

El Camino College

2016 Comprehensive Master Plan

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Comprehensive Master Plan: Introduction

Introduction includes

- ✓ Message from the President (approved)
- ✓ Executive Summary (pending approval)
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President's Message [w/photo](#)

The El Camino College 2017 Comprehensive Master Plan is a roadmap for the college's direction for the next five to 10 years. It includes the Educational Master Plan, as well as supporting plans for the college's facilities, staffing, and technology to ensure that the college is working toward its goals.

An important theme for El Camino College over the next several years is "change." Our mission to make a positive difference in people's lives remains steadfast. How we achieve our goals and objectives may be different, with the implementation of innovative strategies and programs designed to positively impact students, employees and the community.

Change is all around us – in the needs of the students we serve and the communities in our service area. And we must change in response. More than ever, we must adapt, exercise flexibility, and adopt innovative practices to address how our world, and the world of our students, has changed.

For El Camino College, this means focusing on four major areas for future planning:

1. **Teaching and Learning:** To support professional development, innovation, methods that work, student learning and development.
2. **Access, Progress, and Completion:** To support student access and equitable and timely progress and completion.
3. **Enrollment Management:** To stabilize enrollments, and ensure adequate growth to meet the need for access to higher education in the South Bay.
4. **Institutional Process Improvement:** To ensure efficiency and effectiveness of all internal college and student processes, and to reduce roadblocks.

These focus areas are also connected by the themes: Community, Equity, Technology, Initiatives, Stewardship, and Integration, which are all part of the Comprehensive Master Plan.

Thank you to everyone who worked on this plan. El Camino College faculty, staff and administrators each dedicated time and talent to this 2017 Comprehensive Master Plan, providing a path leading to student access and success.

signature

Dena P. Maloney

Superintendent/President

Executive Summary

El Camino College (the College) has been engaged for more than two years in creating Educational, Technology, Facilities, and Staffing plans for long-range planning. Each plan was developed through a broadly inclusive and highly collaborative process, including comprehensive collegial consultation.

The scope of the Comprehensive Master Plan is long range (projecting to 2022), out of necessity to determine educational, technological, building, and staffing needs for the near- and long-term of the College and Center.

This Comprehensive Master Plan is a compilation of eight distinct plans, four for the College and four for the Center, creating one comprehensive document encompassing master planning for both locations. The planning document is structured to show the continuity that exists between each plan, with the Educational Plan as the foundation that informs the Technology Plan, Facilities Plan, and Staffing Plan.

The **Planning Process** provides an overview of the process for planning and decision-making at the College. The Planning Model provides a visual depiction of how the College's planning processes, both long-range and annual, integrate and support the mission. These processes are further detailed under **Integrated Planning**.

Educational Master Plan

Preparation for an update of the five-year Educational Master Plan began more than two years ago with a review and revision of the College's Mission Statement and broad Strategic Plan. This process included an examination of institutional strengths and challenges, along with opportunities and issues posed by external factors. Findings from this examination informed long-range planning and are detailed in **Educational Landscape**. The resulting **Educational Master Plan Initiatives** detail general goals and specific Action Items for institutional improvement in the areas of Teaching and Learning; Access, Progress, and Completion; Enrollment Management; and Institutional Process Improvement.

Facilities Plan

The next chapter in the comprehensive master plan is an update to the 2012 **Facilities Master Plan** to highlight recent improvements and to provide a framework for future development. The 2016 Facilities Master Plan Update builds upon the existing facilities master plan, includes updated educational planning data, projected space needs, and an updated Campus Plan. The campus plan graphically illustrates site and facilities improvements that have been completed since 2012 and includes updated concepts for future development. It is informed by the Educational Master Plan and Technology Master Plan.

Staffing Plan

The **Staffing Plan** provides an overview of the current levels and categories of staffing, a review of staffing considerations, Equal Employment Opportunity (EEO) planning, and training and

professional development to ensure the district can meet its mission and prepare for the future. The Staffing Plan culminates with a list of observations and recommendations.

