



**PLANNING & BUDGETING COMMITTEE**

**December 3, 2015**

**1:00 - 2:30 P.M.**

**Library 202**

Facilitator: Rory K. Natividad

Notes: Linda M. Olsen

**STATEMENT OF PURPOSE**

The Planning and Budgeting Committee serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies.

**SI – C – Collaboration**

Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.

**Members**

- |   |  |
|---|--|
| <input type="checkbox"/> Vacant – ECCE                          | <input type="checkbox"/> William Garcia - Student & Community Adv.   |
| <input type="checkbox"/> Connie Fitzsimons - Academic Affairs   | <input type="checkbox"/> Cheryl Shenefield - Administrative Services |
| <input type="checkbox"/> Jackie Sims- Management/Supervisors    | <input type="checkbox"/> Dean Starkey – Campus Police                |
| <input type="checkbox"/> Ken Key - ECCFT                        | <input type="checkbox"/> Nicole Mardesich – ASO, Student Rep.        |
| <input type="checkbox"/> Rory K. Natividad - Chair (non-voting) | <input type="checkbox"/> Lance Widman - Academic Senate              |

**Alternate Members / Support**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Linda Beam – Support          | <input type="checkbox"/> Chris Jeffries – Support       | <input type="checkbox"/> Claudia Striepe - Support        |
| <input type="checkbox"/> Janice Ely – Support          | <input type="checkbox"/> Jeanie Nishime – Support       | <input type="checkbox"/> Michael Trevis – Alt. Adm. Serv. |
| <input type="checkbox"/> Amy Grant - Alt., Ac. Affairs | <input type="checkbox"/> Emily Rader – Alt. Ac. Sen.    | <input type="checkbox"/> Vacant - ECCE                    |
| <input type="checkbox"/> Andrea Sala – Alt. SCA        | <input type="checkbox"/> Jean Shankweiler – Support     | <input type="checkbox"/> Vacant – Alt. ECCFT              |
| <input type="checkbox"/> Irene Graff – Support         | <input type="checkbox"/> Vacant –Alt.Mgmt./Sup.         | <input type="checkbox"/> Chris Vazquez – Alt. ASO         |
| <input type="checkbox"/> Jo Ann Higdon – Support       | <input type="checkbox"/> Ericka Solarzano - Alt. Police |   |

**AGENDA**

- |   |                |           |
|---|----------------|-----------|
| 1. Draft Minutes Approval – November 19, 2015   | R. Natividad   | 1:00 P.M. |
| 2. Student Equity Plan                          | J. Shankweiler | 1:10 P.M. |
| 3. BP/AP 3250 – Institutional Planning (Review) | I. Graff       | 1:25 P.M. |
| 4. Strategic Plan Implementation Review         | I. Graff       | 1:35 P.M. |
| 5. PBC Informational Packet                     | R. Natividad   | 1:45 P.M. |

<http://www.elcamino.edu/administration/vpaa/docs/SEP-Draft8-11-30-15.doc>

**Next meeting – December 17, 2015**

### Committee Funds and Financial Terms Glossary

General Unrestricted	Fund 11
General Restricted	Fund 12
Compton Center Related Activities	Fund 14
Special Programs Compton Center Partnership	Fund 15
Student Financial Aid	Fund 74
Workers Comp.	Fund 61
Capital Outlay Projects	Fund 41
General Obligation Bond	Fund 42
Property & Liability Self-Insurance	Fund 62
Dental Self-Insurance	Fund 63
Post-Employment Benefits Irrevocable Trust	Fund 69
Bookstore	Fund 51

WSCH = Weekly Student Contact Hours  
BOGFW = Board of Governors Fee Waiver  
FTES = Full Time Equivalent Students  
FTEF = Full Time Equivalent Faculty  
COLA = Cost of Living Adjustment  
OPEB = Other Post-Employment Benefits  
FON = Faculty Obligation Number

\* A complete list is available in the annual final budget book.

## **Planning and Budgeting Committee 2015 Goals**

1. Conduct a college wide evaluation of the planning and budgeting process. [last conducted in Spring 2011
  - a. Measure: Evaluation, discussion and action plan completed.
2. Review and endorse the Comprehensive Master Plan and sub plans to ensure that they are:
  - a. Supportive of the Mission and Strategic Plan,
  - b. Integrated with other college planning and budgeting,
  - c. Implementable, and
  - d. Achievable.
3. Evaluate progress on the Strategic Plan including Institutional Effectiveness Outcomes and Strategic Initiative Objectives.
4. Develop an informational packet to orient new members
5. Work to develop a common template for various constituent groups use on the website.

**EL CAMINO COLLEGE**  
**Planning & Budgeting Committee**  
**Minutes**  
**Date: November 19, 2015**

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**MEMBERS PRESENT**

- |  |   |
|--|---|
| <input type="checkbox"/> Vacant - ECCE                                     | <input checked="" type="checkbox"/> William Garcia– Student & Comm Adv.       |
| <input checked="" type="checkbox"/> Connie Fitzsimons – Academic Affairs   | <input checked="" type="checkbox"/> Cheryl Shenefield–Administrative Services |
| <input checked="" type="checkbox"/> Jackie Sims -Management/Supervisors    | <input type="checkbox"/> Dean Starkey – Campus Police                         |
| <input type="checkbox"/> Ken Key - ECCFT                                   | <input type="checkbox"/> Nicole Mardesich – ASO, Student Rep.                 |
| <input checked="" type="checkbox"/> Rory K. Natividad – Chair (non-voting) | <input checked="" type="checkbox"/> Lance Widman - Academic Senate            |

**Other Attendees: Members:** A. Sala, C. Vazquez **Support:** L. Beam  
**Guest:** Josh Troesh

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The meeting was called to order at 1:05 p.m. An alternate location was held due to a meeting conflict. I. Graff's presentations will be tabled until the next PBC meeting. R. Natividad will still give a brief overview.

**Approval of the October 28 Minutes**

1. Page 1, Full-Time Student Success Grants, #1, second sentence, remove the hyphen before state-based grant.
2. Under #2, first sentence, separate Gal Grant into two words.
3. The minutes were approved as corrected and will be posted to the website.

