Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles 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 administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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

Descriptive Summary

The 2007-2010 Strategic Plan describes the vision, mission, and philosophy statements; values, guiding principles, and strategic initiatives (goals)[1] for the college. This document best describes the type of environment the college seeks to create. In addition to the college catalog and other college publications describing the college's commitment to excellence, the Strategic Plan encapsulates major themes and goals the college sees as its philosophical foundation. The plan emphasizes student success, quality, and an environment that emphasizes people, as well as the need to constantly improve and promote student learning and foster a climate that promotes integrity and accountability. The importance of students, the community, and employees is also recognized.

New strategic initiatives (goals) were developed in 2007 with representation from El Camino College and Compton Center faculty, staff, students, and management at a two-day workshop. The values statements in the plan were developed through a campus wide survey that asked 158 respondents to list the values most important to them, and these were summarized and prioritized into the present statements.[2]

To ensure participation in the governance process, the college has formed standing committees, advisory committees, and task force type of committees. Below is a list of the formally recognized committees. Though not listed, each instructional division also uses a division council to advise the Dean. The College President chairs the College Council and the Facilities Steering Committee.

Consultation Committees include the following:

> Academic Technology
>
> Area Council - Administrative Services
>
> Area Council - Student & Community Advancement
>
> Area Council - Vice President/Academic Affairs
>
> Calendar Committee
>
> College Council
>
> Division Council - Campus Police Services
>
> Division Council - Community Advancement
>
> Division Council - Counseling Division
>
> Division Council - Enrollment Services
>
> Division Council - Facilities Planning & Services Day Staff
>
> Division Council - Facilities Planning & Services Night Staff
>
> Division Council - Fiscal Services
>
> Division Council - Human Resources
>
> Division Council - Information Technology Services
>
> Division Council - Purchasing & Business Services
> Division Curriculum – Health Sciences and Athletics
>
> ECC Technology Committee
>
> Facilities Steering Committee
>
> Faculty Development Team
>
> Planning & Budgeting Committee

Advisory to President Committees[3]
Council of Deans
Emergency Planning Committee
Insurance Benefits Committee
Parking & Traffic Advisory
Police Advisory

Contractual Committees[4]
College Load Review
District wide Conference
Sabbatical Leave Committee

Association of Students Committees[5]
Associated Student Senate
Finance Committee
Inter-club Council

Board of Trustees[6]
Citizen Bond Oversight Committee

Operational Committees[7]
Auxiliary Service Board
Classified Staff Development
Enrollment Management
Management Council - Administrative Services
Management Development Committee
Planning Council - Counseling Division
Safety & Health
Staff Development Advisory Committee
Vocational Technical Educational Act (VTEA)
Web Task Force

Special Events[8]
ECC Foundation - Board of Directors
ECC Foundation - Executive Committee
ECC Foundation - Finance Committee

Committee agendas and minutes are found on the college website.[9]

The college's standing committees are cross-constituent committees. They have standing meeting dates and are the major source of information dissemination and collection to inform decision making. There are many opportunities for faculty and staff to participate in committees, task forces, and ad hoc committees. The classified staff committee participation may be more challenging than others due to the nature of the unit they work for, size, student demand, and staffing.

Within the Academic Senate are several committees that regularly report their progress. The committees include:

1. Curriculum
2. Educational Policies
3. Finance and Special Projects
4. Faculty Development
5. Legislative Action
6. Elections
7. Compton Faculty Council
8. Academic Technology
9. Calendar Committee

Information is exchanged in various ways. The college website is the major repository of information on the governance process. Standing committee agendas and minutes are posted on the web and available to the general public. The listservs are another source of free flowing information and formal notices are communicated in this manner as well. The President's newsletter[10] is a biweekly publication sent via listservs, website, and hardcopy. The Office of Institutional Research uses the listservs to publish enrollment information particularly during the start of the semester. The college portal includes comprehensive information and reports on enrollment. The portal is accessible to password holders only.

There is a great deal of information on the public side of the Office of Institutional Research website[11] about enrollment trends, demographics, staff surveys, student grades, and success and retention studies. It is common for the campus researcher to make presentations to various committees and the Board.

Compton Center
To ensure broad-based communication and participation in the governance process, Compton Center consultation committees include the following, organized within three categories. The Senate and Faculty Council committees were activated in 2006-2007. Shared governance committees have been reactivated as needed since that time.

A. Shared Governance
   1. Accreditation (to coordinate institutional effort to achieve future accreditation for Compton College) - currently inactive
   2. Institutional Effectiveness
   3. Equal Employment Opportunity/Staff Diversity - currently inactive
   4. Budget and Planning - and its subcommittees
      a. Facilities
      b. Technology
      c. Enrollment Management
      d. Matriculation
      e. Student Equity
      f. Health and Welfare
      g. Campus Events
B. Academic Senate (CCCD)
   1. Faculty Hiring
      a. Hiring Prioritization
      b. Selection
   2. Tenure Review/Denial
   3. Administrative Hiring, Evaluation, and Retreat
   4. Sabbatical Leave - ad hoc
   5. Professional Relations - ad hoc
C. Faculty Council of El Camino College Academic Senate
   1. Curriculum - inactive. Replaced by participation on El Camino committees.
   2. Transfer Collaboratives - inactive
   3. Distance Education - inactive. Replaced by participation on El Camino committees.

The Provost chairs the Provost's Council.

Self Evaluation
The college meets this standard. The strategic initiatives are clear, and will be reviewed during each cycle to evaluate the effectiveness of the institutional planning process.

