PLANNING & BUDGETING COMMITTEE
November 3, 2016
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.

Strategic Initiative – C – Collaboration

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

Members

☐ William Garcia - Student & Community Adv.   ☐ Rory K. Natividad - Chair (non-voting)
☐ Amy Grant - Academic Affairs   ☐ Cheryl Shenefield - Administrative Services
☐ Ken Key - ECCFT   ☐ Jackie Sims - Management/Supervisors
☐ David Mussaw – ECCE   ☐ Dean Starkey – Campus Police
☐ Areceli Rodriguez – ASO, Student Rep.   ☐ Lance Widman - Academic Senate

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Alternate Members / Support

☐ Babs Atane – Support   ☐ Art Leible – Support   ☐ Michael Trevis – Alt. Adm.
☐ Linda Beam – Support   ☐ Jeanie Nishime – Support   ☐ Josh Troesh – Alt. Ac. Sen
☐ Janice Ely – Support   ☐ Rebecca Russell - Alt., Ac.   ☐ Steve. Waterhouse-
☐ Irene Graff – Support   Affairs   Alt.Mgmt/Sup
☐ Jo Ann Higdon – Support   ☐ Andrea Sala – Alt. SCA   ☐ Alt. ASO, Student
☐ Kristie Daniel-DiGregorio –   ☐ Jean Shankweiler – Support   ☐ Luukia Smith – Alt. ECCE
   Support   ☐ Ericka Solarzano - Alt. Police ☐ Susana Prieto – Alt. ECCFT

AGENDA

1.	Draft Minutes Approval – October 6, 2016	R. Natividad	1:00 P.M.
2.	SSSP	D. Patel	1:10 P.M.
3.	Educational Master Plan (2nd review)	I. Graff	1:20 P.M.
4.	Technology Master Plan (2nd review)	A. Leible/I. Graff	1:35 P.M.
5.	Annual Planning and Budgeting Calendar	R. Natividad	1:45 P.M.
6.	PBC Evaluation results	R. Natividad	1:50 P.M.
7.	Review of Statement of Purpose	R. Natividad	2:05 P.M.

Next meeting – November 17, 2016

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
2016-17 Goals

PBC Goals 2016-17 for discussion:
1. Develop an action plan utilizing the college wide evaluation of planning and budgeting process. The evaluation was conducted last year.
2. Review and approve the Comprehensive Master Plan 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 the Strategic Plan including Institutional Effectiveness Outcomes and Strategic Initiative Objectives.
4. Review and improve upon the yearly activity calendar.
5. Provide a professional development opportunity for faculty and classified.
6. Seek evidence of constituent group PBC communications in an effort to improve the understanding of committee efforts throughout the campus.

EL CAMINO COLLEGE
Planning & Budgeting Committee
Minutes
Date: October 20, 2016

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MEMBERS PRESENT

☒ William Garcia– Student & Comm Adv.   ☒ Rory K. Natividad – Chair (non-voting)
☒ Amy Grant – Academic Affairs   ☒ Cheryl Shenefield–Administrative Services
☐ Ken Key - ECCFT   ☐ Jackie Sims -Management/Supervisors
☒ Araceli Rodriguez – ASO, Student Rep.   ☐ Dean Starkey – Campus Police
☒ David Mussaw – ECCE   ☒ Lance Widman - Academic Senate

Other Attendees: Members: R. Russell, J. Troesh
Support: I. Graff, J. Shankweiler, A. Leible, J. Higdon

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The meeting was called to order at 1:05 p.m.

The topic of the Master Plan Update is being moved to another meeting as the subject is not ready to be discussed yet.

Approval of the October 6, 2016 Minutes
1. The minutes were approved as presented and will be sent out and posted to the portal

PBC Annual Planning and Budgeting Calendar – I. Graff, R. Natividad (handout)
1. An updated planning calendar was distributed to the committee. A diagram is forthcoming which will show the two cycles of budgeting and planning and how they will be incorporated together on the calendar. The committee was asked to review and give any suggestions on the document. This topic will be brought back at a future meeting.
2. A suggestion was made under the annual planning process, under college plan discussions, to insert the statement "prior year." This will provide clarity in differentiating between future year and actual year.

Educational Master Plan – I. Graff (handout)
1. The Educational Master Plan is required by the educational code and is part of a broader, long-range comprehensive master plan. It supports future planning and institutional improvements in the area of academics as well as student services. It is supported by the Facilities Master Plan updates, Staffing Plan, and the Technology Master Plan. The previous plan covered 2012/13 to 2016/17. The new plan will cover 2017/18 through 2021/22. It is anticipated the Educational Master Plan and Technology Plan will be reviewed by the Board in November and approval will be anticipated for December. The implementation of the plan should be in time for the next fiscal planning cycle. It was noted that other consultative bodies will be doing their review of the plan. A process needs to be developed for implementation, annual check in and evaluation.
2. The Educational Master Plan is in draft form and is ready to be put into final document formation. It was requested for clarity that acronyms or shortened names be spelled out. It was noted the final version of the Comprehensive Master Plan will be a narrative view which will define all acronyms and/or shortened names.
3. The draft was reviewed by the committee as presented. It was noted that one of the areas being reviewed from a planning and budgeting standpoint are ways we could academically set ourselves

apart from other local colleges. This would assist in students wanting to specifically come to El Camino.

4. Technology is being reviewed closely to ensure proper integration with all of the new ideas being presented. Ensuring the support required to bring us into the 21st Century is a key component. Keeping students connected in a way which is relevant to them is important. Another point noted was creating more academic and student support such as tutoring to ensure student success.

5. Feedback received from the students addressed a desire for having more of a campus feel and to be lured to remain on campus. This idea can be tied in with the Facilities Master Plan. In the future as new buildings are built, places can be deemed for students to congregate and have technology access and support.

6. Feedback from the Academic Senate was to better integrate the Enrollment Management Plan with the Educational Master Plan specifically to address dual enrollment and Distance Education.

7. It was encouraged if there were any comments or suggestions, to please communicate them to I. Graff or R. Natividad. The document needs to be in final form and be ready to go to the Board of Trustees by November 9.

Accreditation Update – J. Shankweiler

1. Work is currently being done on the Compton accreditation report. The report needs to be completed and mailed as their visit will be something in March 2017.

Technology Plan – A. Leible

1. The Technology Plan is a five-year plan. A. Leible informed the committee on some of the processes and procedures for clarity on Technology Plan. A stronger emphasis on infrastructure to support learning management was noted. Work is being done to ensure the Technology and Facilities plans coincide for continuity and enhancement of the facilities.

2. New items for the Technology Plan are infrastructure and security awareness. A new security specialist has been hired to address this area. Data governance is also going to be addressed. A continuity of terminology utilized on this campus is also being addressed. Various user groups understand and use terms in different ways. This will assist in understanding requests and requirements in a better fashion. Data stewardship is an area which determines ownership of the data or who gets to access what particular things.

3. One of the biggest problems is project management. Projects are submitted from every level and every area of the college. The goal would be to have a process where projects are organized, structured and then prioritized in readiness for funding. The college would then pick the most important projects to fund.

