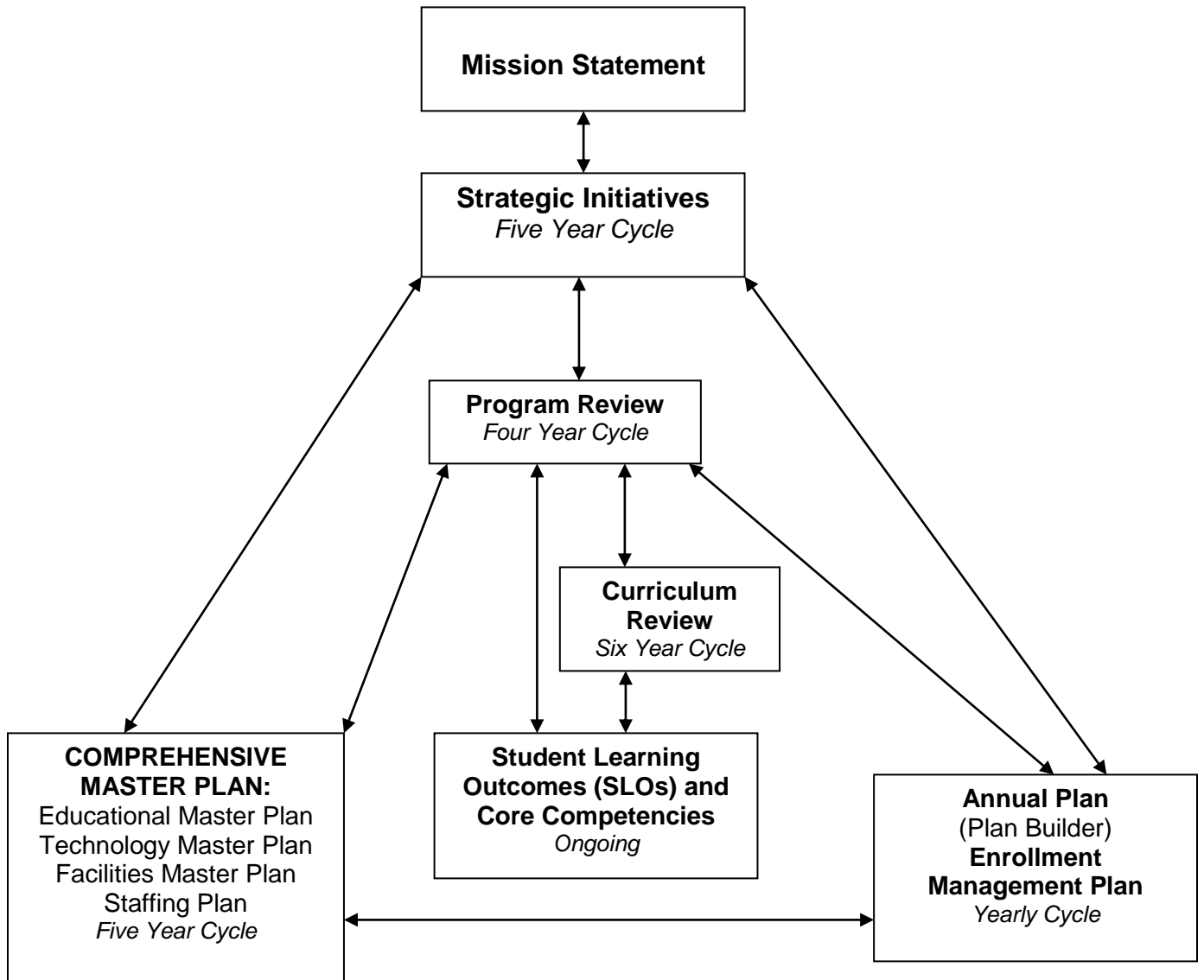


**El Camino College  
Planning Model**



*Planning components include institutional effectiveness measures that drive resource allocation.*

## **MISSION STATEMENT**

[http://www.elcamino.edu/administration/ir/docs/planning/ECC\\_strategicplan.pdf](http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf)

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

## **STRATEGIC INITIATIVES**

### **Strategic Initiative A**

Enhance teaching to support student learning using a variety of instructional methods and services.

### **Strategic Initiative B**

Strengthen quality educational and support services to promote student success.