Technology Master Plan

The ***Technology Master Plan*** follows the Educational Plan and takes into consideration the many technological needs cited in that chapter. The technology plan provides a technology vision for the College, planning principles, and issues to consider, and it addresses the need for resources, training, and consistent funding. Lastly, the plan lists goals, objectives, and measures to address identified issues facing the College.

Supporting Evidence and Implementation

As noted above, the Educational Master Plan was developed utilizing comprehensive internal and external reviews. These are detailed in the ***Appendix*** under ***College Profile*** and ***Evidence for Future Planning***. Preliminary plans for implementation and the development of an annual review and evaluation process are also provided in the Appendix.

Planning Process

The El Camino College planning process integrates assessment, evaluation, and planning to promote effectiveness and student success. The mission underlies all that the College does, with Strategic Initiatives providing direction for achieving the mission. The Comprehensive Master Plan is based on the mission and strategic initiatives and is informed by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other. These components join to guide resource allocation and produce the ultimate outcomes of institutional effectiveness and greater student success.

Jpg: planning model here

District Mission and Strategic Plan

Mission Statement

As approved in Board Policy 1200, the Mission states that, *“El Camino College makes a positive difference in people’s lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.”*

Strategic Initiatives

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. Educational Master Plan initiatives are tied to specific Strategic Initiatives.

Strategic Initiative A: Student Learning

Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

Strategic Initiative B: Student Success & Support

Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.

Strategic Initiative C: Collaboration

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

Strategic Initiative D: Community Responsiveness

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

Strategic Initiative E: Institutional Effectiveness

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

Strategic Initiative F: Modernization

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

The Mission and Strategic Initiatives are the foundation for all planning processes. They are reviewed annually for currency and undergo a comprehensive revision, as needed, every five years in preparation for the master planning development process.

Master Planning

The Comprehensive Master Plan (CMP) described herein is a detailed strategic plan for the future that is founded on the mission, directed by the strategic initiatives, and promotes ongoing evaluation and planning processes. The CMP is composed of integrated technology, facilities, and staffing plans that support the Educational Master Plan for the College. The Master Plan also integrates with other College-wide plans including initiatives supporting basic skills, enrollment management, student equity, student success & support, and workforce development.

Ongoing Evaluation

While the CMP is developed and enacted on a periodic basis, the College conducts ongoing evaluation of how well we are fulfilling that plan, improving on its Initiatives, and achieving the Mission. Ongoing evaluation is the philosophy that underscores processes such as Curriculum Review, Program Review, Outcomes Assessment, and Annual Planning.

Curriculum Review

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.

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. Reviews for programs within Academic Affairs, Administrative Services, and Student Services are conducted every four-years, while Career and Technical Education (CTE) programs are reviewed on a two-year cycle. Common issues and ideas in program-level and unit reviews across the College emerge through division and vice president area planning to inform long-range master planning.

Outcomes Assessment

The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include Service Area

Outcomes (SAOs), Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and Institutional Learning Outcomes (ILOs). The College also measures student success, milestone achievement, and educational and career goal completion as a standard part of institutional assessment through its Institutional Effectiveness Outcomes.

Institutional Effectiveness Outcomes

Institutional effectiveness involves the College's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College Mission. The College's integrated assessment, evaluation, and planning processes are put into practice with the vision of Institutional Effectiveness as its ultimate outcome—more students from our diverse community attain educational success and achieve their academic and life goals.

Institutional Effectiveness (IE) Outcomes are a set of College-wide student achievement outcomes that are reported and reviewed annually to measure progress and improvement. Each IE Outcome is accompanied by a minimum institutional standard, where applicable, and an aspirational goal to achieve within an established time period.

The following outcomes will be used to measure progress on student achievement and improvements in institutional effectiveness at the College.

1. Student Readiness Rate
2. Successful Course Completion Rate
3. Remedial English Completion Rate
4. Remedial Math Completion Rate
5. Three-Term Persistence Rate
6. 30-Units Achievement Rate
7. Completion Rate
8. Transfer Rate
9. Degrees and Certificates awarded
10. Number of Transfers
11. Employment Outcomes for CTE completers

Annual Plans

Annual plans contain sets of recommendations for all programs, units, and VP areas. Recommendations in all plans are linked to strategic initiatives to ensure that our planning is focused on the College Mission. Also, recommendations are linked to program review or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

EMP: Overview

The Educational Master Plan (EMP) outlines a set of broad initiatives and specific action items to be implemented between 2017 and 2022. The Educational Master Plan serves as the foundation for other planning and is the College's strategic roadmap to guide decisions and directions in the coming years.

