



**Standard IV:  
Leadership and Governance**



## Standard IV: Leadership and Governance

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*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.*

### Standard IV.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.**

El Camino College is committed to ethical and effective leadership practices throughout the institution. This commitment is demonstrated in the College Mission Statement, Statement of Values, and Strategic Initiatives, as noted in the College catalog, website and printed on posters in offices on campus.

The College acts with integrity and honesty when interacting with personnel, students and the community. Board Policy 2715 Code of Ethics/Standards of Practice defines appropriate behavior and the process used by the Board to examine any charge or grievance made. ECC has adopted policies and procedures on student's rights and responsibilities, academic freedom, student academic honesty, and standards of conduct. There are also policies pertaining to grade changes, course repetition, probation, dismissal and readmission, limitation to remedial coursework, academic renewal, and program, curriculum and course development.

College personnel and students collaborate to improve programs and services on campus by participating in committees as representatives for Academic Senate, El Camino College Federation of Teachers, Associated Student Body, El Camino Classified Employees, Confidential employees and Management. Representatives from all constituent groups participated in the 2014 re-affirmation for accreditation self-evaluation process.



**Standard IV.A.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

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. El Camino College is committed to student success and educational excellence. This commitment is demonstrated in the attention given to the evaluation of its academic and student services programs. The College's Mission Statement, Statement of Values, and Strategic Initiatives are outlined in the catalog and website and displayed in print posters throughout various program offices. The College's Planning Model illustrates how the Mission Statement is supported through the Strategic Initiatives.

Staff, faculty, administrators, and students work together to improve the practices, programs, and services in which they are involved. Participation in standing committees and all stages of the planning process consists of representation from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. It is noteworthy that representatives from all campus constituents were involved in this self-evaluation process.

Since the last Accrediting Commission for Community and Junior Colleges (ACCJC) Self-Evaluation in 2008, a Campus Climate Survey was administered in 2010 and another survey was administered in 2013. Based on information from the 2010 survey, when asked about the institution's mission and the fulfillment of that mission, students agreed at a fairly high rate, that ECC

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was fulfilling its mission (3.73/4.00), although only about half of the respondents were familiar with the mission before taking the survey. Two areas of noted importance were that ECC is a safe campus and the climate is respectful of differences.

Information about institutional performance is made available to staff and students. Participation is encouraged at all levels, and final reports, planning documents, and agendas are made public and available on the El Camino College website. The Institutional Research and Planning web page is regularly updated; as well as a blog where all planning documents, research, and institutional performance data are readily available for staff and students. The *President's Newsletter*, which is sent via email and campus mail, to all employees as well as posted on the College website, includes information regarding institutional performance and planning efforts. At the annual Flex Day in August, which all faculty, staff and campus leaders are invited to attend, the College President provides the campus with updates on the status of the college and important updates from the State and other governing bodies.

The College ensures opportunities for appropriate staff participation in the planning process. The Planning Model, which is available to all employees, students, and visitors to the website, demonstrates the relationship between various plans at the College. Student Learning Outcomes (SLOs) and Services Area Outcomes (SAOs) provide the vehicle within which dialogue for change occurs. In addition, every year the College hosts a planning summit in which campus administrators, faculty, staff, and students participate. Specific goals are established for each summit. In the spring 2013 summit, participants revised the Planning Model and set new institutional goals based on current data provided by Institutional Research and Planning.

The flow of information is such that opportunities are provided to representative groups and individuals to bring forward ideas for institutional improvement. The President makes himself available to the campus and the community to discuss any issue during office hours. Those issues which merit further discussion are channeled through the appropriate vice president or consultative committee. Regular staff meetings at the departmental level provide staff and faculty the opportunity to provide campus leaders with feedback and ideas for institutional improvement. The flow of communication allows information and ideas to

go from the departmental level, through division and area councils, to College Council. Similarly, various Operational Committees are established to address specific areas of the College. Minutes to committee meetings can be viewed on the College website and/or portal. The Board of Trustees provides an opportunity for input from faculty, staff and the community at each meeting.

Policy and program changes that impact student learning must be funneled through various consultation committees before final changes are implemented. The various groups from College Council, through Area Council, Division Council and to Department meetings are able to provide any important feedback for consideration prior to implementation. In accordance with Board Policy 2510, various individuals and groups enhance student learning through the governance process by refining policies and programmatic changes that have been developed.

The Professional Development Office provides opportunities for staff and faculty to remain updated on most current technology, research and training to assist their efforts of student success. Through the Foundation office, iGrants are available to all faculty to fund projects promoting innovative, state-of-the-art opportunities that advance the education of our students. These venues allow individuals to bring forward ideas for institutional improvement.

El Camino College supports innovative ideas. One such innovation is the Faculty Inquiry Partnership Program (FIPP), a nationally recognized initiative designed to increase student retention and success by developing active responsible learners. To date, five cohorts totaling more than 125 faculty from all disciplines in both campuses have participated in FIPP. Pre- versus Post-FIPP comparisons convey the significant impact the program has had on faculty and students. Nearly all of the faculty participants (99 percent) reported that FIPP positively impacted their teaching. They reported significant decreases in the occurrence of difficult student behaviors and negative student attitudes. Student success rates after instructors attended FIPP were 2 percent higher than before their involvement in the program. Among students, 91 percent responded that FIPP strategies helped them understand the material and increased their interest in content; 92 percent reported that the strategies would contribute to their success as a student.

A second program supported by the College is Supplemental Instruction (SI). The main objective of SI is to help students successfully pass a targeted course, while learning critical life and learning skills. The SI program provides academic support by placing an SI Coach in the targeted course section to assist students with course work. The SI Coach attends all lectures along with the students. Then, immediately after class ends, the SI Coach facilitates two, fifty-minute sessions per week in which students from the targeted course can attend in order to obtain additional course-related support. Data from fall 2013 (folder: IV.A.1) show that students attending three or more supplemental instruction session have significantly higher success rates than students attending two SI sessions or fewer. For example, students in Psychology 5 that attended three or more SI sessions have a success rate of 83 percent while students attending zero, one or two SI sessions have a 37 percent success rate. In Astronomy 20, the students attending three or more SI sessions had a 100 percent success rates while those attending two or fewer sessions succeeded at a rate of 59 percent. Additionally, Supplemental Instruction supports the College's Strategic Initiatives 1 and 2.

