



EL CAMINO COLLEGE
2017-2022 COMPREHENSIVE MASTER PLAN
EVALUATION REPORT
September 2020

Table of Contents	Page
I. Report Overview	1
II. Background on 2017-2022 Comprehensive Master Plan Assessed in This Report	2
III. Executive Summary	3
A. Educational Master Plan (EMP)	3
B. Facilities Plan	4
C. Staffing Plan	5
D. Technology Plan	6
IV. El Camino College Mission, Vision, and Values	7
V. 2017-2022 Comprehensive Master Plan Progress	7
A. Educational Master Plan	7
A1. Initiative A: Curricular Innovations	8
A2. Performance Indicators	8
B1. Initiative B: Empowering for Equity	10
B2. Performance Indicators	11
C1. Initiative C: Funding Technology	12
D1. Initiative D: Technology for Communication	13
E1. Initiative E: Comprehensive Student Support	14
E2. Performance Indicators	14
F1. Initiative F: Lowering the Cost of Education	16
F2. Performance Indicators	16
G1. Initiative G: Evaluation of Student Processes	18
G2. Performance Indicators	18
H1. Initiative H: Building Community	23
I1. Initiative I: Improving Our Processes	24
B. Facilities Plan	26
C. Staffing Plan	27
Outcome 1: Assess potential employee retirement dates in an effort to create a flexible recruitment schedule	27
Outcome 2: Develop orientation and training programs to prepare Classified employees in job-related procedures to ensure continuity of service	29
Outcome 3: Analyze hiring of temporary non-classified (TNC) employees to determine positions reflect temporary nature of work	30

	Page
Outcome 4: Add questions to the exit interview process to discover why employees are leaving the District	30
Outcome 5: Develop a retention plan for the District based on exit interview data	31
Outcome 6: Create a management training program to prepare mid-level managers for more senior level responsibilities	31
D. Technology Plan	33
Goal Cluster 1: Distance Education and Emerging Technologies	34
Goal Cluster 2: Campus Technology Infrastructure and End Users' Support	35
Goal Cluster 3: Process Improvement and Innovative Solutions	35
Goal Cluster 4: Professional Development and Training	36
Goal Cluster 5: Information Technology Standards	37
VI. Next Comprehensive Master Planning Cycle	38
Charts	
Chart 1. Students Successfully Completing Transfer Level English & Math Courses within First Year	8
Chart 2. Units Earned by Students to Complete Award	9
Chart 3. Employment in the Field of Study	10
Chart 4. Equity & UDL/ADA Professional Development	11
Chart 5. Faculty Participation in Equity & UDL/ADA Professional Development	12
Chart 6. ITS Expenditures: Infrastructure and Technology Needs	13
Chart 7. ITS Expenditures: Communication and Promotion of Students' Completion	14
Chart 8. Application Yield Rate (Fall Term)	15
Chart 9. Student' Degrees, Certificates & Transfer	15
Chart 10. Scholarship Donors	16
Chart 11. ECC Foundation Financial Aid Awarded	17
Chart 12. ECC Foundation Financial Aid Awarded Students	17
Chart 13. South Bay Promise Enrolled Students	18
Chart 14. Early College Experiences	19
Chart 15. Academic Goals & Plan for Achieving Them	20
Chart 16. Engaged Learning	21
Chart 17. Financial Assistance	21
Chart 18. Awareness of Support Services	22
Chart 19. Frequency of Use of Support Services	23
Chart 20. Level of Satisfaction with Support Services	23

	Page
Tables	
Table 1. ZTC/OER Number of Class Sections & Number of Faculty Using ZTC/OER	10
Table 2. Physical Environment and Safety 2018 ECC Climate Survey Section	24
Table 3. Campus Life and Activities 2018 ECC Climate Survey Section	24
Table 4. Adopted Board Policies and Administrative Procedures	23
Table 5. Facilities Projects Time Cycle	27
Table 6. 2016 Facilities Master Plan Priorities	27
Table 7. ECC Retirement FY 2017-19	28
Table 8. Employees Eligible to Retire as of September 2019	28
Table 9. Employees Eligible to Retire in 5 Years	28
Table 10. Professional Development FY 2017-19	29
Table 11. Most Frequent Training FY 2017-19	29
Table 12. Management Training FY 2016-17	32
Table 13. Management Training FY 2017-18	32
Table 14. Management Training FY 2018-19	33
Table 15. Goal Cluster 1 Distance Education and Emerging Technologies	34
Table 16. Goal Cluster 2 Campus Technology Infrastructure and End Users' Support	35
Table 17. Goal Cluster 3 Process Improvement and Innovative Solutions	36
Table 18. Goal Cluster 4 Professional Development and Training	37
Table 19. Goal Cluster 5 Information Technology Standards	37

I. Report Overview

El Camino Community College District Superintendent/President Dena P. Maloney tasked the Institutional Research and Planning (IRP) Office with writing an assessment report about the College Plans included in the 2017-22 Comprehensive Master Plan. These plans are the following:

- Educational Master Plan (EMP)
- Facilities Plan
- Staffing Plan
- Technology Plan

This report reflects an evaluation of the work related to the four aforementioned plans. In the case of the EMP, the Facilities Plan, and the Technology Plan, this document reports on the 2015-18 period. In the case of the Staffing Plan, the assessment period is 2017-19, since IRP was unable to obtain older data. The present report is complementary to the *El Camino College Strategic Initiatives 2015-2018 Evaluation Report*, published in November 2019.

The development of these plans did not consider the design of performance indicators to carry out subsequent evaluation. A significant effort was made by the Academic Affairs Vice President Dr. Jean Shankweiler, the Executive Director of Facilities Planning, Operations & Construction Jorge Gutierrez, the Vice President of Human Resources Jane Miyashiro, and the Chief Technology Officer Arthur Leible to provide the IRP Office with the best possible evidence to develop this assessment report. Additionally, the four plans were created using disparate templates. As a result, it was challenging to build a standardized format to report on their progress, and draw connections between plans when reviewing the work performed.

Due to the above described circumstances, this assessment only presents broad brushstrokes that attempt to contribute with determining strategic courses of action for the areas of Academic Affairs, Facilities, Staffing, and Technology in the incoming years. To describe the progress achieved in each of the plans, the report presents key accomplishments and/or uses performance indicators that help describe this progress.

To develop and evaluate future college plans, the following recommendations should be considered:

- All four plans should use a template that facilitates the analysis of results, and the establishment of connections among these closely related plans.
- Goals and/or objectives should be measurable by setting up targets and specific indicators and/or accomplishments, as well as targets to be met, to allow tracking progress.
- Assessment data should be collected in appropriate and systematic ways so that it can be used to monitor progress, set priorities, and adjust planning.
- Planning at all levels of the college should be informed by the best available evidence (scientific, organizational, experiential, stakeholders').
- Planning at all levels of the college should be thought of as a cycle with at least three stages: assessment, planning, and implementation.

II. Background on 2017-2022 Comprehensive Master Plan Assessed in This Report

Before the 2017-2022 Comprehensive Master Plan was developed, the College's work was based on the 2015-2020 Strategic Plan, delineated in Board Policy 1200 (December 2014). This policy included the mission, vision, and values statements of ECC; institutional effectiveness outcomes used to measure progress on student achievement and institutional effectiveness; and six strategic initiatives, each with objectives, which represented the areas of focused improvement of the College.

After three years of work, in March 2017, the College released the 2017-22 Comprehensive Master Plan. This plan was constituted by the Educational Master Plan, the Facilities Plan, the Staffing Plan, and the Technology Plan. The Educational Master Plan, which served as the foundation for the other four plans and other planning initiatives within the College, was tied to the strategic initiatives that came from the 2015-2020 Strategic Plan.

Through the work of the Strategic Planning Committee, followed by collegial consultation, Board Policy 1200 was amended in June 2019 to include only the District mission, vision and values statements. Currently, Board Policy 1200 and the Strategic Plan are officially separate documents.

During Spring 2018, the Strategic Planning Committee revised the El Camino College strategic initiatives and objectives, as well as the College's mission, vision, and values. The result of this revision is the board approved 2020-23 Strategic Plan (April 2020). This plan was developed considering the progress achieved on the strategic initiatives, and California legislation that mandates community college districts to align their local goals with the Chancellor's Office Vision for Success system-wide goals.

In Fall 2019, the 2020-23 Strategic Plan and the College's revised mission, vision and values went through collegial consultation. The plan was presented to the Board of Trustees for two readings and was adopted in April 2020. The implementation of the plan will commence in Fall 2020.

Leading and lagging performance indicators have been developed. These indicators will be used, during the next three years, to monitor and measure the level of accomplishment of El Camino College's mission and institutional goals.

III. Executive Summary

Key results for the Educational Master Plan, the Facilities Plan, the Staffing Plan, and the Technology Plan are presented below.

A. Educational Master Plan (EMP)

Initiative A: Curricular Innovations

Except for employment in the field of study, all other performance indicators¹ showed progress during the 2015-18 period assessed (see pp. 8, 9).

Initiative B: Empowering for Equity

During the 2015-18 period, a key milestone reached was the approval by the Board of Trustees of the ADA Transition Plan. In relation to professional development opportunities, equity training and faculty participation increased. Universal Design for Learning (UDL)/Americans with Disabilities Act (ADA) Training and faculty participation seem to have decreased (see pp. 10, 11). It is important to note that the time period assessed pre-dates Cornerstone (ECC's system to document participation in professional development opportunities) and other rigorous processes the College has currently in place to capture professional development activities. Therefore, these results might not include all training evidence.

Initiative C: Funding Technology

During the period examined, the College progressively increased its expenditures in the area of infrastructure and technology needs (see p. 12).

Initiative D: Technology for Communication

Informational Technology Services expenditures in the area of communication and promotion of students' completion increased during the 2015-17 period. The 2017-18 year showed a decrease (see p. 13).

Initiative E: Comprehensive Student Support

During the 2015-18 period, the application yield rate increased, as well as the number of degrees and certificates awarded. Except for 2018, the number of student transfers also increased (see pp. 14, 15).

Initiative F: Lowering the Cost of Education

During the assessed period, the ECC Foundation scholarship donors progressively increased, as well as the number of scholarships awarded. Overall, the number of students awarded with financial scholarships also increased. The number of South Bay Promise students showed an exponential growth (see pp. 16, 17).

¹ Transfer level English successful course completion, transfer level math successful course completion, transfer English and math successful course completion, units earned to complete degree, units earned to complete certificate, zero text cost/open educational resources class sections and faculty using zero text cost/open educational resources.

Initiative G: Evaluation of Student Processes

According to the 2016 and 2018 SENSE survey, most ECC respondents showed having positive early college experiences. Most of 2016 ECC respondents had a positive opinion about setting academic goals. In 2018, this percentage increased. Additionally, most ECC respondents expressed they had never used labs or participated in activities such as supplemental instruction, received prompt feedback from instructors, or face-to-face tutoring. The response in all other SENSE community colleges was very similar. ECC showed overall improvement in terms of students' opinion about financial assistance. In terms of use of support services, most respondents said that they had never used these services. All other community colleges surveyed by SENSE showed similar results. There were varied responses in regards the students' level of satisfaction with these services. All other community colleges surveyed by SENSE showed variability in their responses as well (see pp. 18-22).

Initiative H: Building Community

In the 2018 ECC Campus Climate Survey, most students indicated feeling a sense of community and perceive physical spaces as enhancers of that feeling. Most of them also stated feeling part of a wider ECC community, and feeling close to people at the school (see p. 23).

