

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

Special Visit Team Report

Compton Community College
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Compton, CA 90221

This report represents the findings of the
Special Visit Team that visited the college on
April 13-15, 2005

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Introduction

In January 2005, the Accrediting Commission for Community and Junior Colleges acted to place Compton Community College on Show Cause and to require the college to submit a report by April 1, 2005, describing its actions taken to address the concerns of the Commission regarding the college's non-compliance with many accreditation standards, as expressed through thirty recommendations. This report represents the findings of the Show Cause Visit Team that visited Compton Community College on April 14 and 15, 2005.

The College submitted a Show Cause Report to the ACCJC on April 1, 2005. The Report was very articulate and concise in documenting the progress the college has made in addressing the recommendations of the July 2004 Special Visit Team as well as the FCMAT Report. The College submitted an update to their Show Cause Report on May 1, 2005. While the team received this report and has tried to take it into account, it should be noted that the team cannot validate the contents of this progress report since it was submitted after the team visit.

The Show Cause Visit Team was composed of Dr. Jan Kehoe, President of Long Beach City College and Vice Chair of the Commission, Dr. Barbara Beno, Executive Director of the Commission, and Mr. Mike Brandy, Vice Chancellor of Business for the Foothill-DeAnza Community College District.

During its April visit, the Team met with the Special Trustee, the Interim President, the Executive Council (key administrative leaders), the leadership of the Faculty Senate and the faculty and classified unions, the Interim Dean of Human Resources, two members of the Board of Trustees (two more did not attend scheduled meetings), the director of the Personnel Commission, the chief financial officer of the college, and with a broad group representing faculty, students and staff at an open meeting. The college's Special Trustee and Interim President assured the team full access to records, documents and files. The team wishes to thank the college staff for their helpfulness during the visit.

Background

In May 2004, the State Chancellor's Office took control of Compton Community College District by imposing a Special Trustee with authority to override the decisions of the Board of Trustees. The Special Trustee was imposed because the college's ending balance for the previous fiscal year, 2002-3, was projected as a negative two hundred and seventy five thousand dollars, and information in spring 2004 indicated the College had run out of general funds on April 1, three months prior to the end of its fiscal year.

In response to these events, the Commission's executive director visited Compton Community College on June 13, 2004. Subsequently the Commission sent a Special Visit Team to examine the college's condition on July 20 and 21, 2004. That team confined its examination of the college to governance, institutional integrity, finance, and

human resources issues, although the specific problematic conditions of the college spilled over to include instructional quality and integrity, technology, and financial aid/student records and support services. Key among these issues was the fiscal viability of the college; what became evident to that team was the severity of institutional dysfunctions across all areas of college operations.

Of greatest concern was the past failure of the governing board to provide the fiscal and programmatic oversight required to protect the educational quality and institutional integrity of Compton Community College, its chief responsibilities as described by ACCJC Standards of Accreditation. Rather, the governing board was found to be a significant contributor to the corruption of institutional integrity and the many problems at the college.

The College administration has changed dramatically since the July 2004 team visit. In December, the Deputy Superintendent left his post. In January, the Superintendent/President left his post. The College appointed an Interim President in March 2005, selecting an individual that had been at the college since November as a special assistant to the Special Trustee.

The Special Visit Team's report, which was reviewed by the Commission at its January meeting, appended as evidence and analysis a report entitled *Compton Community College District: Management Review*, written by the Financial Crisis Management Assistance Team (FCMAT). FCMAT was called by the Los Angeles County Superintendent of Schools to examine fiscal and related practices at the college completed a report in October 2004. The ACCJC agreed to use the FCMAT report as a detailed examination of the college's fiscal condition to prevent duplication of effort; the FCMAT report was formatted to address ACCJC standards. The purpose of the report was to "(1) conduct a fiscal health analysis of the district; (2) perform an extraordinary audit related to alleged illegal practices, fraud and misappropriation of funds; (3) develop a recovery plan, and (4) monitor progress of the fiscal recovery plan." (FCMAT Report, October 15, 2004, page 3.)

Team Findings

The following are the team findings from this visit regarding the progress made toward addressing recommendations made by the visiting team of July 20-21, 2004.

