcamino.edu/administration/ir/docs/research/DegreesCertificates_2012-13_v2.pdf
[49] http://www.compton.edu/campusinformation/accreditation/docs/InstitutionalEffectivenessOutcomesCOM2015-20FINAL.pdf
http://www.compton.edu/campusinformation/accreditation/docs/InstitutionalEffectivenessOutcomes2015-2020Methodology.pdf
[50] http://scorecard.cccco.edu/scorecard.aspx
[51] http://www.compton.edu/campusinformation/accreditation/docs/StudentAchievementOutcomesGrid.pdf
[52] http://www.elcamino.edu/administration/ir/docs/planning/Planning%20Summit%202013%20-%20Outcomes%20Report.pdf
http://www.compton.edu/campusinformation/accreditation/docs/InstitutionalStudentAchievementSenateWork.pdf
http://www.compton.edu/campusinformation/accreditation/docs/InstitutionalStudentAchievementSuccessCommitteeWork.pdf
http://www.compton.edu/campusinformation/accreditation/docs/FacultyCouncilMinutes9.19.2013.pdf
http://www.compton.edu/campusinformation/accreditation/docs/FacultyCouncilMinutes9.18.2014.pdf
http://www.elcamino.edu/cmte_minutes/minutes/1001/0321201395239.pdf
http://www.compton.edu/campusinformation/accreditation/docs/ComptonPBCMinutes081214.pdf
http://www.compton.edu/campusinformation/accreditation/docs/IEOutcomesScorecardToBoard.pdf
[53] http://www.elcamino.edu/administration/board/agendas/2014/10-20-14_agenda.pdf

Institution-set standards are now being incorporated into regular Institutional Research and Planning reports, such as the Annual Fact Book[54] and the Degrees and Certificates Report[55].

Compton Center is currently in the fourth year of the Graduation Initiative, a Title V grant-supported project designed to significantly increase the number of students earning degrees[56]. The project increases student readiness for the pursuit of an associate degree, while strengthening student learning and faculty teaching in essential gateway courses such as reading, writing, and math. The project focuses on systematic professional development and faculty collaboration in learning teams, which encourage experimenting with instructional methods and pedagogy. To promote students' self-advocacy and their development as self-directed learners, tools that facilitate students' educational and financial planning have been implemented. Strategically targeted academic advising is emphasized to students to help them fulfill graduation requirements and enhance their understanding of the benefits from graduating with a degree.

By the third year of the grant, the six grant objectives had been met or surpassed, with the exception of Hispanic students obtaining degrees, which fell 4 percent short of the fall 2013 target[57].

1. Compton Center significantly increased the percentage of students enrolled in developmental level courses one level below college level who enroll and successfully complete college level English and Mathematics courses within two years.
2. Compton Center surpassed the target of students achieving "Transfer Directed" status (students successfully completing both transfer-level Math and English courses) within three years of enrollment.
3. The percentage of Compton Center students who achieved "Transfer Prepared" status (students successfully completing both 60 University of California or California State University transferable units and have a GPA of 2.0 or higher) increased by 29 percent.
4. Overall, Compton Center increased the percentage of first time, full-time, degree-seeking students who graduate with an associate degree within three years of enrollment. The fall 2013 target of 32 percent was met for non-underrepresented minority students. The percentage of Hispanic students in this group obtaining degrees increased from 15 percent to 19 percent, slightly below the 23 percent target.
5. Compton Center surpassed its target of students completing 7,000 educational plans by 10 percent with the number of completed educational plans totaling 7,732.
6. Targets for full-time faculty members and part-time faculty members participating in learning team cohorts were surpassed for both the mathematics and humanities cohorts.

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[54] http://www.elcamino.edu/administration/ir/docs/eccprofile/COM-Annual-Factbook-2013.pdf (page 26)
[55] http://www.elcamino.edu/administration/ir/docs/research/DegreesCertificates_2012-13_v2.pdf
[56] http://www.compton.edu/studentservices/graduationinitiative/gioverview.aspx
[57] http://www.compton.edu/campusinformation/accreditation/docs/GraduationProject2013Summary.pdf
http://www.compton.edu/campusinformation/accreditation/docs/GraduationProject2014AdvisoryComm.pdf

In addition to the above outcomes, the Graduation Initiative utilizes planned activities that have demonstrated immediate improvements toward strengthening programs and services directly impacting students[58].

1. Opened in fall 2011, the Reading Success Center employs tutors who assist students by strengthening reading comprehension, raising reading levels, and augmenting vocabulary. Student usage of the Reading Success Center tutors and computer labs continues to exceed targets.
2. Compton Center launched a Web-based degree audit software program where students utilize an online system to enter a declared or potential major to see how many of the requirements they have already met. Student usage of this system has significantly exceeded targets resulting in increasing awareness of degree completion.
3. To bring awareness to the needs of the Compton Center Hispanic student population, diversity panels, speakers, and workshops are conducted. A wide range of informational books, CDs, and DVDs related to diversity topics is now available for students to access via a book/resource loan program.
4. Summer Math Academies provide a three-week refresher on math ideas and skills, as well as essential student success skills. At the end of an academy, students again take the math placement test and then move to a higher level math within their math sequence, thus increasing their ability to graduate sooner.

The Graduation Initiative director will continue to follow through with component activities and update strategies to continue improving Compton Center persistence and graduation rates.

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The mission of Compton Center is to make a positive difference in people's lives and provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities. Compton Center offers programs in transfer, education, career technology, developmental education, basic skills, and non-credit instruction programs[59], all of which are congruent with its mission and based on recognized higher education fields of study. At least one degree program is of two academic years in length.

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[58] http://www.compton.edu/campusinformation/accreditation/docs/GraduationProject2013Highlights.pdf
[59] http://www.compton.edu/academics/
http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 63-286)

Compton Center is dedicated to fulfilling its mission and upholding integrity in all programs offered by the Compton Center and its off-campus (i.e. local high school) locations[60]. Through careful planning and review of curriculum[61], the program review process and peer analysis of program reviews[62], articulation with transfer schools[63], and compliance with external review agencies for vocational programs[64], Compton Center evaluates all academic offerings to ensure sufficient content and length, appropriate levels of quality and rigor, and culmination in identified student outcomes. As part of this evaluation, in 2010-2011 Compton Center consolidated its 51 academic programs into 33 programs.

Compton Center offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievements of stated student learning outcomes. Student learning outcomes are in place for all courses and degree programs[65]. As of June 2014, Compton Center had assessed at least one learning outcome for 100 percent of all courses and 100 percent of all programs[66]. To improve assessment dialogue between El Camino College and Compton Center, Compton Center decided to align its assessment schedule with El Camino College. Completion of scheduled assessments is verified each semester.

Compton Center instructional programs in recognized and emerging fields of study (e.g. aerospace fasteners) culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions. While Compton Center offers an array of degree and certificate programs, it is one third the size of El Camino College, and therefore El Camino College has more programs. Compton Center's degree programs are congruent with El Camino College programs and mission statement.

Requirements for the Associate of Arts and the Associate of Science degrees are detailed in the 2014-2015 college catalog. All associate degrees require at least 60 units, of which a minimum of 12 units must be in a specific discipline, 18 units of general education, a 2.0 cumulative GPA, and at least a "C" grade in specific areas[67]. The general education and graduation requirements for the degrees are stated in the 2014-2015 college catalog[68]. Associate degree programs are two years in length[69]. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes.

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[60] http://www.compton.edu/campusinformation/accreditation/docs/ComptonCenterHighSchoolCourses2014.pdf
[61] http://www.elcamino.edu/academics/ccc/
[62] http://www.compton.edu/academics/programreviews.aspx
[63] http://www.elcamino.edu/studentservices/co/articulation.asp
[64] http://www.compton.edu/campusinformation/accreditation/docs/CECNursingBRNApproval.pdf
[65] http://www.compton.edu/academics/slo/SLObydivision.aspx
[66] http://www.compton.edu/campusinformation/accreditation/docs/SLOPLOUpdateforCEC6.18.2014.pdf
[67] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 64-67)
[68] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 60-62)
[69] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 63-286)

To provide alternate delivery modes for students, Compton Center also offers distance education courses, including hybrid and online courses. In fall 2014, hybrid courses were offered in three program areas, and online courses were offered in 17 program areas[70]. No degree or certificate programs can be earned at least 50 percent through distance education. The Extended Learning Coordinator, under the supervision of the Dean of Student Learning (Arts, Social Sciences, and Career and Technical Education), coordinates distance education offerings. Distance education student resources include online orientation, course management system information, and a student handbook for distance education[71]. Distance education faculty resources include training, instructional media and online communication tools, and resources supporting effective online instruction[72]. In spring 2013, Compton Center piloted the use of online tutoring for several distance education courses through NetTutor, a Web-based online tutoring service. In fall 2013 the NetTutor service was expanded to all distance education courses. Online tutoring services have been integrated into Etudes, the distance education course management system, allowing students direct access to online tutorial services through Etudes course websites. All on-campus tutorial, learning resources, and student services are available to distance education students.

9. Academic Credit

The institution awards academic credits based upon generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Through El Camino College, Compton Center awards academic credits consistent with Education Code and Title 5 regulations. The standard measurement of college work is a unit. One unit of credit is awarded for approximately 54 hours of lecture, study, or laboratory. The amount of credit awarded is adjusted in proportion to the number of hours of lecture, study, or laboratory work. Compton Center operates on a semester basis and all references to units of academic credit in the college catalog are to semester units. The criteria on which credit is based are described in the 2014-2015 college catalog[73], in the El Camino College Curriculum Handbook[74], and in El Camino College Board Policy 4230 (Grading and Academic Record Symbols)[75].

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[70] http://www.compton.edu/academics/distance-ed/Course_FacultyInfo.aspx

[71] http://www.compton.edu/academics/distance-ed/

[72] http://www.compton.edu/academics/distance-ed/facultyresources.aspx

[73] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (page 44)

[74] http://www.elcamino.edu/academics/ccc/handbook/Appendix%20A.pdf (pages 1-2)

[75] http://www.elcamino.edu/administration/board/boarddocs/4230%20Grading%20and%20Academic%20Record%20Symbols.pdf

10. Student Learning and Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Student learning outcomes are the specific observable or measurable results that are expected at the end of a learning experience (i.e. a course; a program of study; a degree or certificate; or set of interactions with student or library services). El Camino College's learning outcomes are described in the 2014-2015 college catalog[76] and on the college Website[77].

Compton Center's learning outcomes exist and are assessed at three levels:
- Course: Student Learning Outcomes (SLOs)
- Program: Program Learning Outcomes (PLOs)
- Institutional: Institutional Learning Outcomes (ILOs)

Course and program learning outcomes statements are shared between El Camino College and Compton Center, except when a course or program is unique to a particular campus such as Commercial Music at Compton Center. Compton Center has defined and published learning outcome statements for 100 percent of its courses and programs. In fall 2013, Compton Center faculty committed to increasing the number, depth, and usage of assessments. Faculty worked to ensure that the number of SLOs and PLOs was sufficient to fully assess both course and program goals. Generally, each course has at least three SLOs and each program has at least three PLOs. Student learning outcome statement information for all courses, programs, and certificates is available to all students and to the public through course information material (e.g. syllabi) and a comprehensive assessment Web page[78]. Every program has aligned course-level student learning outcomes (SLOs) with program-level learning outcomes (PLOs). All SLOs and PLOs are aligned with institutional-level learning outcomes (ILOs)[79]. As part of this comprehensive alignment, all general education courses are mapped to ILOs. ILOs are used to assess corresponding general education areas[80]. Due to increased numbers of SLO and PLO statements and revised ILOs, a comprehensive re-mapping of SLOs, PLOs, and ILOs was completed in fall 2014[81].

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[76] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (page 10)
[77] http://www.compton.edu/academics/slo/
http://www.elcamino.edu/academics/slo/index.asp
[78] http://www.compton.edu/academics/slo/
http://www.elcamino.edu/academics/slo/index.asp
[79] http://www.compton.edu/campusinformation/accreditation/docs/SampleAlignmentPsychology.pdf
http://www.compton.edu/campusinformation/accreditation/docs/SampleAlignmentWelding.pdf
[80] http://www.elcamino.edu/academics/slo/geo.asp
[81] http://www.compton.edu/academics/slo/SLObydivision.aspx

Compton Center has established regular and systematic student learning outcome assessments. As of June 2014, Compton Center had assessed at least one learning outcome for 100 percent of all courses and 100 percent of all programs[82].

Outcome assessments demonstrate that Compton Center students achieve course and program outcomes. In Academic Year 2013-2014, faculty conducted 98 SLO assessments. Students met established assessment targets for 58 of those assessments, a nearly 60 percent achievement of these course-level outcomes. To improve student learning and achievement of SLOs, Compton Center faculty initiated 100 actions based upon outcomes assessment data and analysis, including 61 teaching strategies, three curricular actions, eight requests for program or institutional support, and 28 modifications to assessment processes[83]. In Academic Year 2013-2014, two PLO assessments were conducted. Students met established assessment targets for one of these assessments, a 50 percent achievement of program-level outcomes. To improve student learning and achievement of PLOs, Compton Center faculty initiated two actions based upon outcomes assessment data and analysis, including one teaching strategy and one modification to assessment processes[84]. With the increased numbers of PLOs established in fall 2013, the number of PLO assessments significantly increased beginning in fall 2014, with a total of 18 PLO assessments scheduled for Academic Year 2014-15[85]. Compton Center will continue to utilize TracDat, its outcomes assessment management software, to monitor data on student achievement of learning outcomes.