The EMP for 2017-2022 was developed based on input from the Master Plan Work Group, students, faculty, staff, and administrators. It also reflects emerging trends and directions in the ECC community, the California Community Colleges system, and the South Bay area. Overall, we aim to be relevant and responsive to students' goals in the 21st century.

Focus Areas & Themes

Based on strategic planning discussions from 2014-2016, the Master Plan Work Group identified four **Focus Areas** for future planning. All EMP Initiatives are linked to at least one of the following Focus Areas:

1. **Teaching and Learning:** To support professional development, innovation, methods that work, and student learning/development
2. **Access, Progress, and Completion:** To support student access and equitable and timely progress and completion
3. **Enrollment Management:** To stabilize enrollments and ensure adequate growth
4. **Institutional Process Improvement:** To ensure the efficiency and effectiveness of all internal college and student processes, and to reduce roadblocks

In addition, the Work Group saw that these Focus Areas were connected by **Themes** that would permeate or inform all areas of master planning. The following Themes served as additional guides for the development of EMP Initiatives:

- **Community:** Supporting ECC's internal and external communities
- **Equity:** Ensuring equitable services, learning, and achievement
- **Technology:** Facilitating efficiency, effectiveness, and service through technology
- **Initiatives:** Connecting college processes to existing mandates
- **Stewardship:** Maintaining fiscal and institutional soundness
- **Integration:** Ensuring processes and college activities are coordinated together and are mutually supportive

Consultation and Approval

The EMP Faculty Team met in 2016 to develop an EMP based on these Focus Areas and Themes. This faculty team included representatives from multiple academic departments, Library and Learning Resources, Counseling, and Institutional Research and Planning. Final input was provided by other faculty, staff, administrators, and students through collegial consultation and advisory committees. After that, final approval was given by the President's Cabinet and the El Camino Community College Board of Trustees.

EMP: Educational Landscape

Long-range planning begins with a comprehensive assessment of the current and future environment facing an institution and its students. Exploration of this “educational landscape” for the Comprehensive Master Plan began with broad internal and external analyses and discussions that were updated throughout the two-year master planning process. These analyses involved an examination of both internal and external factors: institutional **strengths** and **challenges**, and external **opportunities** and **issues**.

Environmental Scan Process

Planners first studied student body trends: enrollment, demographics, and performance (see College Profile in the Appendix). This study, along with brainstorming sessions held by the Strategic Planning Committee, led to a preliminary analysis of the College’s strengths and challenges, and identification of internal issues to resolve. Second, planners conducted an investigation to help the college determine how to respond to external needs and mandates. The process used, called “STEP,” involved an examination of opportunities and issues in the external environment related to Social/Demographic, Technological, Economic, and Political/Legal. Technology-related issues are identified in Appendix D of the Technology Master Plan. Highlights of the findings from the internal and external scanning process are listed below. The Evidence for Future Planning report in the appendix details the results of the STEP environmental scan.

Key College Strengths:

Planners identified many strengths on which the college could build to maintain excellence and improve effectiveness. The top strengths that were identified through a process of self-reflection and dialogue include the following.

- Excellent reputation and broad community support for the college
- Strong community partnerships provide potential for collaboration
- Large, beautiful campus and desirable location
- Bond funds that create opportunity to improve infrastructure and reinvent the campus to meet student and community needs
- Dedicated employees and a sense of community
- Model programs that promote student engagement, student development, and higher achievement
- Experimental approaches in curriculum and pedagogy that show promise for increasing progression and completion
- Consistently high persistence rates

Key College Challenges:

Along with strengths, planners identified a number of challenges facing the college in the current stage of its development. Some of the key challenges include the following.