The (7/20-21/04) Team recommends that:

- 1. The College should cease using an interim Business Officer and immediately advertise and fill the Business Officer position through the established management hiring procedures. The individual selected should have sufficient education, training and experience to perform the position. Furthermore, the College should seek a mentor for its new Business Officer position from among the other state public college business officers, who should be supported to attend Chief Business Officer meetings regularly.**

(Standards III A.1, 5)

The team confirmed that the new CBO was appointed. The individual appointed is an experienced California community college CBO who also possesses a Certified Public Accountant certification. While the team concurs with the report received from the CCCD (5/1/05), in its statement that the position of Deputy Superintendent has been removed and that the Chief Financial Officer reports directly to the Interim President, observations of the team would indicate that there are areas of good financial practice that are in place now with Chancellor's Office oversight, but have not been institutionalized in the past. The new CBO will be able to continue to perform only if the new President and the Board of Trustees support good fiscal management and adhere to new policies passed while under the oversight of the Special Trustee.

- 2. The College should eliminate the duality of authority created by the Deputy Superintendent, establish a reporting relationship, and restructure the necessary authority to ensure that the President can provide supervision of the College financial management staff. (Standards IV B.2, 2d.)**

The team confirmed that the reorganization of administration has taken place as outlined in the college response to the accreditation team (College Exhibit 3). With the presence of the Special Trustee and the appointment of the Interim Superintendent/President (Dr. Rita Cepeda) it is difficult to evaluate the effectiveness of the new structure, which has only been in place since December 2004. Dr. Cepeda will be leaving soon to assume a permanent position in another District. The district has sent May 15 letters to all administrators so maximum flexibility is retained to take actions following the evaluation process is now underway. The team concluded that, as of the time of the visit, the restructuring of the administration had taken place but the college has not yet identified the individuals that will remain a part of the administrative team. Furthermore, it is uncertain whether this structure will remain in place when the Interim President is replaced with a permanent president and after Chancellor's office supervision ends.

- 3. The College should review its present administrative structure to determine its efficacy in ensuring institutional integrity, and that the College immediately design and implement strong administrative evaluation systems that will enable the President to better hold administrative staff responsible for their job performance. (Standards IVB.2a, 2.c)**

The structure has been changed as noted in #2 above. The team confirmed that the administrative evaluation process is underway with all administrators to be evaluated by June 30, 2005. It is too early to say whether this evaluation process will be effective as it has not yet been through one complete cycle. Because there are five administrators/employees suing the retiring President, the College District, the State Chancellor's Office, the Special Trustee and the interim President for loss of their jobs, it will not be clear for some time whether the new

structure will be upheld in the long term. In addition to the uncertainty that these legal cases bring, the team observed an institutional atmosphere that is affected in a negative way for those trying to make positive changes. If the Chancellor removed his oversight of the District the team at this point doubts whether the district is stable enough to allow the Board to hire someone to fill the permanent position of president.

- 4. The College should develop and implement a policy for changing its independent audit firm at least every five years, and the College should hire a new auditor for its 2004-05 fiscal year audit. (Standards IID.2a, d, e, g, ER.18)**

The Team confirmed that the college has hired a new audit firm (Vicenti, Lloyd and Stutzman) for the district audit for the 6/30/04, 6/30/05, and 6/30/06 audits.

The 6/30/04 audit report had not been filed with the board of trustees or the Special Trustee at the time of the team's visit. The new CBO had reviewed a draft and indicated there were no major adjustments to the ending balance, but the report was not yet completed and the team has not seen the audit. (According to the 5/1/05 report from the district, the board study session for the 2003-04 annual audit is scheduled for May 24, 2005 at 5:00 P.M.) The audit firm hired for this audit is a well-respected firm with extensive community college experience. In addition to this audit firm, a separate firm was hired to perform the audit for the Measure CC Bond 39 program. This will be a two-year audit, as the audit was not completed at the end of the first year as required by law and normal business practices.

- 5. The College should immediately establish policy and procedures for the initiation and administration of off-campus educational programs that ensure that decisions to offer such programs go through established governance processes, including curricular review, that they serve the interests and mission of the institution, and that they are offered in a manner that maintains the academic and fiscal integrity of the College. (IV.A, A.1, A.2, 2a)**

The team verified that a new administrator had been hired to oversee the outreach and off-campus programs. The Chancellor's office has assisted in advising and facilitating approval of new curriculum to be offered at off site locations. The team verified that curriculum does go to the Academic Senate for approval. An Off-Site Task Force Committee has been formed to "identify off-site locations, analyze community needs, and to identify credit and non-credit courses."(CCCD report 5/1/05) According to the report, the Draft Off-Site Policies and Procedures were developed by the Dean of Academic Affairs, but it is not known if there was consultation with faculty on the academic programs and courses to be offered off-site or if the draft was reviewed by the newly formed Shared Governance Committee (SGC). Because of continuing Academic Affairs and Student Services operational problems, the team continues to question the ability of the

District to maintain the academic and fiscal integrity of off-site locations until such time as the main campus has stabilized processes and procedures.