ILO assessments for El Camino College include Compton Center. As of fall 2014, all ILOs have been assessed and assessments demonstrate students are achieving institutional outcomes[86]. The Content Knowledge ILO assessment determined that students have an understanding of the basic content and methodology of all major areas of general education[87]. The assessment for the Communication and Comprehension ILO indicated the vast majority of exiting students rated themselves as mastering the skills of communication and comprehension, especially writing and the discussion of ideas. Analysis of course grades showed high performance in terms of course success, retention, and grade point average for exiting students in courses with a strong emphasis on this ILO[88]. The Critical, Creative, and Analytical Thinking ILO assessment revealed that exiting students indicated that their critical thinking skills have improved since attending Compton Center. Analysis of course grades in this competency revealed that exiting students demonstrate high performance in success, retention, and GPAs in courses with a greater

[82] http://www.compton.edu/campusinformation/accreditation/docs/SLOPLOUpdateforCEC6.18.2014.pdf
[83] http://www.compton.edu/campusinformation/accreditation/docs/SLOAssessmentSummary2013-14.pdf
[84] http://www.compton.edu/campusinformation/accreditation/docs/PLOAssessmentSummary2013-14.pdf
[85] http://www.compton.edu/campusinformation/accreditation/docs/PLOAssessmentScheduleSample.pdf
[86] http://www.elcamino.edu/academics/slo/corecompassess.asp
[87] http://www.elcamino.edu/academics/slo/Content%20Knowledge%20ILO%20Assessment%20Report%205.14.2014.pdf
[88] http://www.elcamino.edu/academics/slo/docs/Core%20Competency%20Assessment--Summary%20and%20Overview.pdf

emphasis on critical, creative, and analytical thinking[89]. The Professional and Personal Growth ILO assessment indicated that students were positively influenced in their professional growth regarding learning, understanding information, and having conversations with others on important matters. Students specified that their experiences had a positive influence on their self-esteem as they have improved their knowledge and increased social interactions[90]. The Community and Collaboration ILO assessment established students were encouraged to take on additional responsibilities inside and outside the classroom, which, in turn, increased their collaboration with other students and participation in their communities[91]. The assessment for the Information and Technology Literacy ILO demonstrated the following: students completing their first year at either El Camino College or Compton Center performed better than students at other community colleges on all skill sets covered in a standardized test of information literacy skills; second-year students performed better than at other community colleges on three of eight skills; and performance for most skill sets improved as units earned increased[92].

During the spring 2014 semester, the Assessment of Learning Committee engaged in extensive discussions to review and revise the six ILOs that had been assessed. The committee developed a set of four redefined ILO statements with strong alignment to all general education areas[93]. The Academic Senate reviewed the redefined statements on April 15 and May 8, 2014 and ratified them on May 8, 2014[94]. As ILO assessment methods are refined in the future, they will assist Compton Center in measuring student skills in these areas, as well as implementing actions to improve student performance. Planned ILO assessments with aggregated course and program data combined with stand-alone institutional data will provide additional and more specific measures of how well students achieve institutional and general education outcomes.

Compton Center devotes appropriate resources to the assessment of student learning, including a faculty SLO Coordinator and two faculty SLO Facilitators[95].

All program review reports completed since 2009 discuss SLOs and PLOs, their assessment, how the program will respond to the assessment, and what changes and planning steps have been implemented as a result of assessments[96]. Compton Center is able to identify strengths of instruction, gaps in student learning, and areas for actions to improve student learning. The below examples illustrate how Compton Center utilizes learning outcomes assessment and the

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[89] http://www.elcamino.edu/academics/slo/docs/core_competencies/spring2011_critical_creative_analytical_thinking/institutional_results.pdf
[90] http://www.elcamino.edu/academics/slo/docs/core_competencies/professional_and_personal_growth/AssessmentResults_CC_ProfGrowth.pdf
[91] http://www.elcamino.edu/academics/slo/AssessmentResultsILO5CommunityandCollaboration.pdf
[92] http://www.elcamino.edu/academics/slo/ILOInfoAndTechnologyLiteracyPresentationFall2013.pdf
[93] http://www.elcamino.edu/academics/slo/corecomps.asp
[94] http://www.elcamino.edu/academics/academicsenate/AS%20Packet%205-8-14.pdf
[95] http://www.elcamino.edu/academics/slo/assessment-personnel.asp
[96] http://www.elcamino.edu/administration/vpaa/program_review/ProgramReviewMaterials2014.pdf
http://www.compton.edu/campusinformation/accreditation/docs/StudentServicesProgramReviewTemplate.pdf

program review process to evaluate instruction and take planning, curricular, and budgeting actions to improve student achievement.

1. The English program at Compton Center used pass rates, completion rates, and SLO and PLO assessment results to make program review recommendations regarding implementation of new teaching strategies for thesis statements, increased offerings of writing workshops, and increased staffing of the Writing Center. Faculty shared teaching strategies, additional writing and grammar workshops were scheduled, and a Writing Center Specialist was hired[97].

2. The Life Sciences program at Compton Center used assessment results to plan additional reinforcement activities for difficult subject matter, address the need for supplemental instruction and more lab hours, and make equipment requests to directly support student learning[98].

The California Community Colleges Student Success Scorecard includes degree, certificate, and transfer-related outcomes completion rates, persistence rates, and remedial progress information for Compton Center students[99].

Success and retention rates are listed in Table 7. Success is defined as a student completing a course with an A, B, or C grade. Retention is defined as a student remaining enrolled through the end of a course.

Table 7 - Success and Retention Rates at Compton Center

	2008-09	**2009-10**	**2010-11**	**2011-12**	**2012-13**
Success Rate	59%	61%	62%	61%	65%
Retention Rate	74%	75%	77%	77%	80%

Source: California Community College Chancellor's Office

The National Council Licensure Examination (NCLEX) licensure exam pass rate history is listed in Table 8.

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[97] http://www.compton.edu/campusinformation/accreditation/docs/CECEnglishProgramReview2012-13.pdf

[98] http://www.compton.edu/campusinformation/accreditation/docs/CECLifeSciencePR2011-2012.pdf

[99] http://www.compton.edu/campusinformation/accreditation/docs/CCCCOScorecardSummary2012-13.pdf
http://scorecard.cccco.edu/reports/OneYear/711_OneYear.pdf
http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=711

Table 8 – NCLEX Pass Rates

	2008		2009		2010		2011		2012	
El Camino College – Compton Education Center	**# taken**	**% pass**	**# taken**	**% pass**	**# taken**	**% pass**	**# taken**	**% pass**	**# taken**	**% pass**
	65	66.15%	57	71.93%	44	81.82%	59	84.75%	54	81.48%

Source: BRN Pass Rates Report (2013-2014 data not yet available)[100]

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, Standard II.A.3, (Appendix B) for areas of study required for general education.

The El Camino Community College District Board of Trustees adopted Board Policy 4025 (Philosophy for Associate Degree and General Education)[101] which requires that degree requirements lead students through a general education pattern designed to ensure breadth of knowledge and promote intellectual inquiry. Courses approved for inclusion in the general education requirements are evaluated as meeting the criteria established in this policy. The El Camino College 2014-2015 catalog details general education criteria for Associate in Arts and Associate in Science degrees and lists general education courses currently offered within Associate of Arts and Associate of Science degree requirements[102]. The courses and programs presented meet standards approved by the Board of Governors of the California Community Colleges as stated in the California Administrative Code, Title 5, Section 55002.

General Education Criteria
The El Camino College Associate Degree Committee, with participation from instructional and counseling faculty and administrators, conducted an extensive review of associate degree requirements, including general education. The Committee produced a statement of "General Education Criteria for Associate of Arts and Associate of Science degrees." This statement is published in the college catalog.

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[100] http://www.compton.edu/campusinformation/accreditation/docs/NCLEXPassRates.pdf

[101] http://www.elcamino.edu/administration/board/boarddocs/4025%20Philosophy%20for%20Associate%20Degree%20and%20General%20Education.pdf

[102] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 60-62)

The degree requirements for an associate degree at the college include six areas of general education:

1. Natural Sciences
2. Social and Behavioral Sciences
3. Humanities
4. Language and Rationality
    A. English Composition
    B. Communication and Analytical Thinking
5. Health and Physical Education
6. Mathematics Competency

The general education component includes demonstrated competence in writing and computational skills and an introduction to some major areas of knowledge[103].

To be included as a general education course, a course must be recommended by faculty members from the discipline and approved by the El Camino College Curriculum Committee. The Curriculum Committee is responsible for determining where courses fit into the general education breadth pattern; however, the committee relies strongly on the recommendation of the program faculty. When courses are brought before the Curriculum Committee, the committee, in coordination with the originating faculty members, determines whether or not the course has sufficient rigor to meet the standards of scholarship of El Camino College[104]. To a large extent, courses are included in the general education pattern based upon articulation with the four-year schools and criteria for inclusion in the different patterns developed by the California State University (CSU) system and the University of California (UC) system. General education curriculum in the community colleges closely mirrors the four-year universities and is consistent with levels of quality and rigor appropriate to higher education.

El Camino College uses comprehensive ILOs to assess general education areas. Current ILOs strongly correspond to general education areas[105]. These ILOs shape all general education courses including the Natural Sciences, Social and Behavioral Sciences, and Humanities disciplines. The goal of general education is accomplished through the college's ILOs which include developing students' critical thinking skills, learning to communicate effectively in writing, acquiring an understanding of the major concepts to solve problems, and employing methods of scientific inquiry to understand the world around them. ILOs allow institutional-level assessments to apply to all students, including those taking general education courses. This

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[103] http://www.curricunet.com/elcamino/
http://www.compton.edu/campusinformation/accreditation/docs/SampleGenEdCourseOutlines.pdf
[104] http://www.elcamino.edu/academics/ccc/handbook/PEOPLE.pdf
http://www.elcamino.edu/academics/ccc/handbook/Course%20Review%20Worksheet.pdf
[105] http://www.elcamino.edu/academics/slo/corecomps.asp
http://www.elcamino.edu/academics/slo/geo.asp

approach provides assessment results that are useful and actionable at the general education level.

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

Compton Center is committed to providing an environment that allows for faculty and students free and open discourse representing all points of view as supported by El Camino College Board Policy 4030 (Academic Freedom)[106]. This board policy is published in the college catalog[107] and on the Website[108].

Intellectual freedom and independence is also reaffirmed in the contract between the El Camino College Federation of Teachers and the El Camino Community College District[109] and, more specifically, in the contract between the Compton Community College Federation of Employees, Certificated Unit and the Compton Community College District, 2007-2010[110].

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

Compton Center employs 95 faculty members with full-time responsibility to the institution and 195 faculty members with part-time responsibility to the institution. The faculty core is sufficient in size and experience to support Compton Center's educational programs. All Compton Center faculty, full-time and part-time, meet or exceed the minimal state qualifications to teach in a California Community College as stipulated by the State Chancellor's Office[111] and the even higher qualifications adopted by El Camino College[112]. If applicable, CCCD Human Resources

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[106] http://www.elcamino.edu/administration/board/boarddocs/4030%20Academic%20Freedom.pdf

[107] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (page 47)

[108] http://www.elcamino.edu/administration/board/boarddocs/4030%20Academic%20Freedom.pdf

[109] http://www.elcamino.edu/administration/hr/2012-2015%20Federation%20Agreement%20as%20of%20NOV%2030%202012%20with%20links%20corr.pdf

[110] http://district.compton.edu/administration/human-resources/CBAFaculty1013.pdf

[111] http://extranet.cccco.edu/Divisions/AcademicAffairs/InstructionalProgramsandServicesUnit/MinimumQualifications.aspx

[112] http://www.compton.edu/campusinformation/accreditation/docs/ECCMinimumQuals.pdf

requires applicants for faculty positions to provide an evaluation of foreign transcripts by a recognized evaluation agency. Transcripts issued outside the United States require a course-by-course analysis with an equivalency statement from a certified transcript evaluation service verifying the degree equivalency to that of an accredited institution within the United States[113]. All existing Compton Center faculty qualifications were reviewed at the beginning of the partnership with El Camino College. Modifications in assignments were made as needed, based upon the results[114].

All Compton Center faculty members are required to fulfill professional responsibilities and obligations as stated in the most current contract between the faculty union and the CCCD. These responsibilities include teaching assignments, curriculum development and review, course and program assessment of learning, committee work, sponsorship of student clubs, faculty evaluations, office hours, department meetings, staff development, and shared governance duties[115]. Regular faculty evaluations are conducted for all Compton Center full-time and part-time faculty members[116].

The most current list from the CCCD Human Resources office of all full-time faculty members with their degrees and qualifications may be found in Table 9; the most current list of part-time faculty members with their degrees and qualifications may be found in Table 10. The most recent schedule of classes identifies faculty responsible for each class[117].