**Board of Governors Fee Waiver**– W. Garcia (Handout)

1. A handout was distributed to the committee regarding the Board of Governors Fee Waiver and the upcoming changes on eligibility. Beginning fall 2016 there will be new criteria for students to follow. They must maintain academic and progress standards to keep their BOGFW. Once a student is qualified for the BOGFW, it is important to ensure they are meeting the academic and progress standards in order to continue receiving the fee waiver. Students must hold a 2.0 grade average or greater and they must complete over 50 percent of the units they attempt. This is part of the Student Success Act of 2012 and will help to make students accountable. The goal is to have students do well, for example, complete vocational certificates, associates degrees, and/or transfer to a four-year college.
2. It was noted it will be important to notify students of this new criteria. For accounting purposes this could affect the bottom line for the college. The projected amount is not known at this time as students could move from college to college.
3. A three-year study was included which was conducted by Institutional Research showing the potential impact if this criteria was in place during fall 2011 for El Camino College and the Compton Center. It was noted for fall 2011 over 50 percent of students (12,000) here at El Camino College received the BOGFW. At the Compton Center it was estimated to be 70 percent. The study shows of the 50 percent of students who receive the BOGFW, 15 percent would have been at risk of losing the BOGFW. Students who lose their BOGFW will be able to appeal if they meet any of the state mandated reasons for the appeal. The appeal process will be administered by the Admissions and Records office. Brainstorming is being done to figure out how BOGFW recipients can be tracked for accurate recordkeeping.
4. To address the situation of students becoming ineligible and losing their BOGFW, discussions are in progress to see the best ways to communicate with this population in order to sufficiently

alert them. One choice is to put out a message on MYECC so students can be informed on the student portal. They will be informed they are becoming ineligible and will need to go see their counselor to discuss their options. For students who do not check their email, another way is to send a letter to them via U.S. mail.

5. The committee was informed if anyone would like a presentation of the new criteria for BOGFW, please let W. Garcia know so he can set an information session up. Classroom presentations can also be arranged. It was also noted a new computerized software system called STARFISH is forthcoming, which is an early alert system for teaching faculty to communicate with their students and other faculty about their academic standing.
6. A suggestion was given that student equity money could be used to assist in creating an instruction session for new students which would assist them in navigating college for the first time. It was noted Athletics will be doing a similar program called "Bridge to College" which would assist in acclimating new students into the fall semester.
7. It was noted the school will be hiring more counselors who will be dedicated to assisting with the Student Success effort.

#### **BP/AP 3250** – I. Graff (Handout) (Tabled)

1. It was noted the handout distributed is for information only so people are aware we have a document that describes our planning and budgeting process and how everything fits together. This document will change as needed. I. Graff will present this information at the next PBC meeting.

#### **Strategic Plan** – I. Graff (Handout) (Tabled)

1. The committee was provided a copy of the Strategic Plan Implementation for review. Concern was expressed regarding the clarity of the Strategic Plan and the Role that PBC plays in the review. It was suggested having a flow chart or a comprehensive summary of the various plans and how they fit or link to each other. It was noted R. Natividad would work with I. Graff to come up with something more understandable for the committee.
2. The committee would like to have demonstration or clarity as to the different plans and how they link together in the process. This would assist future and current members in understanding how all the plans fit together and help inform and guide the college processes.

#### **PBC Informational Packet** – R. Natividad (Handout)

1. The packet distributed is similar to what College Counsel is utilizing and a first draft is currently being written. It has been requested that every committee devise a packet similar to this example as their orientation when new members become part of a committee. The committee was asked to review this document and make any suggestions. It was asked if the committee thought if a flow chart should also be included. This will become an official document which will continue to be upgraded.

#### **Closing Statements**

1. It was recognized that Gary Turner, long-standing classified representative on the PBC, is retiring. He was a great representative and will be missed.

#### **Adjournment** – R. Natividad

1. The meeting adjourned at 1:39 p.m. The next meeting is scheduled for **December 3, 2015, at 1:00 p.m.**, in Library 202.

# Planning and Budgeting Committee Information Packet

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Welcome to the Planning and Budgeting Committee (PBC),

This document was assembled to provide you with supporting information you can use as a member of PBC.

## Purpose Statement

*The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies.*

## Committee Composition

*The committee consists of one representative each from the Associated Student Body, Academic Affairs, Academic Senate, Administrative Services, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management/Supervisors, and Student and Community Advancement. Each member has one vote should voting become necessary.*

*The Chair of the committee is appointed by the Superintendent/President of El Camino College. The agenda is published before each meeting. All actions and recommendations are communicated to the campus constituencies and the president. Minutes are provided for each meeting and all information is placed on the campus website.*

PBC meets bi-weekly throughout the year. The schedule is determined annually and published for the members and campus community. Typical meetings consist of Annual Planning, Annual Budget, Area Plan Priorities, Faculty Hiring, Comprehensive Master Plan, Enrollment Management, Fiscal Responsibility

## Board Policies and Administrative Procedures

[Board Policy \(BP\) 2510 – Participation in Local Decision Making](#)

[Administrative Procedure \(AP\) 2510 – Collegial Consultation](#)

[El Camino College Board Policies and Administrative Procedures](#)

Final: TBD

Membership revised: 12/2/15

## **General Information on Collegial Consultation**

[Participating Effectively in District and College Governance](#)

[Scenarios to Illustrate Effective Participation](#)

[Making Decisions at El Camino College](#)

See [Board Meeting Agendas](#) for recent presentations on collegial consultation

## **Planning and Budgeting Committee Goals**

At the beginning of each academic year, the PBC develops a set of goals to achieve in that year. The current goals are provided below and are posted at the end of the minutes of each meeting. Members participate in a self-evaluation of PBC and its goals annually.

### **2015-16 PBC Goals and Measures**

1. Conduct a college wide evaluation of the planning and budgeting process.
  - a. Measure: Evaluation, discussion and action plan completed.
2. Review and endorse the Comprehensive Master Plan and sub plans to ensure that they are:
  - a. Supportive of the Mission and Strategic Plan,
  - b. Integrated with other college planning and budgeting,
  - c. Implementable, and
  - d. Achievable.
3. Evaluate progress on the Strategic Plan including Institutional Effectiveness Outcomes and Strategic Initiative Objectives.
4. Develop an informational packet to orient new members
5. Work to develop a common template for various constituent groups use on the website.