4. A proper replacement cycle needs to be established for technology. Items such as desktops, laptops and tablets need to be replaced in a consistent, timely manner.

5. It was noted protection against cyber-crimes is important for an institution to prepare for in their planning process. This protection can cost a lot of money but is a critical item needed.

Closing Comments

1. The committee was reminded to take their PBC survey. It will still be up and active for one more week.

2. David Mussaw was recognized for the work he did on data gathering and researching for the Facilities Master Plan and educational planning.

Adjournment – R. Natividad

1. The meeting adjourned at 1:50 p.m. The next meeting will be held on **November 3, 2016 at 1:00 p.m.** in Library 202.

RKN/lmo

El Camino College
Student Success & Support Program (SSSP)
2016-2017

Summary
The Seymour-Campbell Student Success Act of 2012 (California Education Code, Sections 78210-78219) established the Student Success & Support Program (SSSP) with the goal of providing students comprehensive and integrated services to increase retention and the foundation necessary for success in college. SSSP replaced the Matriculation Program and refocused its funding and services. SSSP supports well-coordinated and effective core matriculation services to include orientation, assessment, and educational planning, in addition to other counseling and follow-up services for those considered at-risk. SSSP defines at-risk students as those who are enrolled in basic skills courses, have not identified an educational goal, or are on academic/progress probation.

Plan Integration
Per the Chancellor's Office letter dated September 28, 2016, an action and expenditure plan for SSSP, SEP and BSI was suspended for 2016-2017 in order to facilitate greater integration, alignment and streamlining of these three programs. Updated program requirements and guidelines of integrated efforts are expected in February 2017 for the required integrated 2017-2018 plan. However, the three funding streams will continue to be separate and legislative mandates will still apply.

At El Camino College, integrated efforts have been ongoing within the Student Success Advisory Committee, combined planning retreats (SSSP/SEP – August 2015 and Seeds of Change, August 2016), and plan objectives. Additionally we are actively participating in regional efforts discussing, aligning and drafting documentation to support a plan template. At the SSSP Directors' training in September 2016, an emphasis was placed on integrated planning of these programs with the college's plans to demonstrate the stronger alignment and commitment of these initiatives to larger college efforts. Similarly, this is evident in the recent Education Master Plan and Enrollment Management Plan at the college.

SSSP Budget Updates
Unfortunately, 2016-2017 SSSP allocations have not been released. Advanced allocations were provided at 80% guarantee of 2015-2016 funding. Starting 2017-2018, the funding will be guaranteed at 95% of previous year allocations and is based on prior prior year MIS contacts to allow for earlier notification of funding allocations.

Carry over of 2016-2017 funds will be allowed until December 2017. However, with the intent of moving towards spending within the fiscal year, an extension of 2017-2018 funding will be granted to September 2018, and no extension will be granted in 2018-2019.

Three Year Budget Overview

Fiscal Year	SSSP	SEP	BSI
2014-2015	$2,760,477	$1,044,414	$180,122
2015-2016	$4,084,629	$2,112,177	$153,482
2016-2017	$3,267,703	$2,168,674	$153,482

Note: 2016-2017 SSSP advanced allocation is noted, 2016-2017 P1 is pending as of this reporting.

PBC November 3, 2016 D. Patel

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CHANCELLOR'S OFFICE
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DATE: September 28, 2016
TO: CEOs, CIOs, CSSOs, and CBOs
FROM: Erik Skinner, Interim Chancellor
SUBJECT: Integration and Alignment of SSSP, SEP, and BSI

Overview

As you are aware, the Chancellor's Office has suspended the requirement for colleges to submit 2016-17 Action and Expenditure Plans for the Student Success and Support Program (SSSP), Student Equity Program (SEP), and Basic Skills Initiative (BSI). The decision to suspend the submittal of plans for one year was made to facilitate greater integration, alignment, and streamlining of these three programs. This memo provides additional background and guidance related to these efforts.

Need to Integrate and Align Student Success Efforts

In recent years, the California Community Colleges have been in a period of unprecedented innovation and reform focused on improving student completion and closing achievement gaps. Examples of this work include the Student Success Task Force and its resulting initiatives, the Score Card, SSSP, SEP, the Education Planning Initiative, the Common Assessment Initiative, the Institutional Effectiveness Partnership Initiative (IEPI), registration priority, and more. In addition, we have launched other student success innovations to better serve our students such as the Associate Degrees for Transfer, the CCC Baccalaureate Pilot Program, Doing What Matters, and the new Strong Workforce Program. This work has been both challenging and transformative for our system and as a result we are, today, much better prepared to meet the needs of our students and communities.

As we take stock of this tremendous amount of innovation, it has become evident to many of us that the California Community Colleges have now moved into a new era in which we must focus on the integration and alignment of these efforts. Doing so will ensure that our numerous initiatives are woven into a cohesive strategy that fully leverages all the independent initiatives. Across our system, many districts and colleges are well into this integration process, using a variety of approaches to create an integrated, cohesive experience that supports our students on their way to completion. While they are by no means the only approach to creating an integrated strategy, pathways and College Promise initiatives have great potential to drive such change.

In the Chancellor's Office, we are committed to supporting and advancing these efforts to integrate and align student success initiatives. Doing so will ensure that we fully leverage the connections between the numerous statewide initiatives and help to maximize gains in student completion. In addition, the integration and alignment of various initiatives will help to streamline our work at both the college and state levels, making these efforts more efficient and sustainable. The integration and alignment of SSSP, SEP, and BSI will be an important part of this work, but we plan to pursue other similar improvements in coming months and years.

Chancellor's Office Partnership Resource Team

To help us tackle the integration and alignment of SSSP, SEP, and BSI, the Chancellor's Office requested the services of a Partnership Resource Team (PRT) through IEPI. The PRT is chaired by Los Rios CCD Chancellor Brian King and includes Mandy Davies, Stephanie Dumont, Ron Gerhard, Louise Jaffe, Barbara McNeice-Stallard, Jane Patton, and Jane Saldana-Talley. This group of expert practitioners met on multiple occasions with Chancellor's Office staff, including senior management and program personnel, asked questions, learned about how our office operates, and ultimately crafted a "menu of options"—essentially a set of recommendations for us to consider. We are currently finalizing our action plan, based largely on these recommendations, which we will use to guide the integration of the three programs. The assistance of the PRT was incredibly valuable and helped to infuse the college perspective into our analysis and planning for integrating the three programs.

What Colleges Can Do to Prepare for the 2017-18 Plan Cycle

The suspension of SSSP, SEP, and BSI Action and Expenditure Plans for 2016-17 has freed up administrative capacity and staff-time at districts and colleges. We encourage you to use this time to engage in local discussion and planning about program integration and coordination related to the three programs. Such local planning will better position your college for the revised process for 2017-18. Again, we are aware that many colleges are already well into this work and we applaud those efforts.