Table 9 – Compton Center Full-Time Faculty Roster

INSTRUCTOR & YEAR OF HIRE	PROGRAM(S)	DEGREES
Aasi, Fazal (2007)	Anatomy	B.S. M.D. Panjab University
Abbassi, Ali (1985)	Mathematics	B.S. Detroit Institute of Technology M.S. West Coast University
Aguilar, Carmela (1985)	Counseling; ESL	A.A. Compton Community College B.A. University of California, Los Angeles M.A. California State University,

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[113] http://www.compton.edu/campusinformation/accreditation/docs/ForeignTranscriptEvaluation.pdf
[114] http://www.compton.edu/campusinformation/accreditation/docs/CECMinimumQualsReview.pdf
[115] http://district.compton.edu/administration/human-resources/CBAFaculty1013.pdf (pages 14-15)
[116] http://district.compton.edu/administration/human-resources/CBAFaculty1013.pdf (Pages 19-41)
http://www.compton.edu/campusinformation/accreditation/docs/2011-12FacultyEvaluation.pdf
http://www.compton.edu/campusinformation/accreditation/docs/2012-13FacultyEvaluation.pdf
http://www.compton.edu/campusinformation/accreditation/docs/2013-14FacultyEvaluation.pdf
http://www.compton.edu/campusinformation/accreditation/docs/2014-15FacultyEvaluation.pdf
[117] http://www.compton.edu/studentservices/admissionandrecords/ClassSchedule.aspx

INSTRUCTOR & YEAR OF HIRE	PROGRAM(S)	DEGREES
		Dominguez Hills
Ahmad, Manzoor (1987)	Business	B.S. Government College LL.B University Law College M.B.A. Northwest Missouri State University
Allen, Jennell (1980)	Counseling	B.A. California State University, Long Beach M.S. California State University, San Bernardino
Alpern, Ronny (1992)	Mathematics	B.A., M.A. California State University, Fullerton
Arroyo, Celia (1991)	Counseling	A.A. Compton Community College B.A., M.A., M.Ed. California State University, Dominguez Hills
Arroyo, Silvia T. (1998)	Counseling	B.S. University of Nebraska M.A., Ph.D. United States International University
Benson, Eugene (1981)	Welding	A.S. Los Angeles Trade Technical College B.S. University of LaVerne
Bernaudo, Jose (2004)	English	B.A. University of California, Irvine M.A. Claremont University
Boatwright, Eddie (2004)	Biological Sciences	B.A. Fisk University M.D. Meharry Medical College
Bosfield, Saundra (2008)	Nursing	A.D.N. Compton Community College B.S.N. University of Phoenix M.S.N. California State University, Dominguez Hills Ed.D. Argosy University
Bunting, Ikaweba (2002)	Sociology; Political Science	B.S. Loyola Marymount University Ph.D. University of Wales
Clark, Leonard (2001)	Geology	B.S., M. S. California State University, Los Angeles

INSTRUCTOR & YEAR OF HIRE	PROGRAM(S)	DEGREES
Collins, Diane (1991)	Contemporary Health	B.S. California State University, Los Angeles M.S. University of California, Los Angeles
Cortez-Perez, Aurora (1996)	ESL	A.A. Compton Community College B.A., M.A. California State University, Dominguez Hills
Coti, Karla (2011)	Chemistry	B.S., M.S., Ph.D. University of California, Los Angeles
Crozier, Judith (2014)	English	B.A. University of Wyoming M.P.W. University of Southern California
DeHardt, Thomas (2013)	Psychology	B.A., M.A., Ph.D. University of California, Los Angeles
Ekimyan, Roza (2014)	Human Development	B.S., M.S., Ed.D University of Southern California
Estrada, Harvey (2000)	Music	B.M. California State University, Fullerton M.M. California State University, Los Angeles
Estrada, Maria (2012)	Counseling	A.A. Orange Coast College B.A. University of California, Los Angeles M.A. San Diego State University
Evans, Jerome (2000)	History	A.A. Los Angeles City College B.A. California State University, Los Angeles M.A., M.S. Pepperdine University
Flor, Paul (1997)	Political Science; Ethnic Studies	B.A., M.A. University of California, Los Angeles M.A. California State University, Los Angeles
French-Preston, Essie (1986)	Counseling	B.A. Alabama State University M.A. University of South Alabama Ed.S, Ed.D. University of Alabama

INSTRUCTOR & YEAR OF HIRE	PROGRAM(S)	DEGREES
Garcia, Annaruth (1998)	Office Administration	A.A. Compton Community College B.S., M.A.University of Phoenix
Garrett, Curtis (2007)	Automotive Technology	B.S. California State University, Long Beach
Gillis, Amber (2012)	English	B.A., M.A. California State University, Fullerton
Gras, Lauren (2011)	English Composition; Developmental Reading	B.A. University of California, Los Angeles M.A. California State University, Los Angeles
Halligan, Christopher (2006)	English	B.A., M.A. University of Nebraska
Hayes-Cushenberry, H. Frances (2008)	Nursing	B.S.N., M.S.N. California State University. Long Beach Ed.D. Argosy University
Haynes, Vanessa (1998)	Counseling	A.A. Monterey Peninsula College B.A., M.A. California State University, San Jose
Heming, Deborah (2007)	Nursing	A.D.N. Compton Community College B.S.N., M.S.N. University of Phoenix
Hill, Jennifer Knox (2014)	English	A.A. Cerritos College B.A. University of California, Irvine M.F.A. California State University, Long Beach
Hobbs, Charles (2011)	Library Information Science	B.A. University of California, Santa Barbara M.L.S. University of California, Los Angeles
Jimenez, Alberto (2012)	Instructional Specialist	B.A. University of California, Berkeley M.A. Azuza Pacific University
Johnson, Renee (2006)	Nursing	B.S.N., M.S.N. University of Phoenix

INSTRUCTOR & YEAR OF HIRE	PROGRAM(S)	DEGREES
Joiner, Robert (1987)	Business	B.S. California State University, Los Angeles M.B.A. Pepperdine University
Juarez, Dalia (2011)	English Composition; Developmental Reading	B.A., M.A. California State University, Dominguez Hills
Khalilzadeh, Mohammad (1999)	Computer Information Systems	B.A., M.A. California State University, Los Angeles
Khodagholian, Sevana (2014)	Chemistry	B.S. University of Southern California M.S., Ph.D. University of California, Riverside
Kooiman, Brent (2011)	Auto Collison Repair & Painting	A.A. Cerritos College
Lamm, Frederick (1969)	Automotive Technology	A.S. Los Angeles Trade Technical College B.V.E., M.A. California State University, Long Beach Ed.D Nova University
Lazar, Shemiran (1996)	English; ESL	B.A. Baghdad University M.A. California State University, Dominguez Hills
Lyles, Cornelia (1976)	Social Sciences	B.A., M.A. California State University, Los Angeles Ph.D Nova University
Madrid, Vanessa (2014)	Art	B.A. San Diego State University M.F.A. Claremont Graduate University
Manikandan, Gyanthri (2013)	Mathematics	B.S., M.S. Barathidasan University M.S. California State University, Long Beach
Maradiaga, Axa (2005)	Spanish	B.A., M.A. California State University, Dominiguez Hills

INSTRUCTOR & YEAR OF HIRE	PROGRAM(S)	DEGREES
Martinez, Jose M. (2013)	Mathematics	A.A. East Los Angeles College B.S. University of California, Los Angeles M.S. California State University of Los Angeles
Maruyama, David (2005)	English	B.A. University of Caifornia, Los Angeles M.A., M.F.A. California State University, Long Beach
McPatchell, David (1997)	Psychology	B.S. University of Kentucky M.A. California State University, Sonoma M.A. University of New Mexico
Mediza, Jose (2003)	Mathemtics	B.S. University of Iran M.S. Sheraz University
Mendoza, Ladislao (1989)	Physical Education; Recreation	B.A. California State University, Dominguez, Hills M.Ed. Azusa Pacific College M.Ed. Grand Canyon University
Mills, Jesse (2014)	Political Science	B.A. Loyola Marymount University Ph.D Univeristy of Southern California
Mitu, Zenaida (2003)	Nursing	B.S., M.S. University of Santo Tomas
Moore, Billie (1979)	Ethnics Studies	B.A., M.P.A. California State University, Long Beach Ph.D. University of California, Los Angeles
My, Alexander (1989)	Counseling	A.S. Austin Community College B.A. Southwest Texas State University M.A. Northeastern Illinois University Ed.D. Nova University
Norton, Thomas (2000)	English	B.A. University of Iowa M.A. University of Wisconsin

INSTRUCTOR & YEAR OF HIRE	PROGRAM(S)	DEGREES
Odanaka, Michael (1987)	Counseling	B.A. Dartmouth College M.A. Fuller Theological Seminary M.S. California State University, Los Angeles
Ornelas, Miguel (2013)	Mathematics	B.A. University of California, Berkeley M.A. California State University, Fullerton
Osanyinpeju, Abiodun (2003)	Life Sciences	B.S. University of Ibadan M.S. Ph.D. University of Lagos
Pham, Hoa (2012)	Child Development	B.A. University of Texas, El Paso M.Ed. University of Texas, Austin Ed.D. University of California, Irvine
Phillips, Marjeritta (2000)	Dance	B.A., M.A. California State Univeristy, Long Beach
Pratt, Estina (1988)	Librarian	B.S. Kent State University M.L.S. Atlanta University
Radcliffe, Kendahl (2012)	History	B.S. Emerson College M.A., Ph.D. University of California, Los Angeles
Richardson, Pamela (2014)	Welding	B.S. University of Phoenix M.A. National University
Rios, Liza (2013)	Communication Studies	B.A., M.A. California State University, Fullerton
Roach, Donald A. (1985)	Mathemetics	B.S. University of West Indies M.S. Math University of Waterloo Ph.D. University of West Indies
Roach, Ruth (2003)	English	B.A. M.A.T., Occidental College M.A., Ph.D. Claremont Graduate University
Roeun, Malinni (2014)	Mathematics	B.S., M.S. California State University, Long Beach Ed.D. Argosy University

INSTRUCTOR & YEAR OF HIRE	PROGRAM(S)	DEGREES
Ross, Dovard (1986)	Computer Information Systems	B.A. California State University, Dominguez Hills M.B.A. University of Phoenix
Sahebjame, Mohsen (1998)	Computer Information Systems	B.S., M.A. California State University, Long Beach
Schumacher, Holly (2010)	Counseling	B.A. California State University, Long Beach M.S. National University A.A. Long Beach City College
Schwitkis, Kent (2014)	Astronomy; Physics	B.A. University of California, San Diego M.S., Ph.D. University of California, Santa Barbara
Sidhu, Rajinder (2014)	Anatomy; Physiology	B.S., M.S. Punjabi University Patiala
Stoddard, Patricia (2011)	Mathematics	B.S., M.S. California Institute of Technology M.S. California State University, Long Beach
Tatlilioglu, Abigail (2011)	Mathematics	A.S., El Camino College B.S., M.S. California State University, Long Beach
Tavakkoli, Mohamad (1987)	Mathematics	B.S., M.S. California State University, Los Angeles
Thomas, Shirley (2003)	Assistant Director, Professor Nursing	B.S.N. University of Phoenix M.S.N., F.N.P., RNC-OB University of Phoenix
Threadgill, Cheryl (1998)	Counseling	B.A. National-Louis University M.A. Roosevelt University M.A. National University
Uch, Mandeda (2004)	Music	A.S. Long Beach City College B.M., M.M. California State University, Fullerton
Ueda, Dale (2011)	Heating & Air Conditioning	B.S. California State University, Dominguez Hills

INSTRUCTOR & YEAR OF HIRE	PROGRAM(S)	DEGREES
Valdry, Andree (1999)	Library Information Science	B.A., M.L.S. University of Cailfornia, Los Angeles
Valle, Gerson (2014)	Mathematics	B.S., M.S. California State University, Long Beach
Villalobos, Jose (2008)	Mathematics	A.S. Compton Community College B.S., M.S. California State University, Long Beach M.S., Ph.D. University of Southern California
Walker, Gregory (2010)	Anatomy	B.S. Tuskegee University M.D. Howard University
Wallano, Eyob (2007)	Life Sciences	MVSC Master of Veterinary Sciences- Research degree as Ph.D. D.V.M. Kharkov Veternairy Institute Doctor of Veterinary Science
Washington, Cassandra (2011)	Child Development	B.A. California State University, Dominguez Hills M.A. California State University, Los Angeles
West-Lee, Pamela (1999)	Child Development	B.A., M.A., M.S. California State University, Dominguez Hills
Williams, Nikki (2012)	English; Sociology	B.A., M.A. California State University, Dominguez Hills
Williams, Shannon (2013)	Physical Education; Baseball	A.A. Compton Community College B.A. California State University, Dominguez Hills M.A. Concordia University
Woodward, Valerie (2014)	English	B.A. Wellesley College M.A. San Francisco State University Ph.D. University of California, Riverside
Yaghmai, Phillip (2014)	Machine Tool Technology	B.S. University of Nebraska, Lincoln

INSTRUCTOR & YEAR OF HIRE	PROGRAM(S)	DEGREES
Yahye, Abdirashid (1996)	Computer Information Systems	B.S. Somali National University M.S. University of Southern California
Zambrano, Ruth (2011)	Mathematics	B.S. University of California, Los Angeles M.S. California State University, Long Beach

Table 10 – Compton Center Part-Time Faculty Roster

INSTRUCTOR	PROGRAM(S)	DEGREES
Abdulmalek, Sulaiman	Biological Sciences	Ph.D. New Mexico State University, M.S. University of Bridgeport, Connecticut B.S. College of Science, University of Istanbul, Turkey
Adabzadeh, Ali	Auto Collision	Ph.D. Capella University M.A., B.A. University of California, Los Angeles
Aguilera, Peter	Sociology	M.A., B.A. California State University, Dominguez Hills.
Allen, Gregory	Fire Technology	A.S. El Camino College
Altermatt, Robert	Chemistry	M.A., B.A. California State University Dominguez Hills
Armstrong, Sunny	English	M.A. California Polytechnic State University, San Luis Obispo B.A. Anna Maria College
Avalos, Ron	English	M.A. California State University Dominguez Hills
Bankhead, Steven	Arts	M.F.A. Otis College of Art & Design B.F.A. Auburn University

INSTRUCTOR	PROGRAM(S)	DEGREES
Barber, Lessie	Nursing	M.P.A California State University Dominguez Hills B.S.N. University of Southern Mississippi
Bennet, Sage	Philosophy	Ph.D., M.A. New School for Social Research, New York B.A. Long Island University
Bergman, Stefan	English	M.A., B.A. California State University Dominguez Hills A.A. Los Angeles Harbor College
Bibb, Nicole	Math	M.S. California State University Hayward B.S. Loyola Marymount University
Biffle, Lamar	PE/Health	M.A., B.A. California State University Dominguez Hills
Black, Dustin	History	M.A., B.A. University California, Los Angeles
Blankenship, Martin	Sign Language/ Physical Education	B.A. California State University, Long Beach A.A. Los Angeles Harbor College
Brabbee, Andrew	Spanish	M.A. University of California, Los Angeles B.A. Middleburg College
Buenaventura, Ninita	Library	M.L.S., B.A. San Jose State University
Bush, Asilia	Counseling/Human Development	M.A. California State University, Dominguez Hills B.A. California State University Dominguez Hills A.A. Los Angeles Southwest College
Bystry, Philip	ESL	M.A. Chapman University M.S. Pacific Christian University B.A. California State University Long Beach A.A. Fullerton College