Initiative I: Improving Our Processes

During the 2015-2018 period, the College created/updated and adopted 62 Board Policies, and 63 Administrative Procedures. In 2017, El Camino College initiated a Process Improvement initiative. These are two key improvements resulting from that initiative: the students' intake steps were reorganized. The steps are outlined in the [Path to Enrollment Link](#) in ECC's home page. The College also developed a landing page to help students apply to the college. The Apply Page offers instructions to filling out the ECC application (see pp. 24, 25).

Overall, all Educational Master Plan initiatives showed progress. Initiatives A (Curricular Innovations), C (Funding Technology), E (Comprehensive Student Support) and F (Lowering the Cost of Education) are highlighted examples of the College's ability to positively impact students' path at ECC.

B. Facilities Plan

During the 2015-18 period, the ECC Facilities Planning, Operations & Construction Department worked on eight projects detailed below (see p. 26):

- Athletic Education and Fitness Complex Project Phase 2
- Channel Parking Lot F Structure Improvement Project Phase 2
- Student Services Building
- Gymnasium
- Lot C Parking Structure
- Sand Volleyball Court
- Pool/Classroom Building
- Administration Building

C. Staffing Plan

During the 2016-19 period, the El Camino College Human Resources area had six focus areas outlined in the Staffing Plan:

1. Assess potential employee retirement dates in an effort to create a flexible recruitment schedule
2. Develop orientation and training programs to prepare Classified employees in job-related procedures to ensure continuity of service
3. Analyze hiring of temporary non-classified (TNC) employees to determine if positions reflect temporary nature of work
4. Add questions to the exit interview process to discover why employees leave the District.
5. Develop a retention plan for the District based on exit interview data
6. Create a management training program to prepare mid-level managers for more senior level responsibilities

The results achieved during the period assessed are as follows (see pp. 27-32):

- Outcome # 1 was partially achieved. Although assessments of past, current, and future eligible retirements were completed, the task of accurately predicting retirements and planning future recruitments is difficult and not useful to track progress and assess the College Staffing Plan.
- Outcome # 2 was partially achieved. An analysis of 2017-19 classified staff professional development opportunities was completed. Greater alignment between the professional development opportunities survey data and the training plan must be established.
- Outcome # 3 was fully achieved. An anticipated and prospective outcome from doing an analysis of the College's TNC workforce was the hope of reducing expenses on TNCs and utilizing regular staff to meet operational needs. However, this analysis underscored the institution's co-dependence on a casual workforce as an integral operational function of College services. Although the work of the remaining TNCs on payroll meet the "temporary/seasonal/on-call nature of work," the ongoing re-employment practices held by the ECC keep retention rates and casual staffing levels high.
- Outcome # 4 was fully achieved. Pulling exit interview data from an online format has allowed Human Resources to more easily tabulate, categorize, and identify trends and/or emerging issues influencing employees' decisions to leave the College.
- Outcome # 5 is in development. However, including this outcome in the next Staffing Plan might need to be reassessed. A campus-wide, blanket retention plan may not be the best option for ECC. With enrollment not increasing and tight budgets, natural turnover may be a useful strategy to avoid lay-offs.
- Outcome # 6 was fully achieved. During the 2016-19 period, the Professional Development and Learning Department offered a variety of workshops and trainings that dealt with five areas of leadership: strategic leadership, retaining and engaging talent, developmental coaching, financial acumen development, and emotional intelligence.

D. Technology Plan

The Technology Plan included nineteen goals. For this assessment report, these goals were grouped into five clusters (see pp. 33-37).

- *Goal Cluster 1: Distance Education and Emerging Technologies*

During the 2015-18 period, El Camino College implemented cloud-based systems that allowed the campus to enhance its ability to operate regardless of its physical infrastructure. Two important examples are the implementation of Civitas Course Builder, which helped simplify and upgrade the build-out of semester courses; and the set-up of ReviewSnap, an online performance management system that is available 24 hours a day, 7 days a week from any computer with internet access.

- *Goal Cluster 2: Campus Technology Infrastructure and End Users' Support*

During the 2015-18 period, El Camino College enhanced its information systems data security by adding in several new software tools. It also began a systematic process of upgrading/replacing all switching on campus that had not been renewed. This included updating the wireless capability across campus. Several different methods of data and access security were added to network and desktop systems in order to help fend off internet launched cyberattacks. Starting in 2016, El Camino College also began a series of programs aimed at improving the student-learning environment. The most important example of this initiative is the migration from Etudes to Canvas, the ECC's learning platform.

- *Goal Cluster 3: Process Improvement and Innovative Solutions*

In 2017, Qualtrics was deployed, a high-quality survey software system. Qualtrics helped collecting and analyzing data to be used in planning and making-decision processes. In 2018, Information Technology Services initiated a Data Governance committee. The committee began inventorying all data sources and sharing, prioritizing risk and developing processes for future data and code sharing.

- *Goal Cluster 4: Professional Development and Training*

During the 2015-18 period, El Camino College focused on improving campus technology support by enhancing the staffing and systems available to the Technology Help Desk. Additionally, an annual Academic Technology Fair took place to provide quality information services to the entire campus. The migration to Canvas allowed the College to provide shells for all sections offered each term, which allowed greater freedom of instruction, outreach and connectivity, in all aspects of the curriculum, to students and faculty.

- *Goal Cluster 5: Information Technology Standards*

With the goal of expanding communications with the campus and staff, Information Technology Services upgraded its online presence on webpages to providing details on available technology and increased online support and helpdesk services.

IV. El Camino College Mission, Vision, and Values

El Camino College mission statement reads:

El Camino College makes a positive difference in people's lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.

El Camino College vision statement asserts:

El Camino College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

El Camino College community holds five core values:

People – We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.

Respect – We work in a spirit of civility, cooperation and collaboration.

Integrity – We act ethically and honestly toward our students, colleagues and community.

Diversity – We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.

Excellence – We deliver quality, innovation, and excellence in all we do.

V. 2017-2022 Comprehensive Master Plan Progress

A. Educational Master Plan

Within the 2017-2022 Comprehensive Master Plan, the Educational Master Plan (EMP) outlined a set of broad initiatives to be implemented between 2017 and 2022. The EMP serves as the foundation for other planning and is the College's strategic road map to guide decisions and direction. This plan was developed in 2016 based on input from the Master Plan Work Group, students, faculty, staff, and administrators. It also reflected emerging trends and directions in the El Camino College community, the California Community Colleges system, and the South Bay area.

The strategic action items of the Educational Master Plan (EMP) were grouped under nine initiatives: Curricular Innovations, Empowering for Equity, Funding Technology, Technology for Communication, Comprehensive Student Support, Lowering the Cost of Education, Evaluation of Student Processes, Building Community, Improving Our Processes. The following pages present some aspects of the progress made by El Camino College in each of these initiatives.

A1. Initiative A: Curricular Innovations

Curricular Innovations was defined in the 2017-2022 Comprehensive Master Plan as follows:

Implement and/or expand curricular innovations that will promote creativity in the classroom and encourage greater engagement, success and persistence among students.

A2. Performance Indicators

Transfer Level English Successful Course Completion

During the 2015-18 period, the percentage of students who successfully completed a transfer level English course within their first year of college increased by 3% (blue line, chart 1).

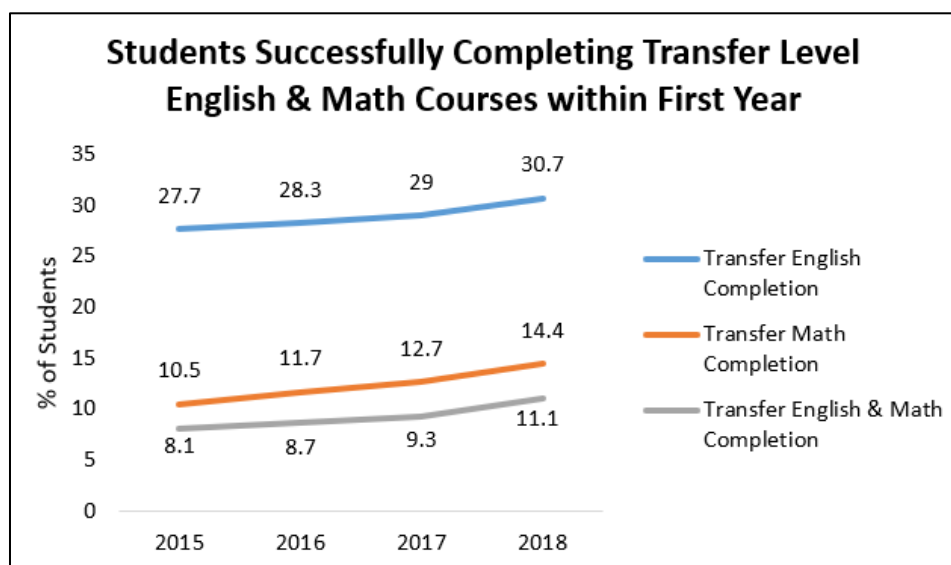
Transfer Level Math Successful Course Completion

During the same period, the percentage of students who successfully completed a transfer level Math course within their first year of college increased by 3.9% (orange line, chart 1).

Transfer English and Math Successful Course Completion

During the 2015-18 course of time, the percentage of students who successfully completed a transfer level Math course and a transfer level English course within their first year of college increased by 3% (grey line, chart 1).

Chart 1



Source: California Community Colleges Chancellor's Office: Student Success Metrics

Units Earned to Complete Degree

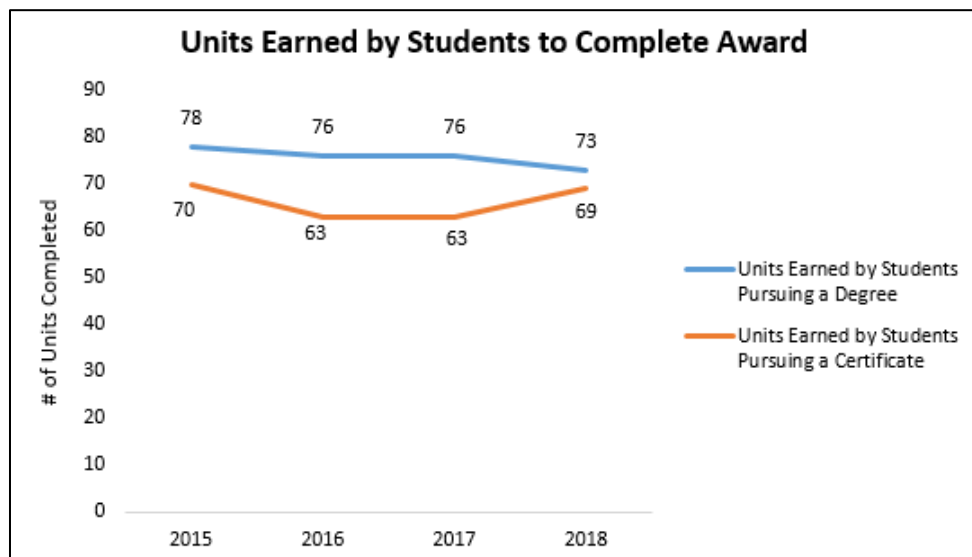
As evidenced by the blue line in chart 2 below, the average number of units students take to complete a degree has decreased by 6% in the period 2015-18.

Units Earned to Complete Certificate

As evidenced by the orange line in chart 2 below, the average number of units students take to complete a certificate has decreased by 1% in the period 2015-18.

According to the Chancellor's Office Vision for Success, the average number of units community college students should take to complete an award is 79. El Camino College shows great results as average numbers of units in chart 2 are under the CCCCO's benchmark.