For those looking for a place to begin, here are some suggestions on specific activities and processes to help your college prepare for program integration:
- Review programs and services across the entire lifecycle of students, from recruitment to completion, and identify gaps and barriers.
- Develop a "crosswalk" of services and activities supported by SSSP, SEP, and BSI to identify areas in which efforts are occurring in similar or related areas.
- Hold joint meetings of SSSP, SEP, and BSI steering committees to improve integrated planning.
- Consider combining various grant taskforces/committees to promote a consistent view of the student lifecycle and identify gaps and overlaps between services, projects, and funding sources.
- Talk with your colleagues from other colleges to learn what they are doing to integrate and align student success efforts.
- Engage in professional development opportunities on effective practices and integrated planning.

Next Steps

The Chancellor's Office is continuing our work with the PRT, including finalizing an action plan to accomplish the integration of the three programs. We are in the process of securing dedicated staffing to lead these integration efforts. Central to this work will be the alignment of planning, reporting, and expenditure requirements for the three programs. We are committed to achieving an improved program model that streamlines administrative workload, aligns program objectives, and provides colleges with increased flexibility in order to promote efficient and effective planning and operation. As we proceed we will seek input and feedback from CSSOs, CIOs, CBOs, CEOs, and others.

The Chancellor's Office will issue updated program requirements and guidelines in February, 2017. This guidance will specify the requirements for the consolidated SSSP/SEP/BSI Action and Expenditure Plans for 2017-18. In the coming months, we will continue to provide the field with periodic updates on our integration efforts.

El Camino College
Educational Master Plan 2017-2022
Proposed Objectives & Goals

Introduction

The ECC Educational Master Plan (EMP) for 2017-2022 was developed based on input from the Master Plan Work Group (MPWG), ECC students, the Superintendent/President, faculty, staff, and administrators. It also reflects broader trends: we identified areas experiencing momentum in the ECC community, the CCC system, and the South Bay area. As the world changes, so do educational and business needs, and we aim to be relevant and responsive to students' goals in the 21st century.

Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
A – Curricular Innovations: Implement and/or expand curricular innovations that will promote creativity in the classroom and encourage greater engagement, success, and persistence among students **Strategic Initiative(s): A – Student Learning, B – Student Success and Support, C – Collaboration, D – Community Responsiveness, E – Institutional Effectiveness, and F – Modernization**						
1. Develop and/or expand integrated programs in which basic skills courses are paired with degree- or transfer-level courses relevant to students' interests OR in which basic skills content is aligned with a student's academic or vocational program (e.g., contextualized learning)	Academic Affairs (AA)	3 years to develop and pilot	● Increase in enrollment ● Increase in course completion ● Increase in college- or transfer-level course success rates ● Improved academic planning ● Increased certificate/degree	● Stipends for faculty to develop and implement curriculum	● BSSOT ● CAA & related grants	● Evaluate new courses or innovations against std. approaches – course succ. & progress ● Track mile-stones & IE Outcomes ● Student & faculty feedback

BSSOT=Basic Skills & Student Outcomes Transformation Grant; CAA=Career Advancement Academy; EM=Enrollment Management; PI=Process Improvement; SEP=Student Equity Program; SSSP=Student Success & Support Program

Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
			completion			
2. Promote innovations in the basic skills curricula that lead to greater academic engagement in these courses and that promote higher completion rates of transfer-level Math and English	AA, BSI/BSSOT leads	3 years to research and pilot, 3 additional years to scale up	• Increase in succ. course completion • Increase in college- or transfer-level course success rates • Increased completion & transfer	• Funding for research and conference attendance • Stipends for curriculum development and implementation	• BSSOT	• Evaluate new courses or innovations against std. approaches – course succ. & progress • Track mile-stones & IE Outcomes
3. Identify and support job development and certifications to expand and improve career technical educational opportunities for our students to meet workforce needs	AA, CTE Division & Program leads; CTE counselor	1-2 years to research and pilot, 1-2 additional years to institutionalize or scale up	• Programs or certificates developed • Enrollment growth & improved outcomes	•	• Strong Workforce	• CTE Program expansion & growth • CTE outcomes
4. Establish a long-range plan to expand a high-quality and robust distance education program to support access and increase enrollment and learning options through implementation of the Distance Education Plan	AA, SCA, LLR, DEAC, key faculty	Extension & expansion of action items in Enrollment Management Plan	• Course & program development • Enrollment growth • Higher student success	•	• ECC; may be covered by FTES growth	• Annual update of DE enrollment & outcomes report • Student & faculty surveys
5. Conduct an assessment of how well the College engages and serves the surrounding community and develop a response plan, as determined by assessment findings	AA, Student Services, key faculty?	2 years to develop multiple small-scale programs, 4 years to expand and institutionalize (varying according to	• Increased enrollment • Increased student engagement • Improved visibility of ECC in	• Cost unknown (marketing?)	• ECC	• Increase in community partnerships • Faculty & student feedback

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
		program)	surrounding communities			
6. Develop or identify in-house funding opportunities that allow for faculty experimentation with innovative ideas	PD and FDC, Foundation	Ongoing	• Increased enrollment • Innovative offerings • Faculty development	Depends on idea, compensation for faculty, potentially some equipment	• iGrants? • Kickstarter program? • Crowd funding? • Partnership with business	• Required post-use self-evaluation
7. Develop and promote the adoption and utilization of resources being developed by the Online Education Initiative (OEI) to improve teaching, learning, and student success	Distance Ed; AA; PD; SSAC	1 year to pilot; 1 year to implement & institutionalize?	• Increased enrollment • Higher student success • Faculty development	• Cost unknown	• ECC?	• Increased enrollment • Higher student success
8. Facilitate and expand alternative modes of instruction using ECC's learning management system (LMS)	Distance Ed; AA; PD	Ongoing	• Higher student engagement & success	• Cost unknown	• ECC?	• SENSE • Success rates
B – Empowering for Equity: Equip faculty and staff to equitably serve our increasingly diverse student population **Strategic Initiative(s): A – Student Learning, B – Student Success and Support, C – Collaboration, E – Institutional Effectiveness**						
1. Regularly disseminate achievement gap data to faculty and staff to facilitate productive discussion of those areas where ECC could better serve targeted student populations	VP (AA), IR, Couns. Deans, Faculty, Staff, Prof. Dev. Academic Senate, Director Staff/Student Diversity	Ongoing	● Increased collegial communications ● More in depth investigation of core issue ● Increased student success in target pops. ● Better trained	● Development of data dashboards ● Possible training costs to address persistent gaps	● IRP (in progress) ● SEP	● Utilization surveys; focus groups; workshop evaluations