INSTRUCTOR	PROGRAM(S)	DEGREES
Can, Minh	Math	M.S. Texas A&M University B.A. University of California, Berkley
Carrillo, Rosa	Counseling	B.A. California State University, Long Beach M.A. San Diego State University
Carroll, Craigg	Theatre Arts, English	M.F.A, M.A, B.A. California State University, Long Beach M.A. University of Massachusetts A.A. El Camino College
Carter, Sekou	Math	M.S., B.S. California State University, Long Beach
Castro, Naomi	Education	M.Ed., B.A. University of Arizona
Colby, Anita	Library	M.L.S. University of California, Los Angeles B.A. California State University, Long Beach
Conn, Bradfield	Psychology	Ph.D. Alliant International University M.S. Pepperdine University B.A. San Diego State University
Cooper, Erin	Psychology/ Communication Studies	M.A., B.A. St. Louis University M.A. California State University, Long Beach
Cunnigan, Dixie	Fashion	A.A. Los Angeles Trade-Technical College
Dadi, Tedla Degefa	Biological Sciences	Ph.D. University of California, Davis M.A. Universidad Automata B.A. Universidad de La Habana
Daniel, Brittney	Earth Sciences	M.A. State University of New York B.A. California State University, Long Beach
Davis, Timothy	Music	M.M., B.A University of California, Los Angeles
De La Cruz, Nancy	Nursing	B.S.N. San Juan de Dios College

INSTRUCTOR	PROGRAM(S)	DEGREES
de la Pena, Susana	English	Ph.D., M.A, B.A University of Arizona M.A. Pacific Graduate Institute
Desetto, Vincent	Anthropology	M.A. California State University, Northridge B.A. Binghamton University
Diaz, Juan	PE/Health	M.A.,B.A. California State University, Dominguez Hills
Douglas, Jeffrey	English	MA., BA California State University, Long Beach
Doust, Atousa	Biological Sciences	M.S. California State University, Fullerton B.A. Vanguard University of Southern California
Dowell, Aaron	Film/Video	M.F.A. Loyola Marymount University B.A. Morehouse College
Eaves, Stephanie	Sociology	M.A., B.S California State University, Dominguez Hills
Edwards, Allyce	HDEV/Counseling	M.P.A California State University, Long Beach M.A. California State University, Dominguez Hills B.S University of California, Irvine
El Farissi, Hassan	Biological Sciences	M.A. California State University, Dominguez Hills B.A. University of California, Los Angeles
Ellingson, James	Fire Technology	A.A. El Camino College
Espinoza, Carolina	English	M.A., B.A. California State University, Long Beach
Evans, Max	English	M.A., B.A. California State University, Long Beach
Fernandes, Sean	PE/Health	M.A. Concordia University B.S. University of Phoenix

INSTRUCTOR	PROGRAM(S)	DEGREES
Fong, Nancy	Counseling	M.A. University of Southern California B.A. California State University, Long Beach
Garcia, Jose	PE/Health	B.A San Diego State University A.A. Rio Hondo College
Ghebreab, Michael	Chemistry	Ph.D. University of Vermont, Burlington, Vermont M.S. Sacred Heart University B.A. Bluffton University
Gerchikov, Eleonora	Chemistry	M.S., B.S. Riga Technical University, Riga, Latvia
Gill, Jack	Math	B.A. University of Florida M.A. University of Miami
Gonzalez, Bryan	English	M.P.W., B.A. University of Southern California
Goudeau, Omega	PE/Health	M.A., B.A. California State University, Dominguez Hills
Gray, Jill	Nutrition	M.P.H. San Diego State University B.S. California Polytechnic State University, San Luis Obispo
Green, Michelle	Nursing	Ph.D. Clayton College M.S. University of Drexel B.S. University of Southern California A.A. Los Angeles Harbor College
Guimaraes, Nancy	English	M.A. California State University, Dominguez Hills B.A. California State University Riverside A.A. Cerritos College
Gutierrez-Padilla, Laura	Counseling/Human Development	M.S. California State University, Long Beach B.A. University of California, Los Angeles
Harris, Kelvin	Biological Sciences	M.S., B.A Mississippi State University

INSTRUCTOR	PROGRAM(S)	DEGREES
Harrison, Mickey	English	M.A. California State University, Dominguez Hills B.A. University of California, Los Angeles A.A. El Camino
Hector, Jeremy	English	M.F.A., B.A. California State University, Long Beach A.A. Los Angeles Harbor College
Herrera, Raul	History	M.A., B.A. California State University, Northridge A.A. Los Angeles Mission College
Herring, Larry	ESL	M.A. California State University, Dominguez Hills B.A. California State University, Long Beach
Higgins, Keith	PE/Health/Human Development	M.A. Pacific Oaks University B.A. California State University, Northridge A.A. Bellevue Community College
Hortsmann, Peter	ESL	M.A. New York University B.A. State College of New York
Huynh, Dwan	Math	M.A., B.A. California State University, Fullerton
Jackson, Broderick	PE/Health	M.A. Azusa Pacific University B.A. California State University, Dominguez Hills
Jacobs, Bruce	English	M.A., B.S. Ohio State University
James, Ibanga	Biological Sciences	M.S., B.S. California State University, Los Angeles
Johnson, Eric	ESL	M.A., B.A California State University, Dominguez Hills
Johnson, Lorenda	Counseling	M.S. University of La Verne B.A. California State University, Dominguez Hills A.A. El Camino College

INSTRUCTOR	PROGRAM(S)	DEGREES
Johnson, Shirlisa	Nursing	M.S.N. California State University, Dominguez Hills B.S.N. California State University, Long Beach A.S. Charles Drew University A.D.N. Los Angeles Southwest College
Kaufman, Bonnilee	Counseling/LD Specialist	M.A. University of New Mexico B.S. State University of Oneonta, New York
Keller, Ginger Davidson	Counseling	M.E. Texas A&M University B.A. Tulsa University, Texas
Keskinel, Meric	Economics	Ph.D. Claremont Graduate University M.A. Northeastern University B.A. University of Istanbul
Khan, Mahbub	Math	Ph.D. Boston College B.A. University of DACCA
Khwaja, Ziauddin	Math	M.S., Ph.D. Uppsala University B.A. University of DACCA
Kim-Choi, Susan	Math	M.S. California Polytechnic State University, Pomona B.A. University of California, Davis
Klonecky, Loretta	ESL	M.A. California State University, Dominguez Hills B.A. California State University, Los Angeles
Lawrence, Richard	Communication Studies	M.A. University of Southern California B.A California State University, Dominguez Hills
Lawson, Anitra	Film/Video	M.F.A. California Institute of Arts B.S., B.A Florida A&M University
League, Nia	HDEV	M.A. California State University, Dominguez Hills B.A. California State University, Fullerton

INSTRUCTOR	PROGRAM(S)	DEGREES
Lee, Kenneth	Fire Technology	M.A. Colombia Business School B.A. Howard University A.A El Camino College
Leonard, Chester	Admin. Of Justice	M.P.A. University of Southern California B.A. California State University, Dominguez Hills
Lev, Natalia	Physics	M.A., B.S. Khabarovsk Pedagogical Institute
Lipp, Alex	Math	M.S. California State University, Long Beach B.S. California Polytechnic State University, Pomona
Lopez, James	English	M.A. California State University, Dominguez Hills B.A. Loyola Marymount University
Loya, Carmen	Nursing	M.S.N., B.A. California State University, Dominguez Hills
Luna, George	Auto Body Technology	B.A. Ferris State University A.A. Delta College
Magabo, Susan	English	M.A. University of Philippines B.A. Philippines Normal University
Malouf, Terri	Math	M.A., B.A California State University, Long Beach
Martinez, Amanda	PE/Health	B.A, California State University, Dominguez Hills A.A. Long Beach City College
Martinez, Dulce	ESL	M.A. International University B.A. California State University, Long Beach
Martinez-Weitzel, Victoria	Counseling/Human Development	M.A. California State University, Long Beach B.A. California State University, Los Angeles

INSTRUCTOR	PROGRAM(S)	DEGREES
Maruri, Carlos	Counseling/Human Development	M.S., B.A. California State University, Long Beach
Massich, Regina	English	M.A., B.A. California State University, Dominguez Hills A.A. Long Beach City College
Mayreis-Voorhis, Morgan	English	M.A. California State University, Northridge B.A. University of California, Irvine
McDaniel, Heather	Anthropology	M.A., B.A. California State University, Northridge
McGee, Robyn	Journalism	M.A. University of Phoenix M.A. California State University, Dominguez Hills B.A. San Jose University
McLaughlin, Patrick	English	M.A. California State University, Fullerton B.A. California State University, Dominguez Hills A.A. Compton Community College
McNeil, Tracey	PE/Health	M.Ed. National University B.A. California State University, Dominguez Hills
Mendez, Jose	Human Dev.	M.A., B.A. California State University, Dominguez Hills
Meza, Juan	History	M.A., B.A. California State University, Los Angeles
Millea, Johnny	English	M.A. California State University, Long Beach B.S. Sonoma State University
Morales, Alberto	Anthropology	M.A. California State University, Fullerton B.S., B.A. University of California, Irvine

INSTRUCTOR	PROGRAM(S)	DEGREES
Moshrefi, Farshid	Psychology	M.A. California State University, Northridge M.A. Alliant International University B.A. University of California, Los Angeles
Mosqueda, Cynthia	Counseling	Ed.D. University of California, Los Angeles M.A., B.A. California State University, Dominguez Hills
Most, Rosemary	Child Development	M.S., B.S. Southern Illinois University
Moten, Georgia	English	M.A., B.A. California State University, Dominguez Hills
Murray, Ricky	History	M.A. California State University, Northridge B.A. University of California, Los Angeles A.A. Moorpark College
Murugiah, Yarmoli	Math	M.A. California State University, Fullerton M.S. University of Peradeniya, Sri Lanka B.S. University of Jaffna, Sri Lanka
Navarro, David	English	M.A. California State University, Fresno B.A. California State University, Los Angeles
Ndoumna, Emmanuel	Math	M.S. California State University, Long Beach B.S. University of Dschang, Camaroon
Neal, Albert	English	M.F.A. Emerson College M.A. California State University, Los Angeles B.A. University of California, San Diego

INSTRUCTOR	PROGRAM(S)	DEGREES
Nebbia, Gerardo	Economics	M.A. California State University, Long Beach B.A. Reed College
Nguyen, Hoang	Math	M.S., B.S., B.A. California State University, Long Beach
Niang, Babacar	Math	M.S. California State University, Los Angeles B.S. Université de Pau et des Pays de l'Adour, France
Nkwuaku, Anthony	Nursing	M.S. California State University, Dominguez Hills M.A. University of California, Los Angeles B.S. University of Port Harcourt
Noonan, Lloyd	Humanities	M.S. Goddard College B.A. University of California, Los Angeles
Norton-Cooke, Amelia	ESL	M.A. California State University Northridge B.A. California Lutheran University
Nunez-Mason, Rebeca	Counseling	M.S. University of California, Los Angeles B.A. University of California, Davis
Nwabuzor, Ozo	Nursing	M.S.N. University of Phoenix
Okbamichael, Mussie	Earth Sciences	Ph.D. State University of New York, Stony Brook M.S. University of Netherlands, Groningen B.S. University of Asmara Eritrea
Okoh, Pepertua	Nursing	M.S.N. California State University, Long Beach M.S.N., B.S.N. University of Phoenix
Orozco, Marco	Chemistry	M.S. University of California, Irvine B.S. University of California, Los Angeles

INSTRUCTOR	PROGRAM(S)	DEGREES
Ortiz, Jennifer	English	M.A., B.A. Mills College
Ortiz, Stuart	Counseling	M.S. University of Rhode Island B.S. University of Santa Cruz
Palmer, Cleveland	Art	M.F.A., M.S. California State University, Fullerton B.F.A. California Institute of the Arts
Panski, Saul	History	M.A. Southern Illinois University, Edwardsville M.L.S. University of Southern California B.A. University of California, Los Angeles
Parker, Norma	Spanish	Ed.D. Nova Southeastern University M.A. University of San Francisco B.A. California State University, Dominguez Hills
Pfeiffer, Jill	Anthropology	M.A., B.A. University of California, Los Angeles
Phillips, Jasmine	Counseling/Human Development	M.S. Vanguard University of Southern California B.S. California State University, Long Beach
Pimentel, Alberto	Sociology	M.S. California State University, Long Beach M.A. California State University, Dominguez Hills B.A. University of California, Los Angeles
Pittman, Lowerence	Art	B.A. California State University, Dominguez Hills M.F.A. University of Southern California
Plair, Vincent	Admin. Of Justice	B.B.A. University of Houston M.B.A. National University

INSTRUCTOR	PROGRAM(S)	DEGREES
Porter, Gordon	Communication Studies	M.A. Bowling Green State University B.A. Wright State University
Powell, Damaine	History	M.A., B.A. University of Southern California
Puglisi, Robert	English	M.A., B.A. California State University, Long Beach
Quinones, Juan	Child Development	M.A. Pacific Oaks College B.A. University of California, Riverside
Raffel, Charmaine	Math	M.A., B.A California State University, Northridge
Replogle, Peggy	English	M.A. California State University, Dominguez Hills B.S., B.A. University of California, Irvine
Ricci, Natalie (Deyoung)	English	M.A., B.A. California State University, Dominguez Hills
Rodriguez, Magdalena	Counseling/Human Development	M.S. National University B.S., B.A. California State University, Fullerton
Rooks, Robert	Real Estate	A.A. Cerritos College
Rorie, Paul	Law	J.D. Southwestern Law School B.A. Santa Clara University
Roshanaei, Alireza	Math	M.S., B.S. California State University, Long Beach
Roske, Rachel	Art	M.A. Yale University School of Arts
Sanders, Zeb	Communication Studies	M.A. University of Southern California B.A. California State University, Dominguez Hills
Sandoz, Cornel	Admin. Of Justice	B.A. Union Institute & University

INSTRUCTOR	PROGRAM(S)	DEGREES
Sandoz, Jerretta	Admin. Of Justice	B.S. Union Institute & University
Scott, Gregory	Math	M.S., B.S. Washington University of St. Louis
Scott, Rodney	Theatre Arts	M.F.A. University of California, Los Angeles B.S. Northern University Virginia
Scranton, Sandra	Child Development	Ed.D. California Western University M.A. California State University, Dominguez Hills B.A. Pacific Oaks College A.A. Los Angeles City College
Sesay, Abdul	PE/Health	M.A. University of the Rockies B.A. California Polytechnic State University, San Luis Obispo
Sewell, Tiombe	Counseling/Women's Studies	M.S. California State University, Long Beach B.A. Scripps College
Shabaka, Macheo	Political Science	M.A. California State University, Sacramento B.A. Jackson State University
Shabazz, Moyofune	Human Dev.	M.A., B.A. California State University, Los Angeles
Shannon, Mark	Communication Studies	M.A., B.A. California State University, Long Beach
Shibuya, Steven	Machine Tool Tech	B.A. California State University, Long Beach
Shigg, Cheryl	Nursing	B.S.N., M.S.N. University of Phoenix
Shihabi, Azzam	Math	Ph. D. Claremont Graduate University M.A. California State University, Long Beach B.A. Kuwait University
Shirley, Gregory	Philosophy	Ph.D., M.A. University of California, San Diego B.A. Reed College