- 6. The College should, following all of the recommendations contained in the FCMAT report, establish and implement sound fiscal accountability, planning and reporting processes that ensure its fiscal stability and integrity. (III.D.1 all, III.D.2 all, III.D.3, ER.18)**

In interviews with the CBO, there seems to have been considerable progress in the last 7 months to develop and implement sound practices in business services. Training has taken place in purchasing procedures, and year-end closing. In conjunction with the Los Angeles County Office of Education, the Position Control System was anticipated to be up and running within 30 days, in time to roll the positions for 05-06 budget year. The CCFS 311Q (Financial Reports due to the State Chancellor's Office) reports were filed in a timely manner. Salary increases were granted to faculty, and a positive cash flow balance was reported for the first time in many months. The unrestricted General Fund ending balance was forecast to be 2.4% at year-end as reported on the second quarter CCFS 311Q (college document #5, 03/11/05 report). This projection did not take into account the salary increases or possible drop in FTES below base for the academic year. The College expressed concern regarding financial exposure to the recent Financial Aid audit. The most significant fiscal implication is a decrease of approximately 760 FTES. This will cost the District several million dollars in apportionment next year. The financial shortfall, the fines that the district owes to the state for violating the 50 percent rule, and the demand by faculty that they be paid 1/1000th of their daily pay during the academic year will seriously erode the reserve that they currently have. The College should be commended for the progress that it has made in addressing the FCMAT report, but the fiscal condition of the college is precarious and will take additional time and close monitoring to reach stability. With two audits (the institutional and the bond audits) outstanding, and the FCMAT progress report incomplete at this time, the team cannot completely assess college progress at this time.

- 7. The College should review all job descriptions and revise them to ensure that they represent current skill sets needed to fulfill the duties and responsibilities assigned to each position. (III.A.1.a)**

In January, a consultant was hired to be the acting dean of human resources (Dr. Irene Pinkhard). She has developed a practice of having the Personnel Commission review all classified personnel for eligibility before processing by HR. The Personnel Commission has reviewed all categorically funded staff.

Classified staff and management job descriptions have been reviewed and revised as necessary. A reclassification study is in the planning stage with the personnel commission and the Acting Dean seeking a firm to perform the study. Although there has not been a Compton Community College District Employee Handbook, one is currently being developed. Some training on progressive discipline has

been initiated with department deans and chairs. While there has been significant progress made, the team is concerned that Dr. Pinkhard will only remain in her position until October and the College has not yet advertised for a Director of Human Resources.

- 8. The College should develop criteria for selection and retention of personnel, hire new employees and review the qualifications of current employees to ensure that they are qualified by education, training, and experience to adequately support the college. (III.A; A.1.a; A.3, ER.5)**

The Personnel Commission and HR will review, by June 2005, all employees in their current positions to ensure they meet minimum qualifications for the position. Training has been noted as a key shortcoming by the college, but a systematic and comprehensive training program is not yet in place. The training will be three pronged and led by the CBO, Chief information Technology Officer, and Academic & Student Learning Officer. It is too early to evaluate the implementation and effectiveness of these training programs. One of the apparent missing links in enrollment management was the lack of an adjunct faculty hiring pool to react to schedule changes each semester. This pool was in the process of being created to help address the 05-06 enrollment fluctuations. There was concern that the lack of a pool adversely affected achievement of FTES goals and in some cases seemed to be restricted so full time faculty could be assured of overload assignments. The current college faculty assignment process apparently gives the vice president of academic affairs sole authority to stop overloads.

While there is contractual language limiting overloads, it is not enforced by a multiple administrative check-and-balance process or a payroll software program.

- 9. The College should conduct personnel evaluations on a regular basis, and demonstrate that it has used these to improve performance. Evaluations for all individuals who are responsible for student learning outcomes should have as a component of their evaluation effectiveness in producing those outcomes. (III.A.1.b, c)**

Manager evaluations were being conducted during the time of the team visit for all managerial personnel. Classified evaluations were intended to be completed by June 2005. Administrators and management staff evaluations are also scheduled for completion by June 30, 2005. The timeline set by the College for completion of the faculty evaluation tool based on student learning outcomes is fall 2005 if the concept is accepted by the Academic Senate, the CCCFE Union and the shared governance process. It was too early to evaluate the implementation and effectiveness of these evaluation procedures. The team observed that the Interim president has taken a great deal of personal responsibility for assuring that the evaluation processes are proceeding in a timely fashion. Because she will be leaving, the concern of the team is that the evaluations continue, that staff does not regress in their effort to complete evaluations in a timely fashion, and that the evaluations result in some actions to improve managerial capacity at the college.