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
			and responsive staff/faculty ● Improved SLO data ● Improvements and shifts in pedagogies, pedagogical approaches, type and number of programs ● Additional support strategies/ service offerings			
2. Develop an evidence-based and integrated professional development function that consults with existing and emerging institutional plans (e.g., SSSP, SEP, BSI) and other campus stakeholder groups	VP academic Affairs, SSSP, SEP, BSI, Prof Dev. Acad. Senate	Ongoing	● Streamlined, integrated planning, ● avoid duplication of efforts/funding ● Integrated communication dissemination ● Increased opportunities for FLEX ● Increased opportunities for faculty development	● Stipends/pay for PD presentation development	● SEP	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
3. Promote growth and sustainability of faculty inquiry groups that reflect culturally responsive pedagogies	VP Academic Affairs, Academic Senate, Counseling , Director Staff/Student Diversity, Human Resources, Academic Senate, Union	Ongoing	● Increased student equity ● Increased student success, persistence, completion ● Increased opportunities for faculty development/ training and FLEX opportunities ● Increased inter-Division cooperation	● Funds for conferences ● Funds for staff/faculty training. ● Funding to include adjunct faculty	● SEP	
4. Offer professional development programs that are responsive to diverse faculty and staff schedules to maximize knowledge of key practices	Prof Dev, Academic Senate, VP Academic Affairs	Ongoing	● Bigger buy-in from adjunct faculty ● Increase in trained faculty ● Increase meaningfulnes s of SLO/SAO data ● Increased faculty/staff development opportunities ● Common practices adopted for streamlined, unified teaching	● Funds for staff/faculty training. ● Funding to include adjunct faculty in training and initiatives like paid mandatory office hours	● SEP	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
5. Institutionalize equity practices by regularly scheduling professional development programs that address equity, inclusion, and social justice with the goal of concrete changes in the classroom to improve equity outcomes	Acad. Senate (PDC), PD, VP Acad Affairs		• Increased Staff/faculty sensitivity to issues • Increased student satisfaction • Increased professionalism in realm of mentioned issues	• Funds for staff/faculty training. Cost Neutral if using faculty who have attended conf./trainings to use this as a venue to "report back"	• SEP	
6. Promote the use of educational technologies and other innovative instructional methods to support student learning and improve teaching	AA, PD, ATC, DEAC, FDC	Ongoing; Tech Plan	Greater use of educational tech Improved student engage. & outcomes	• Cost unknown	• ECC	
7. Develop an ongoing review process to ensure that all aspects of the educational experience are compliant with the Americans with Disabilities Act (ADA) and comply with the Universal Design for Learning Guidelines				•	•	
C – Funding Technology: Prioritize campus technology needs and ensure a regular source of funding for assessing and updating infrastructure **Strategic Initiative(s): B – Student Success and Support, C – Collaboration, E – Institutional Effectiveness, F - Modernization**						
1. Conduct a series of surveys/focus groups among students and faculty/staff to obtain detailed information on their real technological needs, ensuring that leadership is proactive in soliciting	ITS SCA AA	? years to develop and pilot	• Improved communications • Increased student satisfaction • Increased	• Increased Tech Support to innovate, train and support new technologies and apps,	• ECC	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
these ideas and reporting out on implementation processes	CTC ACT		enrollment ● Better adherence to deadlines for registration, fees...			
2. Identify and address issues that hinder student support processes	ITS SCA AA CTC ACT	? years to develop and pilot			● EM; in progress ● Integrates w/ Initiative D	
3. Set aside funds for regular upgrades of equipment, and invest in new technologies to stay current, efficient, secure, and innovative	ITS Academic and Campus Technology Committee DE	Ongoing	● Innovative program offerings, ● Faculty/staff satisfaction ● Student satisfaction ● Current instead of "catch-up"	● Money for regular updates and maintenance ● Slush fund to experiment with innovation.	● ECC, via ongoing "Tech Plan" budget line	
4. Produce written plans for regular replacements and upgrades for classrooms and faculty laptops/computers, which are periodically shared with the departments and college campus via the Academic Technology Committee	Cabinet ITS Academic and Campus Technology Committees	Ongoing	● Faculty/staff satisfaction ● Increased collegial communications ● Efficient, integrated planning ● Integrated planning ● Less confusion		● No cost ●	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
			and waste			
5. Develop and adhere to the highest level security protocols to ensure safekeeping of student and college data and information					• ECC	
6. Review technical capabilities in classrooms and CMS to ensure that the infrastructure supports instructional technology initiatives	College ITS AA/Media Services Facilities	2017-18	Recommendations from audit committee(s)	$0	• ECC/Bond	
7. Implement Facilities, Staffing, and Technology plans, and evaluate progress on a regular schedule	College comms. & plan leads	Life of plan	Actions implemented as planned; institutional improvement	$0	• As determined in each plan	IE Outcomes
8. Ensure that Wi-Fi capability or any technology upgrades in all new buildings is based on contextual needs rather than simply classroom capacities (e.g., support for planned classroom-based tablet or Chromebook use).					• ECC	
D – Technology for Communication: Utilize various technologies to improve communication and to promote increased completion rates for ECC students **Strategic Initiative(s): A – Student Learning, B – Student Success and Support, E – Institutional Effectiveness, F - Modernization**						
1. Work with local high schools to digitally acquire the paperwork	ITS	Ongoing	• Streamlined, integrated processes	Creating a mobile app or other	• ECC	Survey all on ease of systems use

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
necessary for entering students (currently, many prospective students give up on registration because they receive conflicting information and are sent to different departments to obtain all the necessary paperwork, within the constraints of limited operating hours)	SCA AA		● Increased student support and satisfaction ● Clearer, more accurate communications ● Partnerships with local schools ● Increased enrollment	platform may require extra staff or outside vendor, money in staff time will be saved by having less complicated procedures		and interaction and improve processes based on feedback until a uniform survey score of Good is achieved
2. Facilitate communications by distributing the capability to create contact lists for targeted student populations (e.g., email listservs, texting, and other options)				● No Cost	● N/A	
3. Improve ease of access to querying data necessary for assessments of various programs, initiatives, services, etc.				● No Cost	● N/A	
4. Ensure web/mobile processes are continually evaluated to ensure clarity and ease of use for students, faculty, and staff. Ensure that all online services can be used or viewed on the most common platforms, browsers and devices.	ITS SCA AA	Ongoing	● Streamlined, integrated processes ● Increased student support and satisfaction ● Clearer, more accurate communications ● Partnerships with local	Creating a mobile app or other platform may require extra staff or outside vendor, money in staff time will be saved by having less complicated procedures	● ECC	Survey all on ease of systems use and interaction and improve processes based on feedback until a uniform survey score of Good is achieved

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
			schools ● Increased enrollment ● Better adherence to deadlines for registration, fees, etc.			
5. Migrate form-based processes to online submission. Conduct a needs assessment to create a prioritized list of forms and processes to convert				● Cost unknown; dependent on online systems designed or selected	● ECC	
6. Use technology to more closely track student progress so that the College can communicate with students more readily after they reach specific milestones or exhibit at-risk behaviors	ITS SCA AA				● SSSP	
7. Create or adapt a mobile app for El Camino students that allows them to interact with all college systems in a "mobile-first" environment (including registration, financial aid, fee payments, form submissions, educational plans and transcripts, counseling appointments, etc., and all services currently available through MyECC)	ITS SCA AA	? years to develop and pilot			● PI ● ECC	Survey all on ease of systems use and interaction and improve processes based on feedback until a uniform survey score of Good is achieved
E – Comprehensive Student Support: Develop, expand, or change services so that students experience a high level of comprehensive support, beginning prior						