INSTRUCTOR	PROGRAM(S)	DEGREES
Sims, Hiram	English	M.P.W., B.A. University of Southern California
Sims, Shannon	English	Ph.D. University of California, Riverside M.A. Georgetown University
Sims-Drew, Sharon	Nursing	M.A., B.A. California State University, Long Beach
Skorka, Evan	Math	M.S., B.S. University of California, Irvine
Smith, Darwin	Philosophy	B.A. California State University, Fullerton
Solomon, Lehenry	Psychology	M.F.A. University of California, Los Angeles B.S. Northern Virginia University
Stewart, Thomas	Chemistry	M.S., B.S. University of California, Los Angeles
Strivewell, Daniel	Math	M.A. Queens College University New York B.A. University of California, Davis
Strong, Becky	Admin. Of Justice	B.A. California State University, Los Angeles
Taul, Christina	Dance	M.S. University of California, Los Angeles B.S. University of New Mexico
Tavarez, Juan	Spanish	M.A. California State University, Fullerton
Teng, Merica	English	M.F.A. California State University Long Beach B.A. University of California, Los Angeles
Thomas, Brian	HDEV	M.S., B.A. San Diego State University
Tran, Thien	Math	M.S. California State University, Long Beach B.S. University of California, Irvine

INSTRUCTOR	PROGRAM(S)	DEGREES
Triplett, Jennifer	English	M.A. California State University, Long Beach B.A. University of California, Santa Barbara
Tuitasi, Saili	Medical Term	M.P.H. University of Hawaii B.A. Goucher College
Uribe, Diego	ESL	Ph.D., M.A., B.A University of Granada
Vakil-Jessop, Carolee	Reading	M.A. California State University, Fullerton B.S. California State University, Dominguez Hills
Van Dyck, Stephen	English	M.F.A. California State Institute of the Arts B.A. Occidental College
Van Niel, Pieter	Theatre Arts	Ph.D. Stanford University B.A. Principia College
Vanish, Clark	Math	Ph.D. Claremont Graduate University M.S. West Coast University B.S. Wilberforce University
Vasquez, Leticia	Academic Strategies	M.A., B.A. Urban Affairs, Criminal Affairs, California State University Long Beach
Vogel, Karen	Library	M.L.S. San Jose State University B.A. Virginia Poly Tech.
Vu, Tim	Math	M.A./B.A. California State University, Long Beach B.A. Saigon University
Wagner, Summer	Communication Studies	M.A., B.A. California State University, Long Beach
Walczak, Katherine	Academic Strategies	M.B.A. Baldwin Wallace College M.E.D. Cleveland State University B.A. Earlham College

INSTRUCTOR	PROGRAM(S)	DEGREES
Walker, Elizabeth	Political Science/English	M.A. Seton Hall University M.A. California State University, Dominguez Hills B.A. Pepperdine University
Walls, Philip	Air Conditioning	A.A. El Camino College
Warren, Sue Ellen	Nutrition	B.S. Michigan State University
Wasserberger, Toni	English	M.A., B.A. University of California, Los Angeles
Waters-Harris, Kimberly	Nursing	M.A. California State University, Fullerton B.A. University of California, Santa Barbara
Webb, Robert	Math	M.P.H., B.A. California State University, Los Angeles
Willis, Edna	Nursing	M.S., B.S. California State University, Dominguez Hills
Youngblood, Aaron	PE/Health	M.S. Pepperdine University B.A. University of Pacific
Yu, Andy	Math	M.S., B.S. California State University, Long Beach

14. Student Services

The institution provides appropriate student services that support student learning and development within the context of the institutional mission for all of its students.

Compton Center offers all students appropriate services to support student learning and development within the context of the institutional mission. The following student support services are available:

Admissions[118]

Enrollment is open to all students, 18 or older, who have the ability to benefit from the college experience. Students may apply online at www.compton.edu. In addition, concurrent enrollment is available to K-12 students, and cross enrollment programs are established with California State University, Dominguez Hills. With approval, students are allowed to enroll at Compton Center to further their high school agendas and potentially garner collegiate credits. Paralleling this program is a mechanism to enroll in the California State University and University of California on a limited basis, with credits applicable to the two-year degree and beyond. There are no fees involved in the concurrent enrollment high school program for residents of California. There is a $10 basic fee with the universities. Any pre-requisites must be met and class scheduling must be aligned. See the "Operational Status" section (section 6) of this document for demographic characteristics of students admitted to Compton Center.

Admissions services include:
- Assistance with registration for classes
- Processing adds/drops
- Processing transcript requests
- Processing requests for records
- Assistance with *MyECC* and email access
- Processing petitions for degrees and certificates
- Enrollment management

Assessment Center[119]

The Assessment Center assists with the four steps of matriculation. Therefore, most new full-time students enrolling at Compton Center come to the Assessment Center to complete their placement tests for assessment/counseling purposes and to enroll in English, Math, and related courses. Compton Center also serves many part-time, non-matriculated students who may need to avail themselves of the same assessment services.

Assessment Center services include:
- Placement testing (English, Math, and English as a Second Language)
- Ability-To-Benefit test for financial aid
- CELSA (Combined English Language Skills Assessment) test
- Chemistry test
- Uploading of assessment scores into the El Camino College Datatel Colleague system

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[118] http://www.compton.edu/studentservices/admissionandrecords/index.aspx
[119] http://www.compton.edu/studentservices/supportservices/assessmentcenter/

Athletics Department[120]

The mission of the Athletics Department, which is under the direction of the Director of Student Development and Athletics, is to provide an equitable opportunity for all students to participate in intercollegiate athletics while succeeding in their academic or vocational goals. The Athletics Department asserts that athletic participation helps promote leadership development, time management skills, sportsmanship, positive role-modeling, peer group interaction, determination, risk-taking, and perseverance. The Athletics Department endorses a comprehensive program that encourages the development of each student-athlete's values and character, and sees its activities as an integral part of campus life, as well as a positive aspect of the overall educational experience for participants. The Athletics Department promotes academic success by supporting the student-athlete with tutors, counselors, an intervention program, and an award ceremony focused on academic achievement.

The Athletics Department includes the following intercollegiate sports: football, men's and women's soccer, men's and women's cross country, men's and women's basketball, badminton, men's and women's track and field, softball, and baseball. The athletic program is Title IX compliant under prong two of the Title IX Compliancy Test, which is to demonstrate a continual expansion of athletic opportunities for the underrepresented gender. Compton Center added women's soccer in 2009 and women's softball in 2011.

CalWORKs[121]

The mission of the CalWORKs Program is to serve CalWORKs students and their families in achieving economic self-sufficiency by providing educational and career opportunities, combined with an array of high-quality support services, enabling students to complete their educational goals, find meaningful employment, and successfully transition into the workforce.

CalWORKs funds are for the purpose of assisting single parents who are receiving Temporary Assistance for Needy Families (TANF) and is the community portion of the California Work Opportunity and Responsibility to Kids Act (CalWORKs), the welfare reform program established by Assembly Bill (AB) 1542. Through collaboration and advocacy with college, county, and community partners and a career ladder approach allowing the attainment of higher education while providing students with valuable work experience, CalWORKs prepares a segment of California's workforce so they no longer rely upon public assistance.

CalWORKs services include:
- Academic advisement/educational plans
- Priority registration
- Career counseling

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[120] http://www.compton.edu/athletics/
[121] http://www.compton.edu/studentservices/supportservices/CalWORKSTANFGAIN/

- Orientations/Human Development courses
- Child care assistance
- Advocacy with county case workers
- Process books, materials, and supplies requests
- Documentation/compliance with 32 hours of weekly approved activities
- Employability skills training/job search
- Work activity referrals/subsidized job placement
- Referrals for interoffice, on-campus, and community support services

Counseling[122]

The mission of the Counseling Department is to create a learning environment that provides services that will promote student success through the entire matriculation process.

As an integral part of the matriculation process, services offered through the Counseling Department to help students reach their goals include:
- New Student Welcome Day activities
- Interpretation of placement test scores to help students evaluate current academic readiness and plan coursework to build skills
- Individual counseling to develop a student education plan for completing certificate, associate degree, and/or university transfer programs
- Evaluation of transcripts from other American colleges and universities for credit that can be applied to certificates and degrees at Compton Center
- Basic skills classes to remediate deficiencies that may interfere with the student's ability to succeed
- Human Development classes to assist students acclimate to the college, develop strategies for success, and develop career plans
- Student enhancement workshops to teach students important skills, strategies, and techniques to enhance classroom and academic success, as well as help students make decisions and set educational and career goals
- Classroom presentations
- Referrals to services/resources both on and off campus
- Probation workshops for students currently on academic probation
- Veteran counseling
- Athletic counseling
- Registration assistance

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[122] http://www.compton.edu/studentservices/supportservices/counseling/index.aspx

Enrollment Services[123]

Enrollment Services works with area high schools to inform students of opportunities at the Compton Center through regular visits to college fairs and events. High school students working with this office are able to complete the application, orientation, assessment, and registration process and are informed about programs of study before high school graduation day.

EOPS/CARE[124]

The Extended Opportunity Programs and Services program (EOPS) is a state-funded program designed to assist students with completing their educational goals. The primary goal of the EOPS program is to encourage the enrollment, retention, and transfer of students challenged by language, social, economic, and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college.

EOPS services include:
- Academic/career advisement
- Priority registration
- Orientation
- Book services/vouchers
- Book loans
- Academic intervention
- Student enhancement workshops
- Backpacks/supplies
- Transportation assistance
- Meal vouchers
- Incentive grants
- Transfer assistance

The Cooperative Agencies Resources for Education (CARE) program is a supplemental program for EOPS students who are single parents of children under the age of 14 and currently receiving CalWORKs/TANF aid. The primary goal of the CARE program is to provide educational support services that will enable students to break the dependency cycle.

In addition to the EOPS services noted above, CARE services include:
- Direct grants
- Additional book vouchers
- Additional transportation assistance
- Mini-conference and other specialized workshops designed for single parents (e.g. presentations by the Western Center on Law & Poverty, CPR/first aid, etc.)

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[123] http://www.compton.edu/studentservices/outreach-and-relations-with-schools/index.aspx
[124] http://www.compton.edu/studentservices/eops/index.aspx

Financial Aid[125]

The mission of the Financial Aid Office (FAO) at Compton Center is to assist students who have the ability to benefit from postsecondary instruction and who, without financial support, otherwise would be unable to attend college. In keeping with the El Camino College mission, the FAO is dedicated to building an effective student-centered system for the administration of financial aid resulting in the prompt and accurate delivery of funds to eligible students.

The Compton Center FAO offers an assortment of programs and services for potential, current, and former students. Financial assistance is offered via federal grants, loans and work study, state grants, and various scholarships. In addition to financial assistance, the Compton Center FAO director and coordinators provide outreach through high school visits, as well as participate in various events around the community to raise financial aid awareness and help guide students and parents through the financial aid process. The primary focus is on educating students and community members in all aspects relating to applying for financial aid and maintaining eligibility. The FAO accomplishes this goal by encouraging all financial aid applicants to participate in Financial Aid Orientation and apply early; providing availability of online access of various financial aid platforms; providing year-round workshops to facilitate the steps from application to disbursement, meeting deadlines, and maintaining Satisfactory Academic Progress; and offering other important information.

The FAO conducts outreach efforts on campus and in the community to increase the number of students who submit FAFSA applications by the March 2 deadline. The FAO hosts an annual Cash for College event on campus during the spring semester. Cash for College brings students to campus to get assistance with submitting their FAFSA applications. This event includes major outreach efforts in our feeder high schools and on the Compton Center campus. Extensive promotions via the Web and social media are also conducted. The goal is to ensure that the community is aware of the requirements and services involved in the financial aid process.

First Year Experience[126]

The First Year Experience/Learning Communities Program (FYE/LC) is designed to assist new students in transitioning from high school to college to attain their educational goals. The program was initiated in 2009-2010 with two cohorts, expanded to four cohorts in 2010-2011, and again expanded to seven cohorts in 2014-15. This comprehensive program links academic and student support services, integrative learning community courses, and interpersonal and collegial experiences to facilitate student retention, transfer, and graduation.

First Year Experience academic and student services include:

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[125] http://www.compton.edu/studentservices/financialaid/index.aspx
[126] http://www.compton.edu/studentservices/fye.aspx

- Integrative learning communities (cohorts)
- Linked developmental and transfer classes
- Supplemental instruction
- First year orientations
- Hands-on instruction utilizing Compton Center technology for students
- Academic, financial aid, career, and personal counseling
- Student leadership opportunities
- Community service learning
- Outreach and recruitment
- Faculty development activities
- Events, field trips, and information sessions promoting recruitment, enrollment, graduation, and transfer to universities
- Peer mentors

Special Resource Center[127]

The mission of the Disabled Students Program and Services (DSPS), known as the Special Resource Center (SRC), is to facilitate academic success for students with disabilities by providing equal access to educational opportunities in an integrated campus setting. The program provides legally mandated instruction and services to students with disabilities, promotes appropriate utilization of resources/instructional delivery and equitable access to instructional medium, and advocates universal design and educational access for students with disabilities to promote maximum independence and integration. The program provides services for students with physical disabilities (including temporary disabilities), psychological or developmental disabilities, learning or intellectual disabilities, speech and language disorders, students who are blind or have visual impairments, students who are deaf or hard of hearing, and students with health limitations.