## Planning and Budgeting Committee

**Purpose:** *The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that the planning and budgeting are interlinked and that the process is driven by the mission and strategic initiatives set forth in the Strategic Plan. The PBC makes recommendations to the President on all planning and budgeting issues and reports committee activities to campus constituencies.*

**Origin:** Established by ??

Group Representations	Member	Alternate
Management/Supervisors	Sim, Jackie	Vacant
Academic Affairs	Fitzsimons, Connie	Grant, Amy
ECCFT	Key, Ken	
Student/Comm. Adv.	Garcia, William	Sala, Andrea
Admin Services	Shenefield, Cheryl	Trevis, Micheal
ASO	Mardesich, Nicole	Chris Vazquez
ECCE	Vacant	Turner, Gary
Academic Senate	Widman, Lance	Rader, Emily
Campus Police	Starkey, Dean	Solarzano, Ericka

## **Board Policy 3250**

## **Institutional Planning**

The Superintendent/President shall ensure that the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research. The planning and budgeting systems shall be linked, and planning priorities shall be established annually.

The planning system shall include regularly-updated plans required by law, or the Chancellor's Office, including, but not limited to:

1. A Strategic Plan containing the College mission, vision, values, and strategic initiatives (Board Policy 1200).
2. An integrated and strategic Master Plan which includes long range plans for all academic and service areas; technology; facilities; fiscal resources; staffing and diversity; and associated implementation plans;
3. Student Equity Plan;
4. Student Success & Support Program Plan;
5. Basic Skills Action Plan;
6. Transfer Center Plan;
7. Extended Opportunity Program and Services (EOPS) Plan.

The Superintendent/President shall submit to the Board those plans for which Title 5 requires Board approval, and inform the Board about the status of major plans and reports. The Board shall have an opportunity to assist in developing the general institutional mission and goals.

See Administrative Procedure 3250.

Reference:

Board Policy 1200;  
Accreditation Standard I.B;  
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510,  
56270 et seq.

El Camino College

Adopted: 4/16/01

Revised: 11/17/14



## **I. INTRODUCTION**

The District implements a broad-based comprehensive and integrated planning system that is a foundation for strategic directions and resource allocation decisions. The Superintendent/President is responsible for implementation and evaluation of this process.

The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness. Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's planning processes are put into practice so that more students from our diverse community attain educational success and achieve their academic goals.

The College mission underlies all planning and budgeting decisions, with strategic initiatives providing primary direction for achieving the mission. The College regularly develops a master plan that is based on the mission and strategic initiatives and is guided by college-wide processes. These processes consist of Curriculum Review, Program Review, outcomes assessment, and annual planning throughout the institution, all of which drive and are responsive to each other. All processes are evaluated continuously, with evaluation results discussed and used to improve the college.

Processes and entities described herein reference El Camino College, with parallel processes and entities existing at El Camino College Compton Center.

## **II. ROLES & RESPONSIBILITIES**

The College's planning process is guided by several agents to ensure that it is strategic, fiscally sound, integrated, collegial, effective, and on-going.

### **A. The Board of Trustees**

The Board of Trustees is ultimately responsible for ensuring effective institutional planning for the College. They do this by reviewing the Institutional Planning Board Policy 3250 and related College-wide plans on an annual basis.

### **B. Superintendent/President**

The Superintendent/President ensures that the District develops and implements a comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community and is supported by institutional and other research. The Superintendent/President ensures the evaluation of this process. When appropriate, the Superintendent/President considers and enacts recommendations from planning committees, and makes recommendations to the Board.

**C. Vice President, Student and Community Advancement**

The Vice President of Student and Community Advancement (VP-SCA) oversees the development and implementation of the Strategic Plan, master plan, and annual planning and budgeting processes. The VP-SCA is responsible for ensuring the meaningful integration and implementation of all plans and processes, and the regular evaluation of those processes. With the Vice President of Academic Affairs, the VP-SCA oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan, among other student services plans and program reviews.

Reporting to the VP-SCA, the Director of Research and Planning coordinates College-wide strategic planning processes and supports the creation of annual unit and program plans. The Director coordinates activities related to the College-wide evaluation and accomplishment of institutional goals stated in the Strategic Plan, Master Plan, and annual plans.

**D. Vice President, Academic Affairs**

The Vice President of Academic Affairs (VP-AA) guides the College's Educational Plan and continuous instructional improvement. The VP-AA ensures Curriculum Review, Academic Program Review, learning outcomes assessment, enrollment management, and long-range educational planning are meaningfully integrated and implemented, and that they support the mission and strategic initiatives. With the VP-SCA, the VP-AA oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan.

**E. Vice President, Administrative Services**

The Vice President of Administrative Services (VP-AS) prepares Tentative and Final Budgets in accordance with budget assumptions and College priorities, and in consultation with the Superintendent/President and the Planning and Budgeting Committee. The budget is developed and adopted in accordance with the planning and budgeting calendar and other timelines. The VP-AS oversees the Facilities Master Plan, Technology Plan, and Administrative Services Program Reviews.

**F. Vice President, Human Resources**

The Vice President of Human Resources (VP-HR) guides human resources planning through staffing and professional development plans, and equal employment opportunity (EEO) planning. This includes ensuring staffing plans are meaningfully integrated with other plans and processes, support the mission, and advance the strategic initiatives. Professional development related to short-term and long-term planning processes is conducted under the auspices of Human Resources.

**G. Vice President, Compton Center**

The Vice President of Compton Center (VP-CC) guides the College's Educational Plan and the continuous improvement of instruction and student services at El Camino College Compton

Center (ECC Compton Center). These responsibilities include ensuring that Program Review, learning outcomes assessment, enrollment management, and long-range educational planning are meaningfully integrated and implemented, support the mission, and advance the strategic initiatives. The VP-CC oversees the Student Success and Support Program (SSSP) Plan and Student Equity Plan, among other plans local to ECC Compton Center.

## **H. Planning & Budgeting Committee**

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide planning and budgeting. The PBC assures that planning and budgeting are interlinked and that the process is driven by the institutional priorities set forth in the Strategic Plan, Educational Master Plan, and other plans adopted by the College. The PBC develops and follows an annual planning and budgeting calendar, and makes recommendations to the Superintendent/President on all planning and budgeting issues. All committee activities are reported to the College community. PBC membership consists of one representative each from the Associated Students Organization (ASO), Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management, as well as representatives from Academic Affairs, Administrative Services, and Student and Community Advancement. *Ex officio* supporting members of the PBC include Area Vice Presidents, Business Manager, Information Technology Services (ITS) management, and the Director, Research and Planning. The committee is led by a non-voting chair appointed by the Superintendent/President.