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
to matriculation and culminating with goal completion **Strategic Initiative(s): A – Student Learning, B – Student Success and Support, C – Collaboration, D – Community Responsiveness, E – Institutional Effectiveness**						
1. Implement recommendations following analysis of the student experience, and redesign the process as described in Enrollment Management Plan	ITS SCA AA				● EM	
2. Expand and/or develop bridge programs to address the student support needs of basic skills students prior to credit coursework, building on ECC's existing Math and English summer bridge programs, and working in concert with local high schools and Adult Education in order to create a seamless transition into college coursework					● BSSOT ● SEP ● SSSP	
3. Evaluate ECC's placement procedures, and redesign our processes so they utilize CCCAssess, includes multiple measures of assessment, and accurately place students into Math and English classes where they will experience the highest levels of success	AA, Student Services (SCA), ITS	3 years to pilot and research	● More accurate placement ● Increase in course completion ● Increase in college- or transfer-level course success rates ● Increase in student	● Training ● Research ● Technology	● SSSP	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
			satisfaction ● Increase in persistence			
4. Expand services and follow-up processes to directly address new students. Services to be expanded will be detailed in the SSSP Plan.	Counseling	Gradual expansion of orientation services, full implementation by Year 4	● Increase in student engagement ● Increase in retention ● Increase in course completion ● Improved academic planning ● Increased certificate/degree completion	● Paid hours for counselors and instructional faculty ● Stipends for peer mentors	● SSSP	
5. Transform the current "Information Desk" and create in future Student Services Centers a centralized and comprehensive Information Center. Information Center staff will be broadly knowledgeable and be able to triage and effectively remedy a variety of student needs.	Student Services Facilities (FMP?)	Ready to provide services by opening of new Student Services building	● Increase in student engagement ● Increase in retention ● Increase in course completion	● Paid hours for counselors and other staff ● Training for counselors and staff	● ECC	
6. Improve service delivery processes to better manage high student demand for services and assist with providing basic information, referring to counselors and other resources, and triaging student situations as necessary, especially	Student & Community Advancement, Counselling, Admissions, Service Counters,	With immediate effect, during peak times	● Decrease stress and overload of peak time service demands ● Increased Student	● Extra staff for service desks and appointments	● SSSP?	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
during peak times	etc		satisfaction ● Increased Staff Satisfaction ● Decrease staff stress ● Increased enrollment & persistence			
7. Revise online orientation so students are exposed to a wide array of services and are more engaged with orientation content Create brief and engaging resources, such as YouTube videos, with which to share a variety of information to support college readiness of incoming students (including, but not limited to, common orientation topics). Develop strategies to share this information with students regularly		Ongoing revision	● Improved communicatio ns ● Increased student satisfaction		● SSSP	
8. Align service hours to assure that Counseling, Student Health Center, psychological services and other support services are available during intersessions, evenings and weekends, as needed.	VP Academic Affairs, VP Student/Commun ity Services, Counselling, Library, Facilities...	Ongoing	● Increased student satisfaction ● Increased equity of access ● Increased enrollment, persistence, completion ● Increased student involvement	● Staffing for extra hours	● ECC (offset by higher FTES?)	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
9. Promote greater coherence, communication, and collaboration among the various learning assistance resources on campus (Reading Success Center, Learning Resource Center, etc.)					• Various: • SEP • BSI • BSSOT	
10. Develop positive messages (e-mails, letters, and social media communications) to encourage continuing students to return the following fall and spring semester					• No cost	
11. Evaluate supports for students with a transfer goal. Develop or expand programs that successfully increase the number who transfer annually					• Cost dependent on what is needed	
12. Create opportunities for increased professionalization and training among tutors (in best practices, etc.)					• Various: • SEP • BSI • BSSOT	
F – Lowering the Cost of Education: Lower the cost of education for students, including external costs **Strategic Initiative(s): A – Student Learning, B – Student Success and Support, C – Collaboration, D – Community Responsiveness, E – Institutional Effectiveness**						
1. Promote and encourage open education resources (OER) and alternative textbooks in order to bring down costs	AA ITS Academic Senate DE	? years to develop and pilot Consult with M.Fields	• Student savings on texts • Increased student satisfaction • Increased completion, persistence	Already in planning stage. Consult with M. Fields on needs	• OER Grant	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
			• Increased enrollment			
2. Provide expanded scholarships and book vouchers to our low-income student population					• Foundation	
3. Identify emergency resources for students facing food and housing insecurities. Develop a process for regularly educating faculty and service providers about these resources	VP Student & Community Advancement, Counseling	2 years	• Increased enrollment, • Increased persistence and completion		• ECC • SCA? • SEP?	
4. Foster partnerships with local transportation services for reduced bus fares to campus	VP Student/Community Advancement	Ongoing	• Increased enrollment • Better attendance • Increased student satisfaction • Increased equity of access	• Cost unknown	• ECC	
G – Evaluation of Student Processes: 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 (Focus Area(s): Institutional Process Improvement; Enrollment Management, Access, Progress & Completion) **Strategic Initiative(s):**						
1. Develop an action plan in response to an assessment of enrollment processes (communications with prospective students and new applicants, concurrent enrollment processes, core services communications and processes,				• Hire a consultant	• EM; in progress	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
registration processes, etc)						
2. Provide positive and clear communications between all parties on multiple platforms (including the ECC website), and have students test forms and scripts in a pilot phase before introduction to the wider community; update web pages frequently to ensure old and misleading information is eliminated	Administrative Services, Student & Community Advancement, ITS, ASO, Public Relations and Web Master	2 years for a test and pilot phase, then a year to get the improvements out and advertised to the community, Also constant updates as items get outdated	• Increased student and staff satisfaction • Better communications between all stakeholders • Information available on Multiple platforms will lead to increased equity of access (see example cited) • Net savings of time and energy	• Staff stipends to write scripts for different platforms, • Student stipends or incentives for pilot phase testing • New Web Master position in the hiring phase Summer 2016	• EM	
3. Foster positive and effective internal communications by developing guidelines for use by leadership, faculty, staff and students	PR	2 years for the PR department to develop templates and discuss areas of authority and liaise with Divisions/dpartments	• Less frustration for staff • Increased time for PR to concentrate on more weighty matters • Better communications information is produced	• No funding needs, current staff should be able to produce a series of general use templates that can be approved for myriad uses	• N/A	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
			and release more speedily			
4. Develop guidelines used with all internal policies and procedures to ensure that they are flexible and accommodating to individual needs	Academic Affairs, Student & Community Advancement, Administrative Affairs, Human Resources	Ongoing. Internal/department al policy reviews should be speeded up especially with reference to student services	• Increased student and staff satisfaction • Increased enrollment • More responsive system	• If current staff cannot manage, temporary staff could be hired to get the backlog seen to and then this task could be handled by Divisions internally on an annual basis as part of Academic or Support Program Review	• ECC	
5. Develop training for staff in service-oriented practices that put the needs of students first	Academic Affairs, Student & Community Advancement, Administrative Affairs, Human Resources	Ongoing, with quarterly reports	• Increased student and staff satisfaction • Increased sense of community and common mission, • Streamlined processes	• Cost of training sessions • Salaries for in-person and online support increased service hours • Incentives for focus groups	• ECC	