DSPS special services include:
- Priority registration/registration assistance
- Academic/career counseling
- Mobility assistance
- Testing accommodations
- Orientation/workshops
- Campus and community referrals
- Note-taking and reader services in the classroom
- Learning disability assessment referrals
- Sign language interpreter services
- Alternate media services (e.g. large print, taped books, and CDs)

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[127] http://www.compton.edu/studentservices/supportservices/specialresourcecenter/index.aspx

- High Tech Center (assistive computer technology, software and special equipment on loan to students including tape recorders, digital players, Smart Pens, and FM loops)

Student Development Office[128]

The Student Development Office provides oversight, planning, and implementation of a comprehensive student development program. Included in the student development program are student activities that are programmed throughout the year, and range from lectures and dramatic performances to student debates and concerts. Student activities are planned to represent a cross section of interests, cultures, educational experiences, and social perspectives. In addition to the primary roles for students in planning and organizing campus activities, faculty and staff are routinely involved both in program planning and implementation.

Student activities and programs include but are not limited to the following: African-American History Month, Latino Awareness Month, Academic Awards Tea, International Student Day, U.S. Constitution Day Observance, and the annual Commencement Ceremony.

The Student Development Office serves as the liaison to the Student Council at the El Camino College Compton Center[129]. The Student Council is comprised of 11 officers who are elected each year by the Compton Center student population. The Student Council meets on a weekly basis and is open to all students. The Student Council recommends how fees will be used, and assists the Student Development Office with coordinating student activities. The Student Council represents the students on important issues at Compton Center.

Transfer/Career Center[130]

The Transfer Center and the Career Center were combined in spring 2011 in order to provide a one-stop location to assist students who are seeking employment, exploring different careers, or planning their educational path. Students have access to a full-time transfer/career counselor who assists with transfer and career planning. The mission of the Transfer/Career Center is to provide career advising and activities for transfer and career functions at Compton Center. Activities that increase student awareness of transfer and career opportunities, preparing students to transfer to four-year colleges and universities are offered throughout the year. The Transfer/Career Center is a comprehensive program focused on transfer/career counseling, transfer/career workshops, transfer/career exploration and links to career pathways, career preparedness (volunteering, internships, jobs, etc.), effective college/job searches, and partnering with colleges and employers.

Transfer/Career Center services include:

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[128] http://www.compton.edu/studentservices/studentlife/index.aspx
[129] http://www.compton.edu/studentservices/studentlife/asb/
[130] http://www.compton.edu/studentservices/supportservices/transfercenter/index.aspx

- University/employer representative visits
- University tours
- University/college fairs
- Transfer/career information workshops
- University catalog and reference library
- Transfer websites and Internet resources
- University admissions panels
- Career exploration
- Counseling and advisement

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In addition to the above student services, Ask Compton, an online instant answer service, is available to all students via the Compton Center Website. Students attain answers to a wide variety of admissions, counseling, financial aid, and other frequently asked questions by typing in a question or browsing through the most popular questions. If an answer is not found, students may submit questions via email and receive a timely response[131].

Compton Center assesses student needs for services through a variety of surveys[132], including those listed below, and arranges for delivery of services based on identified needs.
1) 2014 Community College Survey of Student Engagement (CCSSE)[133]
2) 2013 Technology Survey[134]
3) 2013 Campus Climate Survey[135]
4) 2011 Online Student Survey[136]

Through Institutional Research and Planning, Compton Center provides a variety of research documents utilized to identify student demographics, academic performance, success, and any needed institutional actions. These research documents include demographic profiles[137], success and retention rates[138], and student achievement and completion results and employment outcomes[139]. There are also a variety of research briefs, student success reports, and course analysis studies that allow the Compton Center to examine and respond to student needs

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[131] http://compton.intelliresponse.com/
[132] http://www.elcamino.edu/administration/ir/surveys.asp
[133] http://www.elcamino.edu/administration/ir/docs/survey/CCSSE_Survey%20Results_Compton_2014.pdf
[134] http://www.elcamino.edu/administration/ir/docs/survey/TechSurvey_Presentation%20COM.pdf
[135] http://www.elcamino.edu/administration/ir/docs/survey/StudentClimate2013ReportCOM.pdf
[136] http://www.elcamino.edu/administration/ir/docs/survey/Results_Summary_OnlineSurvey_Compton_Center.pdf
[137] http://www.elcamino.edu/administration/ir/eccprofile.asp
[138] http://www.elcamino.edu/administration/ir/acadperformance.asp
[139] http://www.elcamino.edu/administration/ir/outcomes.asp

regarding distance education courses, assessment testing, and participation in learning communities, First Year Experience program, and Supplemental Instruction[140].

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The Admissions and Records Department is a centralized function overseen by the El Camino College Director of Admissions. The Admissions and Records office personnel includes one Director of Admissions and Records in charge of the daily operation of the admissions functions at Compton Center, an Enrollment Services Supervisor, and four Records Specialists[141]. The Compton Center Dean of Student Services oversees all Student Services functions and works closely with the El Camino College Director of Admissions.

All El Camino Community College District admissions policies are followed. These policies are clearly outlined in the El Camino College catalog[142]. Compton Center adheres to these admissions policies, which are consistent with the mission and which specify the qualifications of students appropriate for its programs. The policies indicate that admission is open to anyone (subject to residency requirements) who is at least 18 years old, or has a high school diploma or the equivalent.

Students are required to submit an online application[143]. Students also submit transcripts of any high school or other college work completed and GED or high school proficiency exam results, if applicable.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Compton Center provides appropriate long-term access to information and learning resources and services to support its mission and instructional programs. The Library-Student Success

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[140] http://www.elcamino.edu/administration/ir/research.asp
[141] http://district.compton.edu/administration/human-resources/classifiedjobdescriptions/diradm.pdf
http://district.compton.edu/administration/human-resources/classifiedjobdescriptions/enrollmentservsupervisor.pdf
http://district.compton.edu/administration/human-resources/classifiedjobdescriptions/recordsspecialist.pdf
[142] http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf (pages 11-22)
[143] https://secure.cccapply.org/applications/CCCApply/apply/Compton_College.html

Center serves as the informational and learning resource of Compton Center. Quality information services and programs in support of the curriculum and information literacy are provided[144]. In addition, the Library-Student Success Center provides a supportive and safe environment with resources and services to promote intellectual development for independent lifelong learning.

Library

The Library offers materials to meet El Camino College curriculum requirements by providing access to information via a variety of media; circulation of materials; support of classroom activities through the provision of reserve materials; reference materials in print and online formats; and bibliographic instruction classes and one-on-one instruction. These services are frequently used by students across all academic divisions. Multiple assignments are given requiring the use of the Library and its resources. Librarians are available to provide group instruction and individualized support in the public service areas. Group study rooms are also available.

Compton Center Library holdings:

Audio Books	113
CDs	140
Children's Books	146
E-books	70,000[+]
Fiction Books	2,354
Microform titles	193
Non-fiction Books	28,804
Professional Books	25
Reference Books	1,962
Reserve Textbooks	338
Total Books, CDs, and E-Books	104,075
Print magazine titles	173
Print periodical titles	15
Total Print Magazine and Periodical Titles	188
Subscription databases	42
Total Subscription Databases	42

Total Compton Center Library Holdings 104,305

The Library maintains a subscription package with EBSCO, a fee-based online research service, to provide access to over 70,000 e-book titles representing a broad range of academic subject matter[145].

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[144] http://www.compton.edu/library/index.aspx
[145] http://www.compton.edu/campusinformation/accreditation/docs/EBSCOEBookSubscription.pdf

In addition to the subscription databases included in the statewide purchase of EBSCO databases, the Library maintains an agreement with Community College Library Consortium[146] to provide access to other subscription databases. Current subscriptions include access to 42 general periodical and subject specialized databases. These databases provide information from thousands of scholarly journals, research reports, magazines, newspapers, government documents, and other reference sources[147].

The Library maintains an Agreement for Mutual Lending Privileges of Library Materials with California State University, Dominguez Hills (CSUDH) for mutual lending privileges of library materials[148]. This agreement provides that, as of October 20, 2003, Compton Center and CSUDH will:

1. Share resources and services with other members of the regional library network.
2. Meet the minimum resource-sharing performance standards of the regional library network in compliance with the Library of CA Act, Section 18830.
3. Participate in interlibrary loan, direct lending, or patron referral. (Compton Center students are regularly referred to CSUDH Library as an alternate academic library for resources to fulfill their research needs.)

Archive Collection
The Archive Collection contains photographs, documents, memorabilia, and other materials related to the CCCD from 1927 to present.

Art Gallery
Open to the public, the Art Gallery, located in the lobby of the Library-Student Success Center, presents a rotating series of exhibits and collections on loan from other institutions, as well as student art shows.

Student Success Center
The Student Success Center provides students with access to four drop-in tutorial centers, including general tutoring, the Math and Science Center, the Writing Center, and the Reading Success Center. In addition, the Student Success Center houses the Multidisciplinary Computer Lab and a Faculty Innovation Center. The Student Success Center offers a Supplemental Instruction (SI) program, Directed Learning Activities (DLA), academic skills workshops, and peer-led tutoring. All services are free to Compton Center students.

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[146] http://www.compton.edu/campusinformation/accreditation/docs/LibraryEBSCODatabases.pdf
http://www.compton.edu/campusinformation/accreditation/docs/LibraryDatabasesRenewal2014-2015.pdf
http://www.compton.edu/campusinformation/accreditation/docs/NursingDatabaseInvoice2014-15.pdf
[147] http://www.compton.edu/library/LibraryDatabases.aspx
[148] http://www.compton.edu/campusinformation/accreditation/docs/CSUDHLibraryAgreement.pdf

Academic Tutoring
Tutoring is free and available on a drop-in basis to all Compton Center students. The tutoring program is certified through the highly recognized College Reading and Learning Association. Tutoring is available in various subjects such as anatomy, math, nursing, English, chemistry, Spanish, physiology, and English as a Second Language (ESL).

Math and Science Center
The Math and Science Center provides free group tutoring on a drop-in basis by trained peer tutors and adjunct faculty tutors. The Math and Science Center sponsors programs to further assist math students. The Math Workshop Series is a series of one-hour workshops presented by tutors covering topics from basic math to college algebra. All tutoring is conducted in a group-setting environment and collaborative learning is encouraged.

Writing Center
The Writing Center provides free tutoring on a drop-in basis. Tutors assist students in deciphering writing tasks, organizing writing assignments, and developing content and critical thinking. While the tutors do not provide copyediting services, the tutors do assist students in identifying and correcting specific grammatical errors. In addition, the Writing Center provides a Workshop Series presented by a faculty tutor. This series provides focused instruction on particular skills and writing tasks, from fragment identification to scholarship essays.

Reading Success Center
Tutors work with students to help them become better readers. Students learn reading strategies that will not only help in current classes, but throughout all academic endeavors and beyond. All Reading Success Center tutors are available to help students on a walk-in basis.

Supplemental Instruction
Supplemental Instruction (SI) is a series of weekly review sessions for students enrolled in select courses. Students have an opportunity to compare notes, discuss important concepts, study for tests, and develop strategies for studying and learning. An SI Coach facilitates the SI sessions.

Multidisciplinary Computer Lab
Compton Center has a central instructional computer facility, which includes state-of-the-art computers connected to the Compton Center network. The Multidisciplinary Computer Lab is designated for registered students. This computer lab contains 100 personal computer systems, interconnected via a high-speed, Ethernet network. The computers include a wide array of software including the latest packages for word processing, desktop publishing, and other applications. Instructional assistants are available to provide any support to students and faculty during the hours of operation.

Faculty Innovation Center

The Faculty Innovation Center (FIC) is dedicated to maximizing the effectiveness of Compton Center's instruction, research, and outreach endeavors through collaboration and technological expertise. The FIC provides high-quality instructional technology to support pedagogy and research. Services provided for faculty include a meeting area and four computer stations connected to the college's network for Web conferencing, Web applications, classroom preparation, and printing, scanning, and faxing access. Instructors participating in learning communities, supplemental instruction, and team learning utilize the FIC for meetings and program planning.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

As outlined in California Assembly Bill (AB) 318, CCCD funds Compton Center[149]. AB 318 specifies that CCCD is an independent, state-funded jurisdiction, able to receive state funds and raise local funds. CCCD retains fiscal authority of the independent community college district. (Apportionment funding for Compton Center goes to CCCD, not El Camino Community College District.) Since 2004, CCCD has been under the oversight of a state-appointed Special Trustee. In collaboration with CCCD Special Trustee and CEO, the El Camino Community College District Superintendent/President monitors CCCD budget development and implementation. All contracts and expenditures in consultation with the Special Trustee shall be pre-approved by the Superintendent/President prior to the Special Trustee taking action[150].

In 2006, CCCD received authorization for a $30 million emergency loan from the State of California. Since 2006, CCCD has drawn down $18 million. No funds have been drawn down since 2009. The CCCD budget includes a $1.3 million annual debt service payment provided from unrestricted general funds. As of June 30, 2014, the outstanding principal balance is $13.9 million and is scheduled to be paid in full in fiscal year 2029[151]. Going forward, CCCD will not borrow from the state emergency loan for fiscal stability.

CCCD provides a budget sufficient to support the student learning programs and services at Compton Center, thereby ensuring institutional effectiveness and financial stability[152]. In fall

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[149] http://www.compton.edu/campusinformation/committees-governance/assemblybill318/Documents/ab_318_bill_20060630_chaptered.pdf
[150] http://district.compton.edu/history/docs/May22_2013_Agreement.pdf (page 9)
[151] http://www.district.compton.edu/administration/businessadmin/docs/FY%202013-2014.pdf
[152] http://district.compton.edu/administration/businessadmin/financialdocs.asp

2014 CCCD revised the five-year fiscal management plan[153], which is matched to CCCD revenues and projected expenditures, including FTES projections. Table 11 shows the estimated funded FTES included in the five-year fiscal management plan.

Table 11 – Fiscal Management Plan Estimated Funded FTES

	2013-14	**2014-15**	**2015-16**	**2016-17**	**2017-18**
Estimated Funded FTES	6,181.20	6,060.00	6,304.82	6,430.92	6,559.54

The five-year fiscal management plan is updated annually to include new growth projections, Cost of Living Adjustment (COLA) estimates, state emergency loan debt service payment, and other significant changes that impact the budget. The five-year fiscal management plan also provides CCCD with information regarding the impact of new employee positions on the budget. In the five-year fiscal management plan, CCCD set the reserve levels above five percent for each year, which is consistent with Board Policy 6200 (Budget Preparation). Board Policy 6200 was revised in September 2013 in order to increase mandated unrestricted general reserves from three percent to no less than five percent[154]. In December 2014, CCCD, through consultation with the Compton Center Planning and Budgeting Committee, again revised Board Policy 6200, increasing the unrestricted general reserves from no less than five percent to no less than ten percent[155]. This action was based on the Government Finance Officers Association's (GFOA) Best Practices in Community College Budgeting.

