

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

The College has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement. Board Policy 2510 "Participation in Local Decision-Making" officially codifies this consultation with campus constituencies (IV.A.1.1). Further, AP 2510 "Collegial Consultation" delineates the roles various individuals and committees have in ensuring effective planning and implementation is carried out by a wide array of stakeholders at the College (IV.A.1.2). The College assesses its decision-making processes regularly as evidenced in "Making Decisions at El Camino College 2015-2020" (IV.A.1.3). Various campus committees convene regularly to plan and implement program and institutional improvement (IV.A.1.4). Programs, such as ECC PRIDE, which is a leadership institute open to administrators, faculty, and staff develop stakeholders to become effective change agents at the College (IV.A.1.5). Students, faculty, staff, managers, and administrators also informally participate in governance, decision making, and institutional improvement through town hall meetings with President Maloney as well as meeting with her during her office hours (IV.A.1.6 and IV.A.1.7).

Analysis and Evaluation

Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the President. Collegial consultation is conducted across campus by administrators, staff, faculty, and students. For instance, BP 2510 states: "The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration" (IV.A.1.1). Consequently, students have a significant role in how El Camino College functions. Students are encouraged to participate in campus-wide activities and organizations. Students select their representatives to all consultation committees. These representatives have an equal standing with the representatives from other campus-wide constituencies such as the Board of Trustees, Accreditation Steering Committee, and College Council (IV.A.1.8 Board Minutes from February 26, 2018). An example of a change to the campus initiated by the Associated Students Organization is the placing of free-flow water dispensers in buildings (IV.A.1.9 page 28 #6 of Academic Senate Agenda for June 5, 2018).

In accordance with BP 2510, the Academic Senate has primary recommendation responsibility for academic and professional matters such as curriculum, degree and certificate requirements, and grading policies. The process welcomes ideas and suggestions from all faculty members.

College Council is another pathway that fosters collegial participation in leading the goals of the institution. The purpose and operation of College Council is described fully in AP 2510: "The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations" (IV.A.1.2) The members of the College Council include a representative from the Associated Student Body, Academic Senate, Federation of Teachers, Classified Employees, Police Officers Association, Confidential employees and Management (IV.A.1.4 College Council Minutes from May 6, 2019).

The institution's leadership continues to provide opportunities through informal meetings with the President via town hall meetings and office hours throughout the semester where the campus community can share ideas, provide feedback, and offer recommendations.

The process of collegial consultation was documented in 2015 in "Making Decisions at El Camino College," a document that describes the roles of college and district constituents in decision making processes; consultation and other committees; and planning and budgeting processes (IV.A.1.3). The document was developed through a consultative process and is reviewed annually by the Academic Senate, College Council and consultation committees such as Facilities Steering Committee, Planning & Budgeting Committee (PBC), Calendar Committee, and ECC Technology Committee. The Making Decisions document encourages all campus constituencies to participate in governance by stating, "To ensure trust and goodwill, campus members engaged in collegial consultation must treat each other respectfully and recognize the unique perspectives, skills, and abilities of our colleagues and students. All

committee members will be given the opportunity to speak and to express their constituent's point of view without insult or reprisal. We approach the issues with an open mind united by our ultimate prioritization of the El Camino College mission for the benefit of students and their success."

The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement via various committee work, such as the Planning and Budgeting Committee, the Annual Planning Summit, the Strategic Planning Committee, the El Camino College Annual Planning and Budgeting, the Institutional Research.

El Camino College provides opportunities through programs, such as ECC PRIDE. "ECC PRIDE is a leadership academy created to develop "visionary, innovative, and creative leaders" (IV.A.1.5) Managers, faculty, and staff participating in the academy are empowered to lead and shape our district and the community college system. Four cohorts have gone through this unique professional development program since its inception in 2017.

The institution's leadership continues to provide opportunities for everyone to participate in the decision-making process through meetings such as the November 30, 2018 Town Hall with President Maloney (IV.A.1.6). Faculty, staff, and students were able to discuss topics such as Guided Pathways and AB 705 with President Maloney giving her valuable feedback. Further, throughout the semester during President Maloney's office hours the campus community can share ideas, provide feedback, and offer recommendations, and starting in the fall 2019 semester vice presidents have open office hours (IV.A.1.10 VP Office Hours).

In sum, the College fosters an environment which supports administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services of the College.

The College meets the standard.

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

BP 2510 and AP 2510 establish the College's governance structure as well as the roles constituents, including students, faculty, and administrators, have in decision making (IV.A.2.1 and IV.A.2.2). The structure and constituents' roles are graphically represented in the Academic

Senate Handbook (IV.A.2.3). “Making Decisions at El Camino College” explains in greater depth how decision-making processes are carried out at the College (IV.A.2.4).

Analysis and Evaluation

El Camino College has always had an established and written policy for the campus community to participate in decision-making processes. Board policies set guidelines for collegial consultation with faculty and other members of the campus community. The document “Making Decisions at El Camino College” clarifies the manner in which faculty, staff, administrators, and students bring forward ideas and collaborate on implementation and “explains to the college community our structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation committees (IV.A.2.4). Making Decisions also describes how committee recommendations move forward to the Superintendent/President and, where appropriate, are considered by the Board [of Trustees].” In the document, it clearly states that “all committee members will be given the opportunity to speak and to express their constituent’s point of view without insult or reprisal. We approach the issues with an open mind united by our ultimate prioritization of the El Camino College mission for the benefit of students and their success.”

In accordance with Educational Code, section 70902(b) (7) a., which gives faculty, staff, and students the right to participate in governance, and b., the ability for academic senates to make recommendations to curriculum and other areas of academic standards, El Camino abides by AP 2510 Collegial Consultation (IV.A.2.2). This policy allows faculty, classified and confidential staff, and administration to participate in decisions that affect the entire campus.

The Academic Senate Handbook explains El Camino College’s participation in the consultation process among groups including the Academic Senate, Area Councils, Division Councils, the Planning and Budgeting Committee, and other councils, committees and task forces as formed by the President and deemed necessary. Some of the subcommittees include the College Curriculum Committee, the Academic Program Review Committee, the Academic Technology Committee, and the Facilities Steering Committee. A diagram of governance can be viewed on page 4 (IV.A.2.3).

The College makes policies and procedures that solicit student participation. As outlined in AP 2510, the College Council, a campus-wide committee chaired by the President, convenes regularly and provides administration, employees, and students the opportunity to participate in the review of district policies and procedures (IV.A.2.5 College Council Minutes). It is made up of representatives from the Associated Student Organization, the Academic Senate from the College, the Federation of Teachers, classified employees, the Police Officer Association, confidential employees and management, and the vice presidents. Students are involved in developing and revising policies affecting grading, student codes of conduct, academic discipline, curriculum, educational programs, processes for budgeting and planning, student standards, student services planning and development, fees, faculty, administration, and staff evaluation and hiring.

BP 2510 requires the Board of Trustees to include a student as a non-voting member. The student member is allowed to participate in discussions of all pertaining issues and allows the student to make second motions in conversations (IV.A.2.6 Board Minutes). A student trustee provides updates from the Associated Student Organization (ASO) to the Board of Trustees. Students participate in collegial consultation through the ASO. The ASO consists of student representatives in all educational division, elected by the student body. Every member of ASO has a role in the decision-making process at El Camino College for the benefit of the College as a whole and of individual divisions. All committees encourage students from the ASO to participate and voice student opinions.

Therefore, the College has policies and procedures that delineate the roles and responsibilities students, faculty, staff, and administrators play in decision-making processes.

The College meets the standard.

3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

BP 2510 delineates the roles of faculty in governance, planning, and budget development (IV.A.1.1). Administrators are given responsibility for the management and daily operation of the College in BP 3101 “Administrative Organization” (IV.A.3.1). The exact roles of administrators can be seen in job descriptions such as the job description for associate dean (IV.A.3.2). The Academic Senate Handbook spells out in detail the roles of faculty, and committee meeting minutes indicate the participation of administrators and faculty in governance, including planning and budget development (IV.A.3.3 to IV.A.3.7).