- Technology infrastructure and processes needing improvement/updating

- Large institution that is sometimes slow to change and with limited interactions and collaborations
- Common practice of reacting to external and internal factors, rather than proactively anticipating and planning for needed changes
- Limited succession planning for staffing concerns, especially in light of aging workforce
- The College's aging administrative processes, which are inefficient, paper-heavy, and likely impediments to enrollment, student success, and institutional effectiveness
- Limited community building opportunities for staff with few gathering places and opportunities to interact across employee groups

Key Concerns about Students:

The environmental scanning process included both a quantitative and qualitative examination of our students: who they are, how they perform, and what they need to succeed. Some of these key concerns are outlined below.

- Large percentages of incoming students are not prepared for college or college-level material.
- More than half of new freshmen are first-generation college students.
- English is not a first language for more than one-third of entering students.
- Students report difficulties accessing campus information and cite challenges with registration and other processes critical for their enrollment and success.
- Success rates, course progression, and other student achievement measures differ significantly, at times, for different groups.
- Student progress toward academic goals remains slow, on average, especially for students beginning in basic skills English or mathematics.
- Entering students report lower than the average engagement with the college on five of six benchmarks of student engagement, compared with comparable institutions.
- The college's large and beautiful campus needs more amenities and communal spaces that attract students to remain on campus.

Social/Demographic Landscape:

Understanding the community we serve is a critical foundation of the master planning process. The external portion of the environmental scan provides a demographic and socioeconomic profile of the college's service area to inform planning that supports the community. The highlights of these findings are provided below.

- The service area population is aging. Elementary and high school enrollments are declining steadily.
- The Latino population represents 45% of the service area population. Combined with Asian, non-Hispanic, the two groups are projected to experience higher than average growth and represent more than half of the service area population.
- Median household income was less than \$50,000 for about 46% of the service area.
- With some exceptions, more than 50% of service area city residents earned less than any college degree.

Economic Landscape:

Economic opportunity and workforce needs inform community college enrollment and program planning. A high-level review of the economic landscape was conducted to support master planning. The highlights of scan include the following.

- County and city unemployment rate have improved steadily since the Great Recession of 2007.
- Demand for workforce needs exceeds supply in some fields, including “middle skills” jobs that require only a certificate or an Associate degree.
- Health care is expected to be one of the fastest-growing industries, with the most rapid growth expected to occur among home health aides, personal care aides, and nursing assistants.

Political/Legal Landscape:

Recent and emerging state and federal legislation and regulations may create both challenges and opportunities for community colleges. The scope of recent mandates is described below.

- Continued support for completion agendas through state and federal initiatives
- Mandated monitoring of performance measures for targeted groups tied to funding to ensure that equity gaps are addressed
- Ongoing focus on “core services” of assessment, orientation, educational planning, and counseling targeted toward all entering students to promote student success
- Continuing and emerging Career Technical Education (CTE) initiatives support program development, expansion, and improvement to promote success and meet labor market needs
- Greater interest in documenting and improving outcomes through graduation, transfer, and employment
- Mandates for self-monitoring to improve student achievement through minimum standards, goals setting, and addressing underperformance

Evidenced-Based Planning

Using results from these analyses, along with student and employee feedback, college planners identified four areas for focused improvement (Focus Areas) along with overarching Themes that crossed all Focus Areas (see Overview). Initiatives and Action Items of the Educational Master Plan emerged to address challenges, enhance strengths, and respond to the opportunity of a changing external environment.

EMP: Integrated Planning

Long-range planning at El Camino College is grounded in integration. In an era of diverse initiatives, it is imperative that College entities collaborate, pool resources, and establish common goals for institutional improvement and student success. The College adopted best practices of integrated planning for the Comprehensive Master Plan, developing the Educational Master Plan in concert with other college plans and initiatives to ensure that long-range planning is data-driven, thoughtful, interdependent, and broadly achievable. And, as noted in the Introduction, the primary foundation for all plans is the Mission and Strategic Initiatives.

The following plans and initiatives both guide and are guided by the Educational Master Plan and inform Facilities, Staffing, and Technology master planning. In addition, work is in progress to develop an integrated plan for Basic Skills, Student Equity, and Student Success and Support Program.