## **I. Strategic Planning Committee**

The Strategic Planning Committee (SPC) forms every five years to develop a new Strategic Plan, College Master Plan, and associated Implementation Plans, and recommends a course of action to the Superintendent/President. The SPC reconvenes annually to evaluate the status of implementation plans. SPC membership consists of Area Vice Presidents, and representatives from faculty, Classified staff, management, students, El Camino College Foundation, and Division leadership. *Ex officio* membership includes representatives from each aspect of the long-term planning process described below. The SPC, is co-chaired by the Vice President, Student and Community Advancement, and Director, Research and Planning.

## **J. College-wide Accreditation Team**

The College-wide Accreditation Team (CAT) provides continual evaluation to the College on areas related to accreditation, including institutional effectiveness (see Administrative Procedure 3200). The CAT is chaired by the current Accreditation Liaison Officer and is composed of past accreditation co-chairs and standard team leaders, and a representative from Institutional Research & Planning. Duties include monitoring progress on strategic initiatives and student achievement measures; developing a plan or cycle for accreditation tasks that includes the integration of actionable improvement plans into institutional planning; and ensuring that College processes reflect current accreditation standards.

### **III. PLANNING MODEL**

College-wide planning processes are described visually in its Planning Model. The Planning Model consists of five general categories of planning: a) foundations; b) long-term planning; c) targeted planning; d) institutional effectiveness processes; and e) annual planning. These processes are integrated and guide resource allocation to produce the ultimate outcomes of institutional effectiveness and greater student success. Each planning process includes an implementation plan to effectively carry out the strategies of each. The Planning Model is evaluated and modified before the commencement of each five-year strategic planning cycle, or as needed.

#### **A. Foundation of Institutional Planning: The Strategic Plan**

The College's foundation for institutional planning is the Strategic Plan. It contains the College's mission, vision, values, and strategic initiatives that establish goals and objectives for greater institutional effectiveness. It represents a plan of action to increase student success and learning, respond to community needs, and improve overall institutional effectiveness.

The mission is reviewed regularly and revised as needed to ensure that it reflects community and workforce needs; supports student learning and success; and is in accord with the California Master Plan for Education. The Vision is an aspirational statement of what the College desires to achieve within the period of the Strategic Plan. Values describe the character of the institution's workforce and its approach to improving the institution.

The strategic initiatives are college-wide goals developed to help implement the mission and focus efforts toward student success and institutional effectiveness. Strategic initiatives drive planning and resource allocation, as planning recommendations are prioritized by their associated strategic initiatives. Each strategic initiative is linked to a specific set of objectives. Progress on each initiative is measured annually by way of these objectives.

The plan is revised every five years by the Strategic Planning Committee based on external trends, institutional research, strategic analysis, and other needs assessments. It is reviewed through a College-wide consultation process and recommended to the Superintendent/President. The final Strategic Plan is approved by the Board of Trustees as Board Policy 1200. The Master Plan serves as its implementation plan.

#### **B. Long-term Planning – The College Master Plan**

The College Master Plan (CMP) is a detailed plan developed to implement the College's Strategic Plan, prepare for enrollment changes, and address emerging needs. It is founded on the mission, directed by the strategic initiatives, and informed by both internal and external reviews and assessments. The CMP is composed of integrated Facilities, Staffing, and Technology plans that support a strategic Educational Plan. Separate annual Fiscal Plans are informed by both external trends and priorities of the CMP. The CMP contains a five-year Implementation Plan as well as a 20-year projection of student and community needs. The implementation plan contains a series of recommendations and priorities informed by other planning processes and a timeline

for achieving these recommendations. The long-term projection is submitted to the California Community Colleges Chancellor's Office (Chancellor's Office) to demonstrate building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking on any building project for the college. The facilities plan and long-term projection is also used as back up documentation when seeking to be included in statewide bond initiatives.

A new CMP is developed every five years, beginning with a comprehensive external scan of trends affecting the college's future. These include, but are not limited to, trends and projections of community demographics, job markets, K-12 enrollments, state and local economies, and public policy. Internal evidence of student demographics, academic achievement, and learning outcomes also serves as a foundation for development of the master plan. Finally, feedback from the community and current students is gathered regularly to ensure that the college mission and long-term plans consider these needs. The office of Institutional Research & Planning coordinates the gathering of this evidence.

The ad hoc Strategic Planning Committee (SPC) forms to review evidence and develop the CMP. The Strategic Planning Committee is composed of faculty, staff, and managers involved with college planning, Program Review, curriculum, and assessment of learning. After development of a new Strategic Plan and review external and internal evidence, the SPC develops a framework for a new educational plan. Evidence from Program Review, curriculum, student achievement measures, learning outcomes, and previous master plan updates also contribute to developing the Educational Plan.

Program- and Unit-level information is utilized for master planning in two ways. First, program data are used to forecast department technology and facilities needs throughout the College. Second, findings and recommendations from periodic program and unit evaluations, through the Program Review process, contribute to long-term planning, where applicable.

The CMP and all sub-plans contain Implementation Plans to carry out goals during the timespan of each. Implementation Plans are reviewed and updated by the appropriate Unit or planning committee on an annual basis. The college's Planning and Budgeting Committee (PBC) reviews the College Master Plan annually, measures its progress by way of planned outcomes and targets, and recommends changes, as needed. The Board of Trustees reviews and approves the College Master Plan and reviews its Implementation Plan annually.

### **1. Educational Plan**

The Educational Plan focuses on a vision for the College and its programs and services for the future. It contains enrollment trends and growth projections; forecasted space needs to inform the Facilities Master Plan; College and program profiles; and a set of clear priorities and intended actions to guide college planning over a five-year period. These priorities and actions are in accord with the Strategic Plan and Targeted Plans, such as the Student Success and Support Programs Plan (SSSP) and Student Equity Plan (SEP). The Educational Plan informs the development or revision of the Facilities, Staffing, and Technology Plans.

The SPC develops the Educational Plan under the guidance of the VP-AA. Implementation of the plan is overseen by the VP-AA and monitored annually by the Academic Senate, College Council, Council of Deans and Directors, PBC, and the President's Cabinet.

**2. Staffing Plan**

The Staffing Plan details current and forecasted staffing levels, hiring and evaluation practices, retirement and secession planning, and training needs. It contains a set of goals for workforce and professional development that reflect the Strategic Plan and support the priorities of the Educational Plan. The Staffing Plan informs technology and training needs for the Technology Plan and office space needs for the Facilities Master Plan.