Analysis and Evaluation

BP 2510 delineates the faculty’s role in governance, planning, and budget development. Through the Academic Senate, the Board of Trustees will “normally accept” faculty recommendations regarding curriculum, “governance structures as related to faculty roles,” and “processes for institutional planning and budget development.” BP 3101 sets the general roles of administrators, who also participate in governance, planning, and budget development. The job description for associate dean on the Human Resources website details these roles.

Following the guidelines in “Making Decisions at El Camino College,” which specify the manner in which individuals across campus bring their ideas forward and work together on policies, planning, and special purpose committees, various committees receive input from all

entities of the campus community. For example, the Academic Senate meets twice a month to discuss items outlined in the Academic Senate Handbook. These items include: curriculum, including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; grading policies; educational program development; standards and policies regarding student preparation and success; district and College governance structures as related to faculty roles; faculty roles and involvement in the accreditation process, including self-study and annual reports; policies for faculty professional development activities; processes for program review; processes for institutional planning and budget development, and other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate. Discussion items can be viewed in the Academic Senate's meeting minutes from October 16, 2018 (IV.A.3.4). Some of them include: AP 4055 Accommodations for Students with Disabilities, AP 5500 Standard of Student Conduct, Institutional Research and Planning, Human Resources, Faculty Association of California Community Colleges (FACCC), and ASO updates.

The Planning and Budgeting Committee (PBC) is another body that provides faculty and administrators a substantive role in governance. The PBC ensures that planning and budgeting are integrated and that they are driven by the College's mission and strategic plan. The committee is comprised of representatives from the Academic Senate, Administrative Services, ASO, Campus Police, ECC Federation of Teachers, ECCE Classified Union, Management, and Student and Community Advancement (IV.A.7 Planning and Budgeting Minutes from March 21, 2019).

With the continual construction on campus over the past decade, a planning committee that focuses on related issues was formed. The Facilities Steering Committee minutes from 10/1/18 mentions the variety of issues this committee deals with including campus health and safety, campus climate survey results, facilities update, sustainability plan, outdoor lighting, baseball field improvements, bookstore café, and student services move-in schedule.

In addition to the committees focusing, partly, on policies and planning mentioned above, the College also has committees set up to work on special assignments. Two examples of these committees are the El Camino College Distance Education Advisory Committee (DEAC). DEAC was formed in response to ever-changing technology and the community's demand for online classes. The DEAC "has primary responsibilities for developing policies and procedures for distance education courses that comply with local and state guidelines. DEAC works closely with the Academic Senate, college and division curriculum committees to ensure commitment to quality assurance and continuous improvement of the program. The committee includes faculty from all academic divisions, along with the Director of Learning Resources, the Distance Education Coordinator and staff from the DE office, representatives from the College Curriculum Committee, Special Resources Center, and Counseling." The College's PAC is made of representatives from management, faculty, staff and students and meets to hear feedback on safety concerns.

The College meets the standard.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Faculty, associate deans, and deans regularly participate in the development, changes, and review of curriculum and student learning as stipulated in Board Policy 4020 “Program, Curriculum, and Course Development” (IV.A.4.1). Division and College Curriculum Committees meet regularly and follow the guidelines set by BP 4020 (IV.A.4.2 and IV.A.4.3). The College Curriculum Committee (CCC) consists of faculty and academic administrators (IV.A.4.4). The CCC reviews and approves a large number of courses each semester (IV.A.4.5). In addition, the CCC regularly reviews policies and procedures to ensure the College is following them and that practices are functioning smoothly (IV.A.4.5). The Assessment of Learning Committee oversees the implementation of student learning assessments and that the results of assessments are used to make meaningful changes to curriculum and instruction (IV.A.4.6).

Analysis and Evaluation

BP 4020 states that each academic division has a curriculum committee consisting of faculty and academic administrators. These committees meet throughout the semester to approve proposed new curricula and to review existing courses periodically to ensure students receive a quality education. For instance, on September 27, 2018 the Humanities Division’s Curriculum Committee discussed and approved two Italian courses and two noncredit ESL courses. Curricula approved at the division level is moved to the CCC. The CCC consists of one full-time faculty member from each academic division, one full-time counselor, one full-time librarian, the Vice President of Academic Affairs, a representative of the Council of Academic Deans and Directors, and staff such as the College’s curriculum advisor and articulation officer. The CCC reviews a large number of courses every semester such as the 32 course outlines of record reviewed and approved at the May 7, 2019 CCC meeting.

The CCC also regularly reviews curriculum policies and procedures in order to make sure that the curriculum review and approval process is working effectively and that the College is following good practice. An example of this is from the minutes of the May 7, 2019 meeting. In that meeting, the CCC discussed whether changes should be made to the Distance Education Addendum such as possible changes regarding social media usage in online classes.

The Assessment of Learning Committee strives to improve student success by coordinating assessment planning, developing methodologies and procedures, providing ongoing training, and promoting authentic communication on campus and with the community. Its membership includes two faculty co-chairs, the Associate Dean of Academic Affairs, faculty representatives from each academic division, an academic dean liaison, as well as representatives from the Academic Senate, the Student Services division, and Institutional Research and Planning (IV.A.4.6).

The College meets the standard.

5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The College has governance policies that specify roles for staff and students. The policies also state the academic roles of faculty and are collected in the Making Decision at El Camino College document (IV.A.5.1). Students, staff, and faculty are well informed of these roles, and these constituencies work together to improve the College, as evidenced in the 2018 Planning Summit (IV.A.5.2). The College has diverse perspectives and uses them to develop goals and to work towards those goals (IV.A.5.2). BP 3250 “Institutional Planning” requires the President of the College to ensure that the system of planning includes “appropriate segments of the college community” (IV.A.5.3). The College’s 2017-2022 Comprehensive Master Plan was the result of a wide range of diverse perspectives (IV.A.5.4).

Analysis and Evaluation

The College has a comprehensive system of institutional planning that includes curriculum and program review, budgeting, policies, short-term goals, and long-term goals. This system was described in great detail in pages 6 to 9 of the document “Making Decisions at El Camino College 2015-2020.” Standing committees consisting of students, staff, faculty, and administrators provide a framework of collegial consultation enabling the President and Board of Trustees to make informed decisions. The College’s Comprehensive Master Plan for 2017-2022 was the result of two years of work by faculty work groups, planning summit participants, Academic Senate, and standing committees such as the Student Success Advisory Committee, College Council, and Associated Students Organization (IV.A.5.4).

Staff and students are well-informed of their respective roles on the campus. For instance, student leaders in ASO attend a summer retreat in which they learn about their roles and how they affect change at the College (IV.A.5.5 ASO Summer Retreat 2019).

Diverse perspectives are valued and set the College’s priorities as well as result in timely action. In the spring of 2017 an Equal Employment Opportunity (EEO) survey was sent to campus constituencies to find out their perspectives of diversity and led to changes in the hiring process (IV.A.5.6 College Council Minutes from 5/1/2017). Further, the Campus Climate Survey was administered in the spring of 2018 in order to “cultivate a welcoming and inclusive campus environment” (IV.A.5.7 Employee Campus Climate Survey; IV.A.5.8 Student Campus Climate Survey). The results of the survey indicated a need for more food options on campus, and as a result, the Camino Café was opened. Responses from the survey also indicated that there was a need to improve safety on campus at night. As a result, the College has begun repairing lights on campus (IV.A.5.9 Council of Dean minutes from 12/13/18).

The College meets the standard.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The processes for making decisions at El Camino College are outlined in the “making Decisions at El Camino College 2015-2020” document (IV.A.5.1). This guide details the role that students, faculty, staff and administrators have in the decision-making process. It also delineates which committees are involved in the consultation process and how the mission, strategic initiatives, planning and budgeting are all the foundation of the process. The processes are codified in Board Policy 2510 Participation in Local Decision Making and Administrative Procedure 2510 Collegial Consultation (IV.A.2.1, IV.A.2.2) Decision-making processes and decisions are communicated across the College in a variety of ways such as newsletters, meeting minutes, and email messages (IV.A.6.1 through IV.A.6.5).