Chart 2



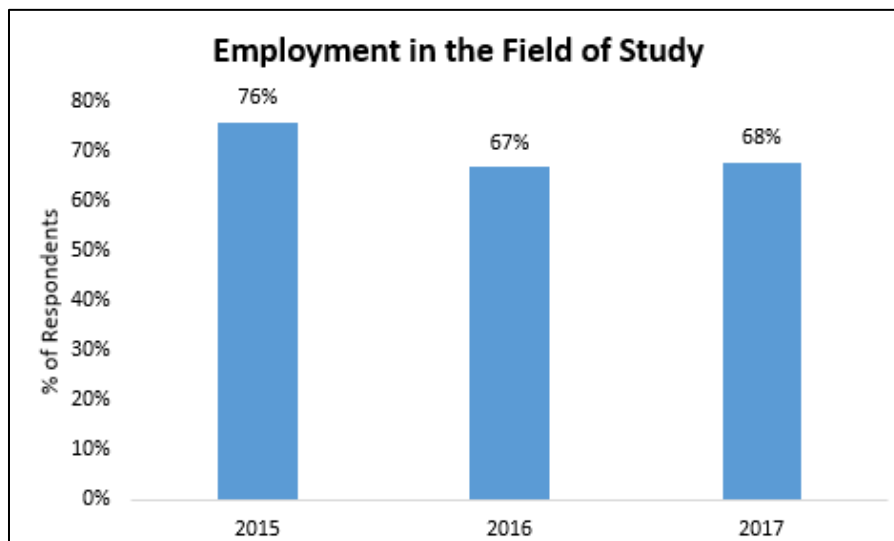
Source: ECC Institutional Research and Planning Office

Employment in the Field of Study²

For the time period assessed (2015-2017), the Career Technical Education Employment Outcomes Survey shows an 8% decrease in ECC respondents reporting being employed in their field of study (chart 3).

² At the time of writing this report, no data was available for 2018.

Chart 3



Source: Career Technical Education Outcomes Survey (CTEOS)

Zero Text Cost/Open Educational Resources Class Sections and Faculty Using Zero Text Cost/Open Educational Resources

During the 2015-18 period, ECC increased by 431% the offering of class sections using Zero Text Cost or Open Educational Resources (table 1). Similarly, the College showed a 900% increase in the number of faculty members using ZTC or OER. Although the amount of ZTC/OER class sections offered is small compared to the total number of class sections offered each year, and the number of faculty members presented in table 1 represents less than 1% of the faculty body, ECC showed progress on removing textbook costs as a barrier for student success, and on promoting the adoption of Open Educational Resources.

Table 1

	2015	2016	2017	2018
ZTC/OER Number of Class Sections	0	16	50	85
Number of Faculty Using ZTC/OER	0	4	15	40

Source: ECC Library

B1. Initiative B: Empowering for Equity

Empowering for Equity was defined in the 2017-2022 Comprehensive Master Plan as follows:

Equip faculty and staff to equitably serve our increasingly diverse student population.

The following are key ECC milestones related to empowering college stakeholders for equity during the period assessed:

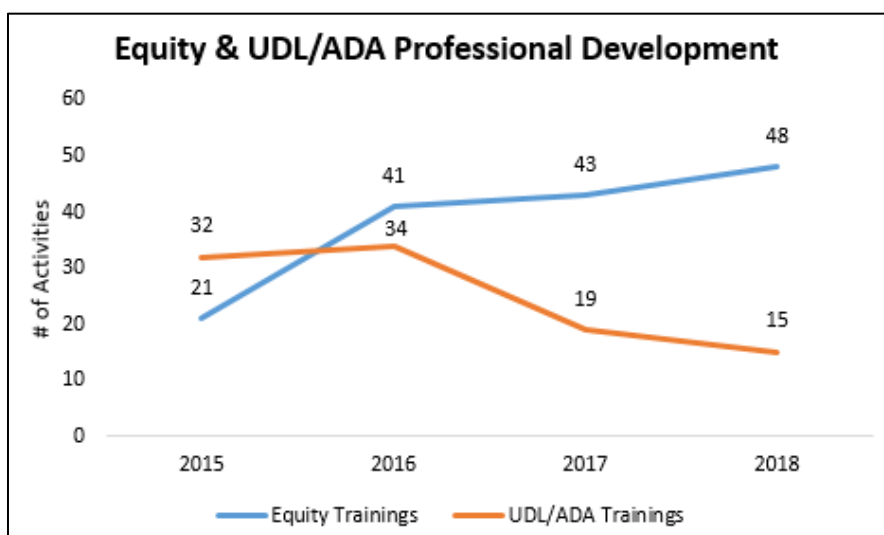
- ADA Transition Plan approved by BOT on December 19, 2016
- ADA Self-Evaluation and Transition Plan presented to the Facilities Steering Committee on March 13, 2017
- Universal Design Concepts presented to the Facilities Steering Committee on May 1, 2017
- Video Training produced by Janie Ishikawa and Gary Greco. The training was a professional development opportunity offered to faculty pursuant to an OCR settlement agreement.

B2. Performance Indicators

Equity Training and Universal Design for Learning (UDL)/Americans with Disabilities Act (ADA) Training

Chart 4 below shows that ECC has increased its equity training activities by 129% (blue line), and has decreased its UDL/ADA training activities by 53% (orange line).

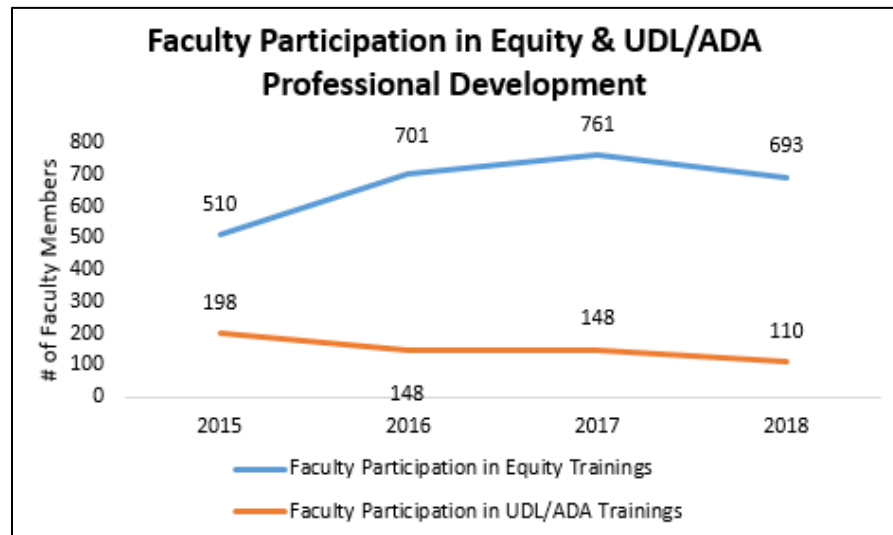
Chart 4



Source: ECC Professional Development and Learning Department & Student Equity and Achievement Program

Faculty Participation in Equity Training and UDL/ADA Training

During the period assessed, faculty participation in equity training has overall increased by 36% (blue line, chart 5 below), despite the decrease observed in 2018. Faculty member participation in UDL/ADA trainings shows a decrease of 44% (orange line, chart 5 below). The time period assessed pre-dates Cornerstone (ECC's system to document participation in professional development opportunities) and other rigorous processes the College has currently in place to capture professional development activities. Therefore, the data presented in the chart below reflects as much evidence as IRP could collect to the best of its abilities.

Chart 5³

Source: ECC Professional Development and Learning Department & Student Equity and Achievement Program

C1. Initiative C: Funding Technology

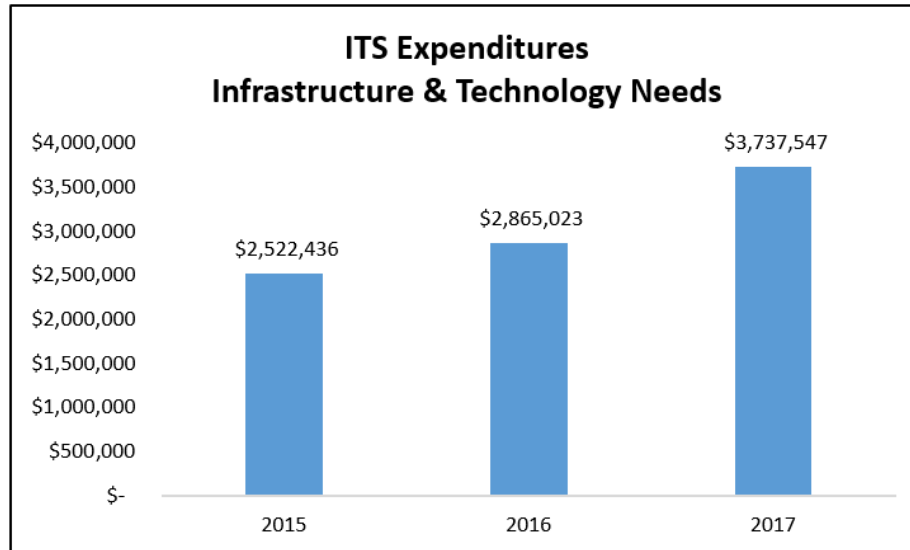
Funding Technology was defined in the 2017-2022 Comprehensive Master Plan as follows:

Prioritize campus technology needs and ensure a stable and regular source of funding for assessing and updating infrastructure

The performance indicator used to report on *Initiative C (Funding Technology)* are Informational Technology Services expenditures in the area of infrastructure and technology needs. As observed in the chart below, the College progressively increased its expenditures in this area. A 14% increase is observed from 2015-16 to 2016-17; and a 30% increase from 2016-17 to 2017-18.

³ Chart 5 might include duplicated counts of faculty members who participate in more than one activity.

Chart 6



Source: ECC Information Technology Services

D1. Initiative D: Technology for Communication

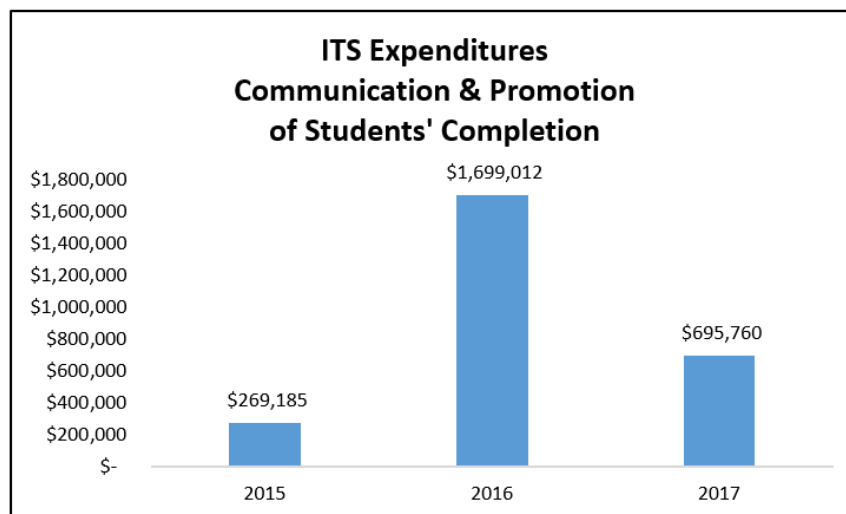
Technology for Communication was defined in the 2017-2022 Comprehensive Master Plan as follows:

Utilize various technologies to improve communication and to promote increased completion rates for El Camino College students

The performance indicator used to report on *Initiative D (Technology for Communication)* are Informational Technology Services expenditures in the area of communication and promotion of students' completion. As observed in the chart below, the College increased its expenditures in this area from 2015-16 to 2016-17 (531%). In 2017-18, there was a 59% decrease. Key milestones during the 2015-18 period are the implementation of EduNav⁴ and the scale-up of ECC Connect's use.

⁴ EduNav is a degree-planning tool that allows ECC programs to be listed in a database used by high school students to explore colleges.