Human Resources develops the Staffing Plan under the guidance of the VP-HR. Implementation of the plan is overseen by the VP-HR and monitored annually by the PBC and the President's Cabinet.

**3. Technology Plan**

The Technology Plan details a strategic roadmap for institutional improvement across seven major areas: data systems and networking; equipment and software; technology training; staffing; distance education; facilities; and funding. The plan is derived from program information, campus-wide needs, external trends, and the priorities of the educational plan.

The ECC Technology Committee develops the Technology Plan under the guidance of the VP-AS. Development is based on internal and external needs assessments, and on contributions from the Academic Technology Committee of the Academic Senate, Distance Education Advisory Committee, and the office of Professional Development.

Implementation of the Technology Plan is overseen by the VP-AS and Director of Information Technology Services. Progress on the plan is monitored continuously by the ECC Technology Committee and reviewed annually by the PBC and President's Cabinet.

**4. Facilities Master Plan**

The Facilities Master Plan is a guide for future campus development. It contains enrollment forecasts, building inventories, projected space needs, and a set of planning priorities from which a capital construction plan (implementation plan) is developed.

The Facilities Master Plan is developed through enrollment forecast analysis and needs assessments that are grounded in the Educational Plan, with input from the Facilities Steering Committee, PBC, and other relevant participation. The plan is informed by the Technology and Staffing Plans.

The Facilities Master Plan is overseen by the VP-AS and the Director of Facilities Planning Services. It is reviewed regularly by Facilities Planning Services and the President's Cabinet and is modified to reflect external changes and newly-developed educational priorities, as applicable. The Facilities Steering Committee monitors the plan on a regular basis. Progress on the plan is reported regularly to the District and College communities, with an annual report made to the Board of Trustees.

### **C. Targeted Planning**

The College develops long-term plans with annual updates for specific initiatives or targeted groups of students. These include the Student Success and Support Program Plan, Student Equity Plan, Transfer Center Plan, and the Extended Opportunity Program and Services (EOPS) Plan. These targeted plans are integrated with other planning processes.

#### **1. Student Success and Support Program Plan**

The Student Success and Support Program (SSSP) Plan details how services will be provided to targeted students to increase student access, academic direction and success, and goal completion. Progress in these areas is targeted by way of support services that include, but are not limited to, orientation, assessment and course placement, and educational planning. The SSSP Plan details policies, procedures, professional development, activities, and services planned in support of student success, along with associated budgets. It is linked to Program Review, and is coordinated with the Student Equity Plan and other planning processes.

The campus-wide Student Success Advisory Committee, which contains faculty, management, and Classified representatives from Academic Affairs, Student & Community Advancement, and Public Relations, develops a draft plan which is reviewed through a college-wide consultation process, after which a final draft is recommended to the Superintendent/President. The Board of Trustees receives the College's SSSP Plan. The SSSP Plan is submitted annually to the Chancellor's Office Student Services and Special Programs Division. The College also submits the SSSP Year-End Expenditure Report in support of annual evaluation of the SSSP Plan.

#### **2. Student Equity Plan**

The Student Equity Plan describes an evaluation, planning, and resource allocation process aimed at strategically addressing marked group differences in student achievement in order to improve academic success and goal achievement for all students. The equity plan is grounded on a series of metrics, disaggregated by demographic group, which are related to: access to college, course completion, degree and certificate completion, and transfer. The equity plan establishes goals and objectives; details activities and improvements that support each metric; and contains a plan budget, implementation schedule, and evaluation process. It is linked to Program Review and annual planning processes, and is coordinated with the Student Success and Support Program Plan to ensure that the latter addresses equity issues.

The Student Equity Plan Advisory Committee (SEPAC) contains representatives from faculty, Classified staff, management, and students. The SEPAC develops a draft Student Equity Plan which is reviewed through a college-wide consultation process. The final draft is recommended to the Superintendent/President. The Board of Trustees adopts the College's Student Equity Plan. The SEPAC implements and monitors the adopted plan on a three-year cycle. Annual year-end status reports are delivered to the Chancellor's Office.

#### **3. Basic Skills Initiative Action Plan**

The Basic Skills Initiative (BSI) annual ESL/Basic Skills Allocation End-of-Year Report and Action Plan (BSI Action Plan) describes concrete plans to foster improvements in basic skills

and ESL student access and success in the area of: 1) organizational practices, 2) planned program actions, 3) professional development plans, and 4) modifications to instructional practices. The BSI Action Plan evaluates activities from the previous year and identifies activities for the upcoming year to foster improvements in outcomes for basic skills and ESL students. All activities funded by the BSI must be related to attainment of the long term goals developed by the Basic Skills Advisory Group (BSAG), made up of faculty from Counseling, Humanities, and Mathematics Divisions, and representatives from Academic Senate, First Year Experience, Learning Resources Unit, MESA, and Special Resource Center. These five goals include increasing success rates, persistence rates, and completion rates for students enrolled in ESL, basic skills mathematics, reading and writing courses; offering comprehensive professional development for basic skills instructors; and increasing incidents and depth of collaboration among academic departments and between academic programs and student services to support basic skills students.

The annual BSI Action Plan is reviewed and signed off by the Academic Senate President; the Vice President of Academic Affairs; and the Vice President of Student and Community Advancement. It is then recommended to the Superintendent/President for final approval. The final report and plan is submitted to the Chancellor's Office each October and posted on the College website. Activities and research funded by the BSI are incorporated into Program Review, the SSSP Plan, and the Student Equity Plan.

#### **4. Transfer Center Plan**

The Transfer Center Plan describes transfer-supporting activities and services provided to students, and facilities, staffing, and evaluation of the Transfer Center. The plan details targeted student populations, goals, and transfer applicant targets, with emphasis on improving transfer outcomes for underrepresented students. It is linked to Program Review, and is coordinated with the SSSP Plan, the Student Equity Plan, and other student services.

A draft Transfer Center Plan is developed by the Transfer Center Coordinator based on input from the Transfer Center Advisory Board which consists of the Transfer Center Coordinator, the Articulation Officer, Transfer-focused or Transfer Center faculty and staff, and a Compton Center Transfer Counselor. The annual plan draft is recommended to the Superintendent/President. The Board of Trustees adopts the Transfer Center Plan. A Transfer Center Report is submitted annually to the Chancellor's Office Student Services and Special Programs Division that describes efforts to implement the Transfer Center, achievement of plan goals and targets, and expenditures supporting transfer activities and operations. The Transfer Center Coordinator oversees the implementation of the plan and provides updates to the Dean of Counseling on a regular basis, including discussions and decisions made by the committee.