10. The College should establish and implement a written code of ethics for all personnel, and establish, in policy, how violations of the code will be effectively addressed. (III.A.1.d)

Although the visiting team did not see a copy of the Code of Ethics, it was included in the 5/1/05 report from the College. Legal counsel had provided training to management staff at a recent retreat, but the formulation of a district policy for staff and training for faculty and classified staff on ethical policies will not be reviewed until mid-May. The Shared Governance committee will be reviewing drafts of this policy. There is no policy addressing enforcement of the Code of Ethics nor is enforcement addressed in the Code itself.

11. The College should review its current personnel policies to determine whether they are equitable, adjust them as needed, and administer them in a fair and equitable manner. (III.A.3; 3.a)

The consultant, Dr. Pinkard, who is currently the Acting Dean of Human Resources, has identified a number of problem areas in personnel. These problems include procedures/process for transfers, personnel requests, documents regarding personnel status, and the timely submission of required documentation required for hiring. She has begun enforcing the practice of completing forms required by the College for such things as request for transfer and staffing requests. Procedures including the step-by-step process from position request to employment are being developed by human resources and the Personnel Commission. It was reported to the team by the director of the Personnel Commission that all Limited Term Employees (LTE's) are filling positions that are being advertised for permanent hire (a legitimate reason for hiring LTE's). Of special note is that two of the three Personnel Commissioners are new and the third has been on the commission only one year. In addition, the director reported that all human resources records that were formerly kept by the commission have been transferred to their rightful place in the Human Resources Office. While progress has been made, some employees interviewed still felt that there were problems with some hiring processes, particularly in the categorical CalWORKS area. The director of the Personnel Commission feels that those problems are in the process of being corrected.

12. The College should address its confused and top-heavy administrative structure and develop appropriate titles and job descriptions that are based on institutional needs, not on personal qualifications, traits, or histories of incumbents. (IV.B.2; 2.a)

(See team response to Recommendation #2) The new organizational chart for the College illustrates the reorganization of the administration to eliminate the Deputy Superintendent position, combine responsibilities of academic affairs and student services in one position, and develop a Chief Information Systems Officer position, to design and implement an institutionally needed information system. This position has been filled. A concern of the team is that the academic affairs

and student services area do not seem to be functioning as well as they should. Currently, existing District employees have been reshuffled to fill academic administrative leadership roles. Given the condition of the college and the fact that the college has not completed administrator evaluations, it is not clear whether the incumbents have the skills to perform their jobs. For example, there is no educational master plan, courses listed as transferable are not qualified for transfer, counselors cannot produce an IEP and are scheduled correctly during registration, there is no adjunct faculty pool, there is no credible transfer center, there is no certified EOPS audit, and the schedule of short term classes was not published until after the semester began. In the administrative session during the visit, there were basic questions, including the calculation of WSCH and FTES projection that none of the sitting instructional and student services administrators below the level of President could answer.

- 13. The College should establish a program for staff and professional development to ensure employees develop and retain skills necessary to support educational and institutional quality at the College. (III.A; A.5; 5.a, b) (See team response to recommendation #8).**

The College report of 5/01/05 included a revised training schedule and flex day schedule. The team found many efforts to address training in the areas of business, academic affairs, and student affairs. Most of the training sessions were, from their titles, designed to enhance skill development in specific job areas.

- 14. The college should review and revise its entire governance process to ensure that appropriate and significant voice is provided to administrators and faculty on matters of academic significance, and that budgetary and other resource use decisions be made through a sound governance and decision making process. (IV.A all)**

The new shared governance committee has been established. Initial work is somewhat limited to role, function and some key issues. It is too early to judge the effectiveness of the committee. Employee representatives on the committee seemed pleased with progress to date and appreciated the venue to express concerns and become involved in the decision making process. Comments from staff, while favorable, included the caveat that the ability to express opinions freely was possible only because of the oversight of the Special Trustee and may not be possible when the Special Trustee returns control of the District to the Board of Trustees. Staff expressed very favorable opinions about the current President of the Board of Trustees and for the Board training that has changed some of the processes.