Percentage Who Indicated Strongly or Agree (or Strongly Important and Important)

Item	% Agreement	% Importance	Performance Gap
1. Familiar with Mission Statement	90%	85%	5
2. ECC fulfills mission	78%	87%	- 9
3. ECC meets needs	82%	78%	4
4. ECC ensures success	64%	75%	-11
5. ECC offers quality educational opportunities	85%	94%	-9
6. ECC shares common language	43%	79%	-36
7. ECC is planning for future	59%	93%	-34
8. All members contribute to ECC mission	52%	80%	-28

The institutional mission, vision, themes and goals are published in a variety of publications, on all board agendas,[12] and the college website.[13]

The college has implemented an advisory structure that enables free and open communication both vertically and horizontally of the broad range of opinions within each of the constituent groups.

Based on responses to the Faculty and Staff Opinion Survey Spring 2006,[14] it was concluded that, "overall, El Camino College employees are familiar with the mission statement and feel that the college is fulfilling its mission." However, challenges were noted in terms of sharing a common language, planning for the future, and campus-wide involvement in contributing to the mission.

Planning Agendas
1. Continue to improve communication about the governance process with the college community (IVA.1).
2. Improve student participation on consultation committees where appropriate (IVA.1).

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in

institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary
The various constituent groups and their participation in the governance processes are described in Board Policies 2510,[15] 2015,[16] and 4027.[17] Administrative Procedure 2510 defines roles and participation in decision-making involving the Board, Academic Senate, collegial consultation groups, staff, students, and College Council.

The five-member Board of Trustees is the definitive institutional decision-maker in compliance with state and federal laws and regulations, and ensures district-member participation in developing policies and fiscal integrity for the District. The trustees represent the nine Los Angeles County cities and unincorporated areas served by the District. The Board includes an advisory non-voting student member who participates as a full member of the board except in closed sessions.

The Academic Senate is consulted on academic and professional matters and other areas of interest. The faculty participates in the consultation process in committees regarding academic and professional areas of each of the 11 areas described in Title 5 and Board policy, including processes for institutional planning and budget development. The Academic Senate (after consultation with the President or designee) also appoints faculty representatives to serve on committees, task forces, and other groups dealing with academic and professional matters.

The El Camino College 2004 - 2007 Comprehensive

Master Plan[18] describes the implementation process for linking planning and budgeting activities. Two major committees were merged, the District Planning Council (DPC) and the Budget Development Committee (BDC) to create the Planning and Budget Committee (PBC). The PBC responsibilities include linking planning and budgeting through an integrated process. The committee includes representation from administration, faculty, staff, and students.

The Planning and Budgeting Committee PBC was formed in response to recommendations made by the accreditation team visit in 2002 to develop a more effective link between planning and budget development.

Classified staff members (Police Officers Association, El Camino Classified Employees and "confidential" employee groups) and the Associated Students are given the opportunity to participate in the planning and development of district policies and procedures by serving on district committees, task forces and the Board of Trustees. Classified staff members and students are given reasonable consideration to express opinions and advise, especially in areas that affect their interests.

Chaired by the President, the College Council's role is to act as the body that advises the President on policy and procedures affecting the college. The College Council includes representatives from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. Governance recommendations and advice from each of theses bodies are brought to the College Council to gain feedback from each other and to advise the President. The President is responsible for recommending actions to the Board of Trustees and is delegated by the Board to ensure its policy directives and initiatives are implemented.

Self Evaluation
The college meets this standard. Faculty, administrators, students, and staff have a voice in policy, planning and budgeting as defined by Board policy and purpose[19, 20] statements.

The Planning and Budgeting Committee (PBC) was formed in response to recommendations made by the

accreditation team visit in 2002 to develop a more effective link between planning and budget development. The PBC has provided substantial direction to the President in the form of recommendations to fund prioritized plans, and actively participated in and made recommendations during the annual budget development process.

The student role in the development of policies, processes, and procedures was recently clarified in Board Policy. 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; and faculty, administration, and staff evaluation and hiring. It is difficult to recruit students to become involved in the governance committee system. There are a variety of explanations for lower levels of student participation. More effort should be made to include them in the policy development process.

While faculty are active participants in consultation on institutional policies, planning and decision-making, the Academic Senate has expressed its dissatisfaction with the effectiveness of collegial consultation. In an attempt to improve communication and clarify roles and responsibilities of the Senate, administration, and Board of Trustees in substantive collegial consultation, in Spring 2008 the Senate passed a resolution requesting technical advisory assistance from the State Academic Senate and CCLC.

Planning Agenda
1. Define and clarify each area's role in collegial consultation and shared governance, and better communicate to the campus community (IVA.2.a).

b. *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

Descriptive Summary
The Academic Senate[21] is the faculty organization which provides for participation in the formulation of policy on academic and professional matters relating to the college. The Board of Trustees will normally

accept the recommendations of the Academic Senate on academic and professional matters of:

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Process for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senate facilitates communication among faculty, administration, employee organizations, bargaining agents, and the El Camino College Board of Trustees. The Academic Senate participates in the development of the District policies and procedures in coordination with other consultation constituent groups on the various governance committees.