Chart 7



Source: ECC Information Technology Services

E1. Initiative E: Comprehensive Student Support

Comprehensive Student Support was defined in the 2017-2022 Comprehensive Master Plan as follows:

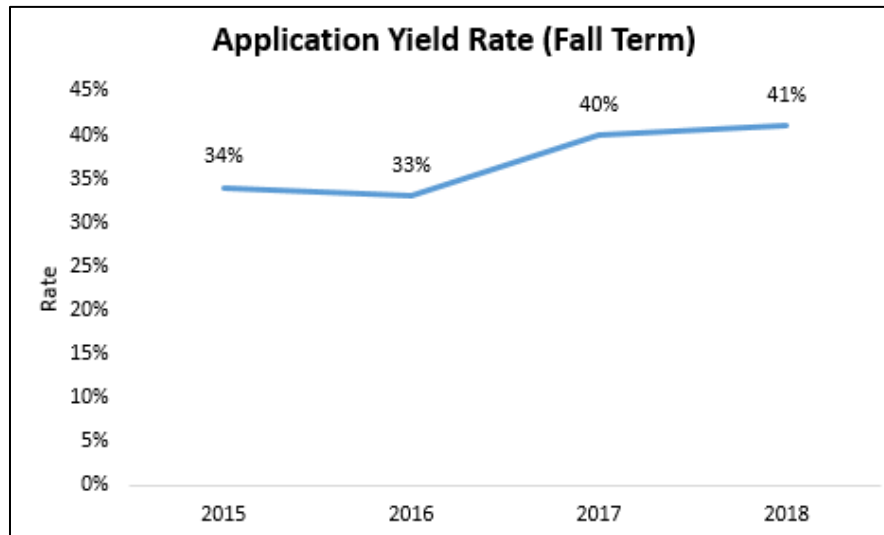
Develop, expand, or change services so that students experience a high level of comprehensive support, beginning prior to matriculation and culminating with goal completion

E2. Performance Indicators

Application Yield Rate (Fall Term)

Within the period of time assessed (2015-18), the institution shows an increase of 7% in the applicants who ended up enrolling at El Camino College (see chart 8).

Chart 8

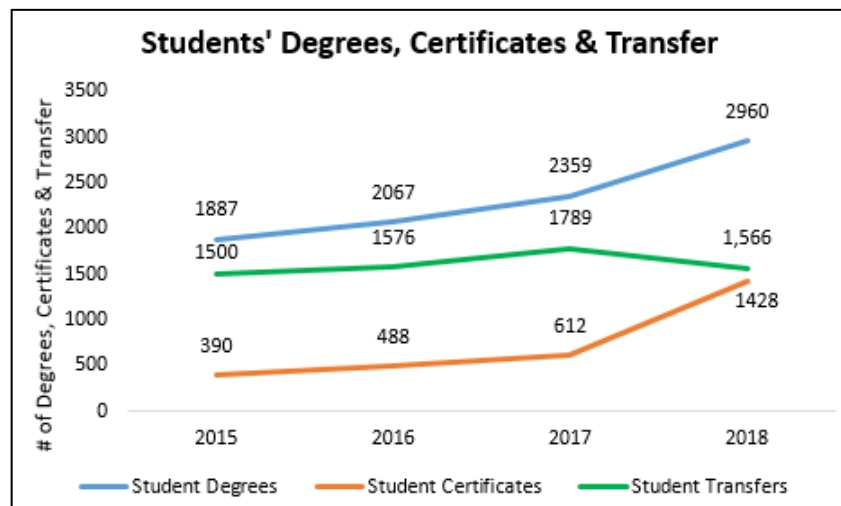


Source: ECC Institutional Research and Planning Office

Student Degrees, Certificates, and Student Transfer

As evidenced in chart 9 below, degrees and certificates awarded by ECC increased 57% and 266% respectively. The number of students transferring to four-year institutions increased in 2016 by 5%; in 2017 by 14%; and decreased by 12% in 2018. However, the number of students transferring to the University of California system increased 2% during the 2015-18 period.

Chart 9



Source: ECC Institutional Research and Planning Office

F1. Initiative F: Lowering the Cost of Education

Lowering the Cost of Education was defined in the 2017-2022 Comprehensive Master Plan as follows:

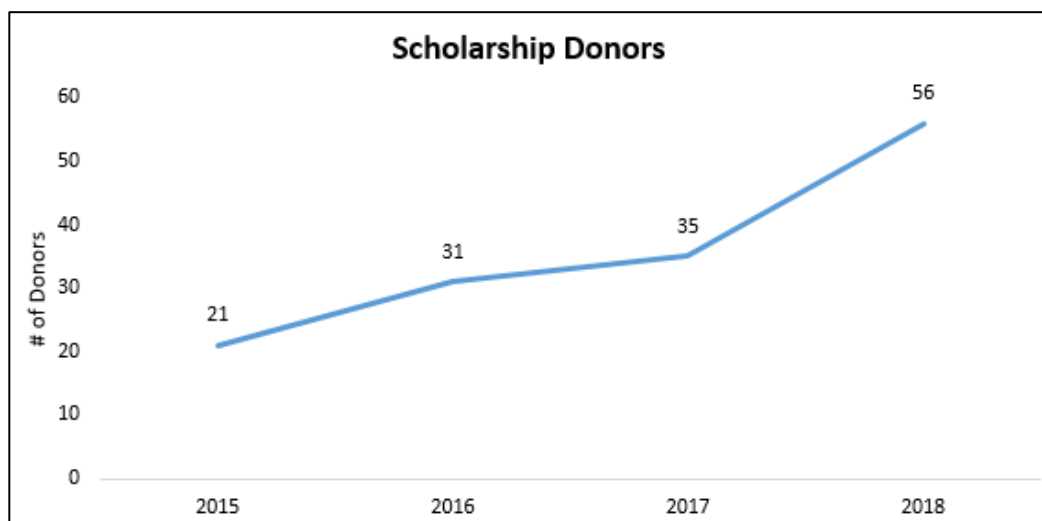
Lower the cost of education for students, including external costs

F2. Performance Indicators

ECC Foundation Scholarship Donors

The El Camino College Foundation works with donors, businesses, and community members to establish agreements for scholarships to benefit students. The scholarship program constitutes the Foundation's flagship program. Chart 10 shows that scholarship donors throughout the period examined have increased by 166%.

Chart 10

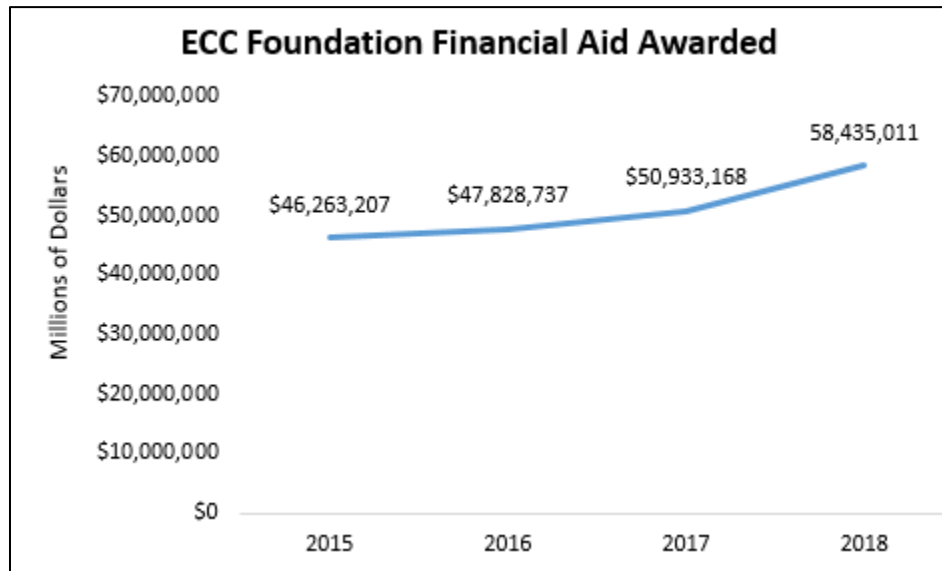


Source: ECC Foundation

ECC Foundation Scholarships Awarded

Similarly, the El Camino College Foundation has progressively increased the amount of scholarship dollars awarded to students. As evidenced in chart 11 below, there was a 26% increase during the period assessed.

Chart 11

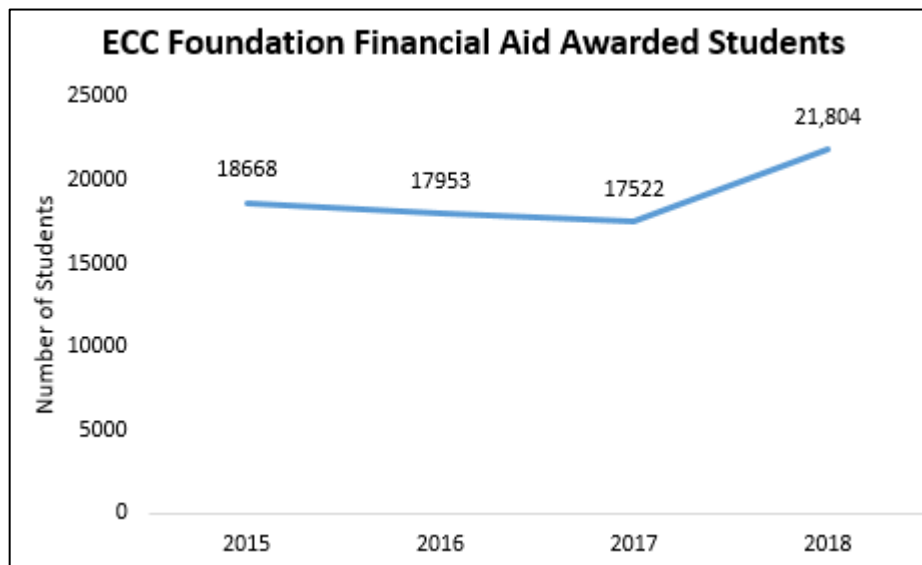


Source: ECC Foundation

Financial Scholarship Awarded Students

Although in 2016 and 2017 there was a decrease in the number of students who received scholarships provided by the ECC Foundation (see chart 12 below), overall the period assessed shows an increase of 17%.

Chart 12

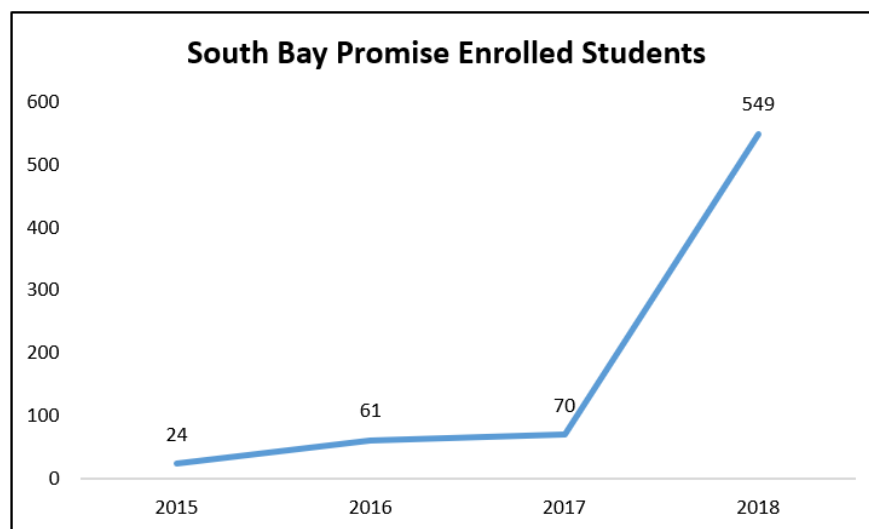


Source: ECC Foundation

South Bay Promise Students

Through the South Bay Promise, ECC offers an affordable pathway directly from high school to college. Enrollment fees for the first and second year are paid for first-time, full-time college students (regardless of school district) who attend El Camino College the fall after their senior year. As observed in chart 13 below, the number of students benefited by the SB Promise has grown exponentially during the period assessed.