### Self-Evaluation

The College meets the standard. Staff, faculty, administrators and students are closely involved in improving practices, programs and services and the process to assure effective discussion, planning and implementation is in place.

**Standard IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in the 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.**

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.

**Standard IV.A.2.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 a variety of Board Policies. Board Policy 2015 guarantees the inclusion of a non-voting student member on the Board of Trustees. Board Policy 4027 defines the formation and the duties of the Academic Senate. Administrative Procedure 2510 defines roles and participation in decision-making involving the Board of Trustees, Academic Senate, collegial consultation groups, staff, students, and College Council.

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

The President is responsible for recommending actions to the Board of Trustees and is delegated by the Board to ensure that its policy directives and initiatives are implemented. Chaired by the President, College Council acts as the body that advises the President on policy and procedures affecting the College. The College Council includes representatives from the Associated Student Organization, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees Union, Police Officers Association, Confidential employees and Management. Meeting notes from the College Council can be found on the College Web page. Recommendations from each of these constituencies are brought to College Council to allow feedback from each other and to advise the President.

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As outlined in AP 2510, collegial consultation groups include 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 to the consultation process. Collegial consultation groups are created and organized to make recommendations to area Vice Presidents, the College President, and ultimately the Board to decide issues within their purview.

The Planning and Budgeting Committee (PBC), formed in response to recommendations made by the accreditation team in 2002, effectively links planning and budget development. 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.

The Academic Senate is consulted on academic and professional matters and other areas of interest. Faculty participate in the consultation process on committees regarding academic and professional areas of each of the 11 areas described in Title 5 and Board policies including processes for institutional planning and budget development. The subcommittees of the senate include the College Curriculum Committee, the Faculty Development Committee, the Educational Policies Committee, the Academic Program Review Committee, and the Academic Technology Committee.

The Academic Senate appoints faculty representatives to serve on committees, task forces, and other groups dealing with academic and professional matters.

Although faculty members sit on collegial consultation committees, the Academic Senate has expressed dissatisfaction with the effectiveness of collegial consultation. Several steps have been taken to improve the situation.

In the spring 2012 semester, the Senate passed a resolution of no confidence in the implementation of the collegial consultation process at El Camino College Torrance Campus. This resolution included a 13-page appendix listing evidence supporting the resolution. To address this issue, the College President and Senate President jointly sought and received the assistance

of the Academic Senate of California Community Colleges (ASCCC) and Community College league of California (CCLC) technical assistance program. The leader of each group delivered a joint presentation on collegial consultation at a special Board meeting. The presentations were recorded and posted with the Board of Trustees agendas (April 3, 2012, [part 1](#) and [part 2](#)).

At the direction of the Board of Trustees, College Council subsequently met in late spring and summer 2012 to review the video and discuss consultation on campus. College Council formed a subcommittee to author a document that both describes and improves the consultation process. *Making Decisions at El Camino College* was reviewed and discussed in College Council and in the Academic Senate throughout the 2012-13 academic year and was sent to the Board for adoption in June 2013.

The Academic Senate has taken the lead in educating faculty members about their role in collegial consultation. Meetings have been held on several consecutive Flex Days to discuss the role of faculty in the collegial consultation process.

Opportunities exist for faculty and staff to provide input through three administrative Area Councils: 1) Academic Affairs, 2) Student and Community Advancement, and 3) Administrative Services. In turn, these are supported by their respective Division Councils, departments and committees.

In 2002, the Planning Committee and Budget Committee were joined as the Planning and Budget Committee (PBC) in order to develop a more effective link between planning and budget development. The committee includes representation from administration, faculty, staff, and students. Institutional priorities endorsed by PBC are forwarded to the President in the form of recommendations to fund prioritized plans. The link between planning and budgeting has been strengthened with the use of Plan Builder and the program review process, which link program recommendations and funding requests to the strategic initiatives. On October 3, 2013, the committee voted on a revised statement of purpose.

Classified staff members (Police Officers Association, El Camino Classified Employees and Confidential employee groups) and the Associated Students Organization are given the opportunity to participate in the planning and development of district policies



and procedures by serving on all district consultative committees. Classified staff members and students are also given consideration to express opinions and advice, especially in areas that affect their interests.

### **Self-Evaluation**

The College meets the standard. It continuously strives for a work environment where representation and opinions by all on campus, including staff, faculty, administrators and students, are included in the decision-making process. Faculty, administrators, students, and staff have a voice in policy, planning, and budgeting as defined by Board policy and purpose statements.

While there continues to be areas of disagreement between the Academic Senate and the College administration, there have also been specific areas of improvement. A statement is now added to all new and revised Board Policies that asserts the need to consult with the senate on the development of related procedures that fall within the academic and professional purview of the senate. In addition, the VP of Academic Affairs and the VP of Student and Community Advancement provide agenda reports to the Senate.

### **Actionable Improvement Plans**

More effort will be made to recruit students for involvement in the governance and policy development process.

### **Standard IV.A.2.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 is the faculty organization that 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 the 10 + 1 academic and professional matters, as outlined in Board Policy 2510. In areas of disagreement, the board and senate must reach mutual agreement.

The Academic Senate facilitates communication among faculty, administration, employee organizations, bargaining agents, and the El Camino College Board of Trustees. The Academic Senate also participates in the development of District policies and procedures in

coordination with other consultation constituent groups on the various governance committees. The Vice President of Academic Affairs is the Board of Trustees' liaison with the Academic Senate.

The Academic Senate constitution and bylaws clarify the official formation, procedures, responsibilities, and authority of the faculty. Board policies are listed on the website (BP 2510, 2015, and 4027) for campus and community access regarding the working relationships and procedures in place for collegial consultation between the administration and the Academic Senate. Curricular responsibilities are defined in Board Policy 4020. In this policy, curriculum is established as the responsibility of the Academic Senate and the faculty. Faculty Senate members are kept informed of consultation issues through the Academic Senate packets, distributed prior to each meeting. Curriculum Committee meeting minutes are also posted on the website. 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, Assessment of Learning Committee, Calendar Committee, Division Councils, ECC Technology Committee, Facilities Steering Committee, Faculty Development Committee, and Planning and Budgeting Committee. The majority of formal recommendations from the faculty regarding student learning programs and 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, student conduct issues, program review, unit planning, and curriculum review and development. In all of these committees and areas, the faculty works closely with academic administrators to enhance programs and services.