The Academic Senate constitution and bylaws[22] clarify the official formation, procedures, responsibilities, and authority of the faculty. Several board policies[23] are listed on the website for campus and community access regarding the working relationships and procedures in place for collegial consultation between the administration and the Academic Senate. Curriculum Committee meeting minutes are also posted on the website.[24]

Faculty members, representing the Academic Senate, the union, and instructional areas take part in the governance process. Evidence of faculty participation can be found in the minutes of the following committees and councils - Academic Technology Committee,[25] Assessment of Learning Committee,[26] Calendar Committee,[27] Division Councils,[28] ECC Technology Committee,[29] Facilities Steering Committee,[30] Faculty Development Committee,[31] Planning and Budgeting Committee.[32] The majority of formal recommendations from the faculty regarding student learning programs and

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services are brought forward through the Academic Senate; however, faculty members are generally more engaged at the division level in implementation issues, such as faculty hiring, use, student conduct issues, program review, unit planning, and curriculum review and development. In all of these committees and areas, the faculty work closely with academic administrators to enhance programs and services.

Compton Center
The Center operates under the policies, procedures, and processes of El Camino College. The Center's Faculty Council is a standing committee of the El Camino Academic Senate and its Chair is Vice President and member of the Academic Senate Executive Board. Collaboration among faculty leadership through the Academic Senate has been close throughout the history of the partnership and has contributed significantly to its success.

Decision-making that affects the operation of the Compton Center is a complex process. The Compton District Special Trustee and the President of El Camino College confer on all matters that require the approval of the El Camino College Board of Trustees, with consensus reached by both parties before decisions are finalized and implemented. The Compton Center Provost participates in the President's Cabinet, where policy issues that impact the Center are discussed. As a result, the faculty and staff at Compton generally perceive that decisions made by the El Camino College Board of Trustees that directly impact the Center are arrived at after due deliberation and active discussion by all parties involved. While there are times that there may be disagreement on the part of some Compton faculty and staff about the wisdom of a particular decision, there is general consensus that the decision-making process is comprehensive and represents the interests of both entities. In addition, the El Camino College Board of Trustees welcomes input on all decisions being considered by members of the faculty or staff at the Compton Center, or by residents of the Compton Community College District.

Self Evaluation
The college meets this standard. The Academic Senate is a well-organized and effective body in which faculty discuss and act upon important instructional and policy issues.

Faculty members and academic administrators regularly provide recommendations in all collegial consultation committees and academic councils. The faculty leadership team works collaboratively with district administration to promote student learning and compliance with educational policies and laws.

3. ***Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.***

Descriptive Summary
Governance structures, processes, and practices are in place to facilitate discussion of ideas and effective communication among college constituencies. In 2002, the Board of Trustees approved Board Policy 2510[33] and the corresponding Administrative Procedure 2510[34] to define the district's governance process for faculty, staff, and students. Recently, the policy was updated to include more specific guidelines for students' role in the consultation process. The Board through its designee (Vice President of Academic Affairs) consults with the Academic Senate on academic and professional matters. Classified staff and students are provided opportunities through the College Council and other consultation committees to participate in the formulation and development of district policies and procedures that relate to them. Managers participate through the Dean's Council and vice president staff meetings.

The College Council, a campus wide collegial consultation committee, is a critical component to the overall inclusion of faculty, staff, students, and administration to review, discuss, and make recommendations on, policies and procedures. The College Council[35] is chaired by the President. It is made up of constituent representatives. It meets every week and includes a representative from the three unions, faculty senate, associated students, and members of the President's Cabinet. The College Council appointed a task force to review the consultation procedure.

To facilitate an open exchange of ideas, information, and feedback regarding district issues and concerns,

campus technology is utilized. The campus portal and website provides access to Board of Trustees[36] and campus committees' minutes,[37] reports (i.e., program review,[38] Institutional Research[39]), major campus projects (i.e., Student Learning Outcomes,[40] Accreditation[41]), faculty and student services[42] websites, and The President's monthly newsletter[43] (electronic and hard copy campus distribution). Online minutes and meeting agendas, and email communication are widely used within the district by faculty, staff, students, and administrators. The College Council continues to explore new strategies to improve the exchange of ideas campus wide.

Minutes from College Council, Dean's Council, Planning and Budgeting Committee, Enrollment Management Committee, Facilities Steering Committee, College Curriculum Committee, and Compton Center are reviewed in the Academic Senate[44] with commentary from faculty representatives followed by dialogue amongst senators.

Discussion and dialogue on the budget, policies, procedures, and other items that can impact the college occur in Area Council and Division Council meetings. These council meetings serve as a tool for classified staff and division faculty to receive information and to provide feedback to division deans and the area vice presidents. The vice presidents provide the feedback at College Council meetings.

The Institutional Research staff sends out enrollment report updates on all campus listservs during registration periods so that all employees can know how the college and Center are progressing toward enrollment goals for the semester or session and year. The staff has also send out periodic information on student demographics, annual Fact Book, academic performance, and student survey results[45].

In Summer 2006, the Communications Task Force (CTF) was established at El Camino to answer questions and share ideas regarding the El Camino/Compton partnership, contract negotiations, and other areas of interest across the college. It consisted of representatives from faculty, staff, and administration and was designed to provide accurate information to the college community at a time of far-reaching change. The CTF was heavily dependent on volunteer effort and it ceased activity

after the beginning of the fall semester and following the establishment of the partnership.

In 2007, college personnel representing all constituent groups in collaboration with representatives from all Compton Center constituent groups revised the college's goals. The revised goals were Board approved and communicated to the campus in the February 2008 edition of the President's Newsletter.[46]

Self Evaluation
The college meets this standard, although more can be done. College Council conducts an annual self-evaluation to determine its effectiveness. The self-evaluation found its role to be effective and positive.