- 15. The Board of Trustees should take immediate action to curtail its behavior pattern of working directly with college staff, vendors, and consultants and delegate to the President the full responsibility for administration and**

implementation of policy. (IV.B; B.1, 1.a, c, e, h, j; IV.B.2a, ER.3)

The team is unable to determine whether the Board might be permanently changing their behavior and patterns of interaction with the College because the Special Trustee continues to retain authority. Anecdotal comments from the Acting Dean of Human Resources indicate no phone calls have been made to her or her staff directly by Board members. The CBO offered the same observations about lack of phone calls to his staff. Interviews with the new Board President revealed an optimistic new Board member committed to changing the style and function of the Board of Trustees with a commitment to the students of Compton Community College.

Nevertheless, some of the Board's behavior that led to difficulties in the past has re-emerged. In response to the Interim President's decision to create and enforce clear policies governing trustee travel and expenses, a Board member tried to schedule a special meeting of the Board to reconsider the issue. According to the FCMAT Report of October 15, 2004 and a letter to the Commission from the former President, the Board has used special meetings in the past to throw the administrative leadership off guard and to push through Board initiatives without time for administrative work necessary to ensure they are good decisions.

The team shares the concerns of many at the college about the ability of the Board as a whole to permanently change. Many of those interviewed fear that when the State Chancellor returns power to the Board, the governance of the District will revert to previous practices. Comments from those outside the College who have facilitated some of the Board training have not been optimistic about the Board as a whole being able to function well once there is no oversight by the Chancellor's office.

16. The Board of Trustees should review and revise its Ethics Policy to make it an effective guide to Board behavior, and to include a new Conflict of Interest Statement, and a process for addressing behavior that violates its revised ethics policy. (IV.4 all ER.3)

At the time of the visit, the District had proposed a new policy and it was moving through the Board approval process, but there was still a difference of opinion between the two Board members we interviewed as to what the Board's role would be in enforcing the ethics policy among their fellow Board members. At the time of the team visit and also in the subsequent College report of 5/01/05, there was no policy indicating sanctions for violation to accompany the draft Code of Ethics.

17. The Board of Trustees should develop and immediately implement an ongoing training schedule that will provide the Board with the skills to adhere to a governance process that recognizes the roles of the Board, the college administration including the president, and the faculty and staff, and that enables them to recognize and carry out their fiduciary responsibilities

to the Compton Community College District. The American Association of Community College Trustees, the ACCJC, and the Association of Governing Boards should be used to provide initial training to the trustees on the basic skills and principles of boardmanship. (IV.B.1 all, B.2 all)

There have been five training sessions in which the Board has participated. The team does not know if all the Board members participated in all the training sessions. The sessions seemed, from their titles to be appropriate and cover all aspects of the Board's responsibilities. Two and possibly three of the Board members declined to meet with the team during the visit, it is not known what their reaction to the training might have been. At this time, there are three known scheduled training sessions for the Board.

- 18. The Board should seek immediate training to enable it to understand basic financial documents such as the college budget, the external audit, and the chief financial policies and requirements of the California Community College system in order to facilitate the Board's assumption of its appropriate role of providing for the fiscal integrity and well being of the College. (See the team response to recommendation #17) (IV.B.1, 1.c, ER.3)**

Of the eight sessions of training that have been provided or are planned for the Board (over spring and fall 2005), four of the sessions have concentrated on budget and financial training and it is possible the other sessions included components of Board responsibility for fiscal well-being of the District. There is no way for the team to know who has attended the sessions or whether what the reaction of three of the five Board members might have been. The response of the President of the Board was very positive. The second Board member interviewed by the visiting team, was non-committal on all controversial issues.

- 19. The governing board, administrators, faculty, and staff should demonstrate that they are working for the good of the institution and its students by developing and implementing sound governance policies and procedures that build on employee ethics statements, sound research and analysis of institutional and student needs, and that promote the educational mission of the college. (See responses to recommendations 10 and 16, above, regarding ethics) (IV.A.3, IV.B.1 all, B.2 all)**

The team found that the role of research and planning is only beginning to take shape with the hiring of a new director and the organization of data. There is much to be done in this area before data can be used in operational decisions for budget allocation and teaching strategies. It became clear in our interview with Cabinet members that they lack the basic understanding of enrollment management and lack adequate tools to schedule classes and link to the budget. The data, software tools, and training in technology and institutional research were are not available at this time. Consequently, there is no research on which to base an educational master plan or objective program review. The College is

currently engaged in data gathering; however, it will take some time to fully realize a comprehensive research and planning effort at the College.