In its work to coordinate the implementation of the Student Success Act at ECC, the Student Success Advisory Committee relies on the input of the faculty, classified staff, administrators and managers. The committee is primarily responsible for creating and overseeing the Student Success Plan and provides a dynamic example of the campus constituencies working together to improve student learning programs.

### **Self-Evaluation**

The College meets the standard. The Academic Senate is a well-organized and effective body in which faculty discuss and act upon important instructional and policy

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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.

**Standard IV.A.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

El Camino College has well-established governance structures and processes that enable students, staff, faculty, and administrators to collaborate for the benefit of the College. Board Policy 2510 sets the policy of collegial consultation among students, staff, faculty, and the administration. This process is also described in *Making Decisions at El Camino College*. Through department meetings, division-level committees, campus-wide committees, the Academic Senate and College Council, all the school's constituencies communicate with one another and participate in decision-making. The Vice President of Academic Affairs, serving as the liaison for the Board of Trustees, communicates issues and concerns between the Board of Trustees and the Academic Senate. The Academic Senate delivers a monthly report directly to the board.

As noted above, College Council, a campus-wide committee chaired by the President, convenes weekly and provides administration, employees, and students the opportunity to participate in the review of district policies and procedures. It is made up of representatives from the Associated Student Organization, the Academic Senate from the College and ECC Compton Center, the Federation of Teachers, classified employees, the Police Officer Association, confidential employees and Management, and the four vice presidents. A student trustee provides updates from the Associated Student Organization to the Board of Trustees. Students participate in collegial consultation through the Associated Students Organization (ASO). The ASO consists of student representatives in all educational divisions, 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 consultative committees encourage students from the ASO to participate and voice student opinions. The classified staff serves a similar role in the decision-making process. Represented by the classified union, staff participates on consultative committees such as Division Councils, College Council, the Technology Committee, Safety Committee, and the Planning and Budgeting Committee.

The Planning and Budgeting Committee makes recommendations to the President on College-wide planning and budgeting decisions. Discussion and dialogue on the College's budget, policies, and procedures also occur in Area Council and Division Council meetings. Classified staff and faculty receive information and provide feedback to division deans and area vice presidents at these meetings. The vice presidents relate staff and faculty feedback to the College Council.

Effective distribution of information and dialogue on district issues and concerns is provided via the use of technology for speedy dissemination. The campus portal and website provide access to campus committee minutes, institutional research reports, program reviews, important projects (e.g., Accreditation and Student Learning Outcomes), the College Mission and Strategic Initiatives. Additionally, The Public Relations and Marketing Department publishes numerous publications for both ECC and ECC Compton Center, including: President's Newsletter, ECC Matters, Compton Center Messenger, Community News and news releases. Email serves as an important method of communicating official announcements and messages. Social media such as Facebook, Twitter, and Instagram are utilized to communicate important information and engage users with the ECC and ECC Compton Center.

In 2013, the Office of Institutional Research and Planning conducted the Campus Climate Survey and one of the main areas that the survey focused on was interpersonal communications. Approximately 71 percent of the faculty, staff, and administrators who completed the survey stated that they regularly read College publications and that it helps them understand the campus and its concerns.

The Office of Institutional Research provides the College's constituencies information about institutional efforts to achieve goals and improve learning such as success and retention rates, transfer and graduation

rates, demographic information (e.g., the annual *Fact Book*). These reports are posted on the Institutional Research and Planning Web page and are emailed to faculty and staff periodically.

### Self-Evaluation

The College meets the standard. Staff and students are informed of respective roles on campus and are encouraged to participate in collegial consultative committees. Both staff and students have roles on these committees and are encouraged by the Board policies to participate and voice the opinions of their constituents. The groups work in a collaborative effort to improve the institution.

The College does an effective job of providing students, staff, faculty, managers, and administrators with information on district issues and on giving them the means to dialogue, including through the use of technology. In the Employee Climate Survey, over 90% of employees indicated that they read email sometimes or often. Eighty-seven percent (87%) also indicated reading the *President's Newsletter* at least sometimes. Other sources of information were also well-read.

Although the survey results indicate that most faculty and staff are regularly reading college publications and e-mail messages, a plurality of employees reported that interpersonal communication could be improved. For this reason, the communication process has been discussed on numerous occasions, both inside and outside of consultation committees, to determine where improvements can be made. Campus Climate Survey Results are discussed in detail at several consultation committees, particularly at College Council (Aug. 30, 2010, Sept. 13, 2010, Feb. 10, 2014, Feb. 24, 2014).

The College has improved its student consultation. There is participation of Associated Student Body representatives at department, Division Council, PBC, Academic Senate, College Council, and Board meetings.



**Standard IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accreditation Standards, policies and guidelines, and the Commission requirements for public disclosure, self-evaluation, 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 has maintained its accreditation as a California Community College for over 67 years. It complies with Accreditation Standards, policies, and guidelines in an honest and forthright manner. The most recent accreditation self-study report and team visit in October 2008 resulted in nine recommendations from the Commission, which was later amended to eight recommendations and two concerns. The College was placed on Warning status in February 2009.

Some of the recommendations dealt with planning and budgeting issues that had been noted in previous accreditation cycles while others arose as a result of the complexity of the partnership with the Compton Educational Center that began in mid-2006.

The College responded expeditiously to the recommendations. In April 2009, it responded to recommendations one and three, and received a follow-up letter from the Commission in June 2009. The College responded to all recommendations in October 2009, and in January 2010, was removed from Warning status.

The recommendations from the Commission led the College to streamline its curriculum approval process and to move quickly to develop student learning outcome standards and assessments for all courses and programs. The recommendations also led to improvements in the program review process and the linkage between program review, planning, and budgeting. In addition, a code of ethics was developed for the Board of Trustees, and the fiscal status of the Compton Center was stabilized.

In October 2009, the College submitted a Substantive Change Proposal dealing with the addition of courses that constitute 50 percent or more of a program offered through distance electronic delivery.



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In October 2010, the College again updated the Commission on the actions it had taken on all recommendations and concerns. A midterm report was prepared in October 2011, and a follow-up report in October 2012.