In Spring 2006, the Office of Institutional Research conducted an opinion survey[47] of all faculty and staff. Communication was one of the primary topics surveyed. The survey indicated that over 87% of the faculty and staff utilizes their email daily or weekly. About 8% never check their email. Technology is used as a primary form of communication.

	n	%	Valid %
Daily	297	75.6	77.1
Weekly	39	9.9	10.1
Bi-weekly or less	5	1.3	1.3
Rarely	12	3.1	3.1
Never	32	8.1	8.3
Not Indicated	8	2.0	---
Total	393	100.0	100.0

Communication was listed as one of the items of highest importance in this survey. According to the survey, the majority feel they can express their concerns. However, faculty and staff feel that they are not well informed and ECC does not communicate "openly and honestly with employees at all levels." Both the Board of Trustees and the College Council evaluate themselves annually to determine if they are communicating effectively with the campus community.

According to a student survey[48] conducted in Spring 2006, student satisfaction with the governance and communication was in the top 10 for lowest satisfaction. The majority of the constituencies agree that the student's role in collegial consultation should improve.

Communication of advancement toward the college's goals has been irregular at best. Annual updates should be made available to the campus community.

Planning Agendas
1. Continue efforts to improve communication (IVA.3).
2. Improve student involvement in the consultation process (IVA.3).

*4. **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.***

Descriptive Summary
El Camino College is in its 62nd year as an accredited institution of the California Community College system. During that time the college has maintained and adhered to all accreditation standards, policies, guidelines, Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes.

The college makes an affirmative effort to respond to recommendations made by the Commission (see pages 19 - 30 of the introduction section for more information).

The college is in good standing with the Accrediting Commission, the California Community College Chancellor's Office, and the U.S. Department of Education.

The College Comprehensive Master Plan is updated every three to four years. There are also policies and procedures for operation and implementation of all college goals and objectives to meet the revised mission statement developed by members of our college community, constituent groups at our planning retreat held in 2007. Program review is in place for the departments and divisions of Student Services,[49] Academic Affairs,[50] and Administrative

Services. Plans are developed from the program review recommendations that support academic programs and activities, and promote student learning and student success.

Self Evaluation

The college meets this standard. El Camino College has made significant progress since the last accreditation visit in the areas sited for improvement. The Strategic Plan was updated with new and revised strategic initiatives[51] and goals. Program Review has been accomplished by most departments or programs during the past six years. Board policies and procedures are regularly updated to reflect changes in regulations or as recommended by the Community College League of California. The link between planning and budgeting was strengthened with new membership on the Planning and Budgeting Committee (PBC). The PBC reviews and advises the President in the development of the budget. The college SLO program is progressing in quality and quantity now that it is in the third year of development.

Planning Agenda

1. Continue to strengthen the relationship between planning, budgeting, and program evaluation (IVA.4).

5. *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Descriptive Summary

The governance process is evaluated on an annual basis by the College Council.[52] Each year the Board of Trustees sets annual goals and completes a self-evaluation to measure its accomplishments. This process of evaluation is indirectly related to the College Council's annual goal-setting and self-evaluation. The President is evaluated by the Board of Trustees on an annual basis using a confidential process between the President and the Board.

The results of the Board self-evaluation and annual goal-setting are public and posted in the Board Agenda.[53] The Board of Trustees agenda is posted on the college website. The College Council evaluation is also public and is posted on the college website.

The other major governance committees do not conduct evaluations of their effectiveness or accomplishments. The three area councils chaired by each of the Vice Presidents do not conduct self evaluations. All governance committee and area council agendas and minutes are posted on the college website.

The Academic Senate does not conduct a self-evaluation; however, the agendas and minutes are distributed widely in email and print and are posted on the college website.

Self Evaluation

The college partially meets this standard. College Council is the only collegial consultation committee that administers an annual self-evaluation regarding the effectiveness of the committee. A few other collegial consultation committees such as the Planning and Budgeting Committee (PBC) have performed formal evaluations but not on a consistent basis.[54]

In 2005 - 2006, the College Council's self-evaluation demonstrated a significant consensus among its members with regard to their effectiveness. The following year (2006-2007) showed mix results that leaned mostly toward agreement regarding the effectiveness of College Council. Discussion about the results led to goal formation and a better understanding of the evaluation process.

Planning Agendas

1. All collegial consultation committees will create and use an evaluation assessment on a regular basis to determine the effectiveness and integrity of the committee. Results of the assessments and actions to be taken will be posted on the college website under the committee's minutes section (IVA.5).

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.[6]

1. *The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*

Descriptive Summary
The El Camino Community College District Board of Trustees reviews policy, curriculum hiring, contracts, facilities, salaries, budget, and legal matters in open and public meetings. Policies and Procedures set forth the Board's responsibility to establish policies to ensure the integrity and effectiveness of student learning. Board policies are available for public review on the college website. Board meetings are held monthly.

The Board authorizes the search and selection of the President when the position is vacant. The presidential search is nationwide. A consultant is contracted to lead the search and a presidential search committee is assembled, composed of campus-wide constituent groups and community representatives. The screening and selection timeline details committee orientation, development of paper screening criteria and questions, interview of candidates, referral of finalists for Board interview and selection and arrangement for Board site visits.

The Board delegates authority to the CEO to administer policies adopted by the Board, executive decisions, and to interpret policies in the interest of the District. The appointed President (chief executive officer) serves as the educational and administrative leader of the college. The President is evaluated annually by the Board. The evaluation process is jointly developed and agreed upon by the Board and the President.