- 20. The Board should design and implement an annual evaluation of the Board and its performance that is holistic and includes meaningful input by board members, college leadership and members of the public. In consultation with the President, the Board should develop an annual plan for Board development that educates current and new Board members. (IV.A.5, IV.B.1.e, f, g)**

Because the new Superintendent/President is not yet hired, the Board has targeted August, 2005 for development of the Board evaluation instrument. This is being done with the assistance of ACCT.

- 21. The District should immediately review and revise its policies, organizational charts and executive contracts to create and implement a job description that gives to the President the responsibilities for all operations of the college. (IV.B.2 all ER.4)**

The college has not yet implemented this recommendation, although it has made plans to do so. The new organizational chart clearly gives the President the responsibilities for all operations although the job announcement for the Superintendent does not cover Board/College responsibilities. According to interviews with Board members, an ACCT model contract will be used by the Board in employing the Superintendent/President that will specify roles.

- 22. That a strengthened presidency create an organizational structure that is planned and staffed to reflect the College's needs for expertise and leadership in administration, including human resources and financial management; in academic matters, including instructional, student support services and learning resources; and in physical facilities management, including physical plant construction and maintenance and technological equipment support and maintenance. (IV.A.1, IV.B.1 all, IV.B.2 all, ER.4)**

While there has been significant progress under the direction of the State Chancellor's Special Trustee, many of the positions are temporary, interim or acting, and key persons will be leaving the district either now or when the Chancellor returns governance to the Board of Trustees. Unfortunately, the areas that will be changing include the Interim President and the Acting Dean of Human Resources. Both incumbents in those positions are strong and have made significant progress in the College. The new CBO has also made great strides and hopefully will stay with the College. The new President will need to assure that all areas are staffed effectively. At the time of the team visit there were areas in

instruction and student services that were being inadequately administered. The future of the college's administrative team is an issue of significant concern.

- 23. That the newly trained Board reaffirms its delegation of administrative responsibility to the College President, and that it complete annual evaluations of the College President according to policy. (IV.B.1.j, IV.B.2 all ER.4)**

The Board will have to take responsibility for reestablishing delegation to the new President when they are establishing the contract and evaluation process for the President. It remains to be seen how that will be done. There is no current policy for evaluation of the President.

The following recommendations were not addressed in the College reports to the Commission on 3/11/05 or 5/01/05.

- 24. The College should conduct an assessment of its current technological capacity and challenges and review this assessment in a manner that includes broad-based campus interests from instruction, student services administrative and fiscal services including business and personnel services, and library and learning resources. Because the institution's staff may lack the capacity to envision how technology can be used to enhance institutional effectiveness, it is recommended the college use consultant expertise to conduct this review and planning process. (III.C all)**

A new Chief Information officer has been hired. Comments by the CIO in the team's meeting with Cabinet members indicated that there was a long way to go in organizing data, cleaning up data that the college collects on students and training staff on using data for decision making. The team was unable learn from the college how long it will take to clean existing data, improve data input, and educate the institution in the use of technology and data for decision making. There have been sessions of training for the staff over the last few months, but there was no evidence to indicate the extent of participation or the level of understanding reached by the participants in that training.

- 25. The College should ensure that it has technical staff with sufficient expertise to direct the use of its information technology systems, and establish appropriate administrative oversight of the technical functions of the college to ensure that they operate to support its organizational and educational effectiveness. (III.A.1.a, b, c, III.C all)**

A new Chief Information Officer has been hired and assumed the leadership position in improving the college's data system. The college still remains far from meeting accreditation standards as referenced in #24 above. From some of the responses from staff, there is little understanding of institutional effectiveness

or how to determine effectiveness. This is of concern in developing a comprehensive program review process. Until the Interim President was appointed in March, no new programs had been developed in the recent past. The tools to apply for a new program were not even available. This is indicative of a lack of analysis of program and organizational effectiveness in the past. The college lacks a culture and a practice of assessment and accountability.

- 26. The College should resolve the issue of its multiple and incompatible information systems and obtain or implement technological components that allow it to effectively manage administrative (especially fiscal and human resources) and educational programs of the College. (III.C all)**

See comments in #25. While the hire of the CIO is a first step, an educational process of the whole college must take place. That will take time to accomplish. As long as there are on-going staffing changes, continuous multi-level training will be necessary to ensure that all employees have upgraded job skills to function with changing information system upgrades.