Analysis and Evaluation

The College has processes to document and communicate decisions throughout the institution. President Maloney informs the campus community of key events, milestones, and important changes via a bi-monthly newsletter (The President’s Newsletter). The May 31, 2019 newsletter included a reminder of the date of the Fall Flex Day for faculty, a biography of the Class of 2019’s commencement student speaker, and information on how to sign up for Nixle, which enables users to receive emergency messages via text from Campus Police (IV.A.6.1)

Standing committees’ agendas and meeting minutes such as those for the Technology Committee and Facilities Steering Committee are published on the College’s website (IV.A.6.2 and IV.A.6.3). Board of Trustees’ agendas and meeting minutes are also on the website (IV.A.6.4). The College Council’s agendas and meeting minutes are emailed to faculty and staff (IV.A.6.5 Email of agenda and minutes). Finally, the processes for decision-making and important decisions are also communicated via email messages to all employees. For instance, the Director of Institutional Research and Planning emailed all faculty on April 17, 2018 inviting them to participate in the Campus Climate Survey so that the results could be used to “empower employees to participate in a diverse and multicultural campus” and to “support employees’ ability to address the needs of underserved community members...”(IV.A.6.6).

The College meets the standard.

7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College regularly evaluates its governance and decision-making structures, and the results of the evaluations are communicated to the campus community (IV.A.7.1 and IV.A.7.2). The College uses these results to make needed improvements (IV.A.7.3 and IV.A.7.4).

Analysis and Evaluation

El Camino College's leadership roles, governance, and decision-making policies, procedures, and processes are regularly evaluated to ensure their effectiveness. In the spring of 2018, employees and students completed campus climate surveys to evaluate the College's governance, and the results of the survey were published on the Institutional Research website (IV.A.7.1 and IV.A.7.2). For instance, 76% of the 1,511 employees surveyed believe that they have "opportunities to participate in department planning and evaluation of programs and services," and 63% reported that their suggestions and ideas have resulted in changes in policies and practices at the College.

The College uses results of evaluations to make improvements. For instance, only 63% of the 1,633 students surveyed on the campus climate survey felt safe on campus at night compared to 94% who reported feeling safe during the day. As a result, discussion ensued on how to improve safety at night. For example, the ASO Sustainability Committee meeting of October 24, 2018 included a discussion on determining which areas around campus needed better lighting (IV.A.7.3). Further, the Council of Deans minutes from December 13, 2018 shows that 100 exterior lights had been repaired (IV.A.7.4).

Based on the recommendations from "Making Decisions at El Camino College 2015-2020, consultation committees such as the College Council and Facilities Steering Committee complete a self-evaluation annually to ensure that they are functioning properly (IV.A.7.6 Collegial Consultation Chair Report 2015-2017).

The College meets the standard.

Conclusions on Standard IV.A. Decision Making Roles and Processes

El Camino College meets the standard. The College has a well-organized system of shared governance in place. Board policies and administrative policies codify the importance of the participation of various constituencies. Faculty, staff, students, and administrators all contribute to the planning and the implementation of goals. The process of decision-making as well as decisions made by the College are communicated to all stakeholders. The decision-making process is also regularly evaluated in order to ensure its effectiveness.

EVIDENCE LIST

Standard IVA: Decision Making Roles and Processes

Std. IV.A.1

IV.A.1.1 BP 2510 Participation in Local Decision-Making

IV.A.1.2 AP 2510 Collegial Consultation

IV.A.1.3 Making Decisions at El Camino College

IV.A.1.4 College Council Meeting Minutes from May 6, 2019

IV.A.1.5 ECC PRIDE Program

IV.A.1.6 Town Hall November 2018 PowerPoint

- IV.A.1.7 President Office Hour Fall 2019
- IV.A.1.8 Board of Trustees Meeting Minutes from February 26, 2018
- IV.A.1.9 Academic Senate Agenda June 5, 2018, pgs 28-29
- IV.A.1.10 VP Student Services Office Hour

Std. IV.A.2

- IV.A.2.1 BP 2510 Participation in Local Decision Making
- IV.A.2.2 AP 2510 Collegial Consultation
- IV.A.2.3 Academic Senate Handbook
- IV.A.2.4 Making Decisions at El Camino College
- IV.A.2.5 College Council Minutes Dec 3, 2018
- IV.A.2.6 Board of Trustees Minutes Mar 18, 2018”

Std. IV.A.3

- IV.A.1.1 BP 2510 Participation in Local Decision Making
- IV.A.3.1 BP 3101 Administrative Organization
- IV.A.3.2 Associate Dean Job Description
- IV.A.3.3 Academic Senate Handbook
- IV.A.3.4 Academic Senate Minutes Oct 16 2018
- IV.A.3.5 Facilities Steering Committee Minutes Oct 1 2018
- IV.A.3.6 DEAC Minutes Feb 22 2018
- IV.A.3.7 Planning and Budget Minutes Mar 21 2019

Std. IV.A.4

- IV.A.4.1 BP 4020 Program, Curriculum, and Course Development
- IV.A.4.2 Humanities Division Curriculum Committee minutes Sept 27 2018
- IV.A.4.3 Humanities Division Curriculum Committee Minutes from 4/24/18
- IV.A.4.4 College Curriculum Committee Bylaws
- IV.A.4.5 College Curriculum Committee Minutes from 5/7/19
- IV.A.4.6 Assessment of Learning Committee Minutes from 5/13/19

Std. IV.A.5

- IV.A.5.1 Making Decisions at El Camino College 2015-2020
- IV.A.5.2 Planning Summit 2018
- IV.A.5.3 BP 3250 Institutional Planning
- IV.A.5.4 2017-2022 Comprehensive Master Plan
- IV.A.5.5 ASO Summer Retreat August 2019
- IV.A.5.6 College Council Meeting Minutes from May 1 2017
- IV.A.5.7 Employee Campus Climate Survey
- IV.A.5.8 Student Campus Climate Survey
- IV.A.5.9 Council of Deans Minutes from 12/13/2018

Std. IV.A.6

- IV.A.5.1 Making Decisions at El Camino College 2015-2020
- IV.A.2.1 BP 2510 Participation in Local Decision Making
- IV.A.2.2 AP 2510 Collegial Consultation
- IV.A.6.1 President's Newsletter May 31 2019
- IV.A.6.2 Technology Committee Minutes Feb 20 2018
- IV.A.6.3 Facilities Steering Committee Minutes from Oct 1 2018
- IV.A.6.4 Board of Trustees Minutes Apr 16 2018
- IV.A.6.5 Email of College Council Agenda and Minutes Nov 18 2019
- IV.A.6.6 Campus Climate Survey Email Apr 17 2018

Std. IV.A.7

- IV.A.7.1 2018 Employee Campus Climate Survey
- IV.A.7.2 2018 Student Campus Climate Survey
- IV.A.7.3 ASO Sustainability Committee Agenda Sept 27 2019
- IV.A.7.4 Council of Deans Minutes Dec 13 2018

B. Chief Executive Officer

1. The institutional chief executive officer (President) has primary responsibility for the quality of the institution. The President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

Board Policy 2430 and Administrative Policy 2430 stipulate that the President has the ultimate responsibility for the administration of the College (IV.B.1.1 and IV.B.1.2). The President regularly communicates institutional values, goals, institution-set standards, and other relevant information to stakeholders within the College and in the district (IV.B.1.3 and IV.B.1.4). The President also communicates the importance of a culture of evidence and a focus on student learning, and the President ensures the results of institutional research influence planning processes and the allocation of resources in order to improve student learning.