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Self Evaluation
The college meets this standard.

The Board of Trustees is a policy-making elected[55] body. The Board is an effective elected body that works well as the representatives of the District citizens making policy, ensuring fiscal stability of the District and overseeing the quality of academic and educational support services. The Board adheres to a defined process when hiring and when evaluating the President.

a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

Descriptive Summary
The college's governing board members are elected representatives of the service area of the El Camino Community College District. None of the board members is a district employee. Board decisions are final and are expected to be made in the best interest of the institution. In 2006, the Board approved a partnership with the Compton Community College District[56] to establish an educational center at the site of the former Compton College and to expand ECC's service into the Compton Community College District. The expected duration of the partnership is based on the amount of time needed for Compton to become accredited as a college.

Self Evaluation
The college meets this standard.

All Board of Trustees meetings are open and public. The monthly agenda[57] allows for public comment from anyone interested in addressing the Board. All policy making decisions, contracts, budgeting, expenditures, facilities planning, and matters of public interest are recorded in the monthly Board of Trustees agenda. All Board of Trustees decisions are made in public and recorded in the agenda and minutes[58] of the Board.

b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

Descriptive Summary
Policies, institutional goals, or other formal statements exist which describe governing board expectations for quality, integrity, and improvement of student learning programs and services. The El Camino College Vision, Mission, Philosophy, Values, and Guiding Principles specifically outlines, in part, that El Camino College will be the college of choice for successful student learning, caring student services, and open access; that it will meet the educational needs of the diverse community and ensure student success by offering quality, comprehensive educational opportunities, and that to assure quality, the college is dedicated to implementing its student institutional goals of maintaining optimal academic standards and insuring availability of academic and student support services.

Alignment of established board policy is evidence of the institution's mission to improve the quality of student learning programs and services. To meet the ever changing needs of the community, El Camino College offers comprehensive educational programs and services, opportunities for students to achieve degrees and/or certificates; transfer to a university; and gain personal enrichment. The Board is also committed to ensuring availability of academic and student support services, providing technology and facilities to support teaching and learning, and implementing sound fiscal policies and practices.

Self Evaluation
The college meets this standard.

The effectiveness of the Board of Trustees is evidenced by its successful budgetary, policy, and facility development projects. In 2003, the District electorate passed a Facilities Construction Bond Measure to raise $396 million to modernize and build new instructional facilities.

The Board is making significant progress at updating policies, maintaining balanced budgets, and managing the fiscal integrity of the District. The Board maintains positive and strong relationships with the District labor groups and employees. The Board made a significant commitment to aid the Compton Community College District to continue instructional programs and services under the legal auspices of El Camino Community College District while Compton Center works to gain accreditation.

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary
El Camino Community College District Board of Trustees is independent; its actions are final and not subject to the actions of any other entity. All meetings are public, board agendas and minutes are on the college website, and all contracts are public. Board members do not personally gain from contract agreements or services conducted by the college district.

The Board delegates the President to act on its behalf regarding legal, financial, personnel, and contractual matters. Final settlements must be approved by the Board during public meetings.

Self Evaluation
The college meets this standard.

The Board of Trustees conducts a self-evaluation annually to assess its effectiveness and its compliance with state and local requirements. In addition, it identifies and prioritizes board goals and priorities.

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

Descriptive Summary
Board Policy 2010, Board Membership,[59] provides for Board size, five members, who are elected at large by qualified voters of the El Camino Community College District. One non-voting student member is elected to the Board as a student representative. The student member is seated with and recognized as a full member of the Board and has an advisory vote. The term of office for Board trustees is four years, beginning in December, following the November general election, held every two years, in odd numbered years. Board members serve staggered four-year terms.

The structure of the Board encompasses the President, Vice President, and Secretary, who are elected at the annual organizational meeting and have specific responsibilities and duties as officers.

The term as officers is one year. The Board President presides over all meetings of the Board of Trustees. In the absence of the President the Vice President presides over the meetings. The Board is allowed to adopt such policies as authorized by law or determined to be necessary for the effective operation of the District. Board policies represent statements of intent and administrative procedures issued by the President as statements of methods used to implement Board policy.

Self Evaluation
The college meets this standard. Board Policy 2010 and all other Board of Trustee Policies[60] provide effective guidance to the Board of Trustees.

The published Board bylaws and policies may be adopted, revised, added to, or amended at a regular Board meeting, and the policy or administrative procedure issued and provided annually to Board members with any revisions to enable the Board to effectively govern.

e. **The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Descriptive Summary
Board actions indicate Board governance is consistent with established policies. Records of Board of Trustee actions recorded in Board minutes[61] and resolutions show Board conformance with its policies. The Board evaluates and reviews its policies on a regular basis. The Board follows parliamentary procedures, conducts open meetings, and elects officers including a board president, vice president, and secretary.

The Board utilizes a self-evaluation[62] developed by the Community College League of California to determine effectiveness and priorities annually.

Self Evaluation
The college meets this standard.

The District has been updating and revising Board policies, using the Community College League of California policy template. Although Board actions indicate Board governance to be consistent with policies and bylaws, several requests have been
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made from representatives of constituent groups to include more Board meeting details in Board minutes. The District has expanded and included more meeting details in Board minutes.

f. **The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Descriptive Summary
The Board has a program for continuing development and orientation for new members. For continuing development and to gain a broader and more comprehensive perspective of the role and responsibilities in board governance, Board members attend the Effective Trusteeship Workshop presented by the Community College League of California,[63] for on-going development and new member orientation. Major areas highlighted are Board and Trustee Role and Responsibilities, Student Learning, Board Functions, Board/CEO Relationships, Operations, Fiscal Health, Board-Employee Relations, Policies and Delegation to CEO.