The evaluation team visited the campus on November 14, 2012, and in their letter of February 11, 2013, they again placed the College on Warning. El Camino College then submitted a Follow-Up report on October 15, 2013; The Commission expressed concern about the College's response to Recommendation 2, pertaining to proficiency in using student learning outcomes to make improvements in student learning. Specifically, the Commission noted that some academic programs had a single student learning outcome, which they believed did not adequately address the range of learning that a program should encompass.

All reports prepared by the College and all letters from the Commission are posted on the College website, demonstrating a concern for honesty, integrity, and transparency with students, employees, and the community.

In addition to accreditation of the College as a whole through the ACCJC, several programs at the College are accredited through other accrediting agencies.

The Nursing program is approved by the California Board of Registered Nursing. The College withdrew from the Accrediting Commission for Education in Nursing (ACEN) accreditation process in April 2014.

The Radiologic Technology Program is fully accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the California Department of Public Health, Radiologic Health Branch (CDPH-RHB).

The Respiratory Care Program is accredited by the Committee on Accreditation for Respiratory Care (CoARC) has been fully accredited since the late 1960s. In 2010, with the encouragement and support of CoARC, the program began building an advanced registry-level program. After adding 10 advanced registry-level courses, the program was granted Initial/Provisional accreditation by CoArc and graduated its first class of advanced respiratory care practitioners in December of 2012. CoArc will do a focused site visit and review of the program in the spring or summer of 2013.

In the Industry and Technology division, the following programs are accredited by external agencies, and all these programs are in full compliance with their respective accrediting agencies:

- Cosmetology: California Board of Barbering and Cosmetology
- Fire Academy: California State Fire Marshall
- Paramedic Training: Los Angeles County Health Services

In the Business Division the Paralegal Studies Program is approved by the American Bar Association.

El Camino College communicates with appropriate local, state and federal agencies and complies with agency policies and guidelines. El Camino develops and sustains relationships with external agencies with honesty and integrity. External agencies that provide accreditation for specific coursework and programs are listed and El Camino pass rates are posted on the College website.

Allied Health and Nursing California State Licenses

- Respiratory Care: Respiratory Care Board of California and NBRC
- Nursing: NCLEX
- Radiologic Technology: AART

The College complies with all U.S. Department of Education regulations. This includes grant programs, financial aid, and International Student Programs. See the appendix for current grant projects operating at the College along with information about the funding source or agency.

The International Student Program adheres to U.S. Government rules and regulations for international students and provides links to U.S. Government websites online.

The integrity of reporting on expenditures related to the College's grants from the U.S. Department of Education is ensured by the College and confirmed through the district's audit reports. The College follows all regulations for Financial Aid. The institution's communication of educational quality and institutional effectiveness are accurate. The Public Relations Office reviews reports and newsletters for accuracy prior to publication. Data related to educational quality gathered and processed through the office of Institutional Research and Planning and are posted online.

**Self-Evaluation**

The College meets the standard. The College has enacted the recommendations by the Commission in 2009. It has made significant improvement in its processes and policies and is strongly committed to meeting and exceeding all ACCJC standards, policies, guidelines, and requirements.

**Standard IV.A.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**

El Camino has an established governance structure and corresponding processes and practices in place to provide a forum for discussion and dissemination of various issues related to the operation of the campus. Board Policy 2510 and Administrative Procedure 2510 establishes guidelines for participation in local decision-making by faculty, staff and students. Through Board Policy 2510, the Board of Trustees ensures that members of the District participate in recommending policies to be considered for adoption. As required by law, the policy identifies the role of faculty, staff, and students in the consultation process. Administrators, faculty, students and staff participate on campus advisory, consultation, contractual and operational committees. Minutes of many governance committees are posted on the College website.

Board Policy 3260 charges the Superintendent/President to develop procedures for disseminating information and recommendations on District issues through the College Council. Members of the College Council are responsible for communicating information related to the governance process with their respective constituents.

The Board of Trustees, College Council and Planning and Budgeting Committee annually evaluate their role in the governance process. College Council establishes annual goals and conducts a self-evaluation that identifies annual priorities and publishes the results on the College website and in the council minutes.

Since 2005, the Planning and Budgeting Committee has conducted an annual self-evaluation. The evaluation survey is published in meeting minutes which are posted on the College website. Communication of the governance process is standardized through the posting of agendas and minutes on the ECC Portal.

The document, *Making Decisions at El Camino College*, is an example of improvements made as a result of self-evaluations. The document clarifies the role of various constituent groups and improves the governance process.

**Self-Evaluation**

The College meets the standard for campus-wide committees. Students are represented on Division Councils in Academic Affairs, and classified staff participation varies from division to division.

The Area Council includes faculty and student representation in Academic Affairs but lacks classified staff membership. Greater inclusion of classified staff on consultation committees in Academic Affairs is needed. Classified staff can provide input on the impact of proposed policies and procedures.

**Actionable Improvement Plan**

Add at least one classified staff member to all Area Councils and other consultation committees.

Evidence – Standard IV.A. Decision-Making Roles and Processes



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#### **Standard IV.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.**

The College's leadership consists of a Board of Trustees and the Superintendent/President. Trustees are elected from the community to be representative of the public interest. The College recently changed its trustee areas to do so. The Board of Trustees acts as a unit to establish policies that assure institutional effectiveness while the President's responsibility is to carry them out. The Board of Trustees adheres to established policies and bylaws concerning their duties and works to protect the integrity and promote the success of the College. Both the Board of Trustees and the President have evaluations regularly.

**Standard IV.B.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**

In accordance with EDC 70902 (a) (1), a Board of Trustees maintains, operates, and governs El Camino College, and the El Camino College Compton Center. Board meetings are held monthly and the Agendas, Minutes, and Supplemental Materials for each meeting are available on the El Camino College [website](#), and provided to the local media outlets. The Board has a set of Board Policies which are continually modified to assure the quality, integrity, and effectiveness of student learning and the financial stability of the college. Board Policy [1200](#): The El Camino College Mission, Philosophy, Values and Guiding Principles specifically speak to these aspects of student learning and financial stability through the declaration of El Camino College's mission, philosophy, values, guiding principles, and strategic initiatives. The prioritization of "quality, comprehensive educational programs" that

serve our students and is "centered on its community" is included in the Mission Statement and the Philosophy of Values. These are displayed on board agendas, in division offices and printed material such as the college catalog. Board Policies under the 6000 series help assure the College's financial stability. Board Policies such as 6200 and 6300, among others, state that board is given regular reports concerning the budget and the board grants approval of the final budget. [Board Policy 6200](#) also states that the budget must support the district's educational mission and plans. [Board Policy 6300](#) states that the budget must be prepared in accordance with Title 5 policies. The Board Policies, and any accompanying Procedures, are accessible to the community on the El Camino College [website](#).