#### **5. Extended Opportunity Program and Services (EOPS) Plan**

The EOPS Plan describes short-term and long-term goals of EOPS in support of College goals, planned annual objectives and supporting activities, annual budget, and evaluation of prior year outcomes related to program standards. It is linked to Program Review, and is coordinated with the SSSP Plan, Student Equity Plan, and College-wide planning processes.



The EOPS Director drafts an annual plan with input from the EOPS staff. The Plan is presented to the EOPS Advisory Committee for further recommendations, and signed off by the College's Business Manager and the Superintendent/President prior to being submitted for review to the Chancellor's Office. Final approval is given by the Chancellor's Office.

#### **D. Institutional Effectiveness Processes**

The College conducts evaluation and planning processes for continuous improvement of the institution. These include Curriculum Review, Program Review, Outcomes Assessment, and ongoing evaluation. These processes are data-driven, linked together, and integrated with all applicable long-term and annual planning processes.

##### **1. Curriculum Review**

All courses, degrees, certificates, and majors are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. Curriculum Review is conducted as both a continuous program evaluation process and a more comprehensive Program Review process. Curriculum is a sub-section of the Academic Program Review template and thus is linked to broader planning and resource allocation processes.

The College Curriculum Committee, a standing committee of the Academic Senate, is responsible for the development and review of the College's curriculum and for ensuring that all curricula meet local and state standards. Review of curriculum proposals is based on state regulations, local requirements, and the mission and strategic initiatives of the College.

##### **2. Program Review**

Program Review is a process in which members of a department, service area, or unit critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes. Comprehensive Program Reviews are conducted every four years, with supplemental topics evaluated for Career Technical Education (CTE) programs every two years. All programs create an annual Program Review update as a part of ongoing evaluation, in which progress is tracked and emerging or changing needs are highlighted. All programs develop, implement, and track an annual plan according to the Planning and Budgeting Calendar which is informed by the latest Program Review or annual update.

In Program Review, recommendations that incur a cost are prioritized and connected to one or more of the College's strategic initiatives. Program Review recommendations are entered into the Program Plan. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division. This is included in a Unit Plan. Each Vice President reviews the priorities in each of their Area's Unit Plans and determines the top priorities in the area and creates an Area Plan. The Vice Presidents prioritize all requests in the area plans to determine the College's top priorities for funding. These proposed fund allocations are then presented to the Planning and Budgeting Committee, which reviews them to ensure they align with the college mission and strategic initiatives. The final list of proposed fund allocations is incorporated into the college budget and forwarded to the President and the Board for their approval. Program Review recommendations also may trigger Curriculum Review and may be incorporated into other College plans, as appropriate.

Program Review reports follow a standard template specific to each Area (Academic Affairs, Administrative Services, Human Resources, or Student and Community Advancement) that generally includes: program overview; analysis of research and survey data; curriculum or service planning; assessment of learning, service, academic, and/or employment outcomes (where applicable); evaluation of program improvement; facilities, equipment, technology, and staffing needs; and future directions. The report culminates with a list of prioritized recommendations for the future with estimated budget impacts.

Individual Program Review submissions are evaluated by the Area Program Review committee following established rubrics that typically include completeness, clarity, and use of evidence for continuous improvement. This evaluation is followed by revision and final submission, with recommendations integrated into annual planning cycles over the next four years.

### **3. Outcomes Assessment**

The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), Service Area Outcomes (SAOs), and performance metrics.

The Assessment of Learning Committee (ALC) coordinates assessment planning, develops sustainable methodologies and procedures, provides ongoing training, assesses Institutional Learning Outcomes, and communicates with the College on learning assessment. The ALC is chaired by the College faculty SLO Coordinators, with representation from each division, Institutional Research, accreditation, Associate Dean of Academic Affairs, and a Dean liaison.

The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment, with results discussed and strategized annually. This set of student achievement measures are tracked over time and compared against institution-set standards and aspirational goals. Issues of student achievement revealed by these measures are addressed through the strategic and educational plans, targeted plans, and annual plans. Strategy sessions to address issues are conducted by the Strategic Planning Committee and at the annual Planning Summit.

College-wide and program-specific surveys are administered to students and employees on a regular cycle to gather feedback on student and faculty engagement, campus climate, and student satisfaction. Results from these surveys are discussed widely by consultation and planning bodies, where major issues of concern are recommended for further evaluation and improvement.

### **4. Ongoing Evaluation**

The College conducts ongoing evaluation of how well it is achieving plans, advancing the Strategic Initiatives, and fulfilling the mission. It includes, but is not limited to, the following annual or ongoing processes: Program Review updates; fiscal year planning; Curriculum Review; learning outcomes assessments; evaluation of Implementation Plans; annual reports; and annual evaluation of student achievement measures.

## **E. Annual Planning & Budgeting**

Annual planning is a process of strategically supporting improvements at every level of the institution to make progress on strategic initiatives, respond to changing needs, and ultimately, fulfill the mission and achieve greater student learning and success. This is achieved through a hierarchy of plans and set of processes that integrate with longer-term planning. The annual planning and prioritization process culminates in the development of the Final Budget, the College's Financial and Operational Plan.

### **1. Annual Plans**

Annual plans contain prioritized planning and resource allocation recommendations for all programs, units, and areas. Recommendations are based on Program Review, College-wide plans and priorities, or outcomes assessments, where applicable. Recommendations at all levels are linked to strategic initiatives to ensure that planning prioritizes the College mission and carries out the Strategic Plan. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

There are four levels of plans: Program (or department), Unit, Area, and College-wide. Program plans are developed based on a program or department's Program Review recommendations, outcomes assessment, or recently-emerging needs. Units with programs (e.g., Divisions) develop plans from prioritized program recommendations and unit-level evaluation, where applicable. Units without programs develop annual plans similar to programs. Areas, under each vice president, develop plans from prioritized recommendations of unit-level plans or from area-level evaluations, where applicable. College-wide plans consist of targeted plans, annual implementation plans of the CMP and its sub-plans, or those created by campus-wide committees, where applicable.