### **Strategic Initiative C**

Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

### **Strategic Initiative D**

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

### **Strategic Initiative E**

Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

### **Strategic Initiative F**

Support facility and technology improvements to meet the needs of students, employees, and the community.

### **Strategic Initiative G**

Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

## **PROGRAM REVIEW**

Program review is a process that asks members of a discipline or department to critically assess their program, identify necessary adjustments, and design a mechanism to institute, and evaluate proposed changes.

Desired outcomes from the program review process include evaluation of program effectiveness, program development and improvement, clarification and achievement of program goals, linkage of planning and budgeting through posting the recommendations into Plan Builder (described below), and compliance with accreditation and other mandated reviews.

### **Program Review Processes**

#### **ACADEMIC AFFAIRS**

[http://www.elcamino.edu/administration/vpaa/program\\_review.asp](http://www.elcamino.edu/administration/vpaa/program_review.asp)

<http://www.compton.edu/academics/programreviews.aspx>

1. September: Attend orientation workshop (department specific data distributed)
2. September: Designated faculty meet to write the program review
3. December: Present first draft to division dean for feedback
4. December – January: Present first draft to the Program Review Committee Chair for feedback
5. January-April: Faculty make revisions requested by Program Review Committee Chair
6. April-May: Submit final draft to the Program Review Committee for review and recommendations
7. May: Faculty, dean, and Academic Program Review Committee meet to discuss document for approval process
8. September-October: Prioritized program review recommendations are entered into division Plan Builder plans
9. June-July: Post approved program reviews on the Web

#### **SUPPORT SERVICES**

<http://www.elcamino.edu/administration/vpas/Program%20Review.asp>

<http://www.elcamino.edu/administration/hr/programreview.asp>

<http://www.elcamino.edu/administration/vpsca/docs.asp>

<http://www.compton.edu/studentsservices/ProgramReview.aspx>

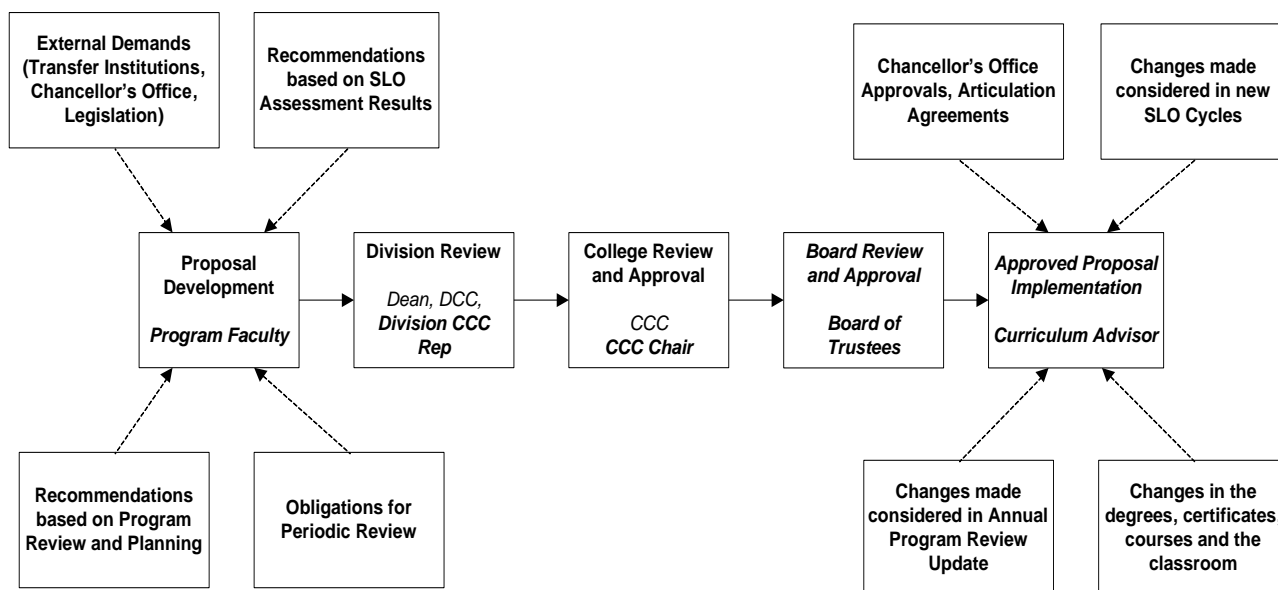
1. Attend orientation workshop (department specific data distributed)
2. Designated team writes the plan
3. Present first draft to division director for feedback
4. Submit draft to Vice President for review and potential revisions
5. Enter prioritized recommendations into division Plan Builder goals
6. Post approved program reviews on the Web