The general policy for selecting a superintendent/president can be found in [Board Policy 2431](#). The current president formally announced his June 2013 retirement date at the [December 17, 2012](#) meeting of the Board (p. 46). The lack of a specific procedure and time constraints led to two Special Board of Trustees meetings - [January 7, 2013](#) and [January 16, 2013](#) - dedicated to the discussion of a selection process. Although the president ultimately rescinded his retirement notification, the Board renewed his contract with the proviso that he would provide a one year notification of retirement in order for the Board to develop a specific process for filling this vacancy (audio recording and minutes of [January 22, 2013](#) Board of Trustees meeting). A more specific board process for the selection of the superintendent/president will be brought forward to the board for first reading July 2014.

The Board's evaluation of the president can be found in Evaluation of Superintendent/President [Board Policy 2435](#) and [Administrative Procedure 2435](#). The evaluation procedure is also a part of the president's [contract](#) and dictates that the Board and President meet in June for a yearly evaluation. This policy and procedure are general also, however, an announcement in one of the May editions of the *President's Newsletter* calls for confidential letters addressing the president's performance to be submitted to the Board by May 30. An evaluation meeting between the Board and the President is held as part of a closed session at the [June](#) Board meeting.

#### **Self-Evaluation**

The College meets the standard. It is recommended that the Board develop a specific process for selecting a new president. This is necessary so that the transition to a new President is as seamless as possible. The current

President's new contract is a four-year contract that commenced on February 1, 2013; however, the current President can retire, without penalty, in three years.

**Standard IV.B.1.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**

As dictated by EDC 70902, the College's governing Board members are elected representatives of the service area of the El Camino Community College District. The Board's duties and responsibilities are outlined in Board Policy 2200. Each Board member is active in his/her community, so in this way represents the public interest. Board meetings are held monthly and are open and public. The monthly agenda allows for public comment from anyone interested in addressing the Board. Agendas, Minutes, and supplemental materials for each meeting are available on the El Camino College Website. Audio recordings of the Board meetings are also available. Some hard copies of the Agenda are also available at each meeting. When reports are presented at Board meetings, those reports are accessible via the website as well. None of the Board members are District employees and there appears to be no other obvious conflict of interest. In order to better represent the public interest in the College, the El Camino Community College District (ECCCD) Board of Trustees adopted new Trustee Areas at its February 21, 2012 meeting and changed from "at-large" to "by-trustee area" elections. This transition was overseen by a Boundary Review Committee, which comprised Board appointed representatives from the community. The ECCCD board submitted the new trustee areas to the Los Angeles County Registrar Recorder's Office in order to be in effect for the November 2013 election.

#### **Self-Evaluation**

The College meets the standard. The Board acts independently and is representative of the public interest. Newly defined trustee areas better represent the constituency of the local area.

**Standard IV.B.1.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 and other formal statements exist that describe the Board's expectations for quality, integrity, and improvement of student learning programs and services. El Camino College's Mission Statement is stated in Board Policy 1200:

"El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."

It also describes El Camino College's Vision, Statement of Philosophy, Statement of Values, Guiding Principles, and Strategic Initiatives. One commonality of all of these statements is the emphasis on student success.

In line with Board Duties and Responsibilities Board Policy 2200, Curriculum and Course Development Board Policy 4020, policies are continually updated to assure the quality, integrity, and improvement of student learning programs, services. Financial support and resources to support the College's educational goals are discussed in the 6000 series of the Board Policies. In 2006, the Board approved a partnership with the Compton Community College District 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. In the spring of 2013, El Camino College and the Compton Community College District revised the partnership agreement. The College's board policies and the actions of the board now extend to ECC Compton Center as well.

#### **Self-Evaluation**

The College meets the standard. Policies and other formal statements exist that describe the Board's expectations for quality, integrity, and improvement of student learning programs and services. Board policies address the College's values and emphasize student success. These policies are updated as needed for the improvement of student learning programs, services and resources.

## Standard IV: Leadership and Governance

**Standard IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

### Descriptive Summary

The ultimate responsibility for educational quality, legal matters, and financial integrity is granted to the Board in [Board Policy 2200](#). Board [agendas](#) and [minutes](#) demonstrate that the Board enacts this policy. The members of the Board are independent in that they do not have a financial interest in any contract made by the Board or in any contract they make in their capacity as Board members as stated in [Board Policy 2710](#). Board members must file a [Conflict of Interest form](#) every year as a way to monitor this independence.

### Self-Evaluation

The College meets the standard. Policies dictate that the Board is ultimately responsible for educational quality, legal matters, and financial integrity. Members cannot have any financial interest with contracts made by the Board. The Board is independent and not subject to actions from an outside entity.

**Standard IV.B.1.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

The Board's bylaws and the College's policies and procedures are available online on the El Camino College [website](#). [Board Policy 2010](#) contains the specific bylaws addressing the board's size, structure and membership. [Board Policy 2210](#) describes the roles of its officers. The Board's duties and responsibilities are covered in [Board Policy 2200](#), and Regular Meetings of the Board: [Board Policy 2310](#) establishes the operating procedures. [Board Policy 2010](#) and all Board policies provide effective guidance to the Board of Trustees. Policies and procedures of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote as stated in [Board Policy 2410](#).

### Self-Evaluation

The College meets the standard. The public has access to bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures through the College website.

**Standard IV.B.1.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

Examining the [Board Agendas](#) and [Minutes](#) demonstrates that the Board acts in a manner consistent with its policies. The Board follows parliamentary procedure in the conduct of its meetings and adheres to the Brown Act requirements for public meetings ([Board Policy 2310](#)). The Board actively solicits input from the public on agenda and non-agenda items ([Board Policy 2340](#), [Board Policy 2345](#)). At the Board's yearly organization meeting, a President, a Vice President and Secretary for the Board are elected by their peers; the Secretary of the Board is the Superintendent/President.