Analysis and Evaluation

The President oversees the administration of the College and delegates duties to vice presidents and managers to ensure proper planning, budgeting, and assessing of the overall effectiveness of the College (IV.B.1.1 and IV.B.1.2). She regularly communicates the College's values, goals, college-wide standards to internal and external stakeholders in a variety of ways. The *President's Newsletter*, which is published on the school's website and sent to all employees via email, informs the employees, students, and the general public of initiatives such as the Vision Resource Center (IV.B.1.3). Regularly, the President informs faculty and staff of key events and initiatives in fall and spring Flex Day addresses. These addresses are also published on the College's website for the general public to read (IV.B.1.4).

The Office of Institutional Research and Planning conducts research on the College community and the surrounding community. Data on student retention and success rates by division, department, and instructor are published on the office's website (IV.B.1.5). The President ensures that the results of institutional research informs the College's planning processes and resource allocation. For instance, data on student achievement and enrollment trends are used by committees such as the Planning and Budgeting and Enrollment Management committees to make decisions on resource planning and distribution.

The Director of Institutional Research and Planning meets regularly with the Vice President of Student Services, who can disseminate information and results of research studies to the President at weekly Cabinet meetings. The President can also contact the director directly for information or can access research on the office web page.

The College meets the standard.

2. The President plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The President delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

BP 2430 states that the President has the responsibility of administering all Board of Trustees policies and executing the Board's decisions (IV.B.1.1). Further, BP 3100 empowers the President to establish the duties of employees as well as develop organization charts that delineates those duties (IV.B.2.1).

As enumerated in BP 2430, the President delegates duties to ensure the overall effectiveness of the College (IV.B.1.1). Regular meetings between the President, vice presidents, faculty, and staff keep her informed of how well the College is running (IV.B.2.2, IV.B.2.3). In turn, the President then keeps the Board of Trustees informed (IV.B.2.4).

Analysis and Evaluation

Vice Presidents and managers are given the responsibility to manage the College and report to the President so that she can evaluate institutional effectiveness (IV.B.1.1). Vice Presidents regularly present information regarding their respective areas at Board meetings and at weekly Cabinet meetings

(IV.B.2.1). Therefore, the President is kept informed and is able to accurately assess the effectiveness of the College.

The President also meets twice a month with the College Council in order to facilitate communication between students, faculty, staff, and employee unions. For instance, the October 1, 2018 meeting agenda states that one of the College Council's main goals for 2018-2019 is to help the President monitor progress on initiatives such as Guided Pathways and AB 705 implementation (IV.B.2.2).

In addition to presentations at monthly Board meetings, cabinet members meet with the President weekly, and the Vice-President of Academic Affairs chairs bi-weekly Council of Deans meeting that enables information to flow down from the President to individual faculty members and to flow up from the faculty to the President (IV.B.2.3). The President keeps the Trustees informed in a monthly memo to the Board (IV.B.2.4).

Consequently, the President is kept informed and is able to assess how well the duties and tasks she has delegated are carried out.

The College meets the standard.

3. Through established policies and procedures, the President guides institutional improvement of the teaching and learning environment by:
 1. establishing a collegial process that sets values, goals, and priorities;
 2. ensuring the college sets institutional performance standards for student achievement;
 3. ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
 4. ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
 5. ensuring that the allocation of resources supports and improves learning and achievement; and
 6. establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

The President has established a collegial process that sets values, goals, and priorities (IV.B.3.1, IV.B.3.2, IV.B.3.3, IV.B.3.4). The President ensures the College sets institutional performance standards for student achievement (IV.B.3.3 and IV.B.3.5). In addition, the President ensures evaluation and planning rely on high quality research and analysis of external and internal conditions and ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning (IV.B.3.6). Finally, the President ensures that the allocation of resources supports and improves achievement and learning and has established procedures to evaluate the overall institutional planning and implementation efforts to achieve the mission of El Camino College (IV.B.3.7 and IV.B.3.8).

Analysis and Evaluation

[BP 3250](#) describes the President’s singular role in ensuring that the District “has and implements a broad-based, comprehensive, systematic, and integrated system of planning” (IV.B.3.1) Furthermore, this process, ensured by the President, must be collegial and based on institutional performance standards (“supported by institutional effectiveness research”). Indeed, the planning process is heavily informed by institutional effectiveness outcomes that are developed during the Strategic Planning Process and informed by statewide goals. This is evidenced in [the report from our 2016 Planning Summit](#) (IV.B.3.2). The President helped to lead this event, which included extended discussion of our institutional effectiveness outcomes (those outcomes, as of the last planning cycle, are listed in [BP 1200](#) (IV.B.3.3). She also helped to lead [the 2018 Planning Summit](#) (IV.B.3.4), which focused heavily on a recent extended study of internal and community perceptions of ECC, which constitutes an analysis of external and internal conditions.

With regards to ensuring that educational planning is integrated with resource planning and allocation, [BP 3250](#) asserts that planning and budgeting are closely linked (IV.B.3.1). [AP 3250](#) describes how this process then connects back to the President when it states, “The [Planning and Budgeting Committee]...makes recommendations to the Superintendent/President on all planning and budgeting issues” (IV.B.3.7) This is reflected in the [Planning and Budgeting Committee minutes from August 22, 2018](#), where the President helped lead a discussion of the College’s final budget, and where, following discussion, the proposal was eventually forwarded to the President (IV.B.3.9). Throughout this planning and budgeting process, the President prioritizes learning. In fact, the [President Job Description](#) states that the President’s responsibilities include the development of “plans and policies for the improvement of instruction,” as well as “the development of new curricula,” which are both key factors in student learning (IV.B.3.10). This responsibility is further reinforced by [BP 2430](#), which simply articulates the board’s expectation that the President perform the duties identified in the Job Description (IV.B.3.11).

The President’s overall role in centering student learning and achievement in resource allocation is articulated in “[Making Decisions at El Camino](#),” a planning document that describes our decision-making processes. This document asserts that the President is “responsible for assuring that the academic and student services programs are responsive to the needs of the community,” as well as for the district’s financial health (IV.B.3.5). With regards to monitoring and assessing these efforts, the President establishes procedures to evaluate institutional planning and implementation efforts. For example, our [Comprehensive Master Plan 2017-2022](#) is the most all-encompassing planning document to emerge from all of the efforts described above, and Appendix 5.1 explains how various stakeholders will monitor each portion of the Master Plan (IV.B.3.12). While various advisory bodies are identified, the document also states, “The President’s Cabinet will be the primary guide for [the Comprehensive Master Plan’s] overall implementation.” The reiterative process wherein the College examines its plans and actions is reflected in the report from our [2017 Planning Summit](#) (IV.B.3.8). The President helped to lead this event, in which stakeholders reviewed the recently completed Comprehensive Master Plan, prioritized its action items, and brainstormed how to operationalize its goals. In addition, [AP 3250](#) states that the President “ensures the evaluation” of the planning process (IV.B.3.7).

The College meets the standard.

4. The President has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of

the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Board Policy 3200 Accreditation states that the President has the primary leadership role for accreditation (IV.B.4.1). Administrative Procedure 3200 Accreditation stipulates how faculty, staff, and administrators participate in the accreditation review process (IV.B.4.2). The President takes a lead role in accreditation processes by setting up an accreditation steering committee and ensuring the College understands and participates in the accreditation process (IV.B.4.3 through IV.B.4.5).

Analysis and Evaluation

As stated in BP 3200, the President has complete responsibility to ensure that the College meets or exceeds eligibility requirements, accreditation standards, and commission policies at all times (IV.B.4.1). Following the guidelines in AP 3200, two years prior to each accreditation visit the President appoints an Accreditation Liaison Officer (ALO) who oversees and coordinates the accreditation self-evaluation report. The ALO convenes a steering committee consisting of faculty and administrators who write the College's Institutional Self-Evaluation Report (IV.B.4.2).

In this current accreditation cycle, the President has led the steering committee and its four subcommittees. She attended the March 26, 2019 meeting of the Standard IV subcommittee to provide the group with information about the Board of Trustees, and she has also given feedback on a draft of Standard IVC of the institutional self-evaluation report (IV.B.4.3 and IV.B.4.4).