## **CURRICULUM REVIEW**

<http://www.elcamino.edu/academics/ccc/index.asp>

All courses, certificates and majors are reviewed by faculty within a six year cycle with vocational courses being reviewed on a two year cycle. Results from the reviews are incorporated into the discipline Program Review. Curriculum proposals are developed in the semester prior to their submission to the College Curriculum Committee (CCC). Course review can be expedited if circumstances warrant use of the Extenuating Circumstances procedure.

1. Submit proposals to Division Technical Review Curriculum Committee (DCC).  
(Department specific dates distributed.)
2. Forward proposals to the Curriculum Office in Academic Affairs on the assigned day.  
(Division specific submission dates distributed.)
3. Curriculum Office distributes proposals to the CCC for review two weeks prior to the meeting. (Curriculum Office specific dates distributed.)
4. CCC members forward comments and concerns to the CCC chair within one week.
5. Curriculum Advisor, Curriculum Chair, Vice President – Academic Affairs (VP-AA) or designee, academic dean, and faculty meet to review comments and concerns presented by the CCC one week prior to the CCC meeting.
6. Faculty and deans make revisions and develop an errata sheet for the CCC meeting.
7. Deans present curriculum proposals to the CCC with faculty authors in attendance to address CCC questions. Courses, programs, certificates, and degrees are endorsed for Board of Trustee approval.
8. New vocational certificates of achievement are submitted to the Los Angeles/Orange County Workforce Development Leaders (LOWDL) for recommendation and are forwarded to the Chancellor's Office for approval.
9. Academic certificates are forwarded directly to the Chancellor's Office.
10. The CCC approves its minutes via email.
11. VP-AA forwards curriculum to the Board of Trustees. (Board specific dates distributed.)
12. Courses approved within an academic year become active the following academic year. Courses may be offered earlier with approval from the VP-AA.



## STUDENT LEARNING OUTCOMES (SLOs) AND CORE COMPETENCIES

<http://www.elcamino.edu/academics/slo/>

### Course- and Program-Level SLOs

SLOs can be described as measurable outcomes that students are expected to demonstrate by the end of a course, program, college experience, degree or certificate program, or a set of interactions with student services. SLOs involve higher order thinking skills and are measurable.

Student Learning Outcomes must be in place for every course and program offered through the college. The assessment of SLOs is ongoing: results are used to improve student learning and teaching practices, as well as to inform curricular and programmatic changes. Assessing an SLO involves the following steps:

Identify: Faculty and/or staff work together to identify the SLO, rubric / evaluation standards, and assessment method and timeline for a course or program. Section 1 of the “Student Learning Outcomes Assessment Report” form, found at <http://www.elcamino.edu/academics/slo/forms.asp>, is filled out and sent to the Assessment of Learning Committee at [slo@elcamino.edu](mailto:slo@elcamino.edu).

Assess: Faculty and/or staff perform the assessment, evaluate the assessment based on the rubric or evaluation standards, and compile the results. Section 2 of the “Student Learning Outcomes Assessment Report” form is filled out.

Reflect: Faculty and/or staff reflect on the assessment results as to how they may help to inform improvements to teaching practice as well as curricular or programmatic changes.

Section 3 of the “Student Learning Outcomes Assessment Report” form is filled out and the finished report is sent to the ALC at [slo@elcamino.edu](mailto:slo@elcamino.edu) .

Improve: Improvements are made by the program’s faculty and/or staff in accordance with the reflection of the data. These improvements are recorded in the area’s program review. If a change requires additional funding, a recommendation may be added to the program’s list of recommendations in its program review and then sent on to become part of the program plan and go through the process for funding allocation.

The process is ongoing and cyclical.