The Board evaluates and reviews its policies on a regular basis. The College subscribes to the California Community College League (CCLC) Policy and Procedure service. Annual updates to policies and procedures are provided by CCLC in response to changes in federal and state law. The updates are reviewed by the Vice Presidents and affected policies and procedures are changed where needed by the responsible party. For academic areas, the Academic Senate Educational Policies committee updates the policy which is approved by the Senate prior to moving forward to the College Council and then to the Board for approval.

### Self-Evaluation

The College meets the standard. The Board acts within the provisions of its policies and bylaws. Evaluations of policies and practices occur in adherence to the directives of the CCLC and the needs of the school.

### Actionable Improvement Plan

A timeline for routine review of policies and procedures should be implemented to maintain currency.



**Standard IV.B.1.f. The governing board has a program of board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

#### **Descriptive Summary**

For development purposes, the members of the Board of Trustees, including the Student Trustee, are able to attend a number of trustee trainings. Many of these trainings are provided by the Community College League of California (CCLC), including the annual Trustees Orientation Conference. Others include the annual Legislative Conference, the Board Chair training, the Student Trustee Conference and Training, the online sexual harassment training, and elected official ethics training.

Newly elected and appointed trustees are provided with a Trustee Handbook, a publication of the CCLC. The Handbook orients new members by providing information on such topics as the community college system, policy and planning, fiscal responsibility, accreditation roles, and relationships with staff. An ECC orientation and resource materials are also provided to all new trustees.

The mechanisms for providing for the continuity of board membership and for staggered terms of office are outlined in Board Policies 2010, 2015, 2100, and 2210. The Board consists of five members elected by the qualified voters of the District. There is also one student member, elected by the student body, who holds an advisory vote. Board members hold office for four years, with a District-wide election held every two years in November. A member's term begins in December. Board members previously were elected "at-large, but in February 2012, the Board adopted a redistricting plan that changed the election process to "by-trustee area" (See pages 9-11 of board agenda and minutes from February 2008).

#### **Self-Evaluation**

The College meets the standard. The CCLC Trustee handbook and ECC resource materials are used to orient new members on the role on the Board. Board policies detailing continuity of membership and staggered terms of office are also in place.

**Standard IV.B.1.g. The governing board's self-evaluation process 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 in order to identify its strengths and areas which may improve its functioning (BP 2745). The Board sets goals and evaluates its performance annually (Board of Trustees meeting December 17, 2012, page 6) (BP 2200, 2430, 2431, 2435, 2740 & 2745) using an evaluation instrument developed by CCLC. A summary of the evaluation is publicly presented and discussed at its October board meeting and Trustees discuss goals for the following year at the November and December board meetings. Goals were established in 2011/ 2012 for the following keys areas:

1. Participate in community activities and events and bring observations to the Board for policy issues.
2. Participate in the operation of the College at Board meetings.
3. Continue a trustee orientation program.
4. Support the 2010 Facilities Master Plan.
5. Fiscal Responsibilities.
6. Accreditation.
7. Support Student Accessibility.
8. Support redistricting action plan.
9. Required Board Training.
10. Improve communication with all constituent groups and District employees.

The self-evaluation questionnaire, used for individual board member appraisal of all Board member activities for 2011-2012, focused on specific sub-goals. The Board Self-Evaluation Instrument and questionnaire results can be found on pages 50-55 of the November 2008 board agenda.

#### **Self-Evaluation**

The College meets the standard. It is advised that the current evaluation instrument be reviewed and possibly modified to include more clear and more objectively measurable items.

#### **Actionable Improvement Plan**

The Board shall revise the evaluation instrument.



## Standard IV: Leadership and Governance

### Standard IV.B.1.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

At the July 20, 2009 Board meeting, the Trustees adopted a revised version of Board Policy 2715, Code of Ethics/Standards of Practice. The standards are clearly defined and the process used by the Board to investigate any charge or complaint of Trustee misconduct is now included in the policy.

According to BP 2715, Trustees will adhere to the following standards of behavior:

1. Trustees will confine Board action to policy determination, to assuring fiscal stability of the District, and to delegating authority to the Superintendent/President as the Board executive.
2. Trustees will oversee spending public funds appropriately, prudently and legally, including those relating to their own expenses.
3. Trustees will observe appropriate conduct at Board meetings to facilitate decision-making that reflects the best interests of the College and the community.
4. Trustees will encourage and welcome active involvement of students, employees and residents of the District.
5. Trustees will avoid any conflict of interest and will always act in a professional manner.
6. Trustees will abide by majority decisions of the Board, while retaining the right to seek changes in decisions through ethical and constructive channels.

Charges by any person that a Trustee has violated laws and regulations governing Board behavior or the Board's Code of Ethics/Standards of Practice shall be directed to the Board President or the Board of Trustees itself. 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. These further courses of action are expanded upon in BP 2715.

The Board received a presentation regarding Ethics & Conflicts of Interest at its January 22, 2013 meeting. Board members have affirmed that they actively participate in ethics training mandated by AB 1234 provided online by the California Fair Practices Commission and Community College League of California.

The Compton Center revised its Code of Ethics and Standards of Practice policy and process on November 13, 2012. The Compton Center's policy includes the following categories:

1. Acting as a Whole
2. Managing Conflicts of Interest
3. Monitoring Board Compensation and Expenses
4. Handling Special Interest Groups
5. Using Appropriate Channels
6. Maintaining Appropriate Conduct at Board Meetings
7. Maintaining Confidentiality of Closed Sessions
8. Exercising Authority as Trustees
9. Handling of Administrative Matters
10. Giving Priority to the District and its Strategic Partner

The process by which charges of breaches in ethics and standard practices is handled is also part of this Board Policy.

#### Self-Evaluation

The College meets the standard. Board Policy 2715 lists standards of behavior. Board members receive ethics training as mandated by AB 1234 and outside entities such as the California Fair Practices Commission and Community College League of California.

### Standard IV.B.1.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-evaluation process, progress reports, substantive change proposals, the progress of SLOs and other related information. Recognizing the significance of the accreditation process and standards, the Board receives ongoing 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. The Board may complete an online course called "Accreditation Basics." 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 and input, 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 governing board is informed about, and involved in, the accreditation process. As such, the Board of Trustees must approve the Accreditation Self-Evaluation and Progress Reports, and Substantial Change Proposals before they are sent to the Commission.