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
			• Increased enrollment, persistence, completion • Increased hours of enrollment & support services			
6. Develop processes to ensure that students are not sent from one department to another without satisfaction by encouraging all staff to work collegially to aid students, and by providing more staff and extended hours during peak times	Academic Affairs, Student & Community Advancement, Administrative Affairs, Human Resources	Ongoing	• Increased student and staff satisfaction and support • Increased sense of community • Increased sense of equity of access and care	• Possibly training costs or incentives	•	
7. Improve the process of receiving and storing transcripts from other colleges and making them easily accessible to appropriate staff (counseling faculty, deans, etc.)					• ECC	
H – Building Community: Create a greater sense of community among students, and ensure physical spaces on campus enhance students' feelings of belonging at ECC						
1. Foster campus pride through events,	President's Office;	2016-17 planning for	More students	$0, except for some	• ECC	Evaluate change in

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
activities, and other efforts to engage students	VP Areas; Professional Development Committees; Student Development	subsequent annual implementation	remain on campus and attend campus events;	events as determined by planning task force	● ASO	reports of general campus engagement on CCSSE; graduation survey; ASO feedback
2. Evaluate and respond to the need for new or additional programs that support historically underrepresented student populations, including African American, Latino/a, Asian/Pacific Islander, Foster Youth, LGBTQ, undocumented, and disabled students, and religious minorities	Student Development; Student Equity; Professional Development; IRP (survey)	Conduct a needs assessment in 2017-18 utilizing a Campus Climate survey and focus groups, as needed.	Students who self-identify with different groups report high levels of support and engagement on campus	Selecting a nationally-benchmarked survey may have a one-time cost. Focus groups incur minor costs.	● SEP	Campus Climate Survey – pre/post
3. Create or renovate indoor and outdoor physical spaces on campus where both students and faculty can conveniently and safely congregate and socialize	Facilities Steering Committee (FSC)	Incorporate into Facilities Plan Update. Planning to begin in Spring 2017.	More students remain on campus and higher levels of satisfaction and engagement with ECC	To be determined by the FSC	● ECC/FMP	Evaluate change in reports of general campus engagement on CCSSE or Campus Climate survey; ASO feedback
4. Improve dining options so students stay on campus longer and feel connected to the institution. Provide charging stations/outlets in these spaces, both indoor and outdoor, to attract and accommodate more students	Facilities Steering Committee (FSC)	Immediate - 3 years	Increased sense of Campus "community"	To be determined by the FSC	● ECC/FMP	Evaluate change in reports of general campus engagement on CCSSE or Campus Climate survey; ASO feedback

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
5. Create comfortable waiting areas for students seeking services on campus, and/or utilize mobile technology to reduce the need to wait in line	Facilities Steering Committee (FSC)	Immediate - 3 years	Enhanced customer service will result in higher levels of satisfaction with ECC	Possible cost neutral or low cost by repurposing available resources.	● ECC/FMP	Evaluate change in reports of general campus engagement on CCSSE or Campus Climate survey; ASO feedback
6. Conduct student surveys or focus groups to help identify where improvements to the physical spaces and campus environment should be prioritized, including improvements to perceived safety	Student Support Services; Facilities Steering Committee	Conduct a needs assessment in 2016-17 or 2017-18 for immediate implementation	Higher satisfaction levels of students on campus. Increased sense of Campus "community"	May be mostly cost neutral. Unknown whether prioritized modifications were funded or not	● ECC	Evaluate change in reports of general campus engagement on CCSSE or Campus Climate survey; ASO feedback
I – Process Improvement: Analyze current campus processes to ensure they maximize efficiency, promote safety, and/or effectively use current technologies.						
1. Evaluate college processes to ensure they are efficient, effective, and up to date	VPs; Form Task Force (Jose Anaya? Eldon Davidson?)	Hire consultant: 2016-17. Implement recommendations: 2017-18 – 2019-20	Improved efficiency and accuracy of processes; Reduction in costs	One-time costs for consultant. Implementation costs will depend on the nature of the recommendations.	● ECC	Task Force will monitor and evaluate review and implementation process. Annual report to Master Plan Steering Committee
2. Regularly conduct a comprehensive evaluation of our emergency preparedness including readiness for natural disasters, active shooter and events, and threats to IT security (to	VPs; Emergency Planning Committee; Tech Comm	2016-17 (baseline)	Evaluations conducted. Action Plan developed. Recommendations	No costs for evaluation. Implementation costs will depend on	● ECC	The evaluation is built into this goal.

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Objectives (letters) & Goals (numbers)	Possible leads	Timeline	Expected Outcome(s)	Anticipated Cost/ Funding Needs	Funding Sources	Evaluation
be added to Tech Plan). Develop action plan to implement recommendations from this evaluation		2018-19 (mid-plan) 2020-21 (final)	implemented.	the nature of the recommendations.		
3. Ensure recommendations from internal committees or outside consultants are acted upon with efficiency, with frequent progress reports, and with project leads evaluated based on their implementation of necessary changes	Master Plan Steering Committee	All 5 years	More goals successfully implemented than previous plan	No cost. Time resources of committee members only.	• N/A	Annual and end-of-plan progress reports on master plan implementation

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El Camino College Annual Planning & Budgeting Calendar

Annual Planning Process	Month	Annual Budget Process
College Plan discussion and development (Vice Presidents)	**September**	Final Budget submitted to Board of Trustees for discussion and approval (Early September meeting)
College Plan published. PBC review & endorsement of College Plan.	**October**	College Plan finalized and budgeted
Program plans finalized for the next fiscal year (November 15th) Unit plan (next fiscal year) development commences.	**November**	
Unit plan (next fiscal year) development	**December**	
Mid-year updates and evaluations of previous years program/unit/area plans.	**January**	Governors State Budget Update
Unit plan (next fiscal year) finalization	**February**	
Unit plans finalized for the next fiscal year (March 15th)	**March**	
Area Plans finalized for the next fiscal year (April 30th)	**April**	Determine enrollment targets, sections to be taught, and full- and part-time FTEF. Faculty Obligation Number (FON) Vice Presidents jointly determine ongoing operational costs including: 1. Full-time salaries 2. Benefits, Utilities, GASB 3. Legal and contract obligations Develop Line Item Budgets for Operational Areas.
	May	May Revise Tentative budget for PBC review, discussion and recommendation
	June	Tentative Budget is presented to the Board.
Final updates and evaluation of annual plan recommendations	**July**	Tentative Budget is rolled into active status (purchasing can begin)
	August	Final revenue and expenditure adjustments made to budget Final Budget 1st and 2nd review and discussion

PBC Evaluation

Membership Status

Response	Frequency	Percent	Mean: 1.42
PBC Member/Alternate	7	58.33	
Support Staff	5	41.67	