The following timeline is in place for SLOs at the course and program levels:

Due Date	Task
<p>Reports of assessed course-level SLOs due annually <u>at the end of the third week of spring semester.</u></p> <p>(This means course-level SLOs should be assessed by fall semester of the previous year.)</p>	<p>Continue to assess existing course-level SLOs.</p> <p>Course outcome assessments take place throughout the year; assessment reports due annually at the end of the third week of spring semester.</p> <p>How many?</p> <ul style="list-style-type: none"> <li>▪ For small programs (5 or fewer full-time faculty): two complete assessment cycles per year</li> <li>▪ For medium programs (6 to 12 full-time faculty): three complete assessment cycles per year</li> <li>▪ For large programs (13 or more full-time faculty): four complete assessment cycles per year</li> </ul> <p><u>Note</u>: After Fall 2010, course-level SLO assessment cycles tied to program review cycles (details will follow at a later time.)</p>
<p>Starting in 2011, reports of assessed program-level SLOs due <u>at the end of the third week of fall semester.</u></p> <p>(This means that program-level SLOs should be assessed by the previous spring semester.)</p>	<p>Starting in 2011, program outcome assessments are tied to program review cycles (details will follow at a later time); assessment reports due at the end of the third week of fall semester.</p>

## Core Competencies

<http://www.elcamino.edu/academics/slo/corecomps.asp>

Core competencies describe what a student should be able to do based on a complete experience at El Camino College (i.e. completion of a program, certificate, or degree). Core competencies may be assessed by compiling and evaluating the results of SLO assessments at the program or course level, evaluating student artifacts, or compiling and evaluating survey data. The Assessment of Learning Committee (ALC) is responsible for determining the methods and timelines for assessing core competencies; however, the entire campus community is responsible for their assessment. The results are used to inform and improve college planning efforts and student learning.

Students completing a course of study at El Camino College will achieve the following core competencies:

1. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
2. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
3. **Communication and Comprehension:** Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
4. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
6. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

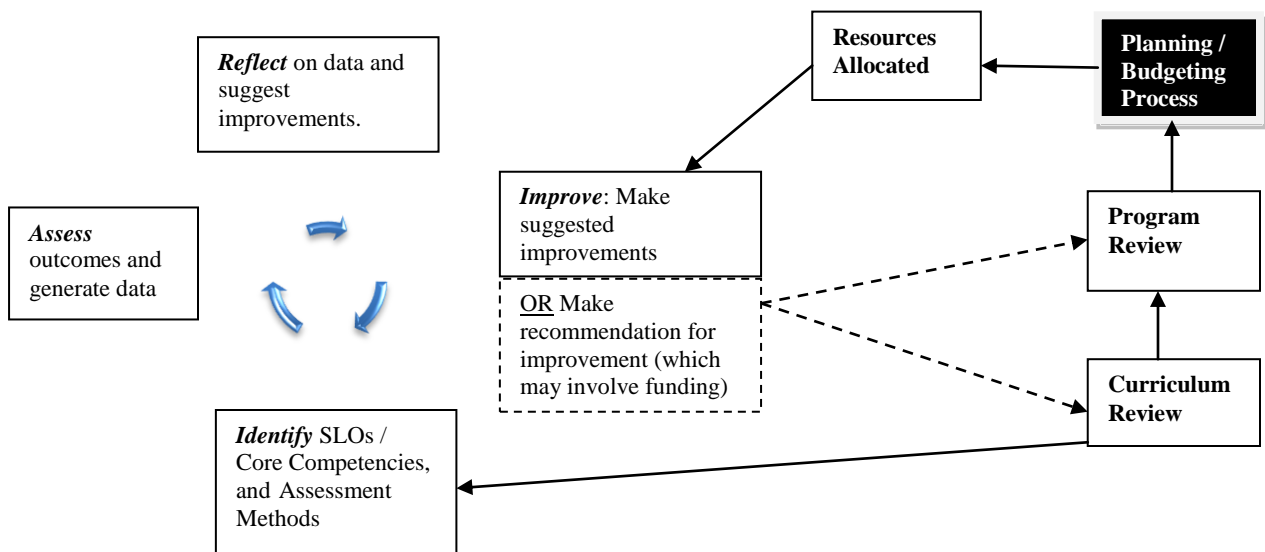
In a process that started in the spring of 2010, ECC began assessing these core competencies. Every year, the college will assess one core competency in the following order:

1. Communication and Comprehension (Fall 2010)
2. Critical, Creative, and Analytical Thinking (Fall 2011)
3. Professional and Personal Growth (Fall 2012)
4. Community and Collaboration (Fall 2013)
5. Information and Technology Literacy (Fall 2014)
6. Content Knowledge (Fall 2015)

Thus, core competency assessment will take place in a six-year cycle. Other core competencies may be added as needed; if this occurs, the core competency assessment cycle will be

lengthened. Please see [www.elcamino.edu/academics/slo/corecomps.asp](http://www.elcamino.edu/academics/slo/corecomps.asp) for the complete core competency assessment plan.