In addition to the training the board members receive at the CCLC workshops, the administration regularly reports accreditation updates to highlight the changes in accreditation standards and policies. Individual board members are able to serve on the self-evaluation committees if they so desire. The College website has an [accreditation](#) page that includes the Self-Evaluation Report, the Commission's evaluation and recommendations, Progress Reports, Substantive Change Proposals, and all ACCJC correspondence with the College.

### **Self-Evaluation**

The College meets the standard. The Board has access to accreditation publications and training. They also receive updates from the present and give input as needed.

**Standard IV.B.1.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.**

### **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. [Board Policy 2431](#) authorizes the Board to establish a search policy to fill a Superintendent/President vacancy.

The Board's delegation of administrative authority to the President is defined in the formally adopted written [Board Policy 2430](#). Through [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. Board policy 2410 states that the board may adopt policies as authorized by law or determined by the board necessary for the efficient operation of the district. Administrative procedures are to be issued by the Superintendent/President as statements of method to be used implementing board policy.

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.

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. [Board Policy 2435](#) dictates that this process happens annually if not sooner.

Board members have many opportunities to gather sufficient information about institutional performance. [Board Policy 2200](#) details the duties of the Board members. They can participate in campus events to recognize community members, students, and staff. They are regularly informed by the President in a monthly (supplemental) board letter or the [President's monthly newsletter](#) or 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.

## Standard IV: Leadership and Governance

### Self-Evaluation

The College meets the standard. Existing board policies discuss the selection and evaluation of the president. The president also holds the authority to implement and administer board policies.

**Standard IV.B.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.**

### Descriptive Summary

The President is responsible for the quality of the institution. He operates under the College's board policies which allow him to delegate responsibility to the vice presidents and managers. The President adjusts the College's organization and structure as necessary to increase institutional effectiveness. Board policies also dictate the ability to budget, develop personnel and assess institutional effectiveness. The President's decisions are based on data from the Institutional Research Department as well as collegial consultation processes.

### Self-Evaluation

The College meets the standard.

**Standard IV.B.2.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

In line with Board Policy 2430, the Board delegates to the President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. BP 2430 also allows the President to delegate any of his/her duties, but is specifically responsible to the Board for the final execution of these duties and powers. In this vein, the President delegates authority to the vice presidents of the College and ECC Compton Center to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, fiscal and facilities management, and human resources. This delegation of authority is evident upon perusal of any

Board Agenda, where each vice-president has a section devoted to her or his areas of authority. The President also adapts the College's administrative organization and staffing as necessary. For instance, to meet heightening requirements for statistical measurement, the Institutional Research department was expanded. It was further expanded into the Institutional Research and Planning department in order to centralize the development and oversight of the College's planning processes.

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. One reason the President sits on these final selection committees is to ensure that the College and Center are run effectively by highly qualified and trained administrators and faculty who reflect the College's purpose, size, and complexity and the College's commitment to the needs of the community. Administrators, with duties delegated by the President, select additional staff who are also highly qualified and trained and who reflect the College's goals and commitments. All administrators, faculty, and staff are evaluated regularly by their immediate supervisors and peers as appropriate and/or as outlined in bargaining agreements.

### Self-Evaluation

The College meets the standard. The president delegates responsibility as appropriate to reflect the institution's purposes, size and complexity.



**Standard IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**

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

**Descriptive Summary**

El Camino College's mission, philosophy, values, guiding principles, and strategic initiatives are published in Board Policy 1200. The mission, philosophy, values, guiding principles, and strategic initiatives are communicated in print in a variety of fashions – e.g., in the monthly Board agendas, in the College catalogue, in the minutes of various campus committees. The president communicates these values, goals, and priorities in a variety of fashions as well – e.g., at the general session of semester-opening Flex Day, in the *President's Newsletter*, and on the College website.

These values, goals, and strategic directions are reviewed annually at the El Camino College (ECC) Planning Summit, a college-wide event that brings together the president and other stakeholders from broad areas of El Camino College and the Compton Center to evaluate and provide feedback on various aspects of the planning process.

Collegial consultation committees also provide input into College initiatives, policies and procedures when appropriate. Recommendations developed in collegial consultation committees emerge from discussion and input from all major college constituencies. The Superintendent/President reviews the recommendations and supporting rationale and accepts, rejects or returns the recommendation for further consideration. If a recommendation is rejected, a written explanation is provided that demonstrates that the recommendation was carefully considered and explains why an alternative decision was made (*Making Decisions at El Camino College*, page 11).

The College Council is the primary collegial consultation committee of the College. This committee meets weekly during the fall and spring semesters and on Board

meeting days during the summer. The President chairs College Council, and its members represent the major constituent groups of the College. The College Council makes recommendations of a campus-wide nature to the president regarding the development of institutional planning and policy. Representatives are also charged with disseminating information to their constituents (*Making Decisions at El Camino College* page 13). After a year-long review, the College Council came to a clearer understanding of collegial consultation and codified the results of that understanding in the *Making Decisions at El Camino College* document.

The Office of Institutional Research and Planning supports educational and institutional effectiveness by providing the president with data and analyses of institutional performance of El Camino College and El Camino College Compton Center. This data is used for analysis in assessment, planning, and decision-making. The Office of Institutional Research and Planning is a very strong component of the College and has a reputation of excellence in data collection.

The Office of Institutional Research and Planning is staffed by a director with extensive research experience. The staff also includes research analysts, three at El Camino and one at the Compton Center. This office conducts research on both the college communities and the larger, surrounding communities. For example, data on student retention and success at both campuses by division, department, course, and instructor are easily accessible on the website. This data is used in multiple documents throughout both locations and is especially vital when preparing departmental program reviews and in analyzing Student Learning Outcomes and Service Area Outcomes. Further, members of the Planning and Budgeting and Enrollment Management committees rely on data conducted by this office, including research on demographic and enrollment trends and various aspects of student achievement, to assist with resource planning and distribution. Again, this information is readily available on the office's website.