The five-year fiscal management plan is a working document that is updated annually, or when information becomes available that would affect any of the future budget years. Included in the five-year fiscal management plan is the liability from the 2010-2011 CCCD financial audit. The liability was the result of a finding relating to an instructional services agreement. Since 2013, CCCD worked with the Chancellor's Office to resolve this liability[156]. By June 30, 2014, CCCD had accrued a total of $2.452 million in anticipation of repaying monies back to the state of California. CCCD continued to work cooperatively with the state of California to finalize the amount owed by CCCD and had several meetings with the Chancellor's Office. In November 2014 the Chancellor's Office and CCCD resolved this matter[157]. The actual liability totaled $2.082 million, which will be repaid through a reduction of general apportionment in 2014-2015. Since CCCD had set aside $2.452 million in anticipation of repaying monies back to the state of California, CCCD will realize a gain of $369,747. This liability does not impact the five-year fiscal management plan.

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[153] http://www.compton.edu/campusinformation/accreditation/docs/Five-YearFiscalManagementPlanFY2014_12_10_14.pdf
[154] http://district.compton.edu/board_of_trustees/doc/BP_6200_BudgetPreparationB.pdf
[155] http://www.boarddocs.com/ca/compton/Board.nsf/files/9RN4Q473407E/$file/BP_6200_Budget_PreparationD.pdf
[156] http://www.compton.edu/campusinformation/accreditation/docs/LetterLiability6.19.2013.pdf
[157] http://www.compton.edu/campusinformation/accreditation/docs/ISALiabilityResolution.pdf

Compton Center also created and maintains a Planning and Budget Calendar[158]. This calendar was presented to the CCCD Planning and Budget Committee[159], the CCCD Consultative Council[160], the CCCD Special Trustee[161], and the El Camino College Superintendent/President for review, input, and approval.

The CCCD conducts sound fiscal management self-assessments to ensure acceptable funding and budget monitoring[162]. As addressed in the 2014 Sound Fiscal Management Self-Assessment Checklist, CCCD has not deficit spent since fiscal year 2011. As a result, CCCD's unrestricted general fund reserves have increased annually since fiscal year 2011. CCCD's unrestricted general fund reserves have more than doubled over the past few years, increasing from $3 million in fiscal year 2011 to $8.2 million in fiscal year 2014.

Compton Center is also supported by community donations for student scholarships through the Foundation for CCCD[163]. In addition, CCCD is currently in the process of a capital construction program with funding from local and statewide bond measures[164]. On November 4, 2014, Measure C, a $100 million dollar facilities bond for CCCD, was approved by 78.39 percent of voters in the district. As part of the capital construction program, on April 15, 2014, the CCCD opened its newly completed Library-Student Success Center. This facility supports the academic success of students, as the CCCD continues the process of increasing enrollment to meet the needs of the diverse community.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its Eligibility Application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution

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[158] http://www.compton.edu/campusinformation/accreditation/docs/ComptonPBCCalendar2014-2015.pdf

[159] http://www.compton.edu/campusinformation/accreditation/docs/PBCMeetingMinutes012814.pdf

[160] http://www.compton.edu/campusinformation/accreditation/docs/CouncilAgenda02242014.pdf

[161] http://district.compton.edu/board_of_trustees/Compton%20District%20Board%20Agenda%203.25.2014.pdf

[162] http://www.compton.edu/campusinformation/accreditation/docs/FiscalManagementSelfAssessmentChecklistDec2014.pdf

[163] http://www.compton.edu/campusinformation/accreditation/docs/FoundationMasterAgreement.pdf

[164] http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf

http://www.compton.edu/campusinformation/accreditation/docs/ComptonCCDFiveYearConstructionPlan2016-2017.pdf

must not show an annual or cumulative operating deficit at any time during the Eligibility Application process.

As outlined in AB 318, CCCD funds Compton Center. CCCD financial accountability is validated by annual external financial audits performed by a certified public accountant who has no other relationship to the District. The CCCD audits follow the Governmental Accounting Standards Board and Governmental Auditing Standards. The annual audit does not include the student financial aid program, since the student financial aid program is operated by El Camino College. Copies of CCCD budgets are available on the CCCD Business and Administrative Services Web page[165]. Certified external audits with management letters are available on the CCCD Business and Administrative Services Web page[166].

CCCD financial audits demonstrate sustained improvements in reserve balance and resolution of audit findings. The 2012 Annual Financial Audit Report was completed and filed with the state of California by the December 31, 2012 deadline. It demonstrated significant progress as compared to the 2011 audit[167]. CCCD ended the 2012 fiscal year with a general fund reserve of $4.4 million, or a 13 percent reserve, well above the five percent minimum reserve requirement. Of significance, CCCD had no general fund audit adjustments. While CCCD had a total of 26 audit findings in fiscal year 2011, the total audit findings were reduced by half in 2012 when 13 audit findings were reported. Of the 26 audit findings reported in 2011, 14 were noted as fully implemented, 11 were noted as improved and/or currently being addressed, and only one was noted as not implemented. Most importantly, while ten of the 26 2011 audit findings were deemed material weaknesses, in 2012 all ten material weaknesses were either fully implemented or improved to a status of significant deficiencies. In addition, in 2012 CCCD complied with the 50 Percent Law (Education Code Section 84362), which requires all community college districts to spend at least half of their current expense of education on classroom instructor salaries.

In 2013, the CCCD financial audit continued to demonstrate improvements in reserve balance and resolution of audit findings[168]. For a second consecutive year, the 2013 Annual Financial Audit Report was completed and filed with the state of California by the December 31, 2013 deadline. The 2013 Annual Financial Audit Report demonstrated an unmodified opinion of the financial statements. CCCD ended the 2013 fiscal year with an unrestricted general fund balance of $7.1 million, or a 23.8 percent reserve, which is significantly above the five percent minimum reserve requirement. CCCD's internal controls continued to improve. While CCCD had a total of 13 fiscal year 2012 audit findings, the total audit findings had been reduced to six in 2013. Of the 13 audit findings reported in 2012, eight were noted as fully implemented, and the five noted as

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[165] http://district.compton.edu/administration/businessadmin/financialdocs.asp

[166] http://www.district.compton.edu/administration/businessadmin/financialdocs.asp

[167] http://www.district.compton.edu/administration/businessadmin/docs/CCCD-Annual-Financial-Report-06-30-2011.pdf
http://www.district.compton.edu/administration/businessadmin/docs/Compton-CCD-2012-Annual%20Financial%20Report.pdf

[168] http://www.district.compton.edu/administration/businessadmin/docs/FY%202012-2013%20Annual%20Financial%20Report.pdf

in process were addressed in 2014. Of significance, the 2013 audit reported no audit adjustments and no material weaknesses in internal controls.

In 2013, CCCD did not comply with the 50 Percent Law and implemented a plan to achieve compliance in 2013-2014 and 2014-2015. A draft of the plan was shared with the Special Trustee on April 15, 2013[169]. The plan was submitted to the Chancellor's Office on June 23, 2014[170], and the plan was accepted by the Chancellor's Office on June 26, 2014[171]. CCCD implemented several measures to ensure compliance with the 50 Percent Law for fiscal year 2013-2014. First, CCCD reduced non-instructional expenditures for the 2013-2014 fiscal year by $350,000. This included reductions in contracts, consultant services, supplies, and equipment. Second, CCCD hired 11 full-time faculty members during the 2013-2014 fiscal year, at a cost of $634,540. Third, CCCD applied a change in accounting for the Police Services Contract in accordance with the Budget and Accounting Manual (BAM). Finally, CCCD completed the negotiations with the Compton Community College District Federation of Employees (Certificated) on a compensation increase in the amount of $265,000 for the 2013-2014 year[172].

CCCD developed an implementation plan for the five remaining financial statement findings[173]. The following measures are part of this plan:

1. Increase general fund reserves
2. Continue contributions into irrevocable trust
3. Reduce spending and increase monitoring of the Child Development Fund
4. Increase contribution rates to adequately fund the Workers Compensation program
5. Implement procedures to reconcile financial systems and cash accounts
6. Develop consultant agreements to assist resolution of issues within Payroll Clearance Fund

The 2014 Annual Financial Audit Report was for a third consecutive year completed and filed with the state of California by the December 31 deadline. The report again demonstrated an unmodified opinion of the financial statements as well as the following continued improvements[174].

1. CCCD ended the 2014 fiscal year with an unrestricted general fund balance of $8.2 million or a 25.4 percent reserve
2. There were no audit findings
3. CCCD implemented all six prior year audit findings
4. There were no audit adjustments
5. There were no internal controls deficiencies

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[169] http://www.district.compton.edu/board_of_trustees/Compton%20District%20Board%20Agenda%204.15.2014.pdf

[170] http://www.compton.edu/campusinformation/accreditation/docs/LetterFiftyPercentLaw6.23.2014.pdf

[171] http://www.compton.edu/campusinformation/accreditation/docs/ChancellorLetterFiftyPercentLaw6.26.2014.pdf

[172] http://www.compton.edu/campusinformation/accreditation/docs/CertificatedContractAgreement2013.pdf

[173] http://www.compton.edu/campusinformation/accreditation/docs/AuditPlanPriorYearFindings.pdf

[174] http://www.district.compton.edu/administration/businessadmin/docs/FY%202013-2014.pdf

6. CCCD was in compliance with 50 Percent Law

In order to address the unfunded Actuarial Accrued Liability (AAL) of $15,200,000 Other Post-Employment Benefits (OPEB) costs, CCCD has established an irrevocable trust[175]. The District contributed $200,000 into the trust account during 2013 and $250,000 in 2014. CCCD has incorporated into its five-year fiscal management plan an annual contribution of $250,000 to the trust. Though $250,000 may seem inadequate to fund the CCCD, CCCD has made substantial progress in establishing a long-term plan that ensures financial stability, while contributing to OPEB. CCCD developed a funding schedule which estimates that CCCD will fully fund its OPEB obligation over a 20-year time-frame[176]. In the funding schedule, CCCD will increase the OPEB contribution from $250,000 to $1,400,000. The increase is possible due to the line of credit being fully paid to the Department of Finance in fiscal year 2029. In December 2014, CCCD approved an additional $369,747 be transferred into the trust, which would total over $1 million contributed into the trust since its existence. This additional $369,747 is a result of the liability settlement relating to the 2011 audit finding from an instructional services agreement. CCCD booked a $2.452 million liability; however, the final liability resulted in an amount of $2.082 million, resulting in a difference of $369,747 that will be transferred to the OPEB trust.

In addition, on July 1, 2013, CCCD adopted board resolutions for the elimination of lifetime health benefits for confidential and supervisory staff[177]. CCCD also reached agreements with the classified employees[178] and the faculty[179], eliminating lifetime health benefits for new hires. CCCD's financial strategy is to maintain the minimum prudent reserve level, match ongoing expenditures with ongoing revenue, and address funding for retiree health benefit costs. CCCD will have the annual Actuarial Accrued Liability study completed in spring 2015.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, recourse allocation, implementation, and re-evaluation.

[175] http://district.compton.edu/board_of_trustees/agendas/agenda-05-21-2013.pdf
http://www.district.compton.edu/administration/businessadmin/docs/FY%202013-2014.pdf (Page 43)
[176] http://www.boarddocs.com/ca/compton/Board.nsf/files/9RGT5Z75BDBE/$file/OPEB_Funding_Schedule%20121614.pdf
[177] http://www.compton.edu/campusinformation/accreditation/docs/HealthBenefitsResolution.pdf
[178] http://www.compton.edu/campusinformation/accreditation/docs/ClassifiedAgreement2013.pdf
[179] http://www.compton.edu/campusinformation/accreditation/docs/CertificatedContractAgreement2013.pdf

Compton Center has planned for improvement of institutional structures and processes, student achievement of educational goals, and student learning. A new planning model was adopted in October 2013 to ensure that Compton Center assesses progress toward achieving stated goals, and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation[180].

El Camino College and Compton Center have written, adopted, and begun implementing an overarching Comprehensive Master Plan to guide planning and budgeting processes[181]. Compton Center's Educational Master Plan is part of this Comprehensive Master Plan[182]. Since the Educational Master Plan's adoption, it has been used consistently to guide the creation of annual goals for Compton Center and CCCD. The new planning processes are integrated into the Educational Master Plan and drive decisions about resource allocation. There is currently a system of goal evaluation and re-evaluation in place.

The Educational Master Plan for Compton Center was shared as an information item with the CCCD Special Trustee on September 27, 2011[183]. It was adopted as a chapter of the El Camino College Master Plan by the El Camino Community College District Board of Trustees on August 20, 2012[184]. The first section of the Educational Master Plan includes several primary goals, which include:
1. Focusing on equitably meeting community needs
2. Enhancing facilities and technology
3. Maintaining staffing levels and offering professional development opportunities for employees
4. Maintaining consistency in leadership while also being flexible regarding programs and services
5. Improving student learning

Compton Center systematically evaluates and makes public how well, and in what ways, it is accomplishing its purposes, including assessment of student learning outcomes. Assessment of the above goals has been ongoing since the Educational Master Plan was adopted. Each year, goals have been examined and evaluated by the Compton Center Vice President, the CCCD CEO, the Consultative Council, and the Planning and Budgeting Committee when preparing goals for the following year.

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[180] http://www.elcamino.edu/administration/ir/docs/planning/PlanningModel2013_Final.pdf
[181] http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf
[182] http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf (page 149)
[183] http://district.compton.edu/board_of_trustees/agendas/agenda-09-27-2011.pdf
[184] http://www.elcamino.edu/administration/board/agendas/2008/8-20-12_agenda.pdf

In addition, during 2011-2012, a careful review of programs' annual plans revealed a need to strengthen links between the El Camino College Strategic Initiatives and program requests. Therefore, the first annual Compton Center Planning Summit was held on May 8, 2012 and focused on writing effective plans and linking program plans to the ECC Strategic Initiatives[185]. Beginning in 2012-2013, annual plans demonstrate stronger links between annual plan goals and El Camino College Strategic Initiatives[186].