Board members also attend the annual Legislative Conference,[64] hosted by the Community College League of California, and receive status reports on legislation and bills of interest, state budget and fiscal policy, institutional effectiveness, students, and other information.

The Superintendent/President disseminates a monthly letter[65] to Board members to update them on all matters of interest; it includes the School Services of California Newsletter, the community college update, and other articles related to public education news and policy. The President may meet monthly with new Board members.

Board elections are held every two years, in odd numbered years, with a four-year term of office beginning in December following the District election in November, resulting in staggered terms. Generally half of the Board members are up for election at any one time. The elections facilitate, and provides for, continuity of Board membership and staggered terms of office. This is in accordance with Board Policy 2100.[66]

Self Evaluation
The college meets this standard.

The Board program for trustee development and new member orientation is both comprehensive and continuous. Board Policy 2100, Board Elections, ensures full and effective board governance.

g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
The Board is committed to assessing its own performance as a Board in order to identify its strengths and its areas where it may improve its effectiveness. The governing Board self-evaluation process[67] is determined by board policy.

The Board sets goals and evaluates its performance annually, using an evaluation instrument developed by the Community College League of California. A summary of evaluation responses is publicly presented and discussed, and Trustees determine goals for the upcoming year. Goals were established in 2006 for the following five key areas, with specific sub-goals:

1. New trustee orientation.
2. Effect implementation of the November 5, 2002 Measure E successful board election.
3. Participate in community activities and events and bring observances to the Board for policy issues.
4. Participate in the operation of the college at board meetings.
5. Continue a trustee education program.

The Self-Evaluation Questionnaire, used for individual board member appraisal of all board-member activities for 2005-2006, focused on the following, with sub-goals:

1. Priorities and Planning
2. Board and Chief Executive Officer Relations
3. Board and College Relations
4. Board and Community Relations
5. Board Agendas

The most recent self-evaluation questionnaire[68] completed by the Board was included on the November 19, 2007 Board Agenda and discussed.

Self Evaluation
The college meets this standard.

The self-evaluation process of the Board is clearly defined, implemented, and published. As currently structured, it is conducted annually and is an effective tool for self-assessment.

h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary
The Board maintains high standards of ethical conduct for its members; the standards are clearly defined in Board Policy 2715, Code of Ethics/Standards of Practice,[69] and members of the board are responsible for the Code of Ethics.

As an elected official (a trustee of the El Camino Community College District), the Board member pledges his or her best efforts under the Code of Ethics to:

1. Confine Board action to policy determination, assuring fiscal stability and to delegating authority to the President.
2. Oversee the spending of public funds and those relating to one's own expenses appropriately, prudently and legally.
3. Assure appropriate conduct at Board meetings.
4. Encourage and welcome active involvement of students, employees, and residents.
5. Avoid any conflict of interest.
6. Abide by management decisions.

Self Evaluation
The college meets this standard.

i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary
All accreditation publications are sent to board members by the President. The Board is updated on the status of the accreditation self-study process,[70] progress reports, substantive change proposals, the progress of SLOs,[71] and other related information

Recognizing the significance of the accreditation process and standards, the Board receives on-going training on the process of accreditation. The Board receives publications and other materials of the commission on the accreditation processes, accreditation reports/findings, and other relevant information. Board members are encouraged to attend CCLC sponsored accreditation workshops.

Board members also attend California Community College Trustees Association meetings. Training on accreditation is made available by the association. Board members can also choose to become members of accreditation team visits to enhance their knowledge of accreditation. One of the institution's board members participated in a visit.

The Board's discussion, support, and final adoption of recommendations presented by the President, all reflect its commitment to improvements planned as a part of the institutional self-evaluation and accreditation process, and to support and improve student learning outcomes.

Board members receive information on the accreditation standards through reports and presentations with an opportunity for discussion. Members also receive statistical reports on the accreditation process by the President. The Board annually assesses its own performance using accreditation standards. Measures used include: 1) Priorities and Planning, 2) Board and President Relations, 3) Board and College Relations, 4) Board and Community Relations, and 5) Board Agendas. Each major appraisal area is further broken down into three to six dimensions.

The governing board is informed about, and involved in, the accreditation process. As such, the Board of Trustees must approve the Accreditation Self Study and Progress Reports, and Substantial Change Proposals before they are sent to the Commission.

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In addition to the training the board members receive at the Community College League of California (CCLC) workshops, the administration regularly reports accreditation updates to highlight the changes in accreditation standards and policies.
Individual board members do not typically serve on the self-study committees; however, should the Board President wish to appoint a board member to serve on a committee, she could appoint a member. The college website[72] has an accreditation page that includes the 2002 Self Study Report, the Commission's evaluation and recommendations, Progress Reports, Substantive Change Proposals, and the draft of the 2008 Accreditation Self Study Report.

Self Evaluation
The college meets this standard.

The CCLC workshops and others presented by the Trustees Association adequately prepare board members to understand the accreditation process. All of the information related to accreditation reporting is available on the college website for the public. The college provides various kinds of training and information on the accreditation process and standards for the Board on an ongoing basis as cited above in endnotes 71 and 72.