The President keeps the College community informed of the accreditation process and encourages all members of the College community to take part in that process. One of the 2019-2020 goals of the College Council is to consult collegially on the Institutional Self-Evaluation Report (ISER) (IV.B.4.5). Further, in the fall of 2019 the President has convened campus-wide forums on the ISER. At these forums, administrators, faculty, staff, and students have been encouraged to share their opinions of the ISER and provide recommendations.

The College meets the standard.

5. The President assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The President consistently communicates statutory and compliance expectations to the Board of Trustees to help them make informed decisions (IV.B.5.1, IV.B.5.2, and IV.B.5.3). The President also ensures all governance decisions are linked to the mission of El Camino College.

Analysis and Evaluation

The President dutifully ensures that all regulations, statutes, and board policies are implemented at the College. The President attends all meetings of the ECCCD Board of Trustees and complies with policies such as BP 6100 “Delegation of Authority,” which requires her to make periodic reports to the Board “regarding the financial status of the District” (IV.B.5.1). Besides budget and expenditures, the President keeps the Board of Trustees informed of statutory and compliance expectations at Board of Trustees meetings (IV.B.5.2). The President oversees the general business procedures of the College and regularly reports to the Board of Trustees the efficacy of the institution’s business practices per BP 6100. In addition, following the mandates of BP 6300 “Fiscal Management,” the President ensures that all fiscal matters follow the principles delineated in Title 5 and that all federal funds are managed in accordance with U.S. Department of Education’s regulations (IV.B.5.3).

The President makes sure that all governance decisions are linked to the mission of the College. The President convenes annual planning summits in which employees and students review the College’s mission, vision, and values. The recommendations from the summits are used by the Strategic Planning Committee to shape subsequent planning cycles (IV.B.5.4 and IV.B.5.5).

The College meets the standard.

6. The President works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President works with and communicates with the communities in the College’s district in a variety of ways including newsletters, news releases, open office hours, State of the College addresses, President’s Breakfasts, and Town Hall meetings (IV.B.6.1 to IV.B.6.7).

Analysis and Evaluation

The College meets the standard. The President communicates effectively with the communities in the College’s district. The *President’s Newsletter* is published on the College’s website and informs the public of the latest news related to the College (IV.B.6.1). Another way the President communicates information about the College to employees and other stakeholders is through the Annual Factbook, which provides data on student enrollment trends, programs like EOP&S, student outcomes, and the demographics of employees (IV.B.6.2).

In addition to the *President’s Newsletter* and the Annual Factbook, the District’s constituencies are informed in a variety of ways. The Public Relations Office’s News Releases provide the community information on events at the College and recognitions that the College garners. For example, a July 19, 2017 release announced a partnership between the College and Northrop Grumman Aerospace Systems (IV.B.6.3). Faculty and staff can ask questions and give suggestions to the President during open office

hours each semester (IV.B.6.4). The President also gives presentations about the College to the community such as the “State of the College” presentation in the fall of 2018 (IV.B.6.5).

The President also hosts an annual President’s Breakfast with local K-12 superintendents and principals in order to share information about the College and trends in community colleges such as the South Bay Promise program and AB 705 (IV.B.6.6).

The President regularly hosts Town Hall meetings in which College constituencies as well as the public are informed about wide ranging issues affecting the College. For instance, in the Fall 2019 Town Hall, attendees learned about plans to expand weekend and evening course offerings, food options on campus, the Campus Sustainability Plan, and AB 48 Capital Construction Bond (IV.B.6.7).

The College meets the standard.

Conclusions on Standard IV.B. President

The College meets all aspects of the standard. The President has full responsibility for the daily operation and administration of the College. She provides leadership with respect to planning, budgeting, organizing, selecting personnel, and institutional effectiveness. She delegates duties to vice presidents, managers, deans, faculty, and staff so that an institution as large as the College runs smoothly. She ensures all board policies and procedures are followed, and she effectively communicates with the communities served by the College.

EVIDENCE LIST

Standard IVB: President

Std. IV.B.1

- IV.B.1.1 BP 2430 Delegation of Authority to Superintendent/President
- IV.B.1.2 AP 2430 Delegation of Authority to Superintendent/President
- IV.B.1.3 El Camino College President’s Newsletter Oct 2018
- IV.B.1.4 Flex Day President’s Address Fall 2016
- IV.B.1.5 Fall 2018 Success and Retention Rates by Division

Std. IV.B.2

- IV.B.1.1 BP 2430 Delegation of Authority to Superintendent/President
- IV.B.2.1 BP 3100 Organizational Structure
- IV.B.2.2 College Council Agenda Oct 1 2018
- IV.B.2.3 Council of Deans minutes July 11 2019
- IV.B.2.4 Jan 18 2019 Board Memo

Std. IV.B.3

- IV.B.3.1 BP 3250 Institutional Planning
- IV.B.3.2 2016 Planning Summit
- IV.B.3.3 BP 1200 District Mission
- IV.B.3.4 2018 Planning Summit

- IV.B.3.5 Making Decisions at El Camino College
- IV.B.3.6 Comprehensive Master Plan 2017-2022
- IV.B.3.7 AP 3250 Institutional Planning
- IV.B.3.8 2017 Planning Summit
- IV.B.3.9 Planning and Budgeting Committee Minutes Aug 22 2018
- IV.B.3.10 Superintendent/President Job Description
- IV.B.3.11 BP 2430 Delegation of Authority to Superintendent/President
- IV.B.3.12 Comprehensive Master Plan App 5.1

Std. IV.B.4

- IV.B.4.1 BP 3200 Accreditation
- IV.B.4.2 AP 3200 Accreditation
- IV.B.4.3 Standard IVC Meeting Minutes Mar 26 2019
- IV.B.4.4 President’s feedback on Standard IVC of the ISER
- IV.B.4.5 College Council Meeting Minutes Oct 21 2019

Std. IV.B.5

- IV.B.5.1 BP 6100 Delegation of Authority
- IV.B.5.2 BOT Meeting Minutes Apr 15 2019
- IV.B.5.3 BP 6300 Fiscal Management
- IV.B.5.4 Planning Summit Outcomes Report 2018
- IV.B.5.5 Strategic Planning Committee Updates

Std. IV.B.6

- IV.B.6.1 March 2019 President’s Newsletter
- IV.B.6.2 2017-2018 Annual Factbook
- IV.B.6.3 Public Relations News Release – “Global Innovation Summit”
- IV.B.6.4 Fall 2019 President’s Open Office Hours
- IV.B.6.5 Fall 2018 State of the College PowerPoint
- IV.B.6.6 *President’s Newsletter* – September 10, 2018
- IV.B.6.7 Fall 2019 Town Hall Meeting

C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution (ER 7).

Evidence of Meeting the Standard

As outlined in Board Policy, the Board is the policy-making body of the El Camino Community College District and is charged with establishing general policies governing the operations of the College. BP 2200 “Board Duties and Responsibilities” states the Board has the responsibility to “establish policies for

current and long-range academic and facilities plans and programs that are consistent with the institutional mission and promote orderly growth and development of the College”, “monitor institutional performance and educational quality”, and “assure fiscal health and stability” for El Camino College (IV.C.1.1). BP 2410 “Policy and Administrative Procedure” states that the Board uses board policies to assure the academic quality, integrity, and effectiveness of student learning programs and the financial stability of the College, and administrative procedures are used to explain how board policies are carried out (IV.C.1.2). All board policies and administrative procedures can be found at the Board’s website (IV.C.1.3).

BP 1200 “District Mission and Strategic Plan 2015-2020” states that quality improvement and adherence to the College’s mission and vision are essential goals of the College.