### The Process for Course- and Program-Level SLOs and Core Competencies:



### ANNUAL PLANNING (Plan Builder)

<http://ecc-webapps1.elcamino.edu/pb/>

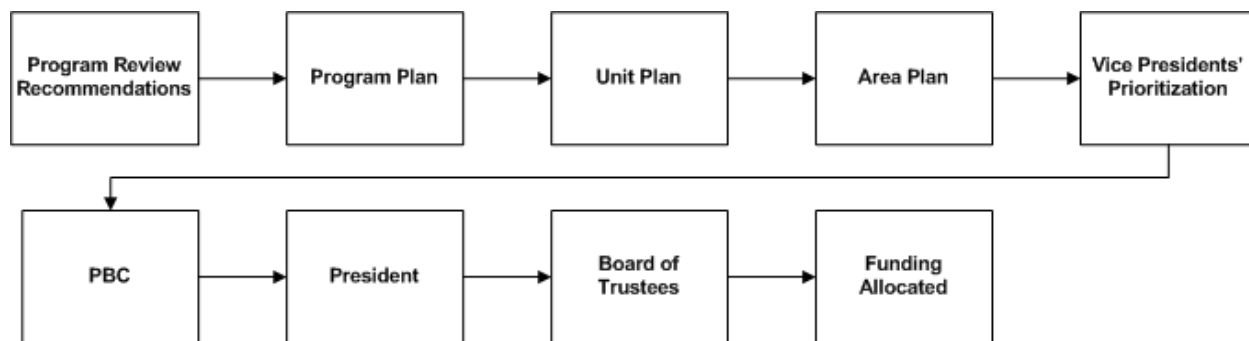
<http://eccplan/compb/>

Plan Builder is the name of the software used by the college for most planning purposes. The software is used to create plans and track progress made toward *goals* and *objectives* within the plans. Plans are either short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year.

### Plan Development Cycle

1. September – October: Each department reviews, updates, and inputs program review prioritized recommendations into their Program plan for the next fiscal year.
2. November - December: Each division reviews and prioritizes program goals and objectives and enters or rolls-over the information into the upcoming division Unit plan for the next fiscal year.
3. January – February: Vice Presidents meet with division managers to review and prioritize Unit plan goals and objectives to create a prioritized Area plan.
4. March - April: Vice Presidents present a list of prioritized goals and objectives for the college to PBC for discussion and funding endorsement.
5. May: PBC submits a list of endorsed funding requests to the President for consideration.





### **Plan Evaluation Cycle**

1. January: Goals and objectives in current year plans are reviewed and evaluated for the first half of the fiscal year.
2. July: Goals and objectives in current year plans are reviewed and evaluated for the full fiscal year.

### **ENROLLMENT MANAGEMENT PLAN**

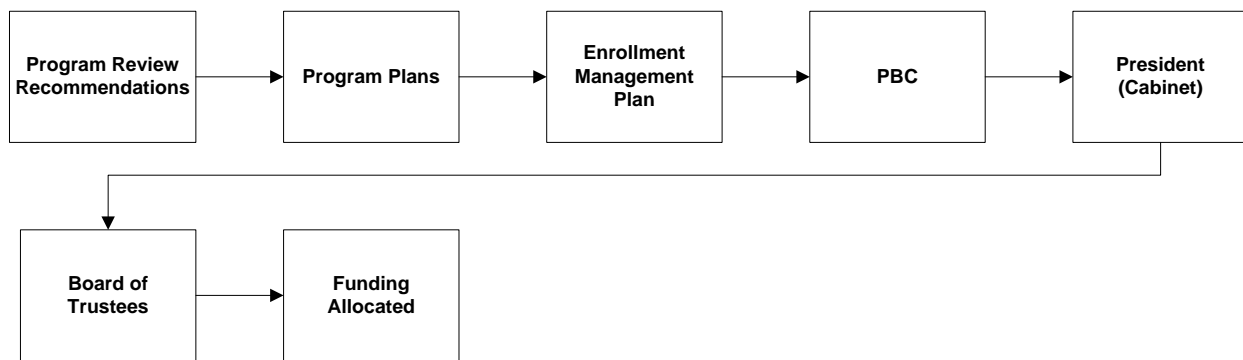
[http://www.elcamino.edu/administration/vpaa/enrollment\\_mgmt.asp](http://www.elcamino.edu/administration/vpaa/enrollment_mgmt.asp)

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the college and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not.