- 27. The College should develop procedures for contracting and purchasing hardware and software that ensure the integrity of the institution and the efficacy of products and services purchased. (III.C all)**

The new CBO indicated that the purchasing procedures have been modified to conform to legal requirements and sound business practices. The newly completed audit will be a source of evidence to verify compliance.

- 28. The College should establish a functioning research office with access to student and other institutional data records and with capacity (human and technological) to establish ongoing institutional effectiveness studies. (I.B all)**
See comments in #25.

The College has not yet addressed this recommendation.

- 29. The College should establish a sound program review model and process based on data and analyses of student achievement and student learning, and that it establish and implement an immediate schedule to conduct program review on all academic and student support programs in the next two years. (I.B all)**

There appears to be little or no progress developing program review models for academic and student support programs although one instructional dean indicated that she was completing program review in her area. In fact, this was in conflict with other administrators who during their meeting with the team indicated that there is no model and no ability to tie review to planning or budgeting.

- 30. The College should establish, document, publish and implement an institutional evaluation, planning, resources allocation and improvement**

model that will meet Commission standards. This model should be evaluated at the end of its first full cycle and annually thereafter to ensure that it is effective in improving educational programs. (I.B all)

Little or no progress has been made on this recommendation although many of the building blocks needed to create this institutional model are being constructed so that the college may have the ability to then create a more comprehensive model. As an example, in an interview with the Construction Program Manager, there was much “catch up” planning taking place to construct an Academic Facilities Master Plan which would guide the balance of the construction activities to be funded from the remaining bond money. This document was not in existence when the Program Manager was hired in December 2003. However, the Facilities Committee, chaired by Dr. Williams, is starting discussions required to develop the Facilities Master Plan. The firm of Bobrow/Thomas and Associates, has been engaged to develop the Facilities Master Plan. This is only one piece of a comprehensive planning process which is essential in meeting Commission Standards. . The college is facing the development of both the Academic Master Plan and the Facilities Master Plan concurrently. And while the ideal sequential development of these two planning documents is not in place the Facilities Master Plan has been informed by the draft document (in progress) of the Academic Master Plan.

Team Summary and Additional Observations

The team found that while some progress had been made in the areas of fiscal affairs, bond management, and staff and Board training, there is still much left to do to bring the college into compliance with Accreditation Standards. As this team visit progressed, additional issues which are covered by both Eligibility Requirements and Commission Standards came to our attention.

The team questioned the College’s ability to continue to completely meet some of the Eligibility Requirements that the Commission requires of all accredited institutions.

While the team supports the progress made under the supervision of the Chancellor’s Special Trustee, the governing board does not retain its status as “an independent policy-making body capable of reflecting constituent and public interest and decisions.” (ER 3. Governing Board)

Because of the interim and acting positions and the incomplete evaluation of all administrators and management, it is not certain that the “institution has sufficient staff, with appropriate preparation and experience to provide administrative services necessary to support its mission and purpose.” (ER 5. Administrative Capacity)

It was not apparent to the team that all programs have “defined and published the program’s expected student learning and achievement outcomes.” (ER 10. Student Learning and Achievement)

In addition, because of the lack of faculty evaluation, and the interim administration's belief expressed to the team that some faculty lack literacy skills, the team questioned whether the faculty, as a whole, is "sufficiently qualified to support all of the institution's educational programs." (ER 13. Faculty)

The team found staff concern about disabled student services, there was failure to have counselors available during part of the January registration, and there are no transfer, articulation or transfer services; therefore, the College does not provide at this time, "appropriate student services that support student learning and development within the context of the institutional mission."(ER 14. Student Services)

While the team recognizes the progress that has been made, more time will be needed to evaluate the College's ability to provide "plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and assure financial stability" given the impending financial obligations of the College and forthcoming current year audit. (ER 17. Financial Resources)

The College climate was much more open to discussion and disagreement than during the previous visit. Dialogue is not structured at this point and intervening factors such as legal action taken by some administrators against the District and Chancellor's office interferes with constructive dialogue as it did during the open meeting. There does not seem to be an understanding, particularly in the instructional area, of the use of data in setting goals or decision-making. Certainly the lack of evidence in absence of a comprehensive educational master plan, no institution wide comprehensive program review based on defined criteria, no statements of student learning, no plan for review of the mission statement and the absence of a planning-based budgeting process are areas of concern that the College must address. (Standard I, A.1, A.2, A.3, B.1, B.2, B.3, B.5, B.6, B.7)

The team found that only since the Interim President has been there have any programs addressing student needs been submitted for approval. Because there has been no comprehensive program review and there is no institutional means of assessing progress toward achieving stated learning outcomes, it is not possible to ascertain the effectiveness of current programs. In the past, the schedule of classes has simply rolled over from one semester to the next. There was no evidence of a coordinated, data-based process for ensuring the appropriate quantity, credit type, delivery mode, and location of courses and programs.