Evaluation of PBC Responsibilities

1. Discuss, develop and review the purpose, goals, responsibilities, and membership of the committee.

Response	Frequency	Percent	Mean: 3.67
Strongly Agree	8	66.67	
Agree	4	33.33	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

2. Review and discuss evaluation outcomes of Annual Plans.

Response	Frequency	Percent	Mean: 2.92
Strongly Agree	1	8.33	
Agree	9	75.00	
Disagree	2	16.67	
Strongly Disagree	0	0.00	

3. Review and discuss prioritized Area plan requests for funding.

Response	Frequency	Percent	Mean: 2.92
Strongly Agree	2	16.67	
Agree	7	58.33	
Disagree	3	25.00	
Strongly disagree	0	0.00	

4. Participate in the development and review of the five-year cycle of master planning.

Response	Frequency	Percent	Mean: 3.33
Strongly Agree	4	33.33	
Agree	8	66.67	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

5. Participate, review and make recommendations on the College Strategic Intiatives.

Response	Frequency	Percent	Mean: 3.09
Strongly Agree	2	16.67	
Agree	8	66.67	
Disagree	1	8.33	
Strongly Disagree	0	0.00	
Invalid	1	8.33	

6. Review and discuss annual Preliminary, Tentative, and Final Budget proposals and assumptions.

Response	Frequency	Percent	Mean: 3.50
Strongly Agree	7	58.33	
Agree	4	33.33	
Disagree	1	8.33	
Strongly Disagree	0	0.00	

7. Review and discuss College revenues and expenditures.

Response	Frequency	Percent	Mean: 3.58
Strongly Agree	7	58.33	
Agree	5	41.67	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

8. Review and discuss long-range financial forecasting.

Response	Frequency	Percent	Mean: 3.27
Strongly Agree	4	33.33	
Agree	6	50.00	
Disagree	1	8.33	
Strongly Disagree	0	0.00	
Invalid	1	8.33	

9. Provide recommendations to the President regarding College planning and budgeting activities.

Response	Frequency	Percent	Mean: 3.50
Strongly Agree	6	50.00	
Agree	6	50.00	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

10. Regularly inform the College community of the results of the planning and budgeting process.

Response	Frequency	Percent	Mean: 2.92
Strongly Agree	1	8.33	
Agree	9	75.00	
Disagree	2	16.67	
Strongly Disagree	0	0.00	

11. Periodically review and evaluate the effectiveness of PBC communications to the College community.

Response	Frequency	Percent	Mean: 2.83
Strongly Agree	2	16.67	
Agree	6	50.00	
Disagree	4	33.33	
Strongly Disagree	0	0.00	

12. Inform the College community of committee goals and responsibilities.

Response	Frequency	Percent	Mean: 3.09
Strongly Agree	3	25.00	
Agree	6	50.00	
Disagree	2	16.67	
Strongly Disagree	0	0.00	
Invalid	1	8.33	

13. Meeting discussions address the responsibilities of the committee.

Response	Frequency	Percent	Mean: 3.67
Strongly Agree	8	66.67	
Agree	4	33.33	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

14. I am comfortable speaking and voicing my opinion during the meetings.

Response	Frequency	Percent	Mean: 3.58
Strongly Agree	7	58.33	
Agree	5	41.67	
Disagree	0	0.00	
Strongly disagree	0	0.00	

15. The meeting discussions contain an appropriate amount of structure and flexibility.

Response	Frequency	Percent	Mean: 3.67
Strongly Agree	8	66.67	
Agree	4	33.33	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

16. The final version of the PBC minutes accurately reflects the discussions that occurred in previous meetings.

Response	Frequency	Percent	Mean: 3.75
Strongly Agree	9	75.00	
Agree	3	25.00	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

17. The PBC Chair provides meeting agendas and draft meeting minutes in a timely manner.

Response	Frequency	Percent	Mean: 3.67
Strongly Agree	8	66.67	
Agree	4	33.33	
Disagree	0	0.00	
Strongly Disagree	0	0.00	

PBC Evaluation Comments

Question: 18 Do you have anything to add to help evaluate the PBC's performance in 2015-16?

Response
There needs to be strengthening of the communication process outside of the constituent groups. A stronger approach to educating the larger campus community.
The presentation and discussion related to the final budget for FY 2016-2017 should have been handled better. The information should have been provided soon and the members of the PBC should not have been obligated to vote on the final budget the same day the information became available for review.
For the last final budget recommendation, there was not sufficient time for all members to review and discuss items as the final budget document was very late in being delivered to PBC. We felt forced into recommending it to the Board and the president.   Also, we do not seem to review the outcomes of funding projects/items in the prior year to see if the money was used properly and for effectiveness.   Too much time is spent on talking about general planning - I feel that the general college planning documents and planning cycle are complete at a high level. We need to move on to discussion of specific plans which are dynamic.   We need to get more budget requestors to come and present their case.
Rory does a tremendous job in coordinating the meetings. He keeps everything on task and does a great job providing all the pertinent materials. Minutes and agendas are thorough and captures all the elements of the meetings as well as being distributed in a timely manner. The meetings are well structured. I also enjoy the other areas of campus who come and present updates on their areas.

PBC Evaluation October 2015

N= 23

Membership Status

Response	Frequency	Percent	
PBC Member/Alternate	8	34.78	
Support Staff	6	26.09	
Missing	9	39.13	

Comprehensive Master Plan

Response	Frequency	Percent	
Strongly Agree	2	8.70	
Agree	8	34.78	
Disagree	0	0.00	
Strongly Disagree	2	8.70	
Missing	11	47.83	

Annual Plans

Response	Frequency	Percent	
Strongly Agree	4	17.39	
Agree	6	26.09	
Disagree	2	8.70	
Strongly Disagree	0	0.00	
Missing	11	47.83	

2. Review and discuss prioritized Area plan requests for funding.

Response	Frequency	Percent	
1. Strongly agree	7	30.43	
2. Agree	14	60.87	
3. Disagree	1	4.35	
4. Strongly disagree	1	4.35	
Missing	0	0.00	

3. Continue the five-year cycle of master planning.

Response	Frequency	Percent	
1. Strongly agree	11	47.83	
2. Agree	9	39.13	
3. Disagree	2	8.70	
4. Strongly disagree	1	4.35	
Missing	0	0.00	

4. Review and discuss annual Preliminary, Tentative, and Final Budget proposals and assumptions.

Response	Frequency	Percent	
1. Strongly agree	18	78.26	
2. Agree	5	21.74	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	
Missing	0	0.00	

5. Review and discuss College revenues and expenditures.

Response	Frequency	Percent	
1. Strongly agree	12	52.17	
2. Agree	10	43.48	
3. Disagree	1	4.35	
4. Strongly disagree	0	0.00	
Missing	0	0.00	

6. Review and discuss long-range financial forecasting.

Response	Frequency	Percent	
1. Strongly agree	11	47.83	
2. Agree	10	43.48	
3. Disagree	2	8.70	
4. Strongly disagree	0	0.00	
Missing	0	0.00	