Requests for funding are divided into permanent, temporary ongoing, and one-time augmentation requests. More detail of planning and budgeting activities is shared college-wide in the *Planning and Budgeting Calendar*. The College's online program review and planning system records all annual plans and the integration of processes described herein.

### **2. Plans and Budget Development Process**

Fiscal year plans begin development the previous fall semester (September-November) when departments review, update, and input prioritized recommendations into Program Plans. Each Division then reviews and prioritizes Program (or additional unit) recommendations to develop a Unit plan (December-January). Vice Presidents meet with Division or Unit managers to review and prioritize Unit plan recommendations to create prioritized Area plans (February-March). All Vice Presidents then develop a single list of final recommendations to be funded in the next fiscal year. Prioritization is based on the following factors considered as a whole: 1) Health and Safety; 2) support for Strategic Initiatives and other college-wide priorities; 3) State and Federal compliance; and 4) accreditation requirements.

Vice Presidents present the proposed list of funded recommendations to College and Center PBCs for discussion and funding endorsement (March-April). Each PBC submits a list of endorsed funding requests to the President/Superintendent for consideration (May). Approved

and allocated funding requests are incorporated into the College Budget (see Financial and Operational Plan below). The Board of Trustees adopts the Tentative Budget in June and the Final Budget in September.

### **3. Evaluation of Funded Recommendations**

Funded recommendations are evaluated by plan authors in January and July to measure implementation and initial outcomes. Long-term evaluation of funded recommendations is conducted as a part of Program Review or ongoing evaluations (e.g., annual metrics or outcomes assessments). Criteria for bi-annual evaluation include: 1) recommendation status and implementation date; 2) actions taken as a result of implementation; 3) improvements in institutional effectiveness as a result of implementation; and 4) future recommendations.

### **4. Annual Planning Update**

An annual planning update report is generated following the July evaluation process which summarizes implemented plans from the most recent fiscal year, with selected implemented recommendations highlighted.

### **5. Financial and Operational Plan (Annual Budget)**

The College's Final Budget represents a starting point annual budget that is referenced, adjusted, and evaluated throughout the fiscal year. It is, with all available information reviewed and all input weighed, presented as a record of the District's annual financial and operational plan. The budget is developed according to the Planning and Budgeting Calendar.

The budget reflects the goals identified by the Master Plan. Resources are allocated based on established criteria and budget assumptions described in the Final Budget ("Budget Book") for each fiscal year. Requests for augmentations (one-time expenses) or enhancements (base budget increases) are based on needs assessments and/or Program Review recommendations and are awarded based on priorities noted in the Final Budget. Funding priorities are reviewed by the PBC annually.

Fiscal Services develops the Annual Budget under the guidance of the VP-AS. A Tentative Budget is reviewed by the PBC in May and by the Board of Trustees in June. The Final Budget is reviewed again by the PBC in August and adopted by Board of Trustees in September.

The annual Final Budget reflects the collegial and consultation efforts of the Superintendent/President, Vice Presidents, PBC, division managers, faculty, and department staff to develop a strategic and meaningful financial plan.

### **6. Faculty Hiring Process**

Each fall, the College conducts a full-time faculty position identification and prioritization process to replace and/or fund new faculty strategically in response to enrollment demand and College priorities described in the Master Plan. The process is contained in the faculty collective bargaining agreement (see "Tenure-Track Faculty Hiring Procedure"). The Superintendent/President is responsible for the implementation of the hiring procedures as jointly agreed upon by the Academic Senate and the Board of Trustees.

The Superintendent/President establishes the number of hires each year based on planning, budgeting and academic considerations, and on the Faculty Obligation Number. Requests for full-time faculty positions are developed by division faculty and deans, taking into consideration enrollment demand; Program Review and/or annual plans; weekly student contact hours (WSCH); and Full-Time Equivalent Faculty (FTEF) data. The Faculty Prioritization Committee reviews the prioritized recommendations from the divisions and votes to create a campus-wide hiring priority ranking that is recommended to the Superintendent/President.

#### **IV. EVALUATION OF THE INSTITUTIONAL PLANNING PROCESS**

Evaluation of the institutional planning process is conducted in several ways to ensure that it remains ongoing and integrated, and contributes to institutional improvement.

##### **1. Planning and Budgeting Committee**

The PBC conducts a self-evaluation annually to assess its goals and fulfillment of its committee purpose as well as to gather feedback on effectiveness of the annual planning and budgeting process. Results from the self-evaluation are discussed by the PBC to determine where improvements may be made.

##### **2. Planning Summit and Other Large-Group Events**

The Planning Summit is an annual College-wide event to inform and seek feedback from a large and broad-based group of employees and students about College directions, strategic initiatives, planning, and institutional effectiveness. The summit convenes each spring.

Following each planning summit, training, and other strategic planning events, participants are invited to complete an evaluation survey. Results of the survey are used to make improvements in the planning process and summit programming for the next cycle. Summit participants help to evaluate implementation plans, progress on student achievement, and the quality and breadth of the collegial participation process.

##### **3. Program Review**

The Program Review process is assessed regularly, beginning with an evaluation tool that is distributed to recent Program Review authors to gain feedback on the guiding template, supporting materials, data usefulness, and the process as a whole. This feedback is then discussed by each Program Review committee to determine how the process and materials can be improved for future authors. Program Review evaluation results are also shared with deans and directors to discuss any needed changes.

##### **4. Annual Planning & Budgeting Process**

The annual planning process is periodically evaluated by users in terms of orientation and training support, timelines, integration with other processes, and overall effectiveness. The Annual Planning Update, which summarizes each planning year, is compared across years to evaluate the effectiveness of the process.

### **5. Learning Outcomes Assessments**

Methods of outcomes assessment are evaluated on a regular cycle with improvements made to assessment plans as needed. Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs) are assessed continuously throughout the College. Results from College-wide outcomes assessments, such as from ILOs, are discussed broadly. The Assessment of Learning Committee (ALC) conducts annual surveys of faculty and division SLO Facilitators to help evaluate the learning outcomes and assessment process. Feedback from both surveys is shared with the ALC and at Academic Deans and Directors meetings.

### **6. Student Achievement and Institutional Effectiveness**

Institutional Research & Planning annually produces an institutional effectiveness report which publishes and analyzes established measures of student achievement. This report is reviewed and discussed among College leadership, Academic Senate, Student Success Advisory Committee, PBC, and at Planning Summits as a way to gauge institutional improvement over time.

See Board Policies 1200, 3250, 4020, 6200.