In fall 2012, the Compton Center leadership team began to develop a new planning process, similar to the structure in place at El Camino College. During fall 2012, the Consultative Council, a group of faculty, staff, student, and administrative leadership at Compton Center, revised drafts of the planning process and adopted a new model[187].

Beginning with Academic Year 2013-2014, the new Compton Center planning process used the overarching goals from the CEO and Vice President, the Educational Master Plan, many accreditation documents, the El Camino College Strategic Initiatives, and the college's mission statement. These overarching goals are used to guide program plans, unit plans, and program review recommendations. Highly ranked recommendations are submitted to the area leadership (e.g., Academic Affairs, Student Services) for consideration. Area leaders and standing committees then make recommendations to the Planning and Budget Committee (PBC). Consultation Council reviews recommendations from PBC and forwards them to the Consultative Council and then the Compton Center CEO and Vice President for consideration before forwarding to the El Camino College Superintendent/President.

An integral part of this planning process is creating effective program plans and conducting periodic program reviews, including analysis of student learning outcomes. The Academic Affairs area is on a four-year cycle for program reviews, and CTE programs also undergo Career and Technical Education program reviews, as required by Title 5, every two years[188]. The below examples illustrate how the planning and evaluation processes at Compton Center have guided resource planning, facilities, and other processes.

1. The Machine Tool Technology program review and annual plans identified the need for curricular changes, a full-time instructor, and equipment to strengthen the program. As a result of program review recommendations and annual plan goals, an Aerospace Fastener

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[185] http://district.compton.edu/docs/news-releases/2012/july/Planning-Summit-07-2012.pdf
http://www.compton.edu/campusinformation/accreditation/docs/PlanningSummit2012Presentation.pdf
http://www.compton.edu/campusinformation/accreditation/docs/PlanningSummit2012Material.pdf
[186] http://www.compton.edu/campusinformation/accreditation/docs/BiologicalSciences2012-13AnnualPlan.pdf
http://www.compton.edu/campusinformation/accreditation/docs/History2013-14AnnualPlan.pdf
http://www.compton.edu/campusinformation/accreditation/docs/SRC2014-15AnnualPlan.pdf
[187] http://www.compton.edu/campusinformation/accreditation/docs/ComptonCenterDistrictPlanningChart.pdf
http://www.compton.edu/campusinformation/accreditation/docs/FacultyCouncilMinutes9.19.2013.pdf
[188] http://www.compton.edu/academics/programreviews.aspx

Certificate was created. Program review and annual plans identified equipment needs to enhance student success, which resulted in funding from both the unrestricted general fund and Comprehensive Employment and Training Act (CETA) funding[189].

2. The Life Sciences program has used program review and annual plans to identify equipment requests as well as the need for additional faculty and staff. Over the past several years, Compton Center has funded upgraded equipment for physiology classes and has hired an additional full-time faculty member, as well as a laboratory technician. To support a strong STEM program, increased sections of General Chemistry and Biology courses have been offered, whereas in the past only lower level courses had been offered. Funding has been provided to the Chemistry and Biology departments to purchase the necessary equipment and supplies to meet the needs of the programs[190].

All Student Services area programs have completed program reviews[191]. The area has revised practices based on the results of the evaluation (e.g. registration student survey).

The Enrollment Management Plan illustrates successful goal-setting and institutional progress toward stated goals[192]. Through careful planning, Compton Center increased its enrollment from 2,695 FTES in 2006-2007 to over 6,600 FTES in 2010-2011. FTES has been closely monitored since this significant increase. The Enrollment Management Committee continues to establish and revise data-driven objectives and projects, such as the Graduation Initiative Project described in the "Degrees" section (Section 7) of this document, as well as priority registration initiatives.

With the support of El Camino College, research for Compton Center has been conducted by the Institutional Research and Planning Department. To bolster data-driven decisions at all levels, CCCD has hired two full-time researchers who, under the direction of the Vice President, Compton Center and the El Camino College Director of Institutional Research and Planning, assist in the collection and evaluation of Compton Center and El Camino College-related data[193].

Additional plans have been developed collaboratively and address the educational goals including: Student Success and Support Program Plan[194], Student Equity Plan[195], Facilities

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[189] http://www.compton.edu/academics/programreview/MTT_2012.pdf
http://www.compton.edu/campusinformation/accreditation/docs/MTT2013-14AnnualPlan.pdf
[190] http://www.compton.edu/campusinformation/accreditation/docs/LIFESCI2012-2013PROGRAMREVIEW.pdf
http://www.compton.edu/campusinformation/accreditation/docs/BiologicalSciences2012-13AnnualPlan.pdf
[191] http://www.elcamino.edu/administration/vpsca/programreview.asp
[192] http://www.compton.edu/campusinformation/accreditation/docs/2012-13EnrollmentManagementPlan.pdf
[193] http://www.elcamino.edu/administration/ir/contact.asp
[194] http://www.compton.edu/campusinformation/accreditation/docs/ComptonSSSPPlan.pdf
[195] http://www.compton.edu/campusinformation/accreditation/docs/ComptonSEP2014.pdf

Plan[196], Technology Plan[197], Basic Skills Report and Plan[198], Staffing Plan[199], and Student Success Plan[200].

The El Camino College Planning Summit is an annual college-wide event that brings together stakeholders from Compton Center and El Camino College to evaluate and provide feedback on various aspects of the planning process. One of the outcomes of the May 10, 2013 Planning Summit was the creation of the new representation of the El Camino College Planning Model, noted earlier in this section. A Planning Model working team of El Camino College and Compton Center faculty and staff created the new model that was reviewed by the El Camino Community College District Board of Trustees on October 21, 2013[201].

20. Public Information

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*

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[196] http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf (page 233)
http://district.compton.edu/administration/docs/CCCD-Facilities-Master-Plan-2012.pdf
[197] http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf (page 203)
[198] http://www.compton.edu/campusinformation/accreditation/docs/2012-13BasicSkillsPlan.pdf
[199] http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf (page 241)
[200] http://www.compton.edu/campusinformation/accreditation/docs/StudentSuccessPlan9.25.11.pdf
[201] http://www.elcamino.edu/administration/ir/docs/planning/PlanningModel2013_Final.pdf

C. Major Policies Affecting Students
- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*
- *Refund of Fees (non-resident)*

D. Locations or Publications Where Other Policies May Be Found

The El Camino College catalog includes a section dedicated to Compton Center. The catalog is published annually and provides precise, accurate, and current information for all items detailed in the Commission's Standard IIB. This information is published in the current 2014-2015 El Camino College Catalog available in the El Camino College and Compton Center bookstores, and on the El Camino College and Compton Center Websites[202]. El Camino College's contact information, mission statement, academic calendar (including program length), course, program, and degree offerings are included in the catalog. The names of the El Camino Community College District's Governing Board Members are listed on page 5 of the catalog. Contact information for Compton Center and the names of Compton Center's administrators and faculty, along with their degrees, are provided in the Compton Center section of the catalog.

The academic calendar may be found in the catalog and the schedule of classes. It is also available on the El Camino College and Compton Center Websites.

Financial aid information is available in the catalog, the schedule of classes, and the El Camino College and Compton Center Websites. In addition, these documents and the Website information describe the wide variety of learning resources and other important student services available to students.

Information on admission, registration and matriculation procedures; student fees and other financial obligations; and degree, certificate, graduation, and transfer requirements are outlined in the catalog and on both Websites. The college application and financial aid application may be viewed, completed, and submitted online via the El Camino College and Compton Center Websites.

Information on the above areas that is specific to the Compton Center is provided in a separate section of the 2014-2015 catalog (pages 305-343).

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[202] http://www.compton.edu/studentservices/admissionandrecords/ClassSchedule.aspx

Important policies affecting students such as academic regulations, including academic honesty; acceptance of transfer credit; grievance and complaint procedures; refund of fees (residents and non-residents) and non-discrimination and sexual harassment are highlighted in the El Camino College catalog and the Compton Center schedule of classes. The catalog, schedule of classes, and student handbook also include information on registration procedures, matriculation, scholarship standards, and student services. All are also available on the Websites.

The catalog is revised annually by the Office of Academic Affairs in coordination with the offices and programs that provide the services discussed in the catalog. The catalog, schedule of classes, and student handbook are available in print editions and via the Web for viewing and/or downloading. All Compton Center students are provided a printed student handbook, at no cost, by the Office of Student Life.

The 2014-2015 El Camino College catalog includes all the required information as noted below:

General Information
- Official Name, Address(es), Telephone Number(s), and Website Address of Compton Center: page 305 Compton Center catalog
- Educational Mission: page 9
- Course, Program, and Degree Offerings: pages 79-286
- Academic Calendar and Program Length: page 3
- Academic Freedom Statement: page 47
- Available Student Financial Aid: pages 24-25 and page 27; pages 318-320 Compton Center catalog
- Available Learning Resources: pages 26-29; pages 320-321 Compton Center catalog
- Names and Degrees of Administrators and Faculty: pages 287-303; pages 340-344 Compton Center catalog
- Names of Governing Board Members: page 5

Requirements
- Admissions: pages 11-13; page 307 Compton Center catalog
- Student Fees and Other Financial Obligations: pages 21-22; pages 314-315 Compton Center catalog
- Degree, Certificates, Graduation, and Transfer: pages 60-74

Major Policies Affecting Students
- Academic Regulations, including Academic Honesty: pages 44-49; pages 324-333 and 336 Compton Center catalog. Academic regulations include policies and procedures for the following: Grading and Academic Record Symbols; Grade Change; Course

Repetition; Probation, Dismissal, and Readmission; Probation Disqualification, and Dismissal; Limitation to Remedial Coursework; Academic Renewal; Academic Freedom; Field Trips and Excursions; Access to Records and Release of Information; Children in Classrooms; Attendance, Auditing of Courses, and Instructional Materials Fees. The Academic Honesty policy upholds the academic integrity of the institution by ensuring "all members of the academic community behave in a manner which encourages learning and promotes honesty and…act with fairness towards others."

- Non-Discrimination: page 42. The Non-Discrimination policy reads as follows: "The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, or retaliation."

- Acceptance of Transfer Credits: pages 52-57. The Acceptance of Credit policy states: "Credits earned at other colleges which are accredited by one of the regional accrediting agencies are customarily accepted for transfer to El Camino College on receipt of an official transcript of record."

- Grievance and Complaint Procedures: pages 31-35; pages 330-335 Compton Center catalog. Student rights and responsibilities are outlined in Board Policy 5506. This policy, which is accessible at offices throughout the college, states that students have rights and responsibilities as provided for in law, including the State Education Code and the Title 5 Matriculation regulations; Board policies, including the Academic Honesty and Standards of Conduct; and health and safety considerations. Administrative Procedures 5530 Student Rights and Grievances provide detail regarding student due processes. Information is also available on the college Website: https://www.elcamino.edu/studentservices/activities/college-complaint-process.asp Student complaint procedures for issues not resolved at the campus level are also provided in the catalog and on the college Website.

- Sexual Harassment: pages 42-43; page 335 Compton Center catalog. It is the policy of the El Camino Community College District to provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and federal statutes. Within the El Camino Community College District, sexual harassment is prohibited regardless of the status and/or relationships the affected parties may have.

- Refund of Fees: page 21; page 314 Compton Center catalog. The Refund of Fees policy specifies that "[t]o receive a refund, students must drop their classes through the online system located in the Student Activities Center, on the Web, or at the Cashier's Office according to dates published in the schedule of classes and listed on fee receipts. Classes that meet for less than 15 weeks must be dropped by the end of the first full week of classes."

- Refund of Fees (non-resident): page 22; page 315 Compton Center catalog. The Non-Resident Tuition Refund policy describes how "[s]tudents will receive a full or partial refund for non-resident tuition if they drop their classes through the online system on the Web" according to the schedule specified in the catalog.

Locations or Publication Where Other Policies May Be Found
- Recent print and other media advertisements[203]
- Compton Center Student Handbook[204]
- Compton Center Student Handbook for Distance Education Courses[205]
- Compton Center schedule of classes[206]
- Compton Center Website[207]
- El Camino College Website[208]
- Compton Center Library
- El Camino College Library

21. Relations with the Accrediting Commission*

The institution provides assurance that it adheres to the Eligibility Requirements and Accreditation Standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.
*This Eligibility Requirement may not be fully realized until Candidacy or Initial Accreditation has been achieved.

The El Camino Community College District Board of Trustees provides assurance that Compton Center, through El Camino College, adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information

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[203] http://www.compton.edu/campusinformation/currentnews/ComptonCenterNewsReleases.aspx
http://www.compton.edu/campusinformation/currentnews/index.aspx
[204] http://www.compton.edu/studentservices/Documents/CEC-Handbook-2013.pdf
[205] http://www.compton.edu/academics/distance-ed/Documents/Handbook/DEHB-SU14-417.pdf
[206] http://www.compton.edu/studentservices/admissionandrecords/ClassSchedule.aspx
[207] http://www.compton.edu/index.aspx
[208] http://www.elcamino.edu/index.asp

required by the Commission to carry out its accrediting responsibilities. Board Policy 3200[209] and Administrative Procedure 3200 (Accreditation)[210] ensure District compliance with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and the process and standards for the special accreditation of other District programs that seek special accreditation. Compton Center will comply with Commission requests, directives, decisions, and policies, and will make complete, accurate, and honest disclosure. Certification of Continued Compliance with Eligibility Requirements is documented by the El Camino College Certification of Continued Compliance with Eligibility Requirements from its 2014 Accreditation Self-Study[211].

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[209] http://www.elcamino.edu/administration/board/boarddocs/3200%20Accreditation.pdf
[210] http://www.elcamino.edu/administration/board/boarddocs/AP%203200%20Accreditation.pdf
[211] http://www.elcamino.edu/administration/vpaa/accreditation/2014/2014-ECC-Accreditation-Self-Evaluation.pdf