Enrollment Management Plan

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, and research-based approach to enrollment management that embraces the College Mission to make a positive difference in people's lives. The plan strives to provide and protect the College's educational programs not only during periods when funding and demographic trends are supporting enrollment growth, but also during periods when resources are declining. The plan attempts to ensure the following:

- The achievement of enrollment targets in order to obtain the maximum resources available to the college to serve the greatest number of students in accordance with the College Mission
- 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, which supports the El Camino College student retention and completion agenda
- A comprehensive educational program that is responsive to the needs of our students and community

Basic Principles of the Enrollment Management Plan

The enrollment management strategies of El Camino College should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of this community and serving all of its diverse populations.

In order to fulfill the mission and make progress toward this vision, El Camino College will focus on the strategic initiatives, or areas of focused improvement.

The college will pursue its enrollment management strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, vocational, and basic skills programs. While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it will do so in ways that support student learning and success.

While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility, and both faculty and classified staff play a critical role in every interaction they have with students or the public.

Basic Skills Action Plan

The Basic Skills Initiative (BSI) is a strategic effort funded by the Chancellor's Office since 2006. Colleges receive an annual allocation to address students' basic skills needs. Recent highlights from ECC's BSI-funded efforts include expanded tutoring services in the Writing Center and the Mathematics Tutoring Center, The Opportunity Project (embedded counseling in basic skills courses), and the Summer Math Academy. BSI has heightened ECC's efforts to promote student success in basic skills courses.

Student Equity Program Plan

The Student Equity Program (SEP) is part of an ongoing institutional effort to improve proportional student academic outcomes and to more carefully and formally assess student equity planning. Equity work and data analysis is critical to the achievement of student equity and academic excellence for all in our educational programs. Our target populations are African Americans, Latinos, Pacific Islanders, Foster Youth, Veterans, students identified with a disability, and students who are economically disadvantaged. Among the many activities funded by SEP are the KEAS Program (a fully-integrated support program for students placing into pre-collegiate Math or English), the Reading Success Center, and Student Equity Re-envisioned (which provides faculty development through equity-minded inquiry).

Student Success & Support Program Plan

The Student Success and Support Program (SSSP) emerged as part of the Seymour-Campbell Student Success Act of 2012. The goal of SSSP is to provide students with comprehensive services proven to increase retention and provide the foundation necessary for success in college. These services include orientation, assessment and placement, counseling and educational planning, and follow-up for at-risk students. Among the many activities funded by SSSP are Starfish (an electronic early alert, degree planner, and degree audit system), the RISE Center (a robust student support program), and New Student Welcome Day.

Other Plans

Other college plans, including the Distance Education Plan, Extended Opportunity Programs & Services (EOPS) Plan, and Transfer Center Plan, are regularly updated, founded on the mission and strategic initiatives, and integrated with other planning to the greatest extent possible. In addition, Program Review is naturally infused into the long-range planning process by way of the aggregation and prioritization of annual planning recommendations.

To complete the cycle of effective planning for institutional improvement, each plan develops an implementation strategy with action items, measurable outcomes, continual monitoring, and annual evaluation processes. This work is primarily conducted by standing committees, such as the Enrollment Management Committee, the Student Success Advisory Committee, and the Distance Education Advisory Committee.

EMP: Educational Master Plan Initiatives

Strategic action items to be accomplished over the next five years are grouped under initiatives that include Curricular Innovations, Empowering for Equity, Funding Technology, Technology for Communication, Comprehensive Student Support, Lowering the Cost of Education, Evaluation of Student Processes, Building Community, and Improving our Processes. Each initiative will be evaluated on the basis on achievement of action items and associated institutional improvements and student achievement outcomes. An outline of the implementation plan and annual evaluation is found in the appendix.

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

Descriptive Narrative: ECC's curricula shape each student's classroom experience. As such, we will ensure our academic programs are at the cutting edge of curricular innovations. We will bolster a culture of creativity, ensuring our programs are informed by the latest research, best practices, emerging pedagogies, and career trends. Moreover, innovation often requires new technologies, as well as funding for faculty exploring new approaches and ideas. In the long term, this initiative will lead to greater student engagement, success, and persistence. This aligns with several ECC Strategic Initiatives, especially Strategic Initiative A's emphasis on "effective instructional methods." In addition, the community partnerships and service learning that will result from this initiative support Strategic Initiative D: Community Responsiveness.