Analysis and Evaluation

El Camino College’s Board of Trustees governs on behalf of the El Camino Community College District and is committed to fulfilling its responsibilities in representing the public interest, assuring academic and facilities plans and programs consistent with the institutional mission and assuring fiscal health and stability (IV.C.1.1). The Board may adopt board policies authorized by law or determined to be necessary for the efficient and effective operation of the District. Administrative procedures are issued by the Superintendent/President as methods to be used in implementing Board Policy (IV.C.1.2).

Board Policies and Administrative Procedures are found online on the El Camino College website under *Board Policies* (IV.C.1.3).

Policies are developed/reviewed on a regular basis through collegial consultation processes in constituent campus committees – Academic Senate and College Council – and may be adopted, revised, added to or amended at any regular Board of Trustees meeting (scheduled once a month) by a majority vote after a second reading and public comment. Examples of how policies are developed and reviewed are shown in the review process of BP/AP 4226 Multiple/Overlapping Enrollment and AP 7211 Faculty Service Areas as reviewed by the Academic Senate Educational Policies Committee (IV.C.1.4), College Council (IV.C.1.5), and by the Board of Trustees (IV.C.1.6). Some policies specific to areas may also undergo consultation with other committees such as the Technology Committee (IV.C.1.7), Facilities Steering Committee (IV.C.1.8) and Planning and Budget Committee (IV.C.1.9). According to Board Policy 2410, administrative procedures are issued by the Superintendent/President as processes to be used in the implementation of a Board Policy and are subject to revision and review through the collegial consultation process on an on-going basis. (IV.C.1.10)

Board Policies, in particular Board Policy 1200 – District Mission and Strategic Plan 2015-2020 (IV.C.1.11) addresses quality improvement goals and fulfillment of the College’s mission and progress towards the institution’s vision, focusing on institutional effectiveness outcomes and strategic initiatives representing areas of focused improvement: Student Learning, Student Success & Support, Collaboration, Community Responsiveness, Institutional Effectiveness, and Modernization. In 2018-19, the District initiated the development and review of a new Strategic Plan and revision of Board Policy 1200 through various consultation committees. (IV.C.1.12; IV.C.1.13)

El Camino College’s Board Policies and Administrative Procedures defines the Board of Trustees accountability in adhering to the institution’s mission and vision. BPs/APs guide the college in the areas

of academic program quality, effectiveness and outcomes, student services and financial stability and are reviewed and developed on an on-going basis.

The College meets the standard.

2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The members of the El Camino College Board of Trustees are keenly aware that their responsibility as elected officials is to serve as a representative, collective entity of the District as outlined in BP 2715, “Code of Ethics/Standards of Practice” (IV.C.2.1). BP 2330 “Quorum and Voting” ensures decisions are made collectively (IV.C.2.2).

Analysis and Evaluation

BP 2715 states, among other items, that the Board of “Trustees will abide by majority decisions of the Board, while retaining the right to seek changes in decisions through ethical and constructive channels. Trustees recognize that a single Board member has no legal authority as an individual and that decisions may be made only by a majority vote. Therefore, members will work together to maintain a spirit of cooperation and respect at all times regardless of differences of opinion and individual trustee decisions” (IV.C.2.1). Consequently, the Board of Trustees acts as a cohesive group representing of all citizens of El Camino college District and is committed to fulfilling its responsibilities to represent public interest by establishing policies for all present and future plans and programs consistent with the institution’s mission and vision. Board Policy 2330 Quorum and Voting (IV.C.2.2) establishes the Board of Trustees’ quorum and voting guidelines to ensure their decisions are made as a collective entity. Board of Trustees voting is noted on the minutes of regular board meetings (IV.C.2.3). Board Policy 2510 Participation in Local Decision Making (IV.C.2.4) states that “The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations” and oversee that members of the District participate in collegial consultation in developing recommended policies and administrative procedures.

Board members together and individually demonstrate their support for board policies and decisions in the best interest of the College.

The College meets the standard.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the College and/or the district/system.

Evidence of Meeting the Standard

BP 2431 “Superintendent/President Selection established a process for searching for and selecting the President of the College (IV.C.3.1). Board Policy 2435 “Evaluation of Superintendent President” sets

how the Board evaluates the President, and the Board requires the President to give regular reports on the state of the College such as audits and presentations at board meetings (IV.C.3.8 to IV.C.3.11).

Analysis and Evaluation

BP 2431 authorizes the Board to establish a search process for a Superintendent/President in the case of a vacancy (IV.C.3.1). This process took place when the College began a nationwide search in Spring 2015 after the former president of 20 years, Thomas M. Fallo, announced his retirement effective February 1, 2016. A search committee made up of various campus groups that included students, faculty, staff, managers and community members reviewed applicants and recommended five finalists. The five finalists participated in public forums (IV.C.3.2) and interviews with the Board of Trustees before the final selection was determined. At their regular meeting on November 16, 2015, the Board of Trustees voted unanimously to appoint Dr. Dena Maloney as the Superintendent/President effective February 1, 2016 (IV.C.3.3).

According to Board Policy 2435 Evaluation of Superintendent/President (IV.C.3.4), the Board conducts an evaluation and goal-setting session of the Superintendent/President at least once a year. Both the Board and the Superintendent/President jointly develop and agree to the evaluation. The evaluation criteria will be based on Board policy, the Superintendent/President's job description (IV.C.3.5) and performance goals and objectives stated in Board Policy 2430 "Delegation of Authority to Superintendent/President" (IV.C.3.6). The current Superintendent/President has been evaluated on an annual basis (IV.C.3.7).

The Board of Trustees establishes clear expectations for the Superintendent/President to provide regular reports on institutional performance to the Board of Trustees. Examples include the ECCCD Annual Financial Report (IV.C.3.8), Board Agenda (IV.C.3.10), and through Board Presentations and Reports (IV.C.3.11).

Established board policies guided the recent process used to search and select the Superintendent/President in February 2016. Board policies and the Superintendent/President's job description determine the criteria and process of the Superintendent/President's evaluation performance.

The College meets the standard.

4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

BP 2200 "Board Duties and Responsibilities" states that the Board of Trustees serves as an independent, policy-making body that reflects the public interest (IV.C.4.1). BP 2100 "Board Membership" ensures that members represent the voters of trustee areas (IV.C.4.2), and the general public participate in board meetings (IV.C.4.3). BP 2710 "Conflict of Interest" sets avoiding conflicts of interest as a key responsibility of board members, and AP 2710 enumerates how to avoid conflicts of interest (IV.C.4.4 and IV.C.4.5). Also, BP 2715 "Code of Ethics/Standards of Practice" clearly states that Board Members should avoid conflicts of interest (IV.C.4.5).

Analysis and Evaluation

The first responsibility stated of the board is to represent “the public interest” (IV.C.4.1). Board members are elected by qualified voters of trustee areas, and as such, are representative of the public interest (IV.C.4.2). The board also shows its commitment to representing the public interest by providing opportunities for members of the general public to participate in the business of the board at board meetings (IV.C.4.3). To avoid political pressure, those serving on the Board cannot hold office elsewhere within the communities the college serves, and members must disclose or release vested financial interests which may cause a conflict of interest (IV.C.4.4). Also, they cannot be an employee of the district nor can they represent or act as an agent for any person who has business dealings with the College. Finally, BP 2715 states that board members pledge to “avoid any conflict of interest” and act professionally (IV.C.4.6).

The College meets the standard.

5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

Analysis and Evaluation

El Camino College Board of Trustees establish polices consistent (IV.C.5.1) with the college/district/system mission (IV.C.5.2), and ensure the quality, integrity, and improvement of student learning programs, services, (IV.C.5.6) and the resources necessary to support them (IV.C.5.3). The Board has the ultimate responsibility for educational quality (IV.C.5.4), legal matters, and financial integrity (IV.C.5.5), and stability.

El Camino College’s Board of Trustees has established board policies and administrative procedures which “have been written to be consistent with provisions of the law...collegial consultation,” (IV.C.5.1). Through its policies, the Board continually aims at "continuous improvement in institutional quality, student success, and fulfillment of the Mission.” (IV.C.5.2) The Board’s (IV.C.5.1), “responsibility for the review and revision of policies and procedures” to governing entity within the administrative offices and committees via the collegial process (IV.C.5.4) (IV.C.5.7). Through the institutional planning process, the Board has committed and “implements a board based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community,... planning and budget systems shall be linked, and ...priorities shall be established annually” (IV.C.5.3).