Chart 13



ECC Institutional Research and Planning Office

G1. Initiative G: Evaluation of Student Processes

Evaluation of Student Processes in the 2017-2022 Comprehensive Master Plan was defined as follows:

Regularly analyze current procedures to ensure they are welcoming, unambiguous, and supportive in meeting the needs of current/future students, the faculty, the staff, and the community

G2. Performance Indicators

Performance indicators used to report on *Initiative G (Evaluation of Student Processes)* come from the Survey of Entering Student Engagement (SENSE). Findings correspond to the last two administrations of the survey at El Camino College (2016 and 2018).

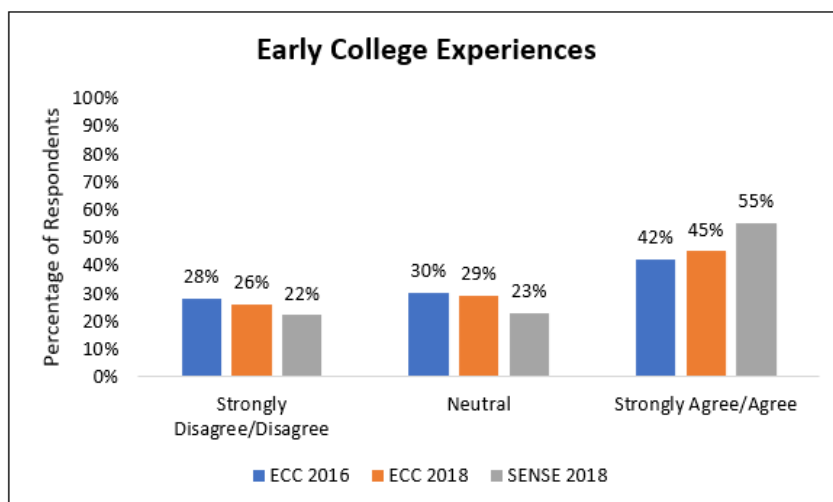
Early College Experiences

The SENSE survey asked respondents to assess their level of agreement with the following four statements related to early college experiences: a) the very first time at college I felt welcomed; b) the college provided information about financial assistance; c) a college staff member helped determine eligibility for financial aid; and d) at least one staff member learned my name.

Based on SENSE survey data for ECC, most respondents showed having positive early college experiences in both years assessed (see chart 14, 42% and 45% strongly agreed/agreed). In 2018, there was a 3% improvement in the percentage of students having positive experiences. ECC's positive responses in this area are around 10% lower in comparison to all other community colleges surveyed by SENSE (55% strongly agreed/agreed).

Additionally, there was a 2% decline in the number of students who disagreed or strongly disagreed (chart 14 below, 28% in 2016 versus 26% in 2018 strongly disagreed/disagreed). Compared to SENSE survey participants, ECC is a few percentage points higher (chart 14 below, 22%) than the other community colleges.

Chart 14



Source: Survey of Entering Student Engagement (SENSE)

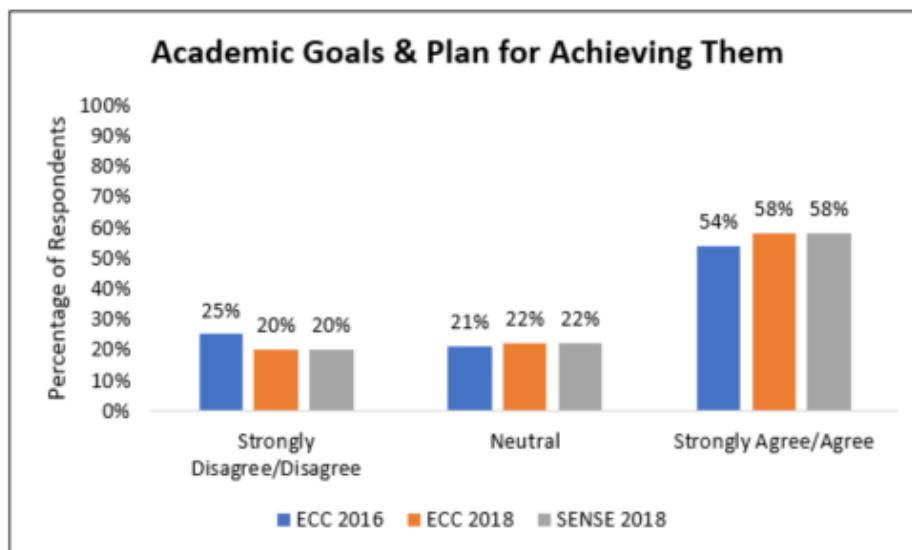
Academic Goals and Plan for Achieving Them

The SENSE survey asked respondents to assess their level of agreement with the following five statements related to academic goals and plan for achieving them: a) I was able to meet with an academic advisor at times convenient for me; b) an advisor helped me to select a course of study, program, or major; c) an advisor helped me to set academic goals and to create a plan for achieving them; d) an advisor helped me to identify the courses I needed to take during my first semester; and e) a college staff member talked with me about my commitments outside of school to select courses to take.

Based on SENSE survey data, most ECC respondents showed in 2016 a positive opinion about setting academic goals and plan for achieving them (chart 15, 54% strongly agreed/agreed). In 2018, this positive opinion increased in 4% (chart 15, 58% strongly agreed/agreed). Compared to the rest of the 2018 SENSE cohort, ECC showed equal results (chart 15, 58% strongly agreed/agreed).

Additionally, there was a 5% decline in the number of students who did not manifest a positive opinion regarding academic goals and plans (chart 15 below, 25% in 2016 versus 20% in 2018 strongly disagreed/disagreed). In 2018, the SENSE cohort showed the same results as ECC (chart 15, 20% strongly disagreed/disagreed).

Chart 15



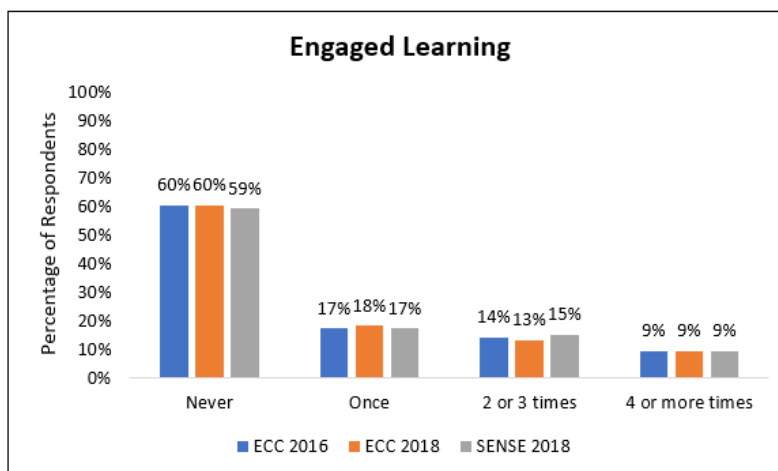
Source: Survey of Entering Student Engagement (SENSE)

Engaged Learning

The SENSE survey asked respondents to assess how frequently they had participated at ECC in particular activities or used specific learning tools. The statements they assessed for frequency were the following: a) participate in supplemental instruction; b) receive prompt written or oral feedback from instructors on your performance, c) face-to-face tutoring, d) writing, math, or other skill lab, and e) computer lab.

Based on SENSE survey data for ECC, most respondents expressed that they had never participated in these activities or used labs (chart 16 below, “Never” columns). The response in all other SENSE community colleges was very similar (chart 16 below, 59% responded “Never”). Closed to 20% of respondents said they had done so once. Responses from the SENSE cohort were very similar (chart 16 below, 17% responded “Once”). Furthermore, percentages in chart 16 show that ECC respondents’ answers were almost the same in 2016 and 2018. Similarly, the rest of the 2018 SENSE cohort did not show changes, as observed in chart 16 below.

Chart 16



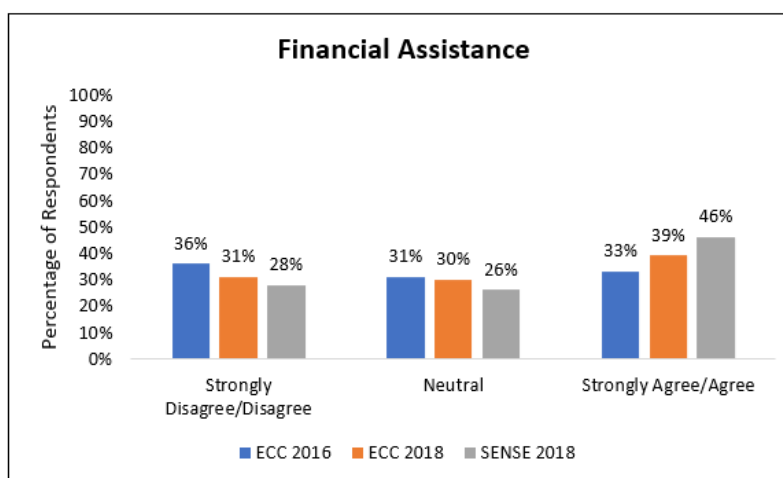
Source: Survey of Entering Student Engagement (SENSE)

Financial Assistance: Information and Eligibility

The SENSE survey asked respondents to assess their level of agreement with the following statements related to financial assistance: a) the college provided me with adequate information about financial assistance, and b) a college staff member helped me determine whether I qualified for financial assistance.

As observed in chart 17, ECC showed overall improvement in terms of students' opinion about financial assistance. There was a 6% increase in the number of students who showed a positive opinion about financial assistance (33% in 2016 versus 39% in 2018). Additionally, there was a 5% decline in the percentage of students who disagreed/strongly disagreed. In 2018, the SENSE cohort showed lower results than ECC in levels of disagreement and neutrality, and higher results than ECC in levels of agreement.

Chart 17

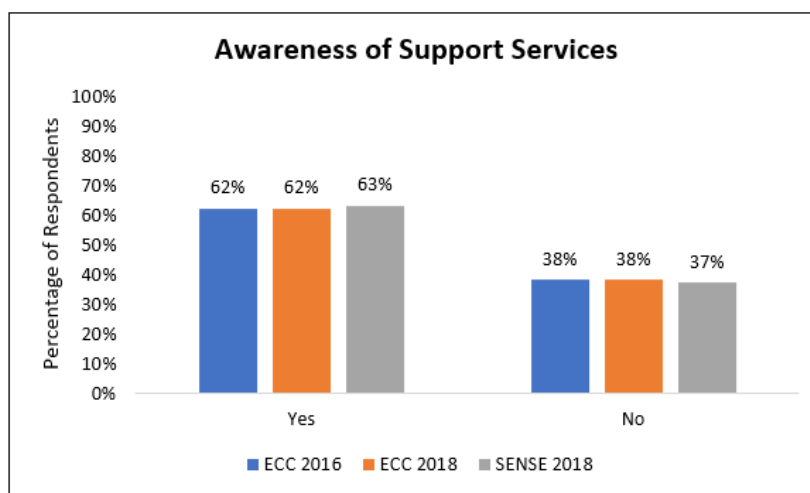


Source: Survey of Entering Student Engagement (SENSE)

Support services

The SENSE survey asked respondents to assess their level of awareness in regards the following support services offered by ECC: a) academic advising/planning, b) career counseling, c) job placement assistance, d) face-to-face tutoring, e) online tutoring, f) writing, math, or other skill lab, g) financial assistance advising, h) computer lab, i) student organizations, j) transfer credit assistance, and k) services to students with disabilities. As observed in chart 18, the level of awareness reported by respondents was the same for both years assessed. Most students were aware of the support services mentioned in the survey. The 2018 SENSE cohort of community colleges reported very similar results.