Focus Area(s): Teaching and Learning, Institutional Process Improvement

Allied Strategic Initiatives: A -Student Learning, B - Student Success and Support, C - Collaboration, D - Community Responsiveness, E - Institutional Effectiveness, and F - Modernization

Action Items:

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 (contextualized learning)
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
3. Identify and support job development and certifications to provide improved career technical educational opportunities for our students, in alignment with relevant initiatives

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
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
6. Develop or identify in-house funding opportunities that allow for faculty experimentation with innovative ideas
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
8. Facilitate and expand alternative modes of instruction using ECC's learning management system (LMS)

B - Empowering for Equity: Equip faculty and staff to equitably serve our increasingly diverse student population

Descriptive Narrative: Since the revamping of the Student Equity Program (SEP) in 2014, ECC has become more aware of the "equity gaps" experienced by historically underserved student populations on our campus. While we have become increasingly responsive to these students' needs, we hope to scale up and expand our efforts, especially with regards to professional development for faculty. We will ensure faculty are conversant with equity gap data, strategize and coordinate professional development efforts, and encourage faculty to engage in equity-minded inquiry. Ultimately, we want to close the equity gaps at ECC, fulfill Strategic Initiative B in providing "support services to promote and empower student learning, success, and self-advocacy" for all students, and be more mindful of our mission statement's emphasis on serving our "diverse communities."

Focus Area(s): Access, Progress, and Completion, Teaching and Learning

Allied Strategic Initiatives: A -Student Learning, B - Student Success and Support, C - Collaboration, E - Institutional Effectiveness

Action Items:

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
2. Develop an evidence-based and integrated professional development function that consults with existing and emerging institutional plans (e.g., SSSP, SEP, Basic Skills Initiative (BSI)) and other campus stakeholder groups
3. Promote growth and sustainability of faculty inquiry groups that reflect culturally responsive pedagogies
4. Offer professional development programs that are responsive to diverse faculty schedules to maximize faculty obtaining knowledge of key practices
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

6. Promote the use of educational technologies and other innovative instructional methods to support student learning and improve teaching
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 stable and regular source of funding for assessing and updating infrastructure

Descriptive Narrative: Up-to-date technology is essential to student matriculation, college communication, classroom instruction, and data collection at ECC. Therefore, addressing our technology needs is vital to the success of the Master Plan. Moreover, maintaining a high-functioning technology infrastructure is not a one-off expense. Instead, it requires forward-thinking leadership and ongoing funding, especially because technology reaches into every corner of the college experience for both staff and students. This initiative should be supported and sustained through an actionable Facilities Plan, implementation and continuous updating of the Technology Plan, and effective personnel planning. This will all serve to help fulfill Strategic Initiative F, which states that ECC will “[modernize] infrastructure and technological resources to facilitate a positive learning and working environment.”

Focus Area(s): Access, Progress, and Completion, Institutional Process Improvement

Allied Strategic Initiatives: B - Student Success and Support, C - Collaboration, E - Institutional Effectiveness, and F - Modernization

Action Items:

1. Conduct a series of surveys/focus groups among students and faculty/staff to get detailed information on their real needs, ensuring that leadership is proactive in soliciting these ideas and reporting out on implementation processes
2. Identify and address issues that hinder student support processes
3. Set aside funds for regular upgrades of equipment, and invest in new technologies to stay current, efficient, secure, and innovative
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
5. Develop and adhere to the highest level security protocols to ensure safekeeping of student and college data and information
6. Review technical capabilities in classrooms and CMS to ensure that the infrastructure supports instructional technology initiatives
7. Implement Facilities, Staffing, and Technology plans, and evaluate progress on a regular schedule
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).

D - Technology for Communication: Utilize various technologies to improve communication and to promote increased completion rates for ECC students

Descriptive Narrative: Tracking student progress—and maintaining communication with them about their progress—is essential to students’ persistence and completion. Therefore, it is vital we have the technologies necessary to fully support our students, many of whom are “digital natives.” However, students in an EMP focus group emphasized how they struggled to access important college information using existing ECC technologies. Initiative D will remedy this problem and ensure communication is intuitive, effective, and relevant for students, while also providing necessary privacy safeguards and technological support. This, like Initiative C, aligns closely with Strategic Initiative F: Modernization.