7. Provide recommendations to the President regarding College planning and budgeting activities.

Response	Frequency	Percent	
1. Strongly agree	7	30.43	
2. Agree	15	65.22	
3. Disagree	0	0.00	
4. Strongly disagree	1	4.35	
Missing	0	0.00	

8. Regularly inform the College community of the results of the planning and budgeting process.

Response	Frequency	Percent	
1. Strongly agree	4	17.39	
2. Agree	13	56.52	
3. Disagree	4	17.39	
4. Strongly disagree	1	4.35	
Missing	1	4.35	

9. Periodically review and evaluate the effectiveness of PBC communications to the College community.

Response	Frequency	Percent	
1. Strongly agree	6	26.09	
2. Agree	13	56.52	
3. Disagree	3	13.04	
4. Strongly disagree	0	0.00	
Missing	1	4.35	

10. Meeting discussions address the responsibilities of the committee.

Response	Frequency	Percent	
1. Strongly agree	13	56.52	
2. Agree	9	39.13	
3. Disagree	1	4.35	
4. Strongly disagree	0	0.00	
Missing	0	0.00	

11. I am comfortable speaking and voicing my opinion during the meetings.

Response	Frequency	Percent	
1. Strongly agree	16	69.57	
2. Agree	7	30.43	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	
Missing	0	0.00	

12. The meeting discussions contain an appropriate amount of structure and flexibility.

Response	Frequency	Percent	
1. Strongly agree	13	56.52	
2. Agree	8	34.78	
3. Disagree	1	4.35	
4. Strongly disagree	0	0.00	
Missing	1	4.35	

13. The final version of the PBC minutes accurately reflects the discussions that occurred in previous meetings.

Response	Frequency	Percent	
1. Strongly agree	15	65.22	
2. Agree	8	34.78	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	
Missing	0	0.00	

14. The PBC Chair provides meeting agendas and draft meeting minutes in a timely manner.

Response	Frequency	Percent	
1. Strongly agree	14	60.87	
2. Agree	6	26.09	
3. Disagree	2	8.70	
4. Strongly disagree	0	0.00	
Missing	1	4.35	

PBC Evaluation 2014

Membership Status

Response	Frequency	Percent	
PBC Member/Alternate	8	57.14	
Support Staff	6	42.86	

1. Review and discuss evaluation outcomes of the Accreditation Self-Study, Comprehensive Master Plan, and annual plans.

Response	Frequency	Percent	
1. Strongly agree	3	21.43	
2. Agree	8	57.14	
3. Disagree	3	21.43	
4. Strongly disagree	0	0.00	

2. Review and discuss prioritized Area plan requests for funding.

Response	Frequency	Percent	
1. Strongly agree	3	21.43	
2. Agree	9	64.29	
3. Disagree	2	14.29	
4. Strongly disagree	0	0.00	

3. Continue the five-year cycle of master planning.

Response	Frequency	Percent	
1. Strongly agree	5	35.71	
2. Agree	9	64.29	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	

4. Review and discuss annual Preliminary, Tentative, and Final Budget proposals and assumptions.

Response	Frequency	Percent	
1. Strongly agree	9	64.29	
2. Agree	5	35.71	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	

5. Review and discuss College revenues and expenditures.

Response	Frequency	Percent	
1. Strongly agree	6	42.86	
2. Agree	8	57.14	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	

6. Review and discuss long-range financial forecasting.

Response	Frequency	Percent	
1. Strongly agree	5	35.71	
2. Agree	8	57.14	
3. Disagree	1	7.14	
4. Strongly disagree	0	0.00	

7. Provide recommendations to the President regarding College planning and budgeting activities.

Response	Frequency	Percent	
1. Strongly agree	7	50.00	
2. Agree	6	42.86	
3. Disagree	1	7.14	
4. Strongly disagree	0	0.00	

8. Regularly inform the College community of the results of the planning and budgeting process.

Response	Frequency	Percent	
1. Strongly agree	3	21.43	
2. Agree	8	57.14	
3. Disagree	3	21.43	
4. Strongly disagree	0	0.00	

9. Periodically review and evaluate the effectiveness of PBC communications to the College community.

Response	Frequency	Percent	
1. Strongly agree	5	35.71	
2. Agree	6	42.86	
3. Disagree	3	21.43	
4. Strongly disagree	0	0.00	

10. Meeting discussions address the responsibilities of the committee.

Response	Frequency	Percent	
1. Strongly agree	7	50.00	
2. Agree	7	50.00	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	

11. You are comfortable speaking and voicing your opinion during the meetings.

Response	Frequency	Percent	
1. Strongly agree	10	71.43	
2. Agree	4	28.57	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	

12. The meeting discussions contain an appropriate amount of structure and flexibility.

Response	Frequency	Percent	
1. Strongly agree	10	71.43	
2. Agree	4	28.57	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	

13. The final version of the PBC minutes accurately reflects the discussions that occurred in previous meetings.

Response	Frequency	Percent	
1. Strongly agree	9	64.29	
2. Agree	5	35.71	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	

14. The PBC Chair provides meeting agendas and draft meeting minutes in a timely manner.

Response	Frequency	Percent	
1. Strongly agree	10	71.43	
2. Agree	4	28.57	
3. Disagree	0	0.00	
4. Strongly disagree	0	0.00	

Comments

Question: Q1 Comment:

Response
Need to build into PBC annual calendar.
The committee has regularly received updates from Institutional Research on the planning documents and time has been provided for discussion after each presentation.
Other than annual plans, we don't assess long-term outcomes. However, I believe we will do a better job at this in the future.

Question: Q2 Comment:

Response
We really don't discuss prioritized Area plan requests for funding.

Question: Q3 Comment:

Response
It has improved in recent years.
Not quite sure what this means. The college will continue the 5-year cycle but this doesn't ask what PBC role is in that cycle.

Question: 4 Comment:

Response
This is an animated period for the committee because there is great interest in the budget process. The presenters are open to pointed questions and discussions as needed.

Question: Q6 Comment:

Response
Long-range is defined as one fiscal year out - need to plan for longer terms.

Question: Q7 Comment:

Response
Don't know exactly what President receives from PBC.

Question: Q8 Comment:

Response
This is primarily done though constituent groups. There has not been a campus-wide presentation or update on PBC activities.
The newly designed Planning and Budget webpage should greatly enhance the communication flow to the ECC community.
dependent on the respective representative
I find that some members don't communicate back to their constituent groups very often
I am not aware of whether this is done consistently by all representatives. I am aware of a couple of cases only.

Question: Q9 Comment:

Response
The PBC Chair is always trying to keep the website updated, the minutes accurate, and provide information to the committee.
At what point is this done?
Don't remember evaluating the effectiveness of our communication to the college community.

Question: Q12 Comment:

Response
Dean Natividad has done a good job in providing both structure and flexibility.
The meetings are always timely.

Question: Q13 Comment:

Response
The minutes appropriately reflect the actions of the committee.
Always well done.

Question: Q14 Comment:

Response
The circulation of the agenda prior to the meeting prepares members for the discussion.
Excellent job!