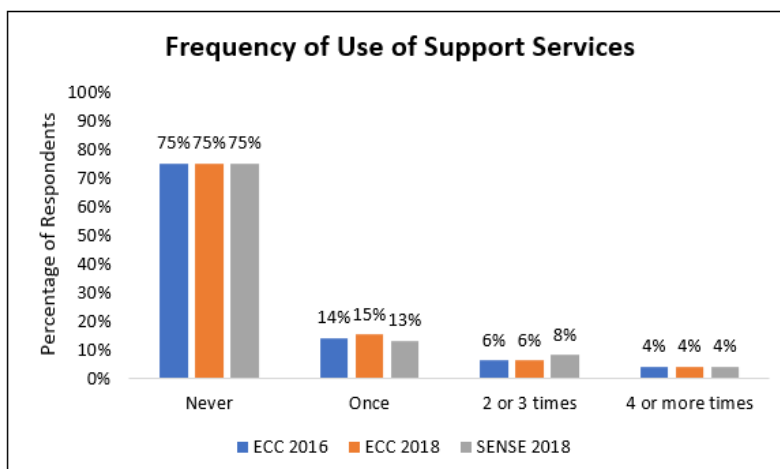
Chart 18



Source: Survey of Entering Student Engagement (SENSE)

The SENSE survey also asked respondents to assess the frequency with which they used the services mentioned above. In both years examined, most respondents said that they had never used these services (see chart 19, blue and orange columns above “Never”). In 2016, 14% of respondents reported using the services once; in 2018, 15% of respondents did so (chart 19). In both years, lower percentages of respondents reported utilizing these services 2, 3, or 4 times (chart 19). All other community colleges surveyed by SENSE in 2018 showed same results for columns “Never” and “4 or more times”; slightly lower results for column “Once”, and slightly higher results for column “2 or 3 times”.

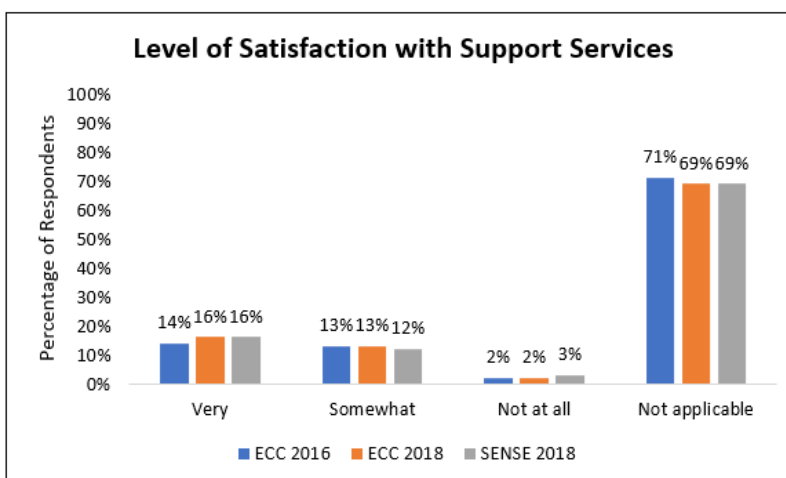
Chart 19



Source: Survey of Entering Student Engagement (SENSE)

Finally, the SENSE survey asked respondents to assess the level of satisfaction with the services mentioned above. Both years show most respondents answering “not applicable” (see chart 20, blue and orange columns far right), probably because they did not use these services. For those respondents who reported their level of satisfaction, 14% said “very satisfied” in 2016; and 16%, in 2018 (chart 20). For both years, the same percentage of respondents (13%) reported being “somewhat satisfied” (chart 20). All other community colleges surveyed by SENSE in 2018 showed same results for columns “Very” and “Not Applicable”; slightly lower results for column “Somewhat”, and slightly higher results for column “Not at All”.

Chart 20



Source: Survey of Entering Student Engagement (SENSE)

H1. Initiative H: Building Community

Building Community was defined as follows:

Create a greater sense of community among students, and ensure physical spaces on campus enhance students’ feelings of belonging at El Camino College

The performance indicators used to report on *Initiative H (Building Community)* come from the 2018 Campus Climate Survey. The indicator “Physical Environment and Safety” included multiple items related to this initiative. As observed in table 2, all items present over an 80% of agreement, which indicates students feel a sense of community and perceive physical spaces as enhancers of that feeling.

The indicator “Campus Life and Activities” also included some items related to Initiative H. Table 3 shows about 70% of the students feeling part of a wider ECC community and 60% feeling close to people at the school. One third of survey respondents stated participating in ECC events.

Table 2

Physical Environment and Safety	% of Agreement
I feel comfortable contacting the El Camino College Police Department	85%
Overall, campus police are genuinely concerned about my well-being	83%
There is adequate space for students to study, eat and socialize on campus	87%
ECC's campus is easy to navigate and I am able to find where I need to go	93%
ECC's campus is clean and well maintained	86%

Source: ECC 2018 Campus Climate Survey

Table 3

Campus Life and Activities	% of Agreement
I feel part of a wider ECC community	68%
I feel close to people at this school	60%
I often participate in events and activities on campus	29%

Source: ECC 2018 Campus Climate Survey

11. Initiative I: Improving Our Processes

Improving Our Processes was defined as follows:

Analyze current campus processes to ensure they maximize efficiency, promote safety, and/or effectively use current technologies

The performance indicator used to report on *Initiative I (Improving Our Processes)* is the adoption of Board Policies and Administrative Procedures. Table 4 below presents the number of Board Policies (BPs) and Administrative Procedures (APs) that ECC adopted during the period assessed. Between 2015 and 2017, ECC worked on policies and procedures that needed to be created or updated. The decrease in 2018 might be explained by the work completed in previous years during which the institution was able to come up to date with the BPs and APs legally required or suggested as good practice by the Community College League of California.

Table 4

	2015	2016	2017	2018
Adopted Board Policies	11	16	30	5
Adopted Administrative Procedures	5	6	28	24
Total	16	22	58	29

Source: ECC College Council Policies and Procedures Update Reports

In Fall 2016, a Process Improvement Task Force was created to analyze campus processes in terms of their effectiveness and efficiency. The Task Force, constituted by representatives from Outreach, Admissions and Records, Financial Aid and Counseling with input from ITS and Marketing and Communications, interviewed ECC staff and students and came up with five key recommendations:

- 1) Reorganize the intake process (move FAFSA/Financial Aid to the start of the process and the orientation immediately after application).
- 2) Implement an opt-out system for text communications, including emergency, marketing, and student life communications.
- 3) While a universal electronic system is explored, allow departments to implement tools that will make the process more efficient.
- 4) Create a landing page that students can access before being redirected to CCCApply. The page should provide warnings and tips on how students can prepare for and complete the application.
- 5) Review all student communications and make sure they are written for an appropriate reading level, are engaging, and as visual as possible.

The Task Force developed a Process Improvement Action Plan based on these recommendations. The following are key updates on each of the aforementioned recommendations.

Reorganize the intake process. Move FAFSA/Financial Aid to the start of the process and the orientation immediately after application: The intake steps have been reorganized. FAFSA is now the second step in the intake process. The steps are outlined in the [Path to Enrollment Link](#) that students go to when they select the “Start Here” button in ECC’s home page. The six steps to enrollment are: apply for admission, apply for financial aid, orientation, assessment, educational planning, and classes registration.

Implement an opt-out system for text communications, including emergency, marketing, and student life communications: ECC does not currently have a system in place for opting in or out of communications. There are multiple platforms being used for different types of communication and each has its own capabilities. For example, Nixle is a system used by campus police to communicate emergency and community notifications. Students and staff must register to receive alerts. Regroup, another platform used by counselors and some ECC programs, does not have a way to opt in or out from receiving texts. Marketing and Communications uses another platform to send out massive texts and emails. Students are not offered a way to opt out of those communications. Stakeholders who were consulted conceded that the platforms may have a way to allow students to opt out, but they are not currently aware of those capabilities.

While a universal electronic system is explored, allow departments to implement tools that will make the process more efficient: ECC programs have implemented third-party systems to try to make up for the gaps provided by the current Colleague system. Some of these systems are ECC Connect/Starfish, CRM Recruit, Gradebook, among others. Stakeholders who were consulted conceded that while these systems may have been promising in their capabilities, many have not made the process much more efficient because it is still challenging to fully integrate them with ECC Colleague.

Create a landing page that students can access before being redirected to CCCApply. The page should provide warnings and tips on how students can prepare for and complete the application: El Camino College developed a landing page to help students apply to the college. The [Apply Page](#) offers instructions to filling out the ECC application. Stakeholders who were consulted conceded that the access to the Apply page should be easier for new students.

Review all student communications and make sure they are written for an appropriate reading level, are engaging, and as visual as possible: During the 2015-18 period assessed, communications sent to students were not systematically reviewed. On June 2020, the Communications work group, facilitated by the Guided Pathways committee, began compiling a list of different standardized communications sent out to students at key points during the academic year or students' academic life cycle. Members of the work group will be assigned to review or rewrite the different communication templates. At least, one student representative is involved in these discussions.

Overall, all Educational Master Plan initiatives showed progress. Initiatives A (Curricular Innovations), C (Funding Technology), E (Comprehensive Student Support) and F (Lowering the Cost of Education) are highlighted examples of the College's ability to positively impact students' path at ECC.

B. Facilities Plan

In 2016, a Facilities Master Plan update was developed to reflect the College's accomplishments related to site and facilities development since 2012. To develop this update, the following set of facilities planning priorities were used:

- Priority 1: Maximize Functional Space
- Priority 2: Eliminate Non-Functional Space
- Priority 3: Simplify Implementation
- Priority 4: Improve Efficiency/Utilization of Facilities
- Priority 5: Right-Size the Campus to Address Program Needs

Table 5 below shows a detail of the facilities projects in development during the 2015-18 period. The yellow highlights indicate the work performed during the period assessed in this report.

Table 5

Time Period	Predesign Phase		Bidding Phase		In Construction		Project Completed	Total Time
	From	To	From	To	From	To		
Project							Date	As of Feb 2020
Athletic Education and Fitness Complex Project Phase 2	1/10/2011	2/29/2012	12/3/2012	1/14/2013	12/23/2013	12/16/2015	May-16	5 years 4 months
Channel Parking Lot F Structure Improvement Project Phase 2	1/1/2013	1/1/2014	3/2/2014	6/8/2014	10/23/2015	8/6/2017	August-18	5 years 7 months
Student Services Building	10/1/2013	6/29/2018	12/23/2015	2/2/2016	6/1/2016	4/30/2018	August-19	5 years 10 months
Gymnasium	1/2/2014	11/7/2015	11/8/2015	6/23/2016	8/11/2016	11/1/2019	November-19	5 years 10 months
Lot C Parking Structure	2/3/2014	10/31/2014	11/24/2015	3/1/2016	3/16/2016	5/31/2017	August-17	3 years 6 months
Sand Volleyball Court	8/1/2015	1/31/2016	8/16/2016	12/7/2016	12/15/2016	8/23/2017	April-18	2 years 8 months
Pool/Classroom	9/1/2015	8/31/2017	9/5/2017	1/10/2018	3/19/2018	6/30/2020	In construction	4 years 9 months so far
Administration Building	10/1/2015	8/3/2017	10/10/2017	11/30/2017	3/19/2018	3/30/2020	In construction	4 years 5 months so far

Source: ECC Office of Facilities Planning, Operations and Construction

Table 6 below shows how the projects mentioned above were aligned with the priorities set in the 2016 Facilities Master Plan. All projects helped maximizing functional space (priority 1) and eliminating non-functional space (priority 2). Except for the Administration Building, all other projects contributed to right-sizing the campus to address program needs (priority 5).