The plan will rely upon data to ensure the following: the achievement of enrollment targets to obtain the maximum resources available to the college; maintenance of the greatest possible student access consistent with educational quality; a well-balanced and varied schedule responsive to the needs of our students and community; and a comprehensive educational program that is responsive to the needs of our students and community.

The funding component of the Enrollment Management Plan adheres to the following schedule.

1. January – February: The Enrollment Management Committee evaluates the effectiveness of the current year plan and uses it as the basis for the new fiscal year plan.
2. March - April: Vice Presidents present the Enrollment Management Plan to PBC for discussion and endorsement of the funding request.
3. May: PBC submits Enrollment Management Plan funding request concurrently with Plan Builder funding requests to the President for consideration.



## **COMPREHENSIVE MASTER PLAN**

<http://www.elcamino.edu/administration/masterplan/cmplan.asp>.

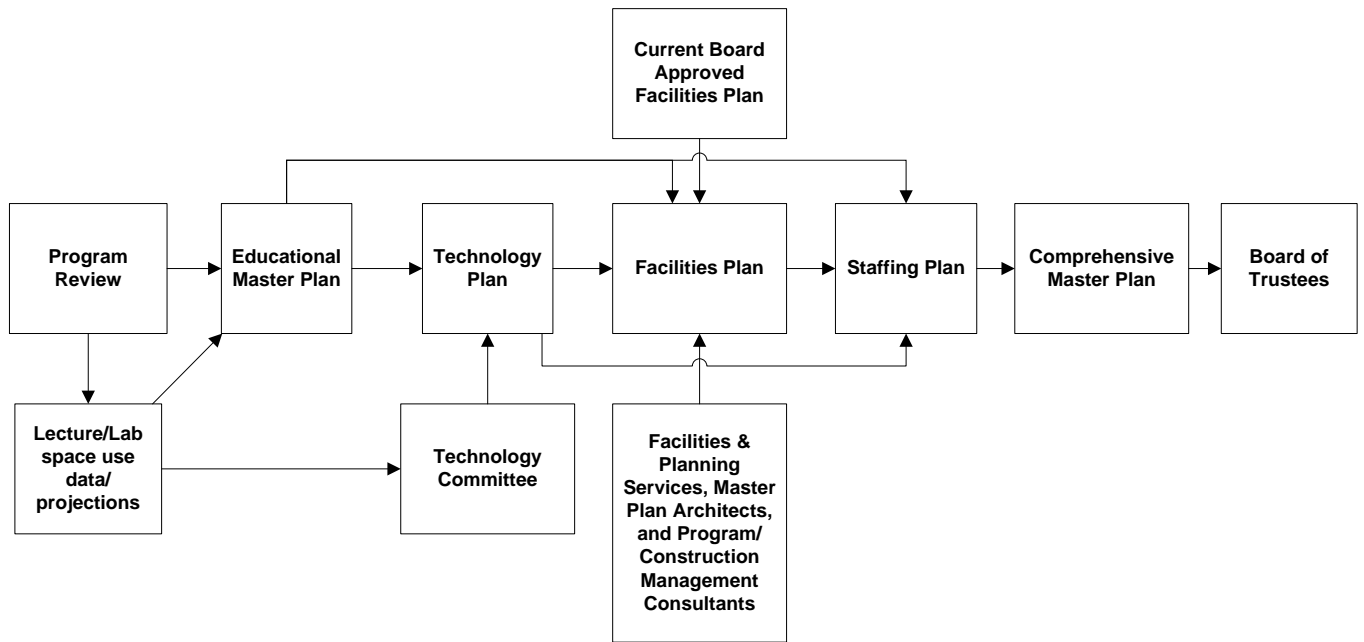
The Comprehensive Master Plan (CMP) contains four plans that build upon each other. The plans are titled Educational, Technology, Facilities, and Staffing. The CMP is a descriptive document that explains the current status of the college’s programs, services, and resources and projects what will be needed to address student and community needs twenty years from now.