The college does not have a formal process for the Board to participate in the institutional self-study and planning efforts; however, drafts of the self-study are posted with notifications to the Board and campus community through an open invitation process that solicits comments on the self-study content.

j. The governing board has the responsibility for selecting and evaluating the district/ system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary
The current President was selected in July 1995. The recruitment selection process was managed by a search firm contracted by the Board. The procedure then called for a constituency-based committee to interview the first-level finalists and recommend to the Board a list of finalists. The finalists were interviewed by the Board with the final selection made by the Board. The Board has not used these processes since it last appointed a President to the position which was on July 1, 1995.

The Board's delegation of administrative authority to the President is defined in the formally adopted written Board Policy 2430.[73] In Board Policy 2430, delegation of authority to President, the Board delegates to the President extensive responsibility for administering policies adopted by the Board and executing decisions requiring administrative actions.

Expectations of the Board are that the President performs duties described in the job description and fulfills other responsibilities. Authority delegated also includes interpreting board policy, undertaking action, and in the absence of policy, recommending written policy. Delegation of this authority is clear.

One of the major roles of the Board is to set, and focus on, policy direction. An individual board-member is not vested with the authority to lead or direct. During the 2006-2007 academic year, several board members offered comments on the email distribution lists (comprised of Managers, Supervisors, Staff, and Faculty both Full- and Part-time) about the El Camino College District/Compton Community College District Partnership, as well as on one or two other occasions with faculty and staff. This could have been possibly interpreted as policy or direction on the part of employees. Notwithstanding an occasionally email to the listservs, board members are self-restrained and very sensitive to the nuances of their elected role. Board members have many opportunities to participate in campus events to recognize community members, students, and staff. They are regularly informed by the President in a monthly (supplemental) board letter[74] and through board reports at board meetings.

Board member questions about non-consent and consent agenda items are routinely followed up by staff in the President's monthly communication to the Board. The President may meet with an individual board member as often as is necessary to familiarize or inform them.

The Board evaluates the President annually in closed session during the course of two or three meetings. The President initiates the process with an extensive self-evaluation detailing annual goals, objectives, and accomplishments. These are discussed in closed session with the Board to the satisfaction of both parties. The President is given clear goals and objectives to set performance goals for the next year.

Self Evaluation
The college meets the standard.

The President of the college is also the Superintendent of the El Camino Community College District and therefore has a direct relationship with the Board of Trustees and receives his direction from them. The President develops and recommends the instrument for evaluation to the board members for review and approval. After approval the Board will complete their individual evaluation instrument and submit it to the President. A summary of the evaluations are later presented and discussed at a closed board session scheduled for that purpose. The results are then used to identify college accomplishments in the past year and goals not yet completed that will be carried forward to the following year.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

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

Descriptive Summary
While the President has primary responsibility, he delegates authority to the vice presidents and Provost

to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, fiscal and facilities management, and human resources.

The President is involved in the final selection process of all key administrators and all full-time faculty members on the main campus and the Compton Center. He ensures that the college is run effectively by highly qualified and trained faculty and staff that reflect the college's purpose, size, and complexity while working to meet the needs of the community. Additional staff is selected by administrators that have been delegated the authority consistent with their responsibilities. All administrators, faculty, and staff are evaluated annually by their immediate supervisors and peers as appropriate.

Self Evaluation
The college meets the standard.

b. *The President guides institutional improvement of the teaching and learning environment by the following:*

- Establishing a collegial process that sets value, goals, and priorities;
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary
Values, goals, priorities:
The institutional mission, values, goals, and strategic directions were revised in 2004 and again in Spring 2007.[75] In 2007, the college hired a consulting firm to assess knowledge of the mission statement, agreement with the values statement, and concerns of individuals about the strategic directions. The consultant interviewed several individuals at the college and the Compton Center to assess this information and awareness of what was working and what needed clarification or improvement. The

assessment was followed up through a two-day off-campus workshop. The retreat included the College President, Vice Presidents, and leaders from Academic Senate; classified staff; students; and managers from the El Camino campus and the Compton Center.

The results of the retreat and the consultant's assessments were revisions of the Mission Statement and the strategic directions to more accurately reflect the current state of the college and an agenda for the next three to five years.

The President communicates annual goals and state of the District to employees at the general session meeting held annually in the fall of each year to kick-off the flex-day activities. Information is also disseminated at monthly meetings of the management team and through the President's newsletter[76]. The newsletter is published twice a month during the fall and spring semesters and is distributed to all employees by email and hard copy to all offices and off-site locations.

During the academic year, work committees are formed and staffed with the appropriate constituents to plan and recommend and/or advise the President. The standing committees are collegial consultation bodies.[77] The President appoints[78] the chair of the standing college-wide committees and each constituent group nominates their representatives to serve, participate, report to, and provide feedback from, their members. This process is intended to help with the development of recommendations that are sent to the President for decision making at the College Council, the President's Cabinet, and Board of Trustees[79] level. There are also committees that recommend to councils[80] at the area, division, and department level.

Research Analysis:
Over the past three years the college has strengthened the Institutional Research (IR) Office by hiring a Director of Research and a Research Analyst. The researchers provide critical analysis of data that is used in multiple documents throughout the campus. For example the planning and budgeting process relies on analysis of data to identify enrollment trends, changes in student performance, demographic trends, and other measures of institutional effectiveness such as the Accountability Reporting for the Community Colleges (ARCC)

document or the Career and Technical Education (CTE) core indicators. The college depends upon the Institutional Research Office to prepare in-depth reports about the college. The Academic Affairs Office also produces in-depth analysis of enrollment by division, program, and course to set enrollment goals.