The Director of Institutional Research and Planning reports to the Vice President of Student and Community Advancement. This Vice President can then disseminate the information to the president and the rest of the Cabinet at their weekly meetings. Of course, the President can access information directly from the director and/or from the website. The President as well as all members of the College can request data by completing an online Research Request Form.

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The Director or Vice President makes research-based-reports available to the President, Board, and the community at various Board of Trustees meetings. For example, the Accountability Reporting for the Community Colleges (ARCC) document is presented for review and approval at Board meetings (page 1). Research information on other important aspects of the College such as student achievement data and student success is also presented (e.g., first page of Board agendas from January 2012 and March 2013) Reports from the office of Institutional Research and Planning are also used by the president in his campus and off-campus presentations.

As the name indicates, the office of Institutional Research and Planning has a planning component as well. This office is responsible for general planning documentation as well as documentation on the Plan Builder program. Again, this information is readily available on the website. Including planning as a vital component of the office of Institution Research assists in ensuring that educational planning is based on sound research. The integration of research and planning helps the College in achieving student learning outcomes.

The Office of Institutional Research and Planning also produces material which assists in evaluating overall instructional planning and implementation efforts. For example, employee campus climate surveys and student surveys are distributed regularly, with the results providing a barometer for further evaluation. These surveys and results are readily obtainable from the website. Further, the ACCJC rubric for Evaluating Institutional Effectiveness is included on the website.

### Self-Evaluation

The College meets the standard. Collegial consultation occurs at multiple levels on campus. Decisions are also guided by the Office of Institutional Research and Planning. IR provides sound research to assist the College with educational planning.



**Standard IV.B.2.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 does assure the implementation of statutes, regulations, and governing board polices and assures that institutional practices are consistent with the institutional mission and with institutional policies. Since the College is governed by numerous laws and policies, examples are offered that demonstrate that this standard is met.

As stated in BP 2430, the President is entrusted by the Board to delegate any of his/her duties, but is specifically responsible to the Board for the final execution of these duties and powers. In this vein, the President delegates authority to the vice presidents of the College 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 delegates to the vice presidents the responsibility to ensure that legal requirements and board policies are met. This delegation of authority is evident upon perusal of any Board Agenda, where each vice-president has a section devoted to her or his areas of authority.

The El Camino College Board meets the third Monday of each month as mandated by BP 2310. All Board meetings are open to the public and comply with Brown Act provisions, except as required or permitted by law.

In line with California Education Code 84040 and Board Policy 6400, the College is audited annually to ensure compliance with the fiscal guidelines required by law. The annual audit report is available for public viewing on the El Camino College website.

The Office of Staff and Student Diversity /Equal Employment Opportunity develops, revises, maintains and monitors the District's Equal Employment Opportunity Plan and Student Equity Plan and ensures equal employment opportunity and compliance with rules, regulations and laws. The office receives, investigates, compiles reports and makes recommendations for the resolution of both employee and student discrimination and sexual harassment complaints. The Director of the Office of Staff and

Student Diversity /Equal Employment Opportunity reports directly to the president.

**Self-Evaluation**

The College meets the standard. The president, through delegation to the vice presidents, assures that statutes, regulations, and governing board policies are consistent with institutional mission and policies.

**Standard IV.B.2.d. The president effectively controls budget and expenditures.**

**Descriptive Summary**

In accordance with California Education Code, Title 5, and Board Policies 6200 and 6300, the president assumes primary responsibility for the assurance of sound fiscal policies and procedures in budget planning and expenditures for the District. An element of this responsibility includes the campus Planning and Budgeting Committee (PBC). The PBC is charged with overseeing and directing the planning and budgeting activities of the District. This collegial consultation committee is composed of representatives of the various constituent groups on campus. Although not members, one or more of the vice presidents attend each meeting; the president attends as deemed necessary. The president appoints a chairperson for PBC which serves as a liaison with this consultative body. The chair forwards recommendations regarding budget and planning priorities agreed upon by the membership. Although PBC recommendations may differ from how the president chooses to allocate the budget, it is generally agreed that effective and proactive fiscal management is one of the president's strengths (*Daily Breeze*, *Inside Higher Education*, *ECC Union*). Furthermore, a written statement is provided to the PBC in the event an alternate course of action is taken by the president.

More objective proof of the president's fiscal expertise is that there have been no layoffs or furloughs of permanent employees since the last accreditation cycle. The fiscal crisis did precipitate cost saving measures. The counselors' contracts were reduced from twelve to ten month contracts, student services were reduced, and class sections were cut by twenty percent, which greatly affected the number of adjuncts teaching classes. A perusal of board agendas from 2008 to the present shows that no permanent employee has been subject to a layoff or furlough condition, even during periods of severe State budget shortfalls. Regardless, the College

has maintained a healthy reserve during this same time period, as indicated by budget books from 2008 to the present. For instance, for the fiscal year 2012 – 2013, the estimated reserve was 15%.

Reports on the District's fiscal status are submitted by the president to the board of trustees on a quarterly basis and are reviewed at regular board meetings (Board Meeting April 15, 2013 page 19).

Revenues and expenditures from the successful facilities bond campaigns of 2002 and 2012 are also monitored by the president. An element of this monitoring is a nine-member Citizens' Oversight Committee appointed by the Board of Trustees; in accordance with Proposition 39 This committee monitors spending and reports all findings to the public.

**Self-Evaluation**

The College meets the standard. The president effectively controls budget and expenditures.

**Standard IV.B.2.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 College and the College community itself through a variety of methods including college-produced media and personal contact. The president is assisted in his communication efforts by the Public Relations and Marketing Department. The Public Relations and Marketing Department communicates both information from the president, and various types of campus-related information via the College Website, news releases, printed and online newsletters (e.g., *President's Newsletter*, *ECC Matters*), magazines (e.g., *Community News*), brochures, and various forms of social media (e.g., Facebook, Twitter, Instagram, YouTube).

The president maintains community-wide personal contact via participation in Foundation events, 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. More direct campus contact is achieved by the president's holding of weekly office hours, the president's formal



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

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addresses to campus employees as part of the fall and spring Flex Day activities, and the president's participation in campus events.

### **Self-Evaluation**

The College meets the standard. The president utilizes multiple ways of engaging and communicating with the surrounding community.

**Standard IVB.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.**

This standard does not apply to El Camino College.

Evidence – Standard IV.B Decision Making Roles and Processes