These longer term plans are submitted to the California Community College Chancellor’s Office to show our building and infrastructure needs. Submission of these plans to the Chancellor’s Office is required prior to embarking upon any building project plans for the college. The plans can also be used as back up documentation when seeking to be included in statewide bond initiatives.

A comprehensive master plan is typically built in a sequential manner starting with the Educational Plan. The Educational Plan is based upon program information created by faculty, staff, managers, and the Institutional Research Office. Program data is used in conjunction with building usage to determine space needs. Program data are used to project department technology and facilities needs throughout the college.

The Technology Plan is created by the campus Technology Committee and is derived from program information and campus-wide needs. The Educational and Technology Plans are used along with building square footage and usage data to create a Facilities Master Plan. An outcome of the Facilities Plan is a five-year capital construction plan. This five-year plan lists upcoming construction projects in the order they will occur with rough cost estimates.

A common thread seen in all three plans is the need to address staffing levels. The Staffing Plan provides information about each of the employee categories, hiring and evaluation practices, retirement, and training needs. All four plans contain planning agenda items at the conclusion of each plan as a means to indicate the steps the college is taking to address the needs brought forward in the plan.



## Planning and Budgeting Calendar

<b>Dates</b>	<b>Activities</b>	<b>Responsible</b>
October – December	1. Review and revise planning priorities.	1. Program Faculty
December 22 <sup>nd</sup>	1. Submit prioritized Program plans for the next fiscal year.	1. Program faculty, staff, and managers
January - February	1. Determine preliminary revenue estimates 2. Begin assessment of key budget issues 3. Identify budget development assumptions. 4. Evaluation of current fiscal year program plan goals and objectives by January 31 <sup>st</sup> .	1. Vice President of Administrative Svcs. 2. PBC 3. Cabinet 4. Program faculty, staff, and managers
February 28 <sup>th</sup>	1. Submit prioritized Unit plans for the next fiscal year.	1. Deans/Directors
March - April	1. Determine enrollment targets, sections to be taught, and full-and part-time FTEF. 2. Vice presidents jointly determine ongoing operational costs including: a. Full-time salaries b. Benefits, Utilities, GASB c. Legal and contract obligations 3. Develop Line Item Budgets for Operational Areas.	1. VP Academic Affairs with Cabinet approval 2. Vice President of Administrative Services and Cabinet for full-time positions 3. Vice Presidents
March 31 <sup>st</sup>	1. Prioritized Area plan recommendations for the next fiscal year submitted to PBC and Cabinet.	1. Vice Presidents
April	1. Tentative budget information completed for PBC review.	1. Vice Presidents

April 15 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Proposed tentative budget is reviewed and discussed for recommendation.</li> <li>2. Initial planning and budget assumptions are finalized.</li> </ol>	<ol style="list-style-type: none"> <li>1. PBC</li> <li>2. Cabinet</li> </ol>
May	<ol style="list-style-type: none"> <li>1. PBC submits recommended funding request to the President.</li> <li>2. President submits tentative budget to Board of Trustees for first reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. PBC</li> <li>2. President</li> </ol>
June 20 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Tentative Budget is presented to the Board.</li> </ol>	<ol style="list-style-type: none"> <li>1. President</li> </ol>
July 1 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Tentative Budget is rolled into active status (purchasing can begin).</li> </ol>	<ol style="list-style-type: none"> <li>1. Accounting</li> </ol>
July	<ol style="list-style-type: none"> <li>1. Final evaluation of current year goals and objectives are entered into plans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Program faculty, staff, and managers</li> </ol>
July/August	<ol style="list-style-type: none"> <li>1. Final revenue and expenditure adjustments are made to budget.</li> </ol>	<ol style="list-style-type: none"> <li>1. PBC and Cabinet</li> </ol>
August	<ol style="list-style-type: none"> <li>1. Review and discussion of the final budget assumptions by the President with the PBC</li> <li>2. Final Budget line item review with PBC.</li> </ol>	<ol style="list-style-type: none"> <li>1. President and PBC</li> <li>2. Vice President Administrative Services</li> </ol>
September	<ol style="list-style-type: none"> <li>1. Final Budget submitted to Board.</li> <li>2. PBC conducts annual evaluation.</li> <li>3. Plan Builder training</li> </ol>	<ol style="list-style-type: none"> <li>1. President</li> <li>2. PBC</li> <li>3. Staff Development</li> </ol>