The College meets the standard.

6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

The Board's bylaws and policies regarding its specifications are easily accessible online at <http://www.elcamino.edu/administration/board/policies.aspx>. As BP 2410 "Board Policies and Administrative Procedures" stipulates, "Copies of all policies and procedures shall be readily available to District employees on the Board of Trustees' webpage" (IV.C.6.1).

Analysis and Evaluation

The College meets the standard.

7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

The Board's actions are consistent with its policies and bylaws. BP 2745 "Board Self-Evaluation" requires the Board to evaluate itself annually (IV.C.7.1). The Board also regularly evaluates and revises its policies (IV.C.7.3 to IV.C.7.6).

Analysis and Evaluation

As stipulated in BP 2745 (IV.C.7.1), El Camino College's Board of Trustees conducts an annual self-evaluation. In the self-evaluation, the Board reviews its performance in order to ensure its actions are consistent with its policies and bylaws. The self-evaluation is conducted in June of each year, and the results are discussed at a special Board meeting each July (IV.C.7.2). For instance, at the July 21, 2018 Special Board Meeting (IV.C.7.3), the Board publicly shared the results of the 2018 Board of Trustees self-evaluation and discussed its ramifications.

The Board also regularly reviews its policies to determine their timeliness and effectiveness and makes changes to them when deemed necessary. For instance, BP 2745 was instituted in 2001 and has been amended twice since then with the most recent amendment occurring in 2017. Another example is the amending of BP 2715 "Code of Ethics/Standards of Practice" (IV.C.7.4). This policy was instituted in 2001 and has been amended twice since that time. The last amendment was in July of 2018. Another example of the Board reviewing and changing its procedures as necessary is Administrative Policy (AP) 2320 (IV.C.7.5). BP 2320, which was instituted in 2015, states that special meetings will be announced at

least 24 hours prior to when the meetings will convene. Board Trustees realized that the methods of giving the public 24-hour notice before special meetings needed to be specifically stipulated. Therefore, in 2017 the Board created AP 2320, which spells out in detail how the Superintendent/President informs Board members and the local media of special meetings. Finally, a perusal of Board meeting minutes will show that the Board routinely creates, reviews, and changes policies as necessary. For example, at the March 26, 2018 meeting (IV.C.7.6), the Board had a first reading for seven board policies and deleted three board policies.

The College meets the standard. **I can't find a board policy that states the Board regularly reviews its policies. Is there one?**

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The Board regularly reviews data on student performance (IV.C.8.1 to IV.C.8.4).

Analysis and Evaluation

Item 6 in BP 2200 “Board Duties and Responsibilities” (IV.C.8.1) states that the Board will monitor the “educational quality” of the College. Further, BP 4020 “Program, Curriculum, and Course Development” (IV.C.8.2) states that programs and curricula will be evaluated regularly to determine their effectiveness.

The minutes of Board meetings show that it often reviews indicators of student learning and plans for improving the academic quality of the College. For instance, at the March 26, 2018 meeting (See page 2), the Board heard a presentation on the Basic Skills and Student Outcomes Transformation Program for English and Math. At this same meeting, there was another presentation on the Strong Workforce Program, which focuses on strengthening the quality of career and technical education programs. The Board also annually reviews student learning as evidenced by presentations on the Student Success Scorecard (IV.C.8.3 and IV.C.8.4).

The College meets the standard.

9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The Board has a program for development and orientation (IV.C.9.1). Trustees attend conferences such as the Community College League of California (CCLC) conferences (IV.C.9.2). The Board has a formal, written method of providing for leadership continuity and staggered terms of office (IV.C.9.3).

Analysis and Evaluation

BP 2740 states that the Board is committed to professional development, which includes orientation for new members (IV.C.9.1). There are five trustees and one student trustee, who has an advisory role. Newly elected trustees receive the CCLC Trustee Handbook, which covers a wide range of topics such as accreditation roles and fiscal responsibility. Trustees receive professional development training by regularly attending Community College League of California (CCLC) conferences. For instance, Trustees attended the January 2019 CCLC Effective Trustee Conference (IV.C.9.2).

BP 2100 stipulates that Board members are elected to four-year terms. Therefore, elections take place every two years in November, and terms are staggered so that “as nearly as practical, one half of the trustees shall be elected at each trustee election.”(IV.C.9.3)

The College meets the standard.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

BP 2745 “Board Self-Evaluations” and AP 2745 “Board Self-Evaluations” establish a process for board evaluation.

Analysis and Evaluation

In June of each year, the Board completes a self-evaluation survey prepared, collected and summarized by the Office of Institutional Research & Planning (IV.C.10.3). Through the survey, the Board assesses its own performance and effectiveness to improve academic quality and institutional effectiveness (IV.C.10.1 and IV.C.10.2). The Board conducts a planning workshop in July of each year, to review the self-evaluation report, engage in discussion, complete the self-evaluation process, and draft new goals for the coming year. (IV.C.10.4).

The College meets the standard.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined

policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and 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. (ER 7)

Evidence of Meeting the Standard

The Board has a stated process for dealing with unethical Board behavior in BP 2715 “Code of Ethics/Standards of Practice” (IV.C.11.1). No Board member is an owner of the College (IV.C.11.2). Potential conflicts of interest are documented per BP 3400 “Statement of Economic Interest” (IV.C.11.3) Finally, when a conflict of interest arises, the Board demonstrates that it follows BP 2710 “Conflict of Interest.” An example of this is with one of the newest members of the Board (IV.C.11.4).

Analysis and Evaluation

The Board maintains a Code of Ethics/Standards of Practice - Board Policy 2715 (IV.C.11.1) and Conflict of Interest Board Policy 2710 (IV.C.11.2) each of its members are responsible for and must follow.

A board member must report/disclose, during a board meeting, his/her interest in any contract considered by the Board. Such disclosure shall also be noted in the official board minutes. Said board member shall not engage in any activity attempting to influence any other board trustee into entering the contract (IV.C.11.2).

At this time, the majority of board members have no employment, family, ownership or other personal financial interest in the District. Board member interests are disclosed through Form 700: Statement of Economic Interests, BP 3400, and do not interfere with the impartiality of the governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the District (IV.C.11.3).

Board members are elected by a trustee area. An employee of the district may not be sworn into office unless he or she resigns as an employee. No board member shall hold an incompatible office or serve on the governing board of a high school within the district (IV.C.11.4). This occurred when El Camino College’s newest Board of Trustee resigned from his city council position to take a seat on the Board (IV.C.11.5).

The policy for dealing with board behavior considered unethical is stated in Board Policy 2715. The Board is prepared to investigate the factual basis behind any legitimate charge or complaint of Trustee misconduct. If deemed appropriate, the Board President shall establish an ad hoc committee to examine the charges and recommend further courses of action to the Board. If a violation is determined to warrant disciplinary action, a number of consequences will be considered, including discussion with the Board President, or with Board President and District counsel, letter of reprimand, training on codes of ethics, resolution of censure, or referral to legal authorities (IV.C.11.1).

The College meets the standard.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Board delegation of administrative authority to the President is defined by BP 2430 “Delegation of Authority to Superintendent/President” (IV.C.12.1). Board delegation of authority is clear to all parties per AP 2430 “Delegation of Authority to Superintendent/President” (IV.C.12.2). **The Board sets clear expectations for regular reports on the College’s performance from the President, and it requires sufficient information so that it can fulfill its responsibility for educational quality, legal matter, and financial integrity. I need help finding a policy that actually states these two things.**

Analysis and Evaluation

In accordance with BP 2430, the El Camino College Board of Trustees delegates full responsibility and authority to the Superintendent/President to administer board policies and to execute decisions requiring administrative actions without board interference (IV.C.12.1). Adherence to this policy is spelled out in AP 2430 (IV.C.12.2). For instance, the President is expected to “perform the duties contained in the Superintendent/President job description” and to carry out tasks that are determined in annual goal-setting and evaluation sessions” (IV.C.12.2).