Focus Area(s): Access, Progress, and Completion, Institutional Process Improvement, Enrollment Management

Allied Strategic Initiatives: A - Student Learning, B - Student Success and Support, E - Institutional Effectiveness, and F - Modernization

Action items:

1. Work with local high schools to digitally acquire the paperwork 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)
2. Facilitate communications by distributing the capability to create contact lists for targeted student populations (e.g., email listservs, texting, and other options)
3. Improve ease of access to querying data necessary for assessments of various programs, initiatives, services etc.
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
5. Migrate form-based processes to online submission. Conduct a needs assessment to create a prioritized list of forms and processes to convert
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
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)

E - Comprehensive Student Support: Develop, expand, or change services so that students experience a high level of comprehensive

support, beginning prior to matriculation and culminating with goal completion

Descriptive Narrative: Currently, students receive support from many areas on campus, especially if they belong to one of the many successful programs on campus, such as First Year Experience and Extended Opportunity Programs and Services (EOPS). However, many entering students do not belong to a program. One EMP focus group student shared that he was disconnected from ECC during his first year, until he discovered EOPS, which radically transformed his relationship to our campus. We hope to learn from the success of these programs. We will structure and expand services so that comprehensive support becomes the normal ECC student experience. This begins by developing the core services targeted by the Student Success and Support Program (SSSP): orientation, assessment and placement, counseling and education planning, and follow-up services. In addition, “comprehensive” student support means adequate staffing resources throughout the calendar year, sustained support throughout the duration of each student’s educational journey, and consistently high quality in the delivery of services. Clearly, this is closely allied with Strategic Initiative B: Student Success and Support.

Focus Area(s): Institutional Process Improvement, Access, Progress, and Completion, Enrollment Management, Teaching and Learning

Allied Strategic Initiatives: A - Student Learning, B - Student Success and Support, C - Collaboration, D - Community Responsiveness, E - Institutional Effectiveness,

Action Items:

1. Implement recommendations following analysis of the student experience, and redesign the process as described in Enrollment Management Plan
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
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
4. Expand service and follow-up processes to directly address new students. Services to be expanded will be detailed in the SSSP Plan
5. Transform the current “Information Desk” and create in future Student Services Center 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.
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 during peak times
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 students. Develop strategies to share this information with students regularly

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. Increase student access to counseling to provide continuous, equitable, and comprehensive counseling services and programs year round
9. Promote greater coherence, communication, and collaboration among the various learning assistance resources on campus (Reading Success Center, Learning Resource Center, etc.)
10. Develop positive messages (e-mails, letters, and social media communications) to encourage continuing students to return the following fall and spring semester
11. Evaluate supports for students with a transfer goal. Develop or expand programs that successfully increase the number who transfer annually
12. Create opportunities for increased professionalization and training among tutors (in best practices, etc.)

F - Lowering the Cost of Education: Lower the cost of education for students, including external costs

Descriptive Narrative: ECC will continue to actively explore new ways of guaranteeing students' access to an affordable education so that socio-economic status is not a barrier to each student achieving his or her academic dreams. We will work towards this goal at multiple levels: faculty innovation, community partnerships, and increased investment in existing support programs. This clearly aligns with Strategic Initiative B's emphasis on support services and student success.

Focus Area(s): Access, Progress, and Completion, Teaching and Learning

Allied Strategic Initiatives: A -Student Learning, B - Student Success and Support, C - Collaboration, E - Institutional Effectiveness

Action Items:

1. Promote and encourage open education resources (OER) and alternative textbooks in order to bring down costs
2. Provide expanded scholarships and book vouchers to low-income student population
3. Identify emergency resources for students facing food and housing insecurities. Develop a process for regularly educating faculty and service providers about these resources
4. Foster partnerships with local transportation services for reduced bus fares to campus

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

Descriptive Narrative: During an EMP focus group session, students discussed the difficulties they faced in accessing basic campus information, as well as their challenges when utilizing ECC

systems (when registering for classes, etc.), especially online systems. It is vital we remedy this immediately, which will affect staffing choices, evaluation measures, and consultation processes. In addition, institutional effectiveness outcomes will be monitored annually. Overall, all areas on campus will develop an ethos of customer services through our increased modernization (Strategic Initiative F) and through our “effective and efficient use of assessment, program review, planning, and resource allocation” (Strategic Initiative E).