In 2006, the President directed the Vice President of Academic Affairs and the Vice President of Student Services to co-chair and establish an Enrollment Management Task Force to study the causes for enrollment decline and to develop a plan to for growth. An analysis of internal and external trends developed by the Institutional Research Office was used to create baseline information for strengthening targeted recruitment programs for high school graduates and adult learners. After two years of declining enrollment the college has begun restoration of enrollment. These efforts, in large measure supported by research, resulted in enrollment growth.

The President's decision to strengthen the Institutional Research Office makes it possible for the college to regularly assess the effectiveness of its efforts to serve students. Enrollment data is analyzed by demographics[81, 82] and trends to ensure students are being served relative to their composition of the college-going students in the community. Emphasis is also placed on understanding student trends in success, retention, and persistence to ensure that resources are adequately distributed.

Since hiring a research analyst in 2005, the Institutional Research Office has operated more effectively and provided the President's Cabinet with enrollment data to guide decision making. The enrollment data and analysis is distributed on the college listservs so everyone will be aware of enrollment trends. The next step for the College Research Office is to produce and post an annual ECC fact book[83] that will give the community an opportunity to learn about the college and the communities it serves.

Educational and Resource Planning:
A concerted effort is in place to strengthen the relationship between funding special programs and growth programs with measures of their effectiveness. Program planning and requests for funding are required to include data derived from

program reviews and SLO assessment reports. One example of this effort is the strengthening of the program review process. The improved process requires the discipline groups to respond to questions about enrollment, grades, student success, and retention. A second and more recent example utilizes a form that relies upon data as the precursor to potential special contract funding and evaluative components to assess the results should the plan be funded. The Institutional Research Office provides faculty members with the necessary data sets for faculty to review the data, to respond to the data, and to incorporate the data into their department program review.

Evaluation of Planning and Implementation Efforts:
To emphasize the importance of evaluation, the President is requiring all recipients of annual augmentation funding to measure improvements as stated in their plan in order to be considered for additional funding. If improvement is not demonstrated, the program could lose augmentation funding. Analysis of enrollment, student success, retention, and persistence are factors in prioritizing new faculty positions every year. Clearly, enrollment is an issue, but if a program can prove its integrity is in jeopardy because it does not have sufficient full-time faculty, the president may consider giving the program additional support.

Self Evaluation
The college meets the standard.

Planning Agendas
1. Institutional Research will publish an annual fact book (IVB.2.b).
2. The College and Center will continue to improve and enhance the collegial consultation model as the primary tool for input into the decision-making process (IVB.2.b).

c. ***The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.***

Descriptive Summary
The President delegates to the Vice Presidents the responsibility to ensure that each of their respective areas operates according to the law and board

policies. Board of Trustee meetings are public and in compliance with the Brown Act. The college is audited regularly to ensure compliance with fiscal guidelines required by statute. Audit exceptions are corrected as a result of findings. The Board of Trustees receives such audit reports[84].

The Office of Staff and Student Diversity[85] is responsible for investigating discrimination and harassment complaints from employees and students. The Director of Staff and Student Diversity who is also the Equal Employment Officer reports directly to the President.

Self-Evaluation
The college meets the standard.

d. The president effectively controls budget and expenditures.

Descriptive Summary
The President is responsible for establishing procedures to assure sound fiscal policies in budget planning and expenditures for the District. With the assistance of administrative personnel and input from the Planning and Budgeting Committee, the President presents an annual budget for Board approval[86, 87] within the parameters set by the General Assembly and Governor.

Reports on the District's fiscal status are submitted by the President to the Board of Trustees on a quarterly basis, which are reviewed at regular board meetings.

The President meets with the campus Planning and Budgeting Committee as well as administrative staff to monitor expenditures and to receive input in budget preparation.

Revenues and expenditures from the successful bond issue in 2002 are also monitored by the President.

Self Evaluation
The college exceeds this standard.

The President has extensive knowledge of budget and expenditure issues and the college has benefited from this expertise. In the most severe period of state budget shortfall and restrictions (2002-2003), and in more recent revenue constrictions caused by enrollment decline, El Camino College has been able

to maintain fiscal balance and integrity due to conservative policies and proactive, timely decision making in fiscal matters.

Changing and increasing construction costs have necessitated flexibility and revisions to the proposed campus physical renovations. The President has consistently monitored budget requirements for this project while at the same time consulting with many constituencies impacted by construction, planning, and cost considerations. Impacted groups may have preferred new construction rather than renovation, but increasing construction costs justify modifications.

e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The President maintains communication with the communities served by the institution through a variety of methods including personal contact, newsletters, the college website, press releases, community surveys, and college brochures.
Personal contact includes membership in many community organizations, personal appearances by invitation from local groups and organizations, meetings with superintendents of local private and public high schools, and meetings with city, county, state, and federal elected officials.

The President meets weekly with the College's Public Relations Officer for updates on community issues and to provide information through press releases, mailings, and brochures.

The President also maintains communication with the college community through personal contact, newsletters, committee meetings, and a weekly open office hour. At the beginning of each academic year, he addresses the college faculty, staff, and administration in a State of the College message, outlining budget, academic, and community issues anticipated in the coming year.

Self Evaluation
The college meets the standard.

The President maintains a viable and visible presence in the local communities served by the College District.

3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.7

Responses to items 3a - 3g are not applicable as El Camino College is not a multi-<u>college</u> district or system.

a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

b. The district/system provides effective services that support the colleges in their missions and functions.

c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

d. The district/system effectively controls its expenditures.

e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

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