BP 2410 states that the board may adopt policies as authorized by law or determined by the board to be necessary for the efficient operation of the district (IV.C.12.3). The Superintendent/President is to issue administrative procedures to serve as statements of method for implementing board policy. The board adheres to Board Policy 2200, which stipulates that the board delegates power and authority to the Superintendent/President to effectively manage the District (IV.C.12.4). The Board of Trustees effectively focuses on policies, including delegation of full responsibility and authority to the Superintendent/President to implement and administer board policies.

As detailed in BP 2430, the board holds the Superintendent/President responsible for institutional operations through his/her job description (IV.C.12.5), performance goals, and annual evaluation. (IV.C.12.6).The board works with the Superintendent/President in setting performance goals.

The College meets the standard.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the College’s accredited status, and supports through policy the College’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

BP 3200 “Accreditation” states that Board members should be informed of the accreditation process, participate in the College’s self-evaluation and planning efforts, be committed to improvements planned

as part of self-evaluation and accreditation processes, and be informed of the College’s reports to the accreditation commission (IV.C.13.1). Board meeting minutes indicate that the Board receives information about the accreditation process and participate in it (IV.C.13.2).

Analysis and Evaluation

Board Policy 3200 (IV.C.13.1) calls for the President/Superintendent of the College to keep the Board informed on accreditation standards, policies, and processes as well as the College’s accreditation status. Further, it stipulates that the Board shall be involved in the accreditation process when required.

The February 21, 2017 Board Minutes (IV.C.13.2) indicates that the Board received the Accreditation Midterm Report. Board Trustees have been invited to meet with the current 2020 Accreditation team and future presentations to the Board are planned.

The College meets the standard.

Conclusions on Standard IV.C. Governing Board

The Board of Trustees has authority over and responsibility for policies to assure the academic quality, integrity, effectiveness, and financial stability of the College. The Board acts as a collective entity and has policies in place for selecting and evaluating the President. It acts ethically and in the public interest. Further, it publishes its policies and abides by them.

The College meets all aspects of Standard IV.C for accreditation.

Standard IV.C. Governing Board

EVIDENCE LIST

Std. IV.C.1

- IV.C.1.1 Board Policy 2200 “Board Duties and Responsibilities”
- IV.C.1.2 Board Policy 2410 “Policy and Administrative Procedure”
- IV.C.1.3 Board Policies Web Page
- IV.C.1.4 Educational Policies Committee Agenda for 3/27/18
- IV.C.1.5 06-04-18 College Council Minutes
- IV.C.1.6 Board of Trustees 6-18-18 minutes
- IV.C.1.7 6-19-18 Tech Committee Minutes
- IV.C.1.8 AP 8888
- IV.C.1.9 ASO Student Fees PBC

- IV.C.1.10 Board Policy 2410 “Policy and Administrative Procedure”
- IV.C.1.11 BP 1200 “District Mission and Strategic Plan 2015-2020”
- IV.C.1.12 SPC 9-28-18 Minutes
- IV.C.1.13 PBC Agenda 3/21/19

Std. IV.C.2

- IV.C.2.1 BP 2715 “Code of Ethics/Standards of Practice”
- IV.C.2.2 BP 2330 “Quorum and Voting”
- IV.C.2.3 Board of Trustees Meeting Minutes from 2/26/18
- IV.C.2.4 Board Policy 2510 “Participation in Local Decision Making”

Std. IV.C.3

- IV.C.3.1 BP 2431 “Superintendent President Selection”
- IV.C.3.2 El Camino College Continue Open Forums in Search for Next President
- IV.C.3.3 Board Appoints New President 11-2015
- IV.C.3.4 BP 2435 “Evaluation of Superintendent President”
- IV.C.3.5 Superintendent President Job Description
- IV.C.3.6 BP 2430 “Delegation of Authority to Superintendent President”
- IV.C.3.7 Superintendent/President Evaluation on Board Agenda
- IV.C.3.8 ECCCD Final Audit Report 06-30-17
- IV.C.3.9 Board letter 7-17-17
- IV.C.3.10 Board Agenda 2-17-15
- IV.C.3.11 Board Presentations and Reports for 2018-2019

Std. IV.C.4

- IV.C.4.1 BP 2200 “Board Duties and Responsibilities”
- IV.C.4.2 BP 2100 “Board Membership”
- IV.C.4.3 BP 2345 “Public Participation of Board Meetings”
- IV.C.4.4 BP 2710 “Conflict of Interest”
- IV.C.4.5 AP 2710 “Conflict of Interest”
- IV.C.4.6 BP 2715 “Code of Ethics/Standards of Practice”

Std. IV.C.5

- IV.C.5.1 BP 2410 Board Policies and Administrative Procedures
- IV.C.5.2 BP 1200 District Mission and Strategic Plan 2015-2020
- IV.C.5.3 BP 3250 Institutional Planning
- IV.C.5.4 BP 2510 Participation in Local Decision Making
- IV.C.5.5 BP 2200 Committees of the Board
- IV.C.5.6 AP 2410 Board Policies and Administrative Procedures
- IV.C.5.7 AP 2510 Collegial Consultation

Std. IV.C.6

- IV.C.6.1 “BP 2410 Board Policies and Administrative Procedures”

Std. IV.C.7

- IV.C.7.1 BP 2745 “Board Self-Evaluation”
- IV.C.7.2 AP 2745 “Board Self-Evaluation”
- IV.C.7.3 Special Board Meeting Minutes on 7/21/18
- IV.C.7.4 BP 2715 “Code of Ethics/Standards of Practice”
- IV.C.7.5 AP 2320 “Special and Emergency Meetings”
- IV.C.7.6 Board of Trustees Meeting Minutes 3/26/18

Std. IV.C.8

- IV.C.8.1 BP 2200 “Board Duties and Responsibilities”
- IV.C.8.2 BP 4020 “Program, Curriculum, and Course Development”
- IV.C.8.3 June 18, 2018 Board Minutes, see page 2
- IV.C.8.4 May 22, 2017 Board Minutes, see page 2

Std. IV.C.9

- IV.C.9.1 BP 2740 “Board Education”
- IV.C.9.2 Board of Trustees Meeting Minutes for 12/17/18 (See 9.40 P/B)
- IV.C.9.3 BP 2100 “Board Elections”

Std. IV.C.10

- IV.C.10.1 BP 2745 “Board Self-Evaluation”
- IV.C.10.2 AP 2745 “Board Self-Evaluation”
- IV.C.10.3 ECCCD Board of Trustees Self –Evaluation 2017-2018
- IV.C.10.4 Board Agenda Item – August 20, 2018

Std. IV.C.11

- IV.C.11.1 BP 2715 “Code of Ethics/Standards of Practice”
- IV.C.11.2 BP 2710 “Conflict of Interest”
- IV.C.11.3 BP 3400 “Statement of Economic Interest”
- IV.C.11.4 BP 2010 “Board Membership”
- IV.C.11.5 Hawthorne City Council Meeting (See page 2)

Std. IV.C.12

- IV.C.12.1 BP 2430 “Delegation of Authority Superintendent/President”
- IV.C.12.2 AP 2430 “Delegation of Authority Superintendent/President”
- IV.C.12.3 BP 2410 “Board Policies and Administrative Procedures”
- IV.C.12.4 BP 2200 “Board Duties and Responsibilities”
- IV.C.12.5 Human Resources, President/Superintendent Job Description
- IV.C.12.6 President Maloney’s Employment Contract

Std. IV.C.13

- IV.C.13.1 BP 3200 “Accreditation”
- IV.C.13.2 February 21, 2017 Board Minutes, see page 3

Improvement Plan(s)

[insert response if applicable]