Table 6

2016 Facilities Master Plan Priorities	Athletic Education and Fitness Complex Project Phase 2	Channel Parking Lot F Structure Improvement Project Phase 2	Student Services Building	Gymnasium	Lot C Parking Structure	Sand Volleyball Court	Pool/Classroom	Administration Building
Priority 1: Maximize Functional Space	x	x	x	x	x	x	x	x
Priority 2: Eliminate Non-Functional Space	x	x	x	x	x	x	x	x
Priority 3: Simplify Implementation								x
Priority 4: Improve Efficiency/Utilization of Facilities		x			x		x	x
Priority 5: Right-size the campus to address program needs	x	x	x	x	x	x	x	

Source: ECC Office of Facilities Planning, Operations and Construction

C. Staffing Plan

Within the 2017-22 Comprehensive Master Plan, the Staffing Plan provided an overview of levels and categories of staffing, a review of staffing considerations, and training and professional development opportunities. The plan culminated with a planning agenda, which was used here to establish a set of outcomes for this assessment.

Outcome 1: Assess potential employee retirement dates in an effort to create a flexible recruitment schedule

As observed in tables 7, 8, and 9 below, an assessment of 2017-2019 retirements, as well as current and future eligible retirements assessments were completed.

Table 7

Retirements	FY 2017	FY 2018	FY 2019
Faculty	30	1	6
Classified/Confidential staff	14	42	3
Management	2	13	2
Total	46	56	11

Source: ECC Human Resources Area

Table 8

Employees Eligible to Retire as of Sept 2019 (55 years old & 10+ years of service at ECC)	
Faculty	
Fine Arts	21
Mathematical Sciences	16
Humanities	15
Behavioral & Social Sciences	13
Health Sciences & Athletics	12
Natural Sciences	11
Non-Instructional	11
Other Academic Divisions	10
Subtotal	109
Classified/Confidential Staff	
Facilities/Grounds	24
Admin Support	21
Financial	16
Student Service	15
Technical/IT skills	11
Instructional	9
Subtotal	96
Management	
Management	13
Subtotal	13
Total	218

Source: ECC Human Resources Area

The challenge in planning a recruitment strategy based on an assessment of retirements is the fact that non-incentivized retirements (like a Supplemental Employee Retirement Plan) cannot be planned. Instead, the District must wait for employees to decide when they want to retire and hope that the District receives some advanced notification to minimize service gaps. The effective date of non-SERP retirements are random due to the unique, personal situations of each individual. This randomness is further complicated by the fact that although individuals may be eligible to retire based on age and years of service, many are not personally ready to stop working and may wish to remain employed well into their 60's, sometimes 70's, and beyond.

In sum, outcome # 1 was partially achieved. Although assessments of past, current, and future eligible retirements were completed, the task of accurately predicting retirements and planning future recruitments is difficult and not useful to track progress and assess the College Staffing Plan.

Table 9

Employees Eligible to Retire in 5 Years (55 years old & 10+ years of service at ECC)	
Faculty	
Humanities	11
Mathematical Sciences	7
Non-Instructional	7
Other Academic Divisions	8
Subtotal	33
Classified/Confidential Staff	
Student Service	20
Other	11
Admin Support	10
Subtotal	41
Management	
Management	8
Subtotal	8
Total	82

Source: ECC Human Resources Area

Outcome 2: Develop orientation and training programs to prepare Classified employees in job-related procedures to ensure continuity of service

Tables 10 and 11 below show classified employees training throughout the period examined.

Table 10

Professional Development Per Year	FY 2017	FY 2018	FY 2019
Workshops/Trainings Offered to Classified Employees	71	59	71

Source: ECC Human Resources Area

Table 11

Most Frequent Training	FY 2017	FY 2018	FY 2019
Software Programs Skills & Training on Administrative Transactions	87%	68%	52%

Source: ECC Human Resources Area

In 2017, the majority of trainings offered (87%) to classified employees were focused primarily on development of computer skills for different software programs (i.e., Word, Excel, PowerPoint, Board Docs, Adobe Acrobat, Outlook, video captioning) as well as training on administrative transactions specific to ECC (i.e., setting up purchase orders and requisitions and generating budget reports). These types of training decreased in 2018 and 2019, allowing the Professional Development and Learning Department to offer a wider range of workshop around topics such as:

- Overcoming implicit bias in the workplace
- How to serve as an Equal Employment Representative on a recruitment
- Active shooter drills
- CPR/AED trainings
- Work/life balance courses on such issues as coping with change and stress management
- ECC PRIDE Leadership Academy
- Information sessions on pursuing an Ed.D.
- Career advancement workshops such as how to apply for jobs at ECC and how to prepare for an interview

At ECC, professional development opportunities for classified staff are planned in consultation with the Classified Professional Development Committee. A needs assessment survey, led by the Professional Development and Learning Department, informs the development of an annual training plan for the classified staff.

In sum, outcome # 2 was partially achieved. An analysis of 2017-19 classified staff professional development opportunities was completed. Greater alignment between the professional development opportunities survey data and the training plan must be established.

Outcome 3: Analyze hiring of temporary non-classified (TNC) employees to determine positions reflect temporary nature of work

An analysis of TNC hires from 2016-2018 was completed. Executive Cabinet (EC) received a report of all active TNCs non-tutors broken down by VP Areas. EC members reviewed the list of TNCs employed in their respective areas and verified the job duties being performed.

From the college-wide TNC analysis efforts came the development of an online form to help managers generate a detailed analysis of their TNC hiring practices and operational requirements. This online analysis was auto-routed to the appropriate Area VP for their review and approval. Questions on the online form included such topics as budget projections, workforce planning strategies, details on what exactly the TNC would be doing, and for what length of time. The use of the online form resulted in: a) hiring managers slowing down their previous practice of “auto-hiring” TNCs; b) managers being required to think through the set-up of their current operations; and c) more conversations between directors and their Area VPs about current operations and the possibility of alternative solutions.

The TNC reports revealed that management categorized the bulk of TNC work as “temporary,” “seasonal,” or “on-call” work. Many TNCs are rehired, year after year, to do the same temporary/seasonal/on-call work. In a few cases, managers saw that they were utilizing TNCs to do frontline, customer-support work that regular staff were capable of doing, but had become accustomed to delegating to TNCs. In these cases, the TNCs were not renewed so that regular staff could assume those frontline functions.

In sum, outcome # 3 was fully achieved. An anticipated and prospective outcome from doing an analysis of the District’s TNC workforce was the hope of reducing expenses on TNCs and utilizing regular staff to meet operational needs. The conclusion of this multi-phased analysis appeared to underscore the District’s co-dependence on a casual workforce as an integral operational function of College services. Although the work of the remaining TNCs on payroll meet the “temporary/seasonal/on-call nature of work,” the ongoing re-employment practices held by the District keep retention rates and casual staffing levels high.

Outcome 4: Add questions to the exit interview process to discover why employees are leaving the District

In FY 2016-2018 and in previous years, the information from the exit interview process was collected on paper, which made data collection and analysis difficult and cumbersome. Starting FY 2018-2019, the exit questionnaire was converted to an online format and integrated into a formal off-boarding process.

The off-boarding process includes an automated notification to the exiting employee to complete an online exit questionnaire. This change has resulted in a higher rate of survey completion; therefore, more data has been collected as to why individuals choose to leave ECC. Additionally, the exit questionnaire integrated Climate Survey questions, which allows the information collected to provide generalized insight into an employee’s experience working at ECC at different points in time over the course of their “life cycle” within the District.

In sum, outcome # 4 was fully achieved. Pulling exit interview data from an online format has allowed Human Resources to more easily tabulate, categorize, and identify trends and/or emerging issues influencing employees' decisions to leave the District.

Outcome 5: Develop a retention plan for the District based on exit interview data

Based on the results of the collected, online, exit data, retention measures and training workshops are in development to mitigate unnecessary turnover where preventable. However, developing this plan based on data coming from people who have already left the District is limited. The assumption when designing a retention plan from exit data is that current employees feel the same way as those who already left the District. There is no guarantee that this assumption is accurate. Another challenge is that exit data involves looking back whereas a retention plan implies a looking-forward perspective. Variables may change through time; therefore, past data might not help inform the design of an effective retention plan.

In sum, outcome # 5 is in development. In spite of the outlined challenges, a retention plan is in progress in the form of different management training workshops recommended and designed by the Management Professional Development Committee for FY 2019-2020. (Details regarding these trainings noted in Outcome #6 below.) Subject-specific trainings were data-informed suggestions made to the Management Professional Development Committee based on results gathered from both the New Hire Survey and Exit Questionnaire.

Outcome 6: Create a management training program to prepare mid-level managers for more senior level responsibilities

Outcome # 6 was fully achieved. During the 2016-19 period, the Professional Development and Learning Department offered a variety of workshops and trainings that dealt with five areas of leadership (see tables 12, 13, and 14 below).:

a) Strategic Leadership: Training in this area develops critical thinking skills and moves beyond execution of initiatives. Mid-level managers learn and participate in the setup of organizational direction and the information to align, empower, motivate, and inspire others.

b) Retaining and Engaging Talent: Training in this area offers mid-level managers an understanding of what qualities or characteristics are associated with talented professionals and what managers can do to nurture talent, increase job satisfaction, and develop individuals.

c) Developmental Coaching: Training in this area offers mid-level managers ideas on ways to improve how their team works.

d) Financial Acumen Development: Training in this area helps mid-level managers understand organizational priorities, key metrics, success indicators, effective business cases, and financial goals.

e) Emotional Intelligence: Training in this area focuses on understanding differences among people, honoring differences, and learning how to manage relationships.

Table 12

Management Training FY 2016 - 2017		
Area of Development	Trainings Topics	# Offered
Strategic Leadership	ECC PRIDE Leadership Academy	4
	President's Meetings	8
	Enrollment Management Summit	1
Retaining and Engaging Talent	Equal Employment Representative (EER) Training	3
	Canvas Training	1
	OU Campus Training	4
	Poll Everywhere for Classroom Use	1
	Basic Skills Course Requirements and Curriculum	1
Developmental Coaching	Management Forums	9
	Community Emergency Response Training	7
	Outlook Training – Meetings and Scheduling	1
	Sexual Assault Awareness and Prevention	1
Financial Acumen Development	Planning Summit 2017	1
	Requisitions and Purchase Orders: From Start to Finish	1
	Common Assessment Implementation Team (CAIT)	6
	Creating an Annual Plan from a Program Review	1
	Entering Your Annual Program Plans	8
Emotional Intelligence	Cannabis and the Law	1
	Equity and Deeper Learning	1
	Green Zone Project Training	1
	Dealing with Difficult People in the Academic Setting	1
	Cultural Sensitivity Seminar: Why Race Matters	1
	Women's Gender & Sexuality Studies Program	1
Total		64

Source: ECC Human Resources Area

Table 13

Management Training FY 2017 - 2018		
Area of Development	Trainings Topics	# Offered
Strategic Leadership	ECC PRIDE Leadership Academy	4
	President's Meeting	9
	Curriculum Committee – Compton and ECC	1
Retaining and Engaging Talent	Equal Employment Representative (EER) Training	1
	Performance Management Training	1
Developmental Coaching	Management Forums	4
	Overcoming Implicit Bias in the Workplace	2
	Sexual Assault Awareness and Prevention	1
Financial Acumen Development	Planning Summit 2018	1
	Strategic Planning Committee Meeting	2
	Framework for Achieving Challenging Professional, Programmatic, and/or Institutional Goals	1
Emotional Intelligence	Strengths Finder Workshop – Part I	1
	Listening & Communicating Within a Diverse Communi	1
	Mental Health First Aid Certification	4
	Responding to the Needs of Today's Diverse Students	1
Total		34

Source: ECC Human Resources Area

Table 14

Management Training FY 2018 - 2019		
Area of Development	Trainings Topics	# Offered
Strategic Leadership	ECC PRIDE Leadership Academy	6
	President's Meeting	5
	Curriculum & Assessment – Nuventive Software	2
Retaining and Engaging Talent	Equal Employment Representative (EER) Training	2
	Intergroup Dialogue	2
	Strengths Finder Workshop – Part II	1
Developmental Coaching	Active Shooter (Lock Down Drill) Training	1
	Conversations with Colleagues – Managers & Supervisors	8
	Implicit Bias Workshops	2
	Preventing Harassment, Discrimination, and Retaliation	7
	Management Forums	5
Financial Acumen Development	Planning and Program Review using Nuventive	1
Emotional Intelligence	Green Zone Training	1
	Safe Zone Training	1
	Bystander Moment: Transforming Rape Culture	1
	Undocumented Ally Training	1
	Universal Design for Learning (UDL): Accessibility	1
	Mental Health First Aid Certification	1
Total		48

Source: ECC Human Resources Area

The inclusion of outcome #6 in the next Staffing Plan needs to be assessed. It is unclear what encompasses senior level responsibilities, who defines what is (and is not) a senior level responsibility, and if everyone in a mid-level management role is in a position to partake in senior level responsibilities. Perhaps a clearer goal for the next Staffing Plan is to offer mid-level managers training opportunities that focus on managing work relationships with others, and allow managers and their supervisors to determine the degree of effectiveness.