While some progress has been made by the interim team, the decision-making processes need to be defined and institutionalized for effectively analyzing and improving the quality of the instructional programs. Doing this must include faculty participation in defining measurable student learning outcomes, and relating them to competencies expected for degree and certificate completion.

Counseling services are not always available to students and other areas of student services are not evaluated or are in deficit (EOPS, Financial Aid). There is at this point a

need for an emphasis on using the Institutional Research office as a source for not only needed data, but also the training of staff and faculty to use quantitative data and valid qualitative data in planning and measures of institutional effectiveness, as well as, student learning and student support. The evidence observed by the team was that this process was just beginning. (Standard II, A.1.b., A.1.c., A.2., B.1., B.2.c. The team did not observe other areas of Standard II.)

The team found progress in evaluation of both individuals (faculty, staff, and administrators) and qualifications and skills needed in the classified staff and classified managers. A qualified pool of adjunct faculty must be recruited to fully staff the course offering needs. A draft code of ethics has been developed and although it is not yet approved, it is in the shared governance process. However, Board policy has not been developed to determine enforcement or sanctions for violating the code of ethics. A draft classified staff hand book has been developed. The college administration told the team that a draft classified handbook had been developed. The entire Board policy manual is outdated and needs revision.

While continuing professional development and skill development has been scheduled, it is not known by the team how many staff or faculty have participated or which classification categories have been targeted in the classified staff. The contracted Acting Dean of Human Resources has done a great deal in evaluating the human resources department. Physical resource planning should be integrated with institutional planning. There is no evidence of comprehensive master planning, and in the case of facilities, the facilities master plan has not been completed in order to guide the construction for bond-funded projects; the College should focus on assessing the effective use of physical resources in the effort to allocate fiscal resources in the most beneficial way. In the area of financial resources, much has been done in the area of accounting and administrative processes. The team was most concerned with a serious weakness in linking budget assumptions regarding enrollment with scheduling activities which has significantly affected apportionment (revenues). Commitments for paying financial aid deficit, EOPS deficit and fines for violating the 50 percent law, as well as, paying faculty salary increases will reduce the approximately 2.6 percent institutional reserve. The college has not reached a point of being able to evaluate financial management processes on an ongoing basis. The auditing function has just begun and will take time to reconcile. (Standard III; A.1.a., A.1.b., A.2., A.3., B.1.a., B.2, B.2.a., B.2.b., D.1.a-d., D.2.c., D.2.g.)

Of great concern to the team is the impending departure from the College of the leadership that has made a difference in the last few months. They include the Acting Dean of Human Resources, the Interim President, and possibly the Chancellor's Special Trustee. There is institutional concern at all levels that if the Special Trustee office leaves too soon, four of the five Board members will cause the District to go back to "business as usual." There is great regard for and trust in the current President of the Board. However, the college staff is uncertain about his ability to bring along the rest of the Board along, and is concerned about the college's future. The team shares their concern, particularly with the two Board members who declined to meet with the team

members. At this point, the Board is not an independent policy-making body. However, there is no assurance at this point that the Board as it is currently composed, based on its history, can be given responsibility for establishing policy and adhering to behavior that is in the best interest of the College. Training of the Board is not complete. Most initiatives have only begun to correct some of the issues that have been created over the past years. The Board still does not have an evaluation process for itself, or an enforceable code of ethics. (Standard IV; A.1., A.4., B.1.a., B.1.g., B.1.h.)

In conclusion, the team found that while great progress has been made since the State Chancellor's Office assumed control of the College, there is much to be done to repair the damage of years of poor administration and poor Board governance. Although the original reason for the Commission's concern was fiscal instability, there is evidence that the damage is pervasive in the student services and instructional areas. The team does not want to diminish the efforts of members of the College to correct the deficiencies, but to point out how much more will have to be accomplished before the College fully meets the Eligibility Requirements and Standards of Accreditation.

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