Reference:

Accreditation Standard I.B;  
California Master Plan for Higher Education;  
Student Equity Plan Template;  
Title 5, Sections 51008, 51010, 51027, 53003, 54220, 55080, 55190, 55510,  
56270 et seq., 78216, 87360.

El Camino College  
Adopted: 11/17/14



*El Camino College*

## **Strategic Plan (Board Policy 1200) – IMPLEMENTATION**

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The following document details the communication and implementation of Board Policy (BP) 1200, the College's new District Mission and Strategic Plan 2015-2020 (see Appendix A). Adopted by the Board of Trustees on December 15, 2014, it will serve as the foundational planning and evaluation document for the next five years. Dedicated implementation of the Strategic Plan should result in improvement of student achievement and institutional quality, as measured by the objectives and outcomes of the plan.

### **Communication & Collaboration**

The Strategic Plan is the result of a comprehensive planning and consultation process consisting of a Strategic Planning Committee that represents all constituent groups, two [Planning Summits](#), and further dialogue with leadership and all collegial consultation groups. The approved strategic plan was discussed with consultation committees in advance of Board approval. The new plan will be communicated to others in the following ways.

#### *Publications*

The Strategic Plan is listed or described in the following locations:

1. President's Newsletter – [February 5, 2015](#)
2. Board of Trustees monthly meeting agenda (continual)
3. New Board Policy/Administrative Procedure 3250 (Institutional Planning)
4. College website (About, Board of Trustees, & Planning pages)
5. College catalog (annually)
6. Posters (Mission, Strategic Initiatives, posted campus-wide in division offices and campus kiosks)
7. Annual Planning Update (annual report of planning & resource allocations)

The Mission Statement is listed on:

1. College business cards
2. Student Learning Outcomes and Service Area Outcomes statements,
3. Program Review
4. Other planning documents, as relevant

## *College-wide Events*

The details of the Strategic Plan will be presented at the following College-wide events:

1. Planning Summit on April 10, 2015
2. Professional Development (Flex) Day, August 22, 2015 (Faculty presentations, and in materials in employee folders)

## **Foundation of Annual Planning**

The Strategic Plan (by way of the strategic initiatives) is the foundation for annual planning and resource allocation decisions. Each planning recommendation at the Program, Unit, Area and College level is linked to a Strategic Initiative (SI), except those unrelated to any SI that are fulfilled for health and safety or compliance reasons.

The linkage between the Strategic Plan and annual planning is recorded in the Program Review & Planning (PRP) system in TracDat, the College's online software supporting institutional effectiveness. On an annual basis, all funded and/or approved recommendations are reported by Strategic Initiative in the Annual Plan Update report (see Measurement, Evaluation, & Improvement below).

## **Foundation of Master Planning**

The Strategic Plan is also the foundation of the more-specific Comprehensive Master Plan (CMP) that includes an Educational Master Plan, and supports the Facilities, Staffing, and Technology Plans. The new master plan (2017-18 to 2020-21) is currently in development (completion date: Fall 2016) and specific initiatives in the CMP will be linked to the Mission and Strategic Plan.

## **Measurement, Evaluation & Improvement**

To ensure that the College stays the course and that our planning process is leading to institutional effectiveness and greater student achievement, progress on our Strategic Plan will be measured annually and the planning process will be evaluated regularly.

## *Institutional Effectiveness Outcomes*

Each April, the College will produce a report of progress on Institutional Effectiveness (IE) Outcomes. The report consists of a baseline rate, current rate, and the target goal to reach by 2019-2020. These rates will be discussed at the Planning Summit, President's Cabinet, Council



of Deans, Academic Senate, student success committees at both locations, and at appropriate collegial consultation committees.

### *Progress on Strategic Initiatives*

Annually, Strategic Initiatives (SIs) will be reviewed to assemble evidence of supporting activities and to determine whether progress has been made. Groups will assemble evidence and discuss areas of progress or need. Sources of evidence for SIs include 1) funded annual plan recommendations; 2) measurable objectives detailed in the Strategic Plan; 3) Actionable Improvement Plans (from the Accreditation Self-Evaluation); and 4) Master Plan targeted goals (to be determined).

This annual assessment of Strategic Initiatives (SIs) is assigned to an associated College committee or leader, with additional consultation provided by related groups:

#### A - STUDENT LEARNING

- Faculty Development Committee
  - Consultation: Academic Technology Committee

#### B - STUDENT SUCCESS & SUPPORT

- Student Success Advisory Committee
  - Consultation: Student Equity Program Committee

#### C – COLLABORATION

- College Council, Consultative Council
  - Consultation: Academic Senate, Faculty Council

#### D - COMMUNITY RESPONSIVENESS

- Community Advancement (community partnerships)
- Outreach & School Relations (school partnerships)
  - Consultation: Career Pathways, Science Technology Engineering and Mathematics (STEM)

#### E - INSTITUTIONAL EFFECTIVENESS

- Planning & Budgeting Committee
  - Consultation: Program Review and Assessment of Learning Committee Chairs

## F - MODERNIZATION

- Facilities Steering Committee
- Technology Committee
  - Consultation: Academic Technology Committee

Data will be collected from many sources College-wide. Reports from each team will be assembled by Institutional Research & Planning into an annual Strategic Plan Update each fall. The Update will include the previous year's accomplishments and current year plans. It will be published on the College's Planning webpage and shared and discussed with the President's Cabinet, Council of Deans, Continuous Accreditation Team, Academic Senate and all related collegial consultation and advisory committees.

### *Evaluation of Planning & Decision-making Processes*

Formal College-wide evaluations will be conducted every two years. In fiscal years 2016-17 and 2018-19, the College will evaluate its planning and decision-making processes with respect to the Strategic Plan. This evaluation will include a survey of collegial consultation committee members, El Camino College workforce, and student leaders, as appropriate, to help determine understanding of and satisfaction with how planning and decision-making are conducted at the College.

Upon completion of the Strategic Plan (fiscal year 2020-21), the College will conduct an overall evaluation of progress made on the Strategic Plan (and Master Plan to date) and produce a final Strategic Plan Update.

### **Current & Future Strategic Plans**

Although Board approved in its current form, the Strategic Plan is a living document that should be responsive to changing needs and requirements. Therefore, it will be modified with any critical updates annually. Development of the next Strategic Plan (2020-2025) will begin in Fall 2018 and be completed in Fall 2019, in time for the 2020-21 planning cycle.