D. Technology Plan

The Technology Plan was developed through an extensive research and consultation process that included assessment and enhancement of applicable 2012 Technology Plan components, inclusion of external evaluations, and best practices. The final draft ensured alignment with the Educational Master Plan by directly linking its initiatives and action items with the Technology Plan goals and objectives.

The focus of this plan was deploying new technologies that could enhance learning for student access and success, strengthen global college perspectives, link all members of the College community, and provide resources in a climate of reduced fiscal resources.

For the purpose of reporting on the nineteen goals of the Technology Plan, they were grouped in the following five clusters:

- Goal Cluster 1: Distance Education and Emerging Technologies
 Goal Cluster 2: Campus Technology Infrastructure and End Users' Support
 Goal Cluster 3: Process Improvement and Innovative Solutions
 Goal Cluster 4: Professional Development and Training
 Goal Cluster 5: Information Technology Standards

Goal Cluster 1: Distance Education and Emerging Technologies

Cluster 1 includes the following goals:

- (1) Complete College without walls concept with more focus on distance education, both for instructor and student training and access
 (11) Support the ongoing evolution of the educational environment to include use of and recognition of current and emerging technologies
 (14) Use information technology to enhance the library's accessibility, delivery, and timeliness of information services

During the 2015-18 period, El Camino College implemented cloud-based systems that allowed the campus to enhance its ability to operate regardless of its physical infrastructure. Two important examples are the implementation of Civitas Course Builder, which helped simplify and upgrade the build-out of semester courses; and the set-up of ReviewSnap, an online performance management system that is available 24 hours a day, 7 days a week from any computer with internet access. See table 14 below for new and upgraded systems or software developed during the period assessed in regards the mentioned goals.

Table 15

Goals Cluster 1	2015	2016	2017	2018
System or Software Upgrade		CISCO/Aruba WiFi Cable Projects	CISCO/Aruba WiFi Cable Projects 10BG Routers/Switches Learning Management System Canvas	Cable Projects 10BG Routers/Switches WIN7 to WIN 10, Office 7 to Office 16
New System or Software			SCCM/JAMF Cloud	Student accessible self-services for Admission & Registration CampusLogic online FINAID processing tools Civitas Course Builder to simplify & enhance semester courses build-out NEXGEN Firewall SCCM/JAMF Cloud Evaluation systems Formstack & ReviewSnap Lifecycle AV

Source: ECC Information Technology Services Department

Goal Cluster 2: Campus Technology Infrastructure and End Users' Support

Cluster 2 includes the following goals:

Goal (2) Provide Campus Automation, Telecommunications, and Security Program

Goal (5) To provide state of the art facilities and systems to trained end users

Goal (12): Continue to pursue campus infrastructure improvements through capital Equipment, grants and other funding sources to ensure cost-effective, flexible, maintainable, and reliable network infrastructure to support voice, video, virtual, and data needs

Goal (15): Ensure student access to computing facilities and other learning resources

Goal (19): Provide end-users of administrative systems and support systems quality and timely training and support

During the 2015-18 period, El Camino College enhanced its information systems data security by adding in several new software tools. It also began a systematic process of upgrading/replacing all switching on campus that had not been renewed. This included updating the wireless capability across campus. Several different methods of data and access security were added to network and desktop systems in order to help fend off internet launched cyberattacks. Starting in 2016, El Camino College also began a series of programs aimed at improving the student-learning environment. The most important example of this initiative is the migration from Etudes to Canvas, the ECC's learning platform. See table 15 below for new and upgraded systems or software developed during the period assessed in regards the mentioned goals.

Table 16

Goals Cluster 2	2015	2016	2017	2018
System or software upgrade	Firewall and Switching	700 new access points and the upgraded WiFi system	Firewall and Switching	Firewall and Switching
	Cable Infrastructure New construction standards were provided Voice over Internet Protocol phone systems	Firewall and Switching Cable Infrastructure Switching, Firewall, ADFS	Cable Infrastructure Switching, Firewall, ADFS	Cable Infrastructure Switching, Firewall, ADFS
New system or software	Computer Lifecycle AV and PC Lifecycle	Computer Lifecycle AV and PC Lifecycle Adding in several new software tools such as N ForcePoint, U MS Defender on MS Windows 10, and N MalwareBytes.	Computer Lifecycle AV and PC Lifecycle Hiring of Information Security Specialist	Computer Lifecycle AV and PC Lifecycle Began planning lifecycle of Audio Visual systems upon transferring AV staff from Library to ITS
			Began planning lifecycle of its Audio Visual systems upon transferring AV staff from Library to ITS Security projects	Qualtrics with enhanced survey modes, delivery capabilities and analytics Strategic Alignment Assessment Security projects AV Upgrades ITS Program Review

Source: ECC Information Technology Services Department

Goal Cluster 3: Process Improvement and Innovative Solutions

Cluster 3 includes the following goals:

(3) Develop and provide information on support planning and decision-making systems for the ECC

- (4) Develop and implement assessment strategies to monitor and evaluate technology-based courses
 (16) Optimize available resources through deliberate business process improvement review and research; and increase funding to provide innovative solutions for all IT related requirements
 (18) Provide innovative technological leadership in determining and optimizing the use of technology

In 2017, Qualtrics was deployed, a high-quality survey software system. Qualtrics has helped collecting and analyzing data to be used in planning and making-decision processes. In 2018, Information Technology Services initiated a Data Governance committee. The committee began inventorying all data sources and sharing, prioritizing risk and developing processes for future data and code sharing. See table 16 below for new and upgraded systems or software developed during the period assessed in regards the mentioned goals.

Table 17

Goals Cluster 3	2015	2016	2017	2018
System or software upgrade			Completed the move from a limited Etudes distance learning platform to the state sponsored Canvas platform, also with enhanced analytics	
New system or software			Deployed a high quality survey software system Qualtrics	College ITS initiated a Data Governance committee and began inventory of data locations and sharing
	LifeCycle	LifeCycle	LifeCycle	LifeCycle

Source: ECC Information Technology Services Department

Goal Cluster 4: Professional Development and Training

Cluster 4 includes the following goals:

- (6) Provide Quality Information Services to entire campus and co-located programs
 (7) Develop and support all educational, instructional, and training initiatives; and grants in providing outreach, access and training in information technology
 (9) Provide end-users with current training and information on hardware and software capabilities, availability, and the life cycle replacement program
 (10) Take advantage of every opportunity to learn and exchange information on new technology and concepts to meet customer's needs and expectations
 (13) Develop professional development program to include skills catalog, training matrix, and targeted funding schemes to ensure the quality our human resources

During the 2015-18 period, El Camino College focused on improving campus technology support by enhancing the staffing and systems available to the Technology Help Desk. Additionally, an annual Academic Technology Fair took place to provide quality information services to the entire campus. The migration to Canvas allowed the College to provide shells for all sections offered each term, which has allowed greater freedom of instruction, outreach and connectivity, in all aspects of the curriculum, to students and faculty. See table 17 below for new and upgraded systems or software developed during the period assessed in regards the mentioned goals.

Table 18

Goals Cluster 4	2015	2016	2017	2018
System or software upgrade	Build up the Help Desk staff, increased staffing to 3 and placed under Technical Services Support to PROF DEV Office	Canvas, U eLive, Educause, SANS, CollegeNet, CISCO, ARUBA, ISSA, etc., Tech Srv. Training contract Avaya, CISCO, etc. training Support to PROF DEV Office Through Canvas, provide a Canvas shell for all sections offered each term in addition to just On-Line courses	Transition to NEXGEN Firewall allowed great use of VPN and increased the College's internet access from 1 GB to 10 GB Avaya, CISCO, etc. training Support to PROF DEV Office	
New system or software	Lifecycle and for Computers were placed in TracDat with replacements	Deployed VoIP phones to all classrooms to improve communications and emergency response	Upgraded both its ticketing system, N HelpDesk system Upgraded Fire Academy and the Manhattan Beach Business Center Upgraded Academics, A&R, Fiscal, FINAID, International, T1098s Colleague Process Improvement and Alignment plan training led to improvement in use of Colleague and identification of many areas of customization that could be remediated Technicians Computer Support Training	Upgraded Fire Academy and the Manhattan Beach Business Center Colleague Process Improvement and Alignment plan training led to improvement in use of Colleague and identification of many areas of customization that could be remediated Qualtrics Programmer Analysts Training Technicians Computer Support Training

Source: ECC Information Technology Services Department

Goal Cluster 5: Information Technology Standards

Cluster 5 includes the following goals:

- (8) Expand communications and information exchange processes to ensure understanding of IT standards, capabilities and procedures
- (17) Develop, maintain and enforce universal standards in terms of hardware, software, and network on all campus systems

With the goal of expanding communications with the campus and staff, Information Technology Services upgraded its online presence on webpages to provide details on available technology and increased online support and helpdesk services. See table 18 below for new and upgraded systems or software developed during the period assessed in regards the mentioned goals.

Table 19

Goals Cluster 5	2015	2016	2017	2018
System or software upgrade		Technical Services Website with standardized options for PC, AV, and Apple products Updated Construction Standards		
New system or software	LifeCycle	Inventory Systems (ERP Integration) LifeCycle	LifeCycle Adding a new set of webpages based on data security Cybersecurity webpage and hardware changes Inventory Software (SCCM)	LifeCycle Server and Switching inventory

Source: ECC Information Technology Services Department

VI. Next Comprehensive Master Planning Cycle

The next comprehensive planning process will involve developing a 10-year Comprehensive Master Plan (CMP), with two 5-year strategic plans (SPs). The College will start designing the CMP on January 2021, and the first 5-year SP in the summer of 2021. The Comprehensive Master Plan will be composed of four plans: The Educational Master Plan (EMP), the Facilities Plan, the Staffing Plan, and the Technology Plan. These four 10-year plans will be operationalized in each of the 5-year strategic plans that will be developed throughout the next comprehensive planning process. The Educational Master Plan will serve as a guide for the other three college plans. The El Camino College community at large will be involved in the development of these plans.



El Camino College