Focus Area(s): Institutional Process Improvement; Enrollment Management, Access, Progress & Completion)

Action Items:

1. Assess enrollment processes (prospect messages, applicant messages, concurrent enrollment process, core services messages and process, registration process)
2. Provide positive and clear communications between all parties on multiple platforms (including the ECC website), and have students test the 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
3. Foster positive and effective internal communications by developing guidelines for use by leadership, faculty, staff and students
4. Develop guidelines used with all internal policies and procedures to ensure that they are flexible and accommodating to individual needs
5. Develop training for staff in service-oriented practices that put the needs of the students first
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
7. Improve the process of receiving and storing transcripts from other colleges and making them easily accessible to appropriate staff (counseling faculty, deans, etc.)

H - Building Community: Create a greater sense of community among students, and ensure physical spaces on campus enhance students' feelings of belonging at ECC

Descriptive Narrative: Many students experience community at ECC, particularly in programs designed to help students connect to campus resources, such as Puente and Project Success. However, as with Initiative E, we want to work towards making this the typical student experience at ECC, especially among first generation and historically underrepresented student populations, who are least likely to feel they belong on campus. For example, in a recent survey of students in an SEP-targeted group, one student reported, “I never felt out of place until I attended ECC.” To create a more hospitable educational environment at ECC, we will ensure our physical spaces and student programs support a robust vision of inclusion and opportunity for all students.

Focus Area(s): Access, Progress, and Completion, Enrollment Management

Strategic Initiative: B – Student Success and Support

Action Items:

1. Foster campus pride through events, activities, and other efforts to engage students
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
3. Create or renovate indoor and outdoor physical spaces on campus where both students and faculty can conveniently and safely congregate and socialize.
4. Improve dining options, including a café, for students so they stay longer on campus and feel connected to the institution. Provide charging stations/outlets in these spaces, both indoor and outdoor, to attract and accommodate more students
5. Create comfortable waiting areas for students seeking services on campus and/or utilize mobile technology to reduce the need to wait in line
6. Conduct student surveys or focus groups to help identify where improvements to the physical spaces and campus environments should be prioritized

I – Improving our Processes: Analyze current campus processes to ensure they maximize efficiency, promote safety, and/or effectively use current technologies

Descriptive Narrative: While many areas on campus are effective, at an institution as large as ECC, it is easy for roadblocks to impede efficiency and responsiveness. As such, we wish to improve all internal college and student processes, and we will work to reduce roadblocks. This will require that staffing choices, evaluation measures, and consultation processes reflect this goal. We feel great urgency in addressing this need, especially when it comes to those processes relevant to campus safety. In the end, this supports Strategic Initiative E: Institutional Effectiveness, as well as Strategic Initiative C’s emphasis on “an effective process of collaboration” and “collegial consultation.”

Focus Area(s): Institutional Process Improvement

Action Items:

1. Evaluate college processes to ensure they are efficient, effective, and up-to-date
2. Regularly conduct a comprehensive evaluation of our emergency preparedness including readiness for natural disasters, active shooter and events, and threats to Information Technology (IT) security (to be added to Tech Plan). Develop action plan to implement recommendations from this evaluation
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

EMP: Facilities Implications

As with other plans, the Facilities Master Plan aligns with the mission and is guided by strategic and academic planning. In addition to enrollment and space utilization data, facilities plans rely on college initiatives to ensure that learning, administrative, communal, and other campus spaces are developed in concert with long-range educational planning. To this end, facilities implications have been identified from strategic planning documents and related college processes.

Strategic Initiatives

Two of the Six Strategic Initiatives include at least one measurable Objective with some implications for facilities.

STUDENT LEARNING (A): Support student learning using a variety of effective instructional methods, educational technologies, and college resources.

Objective A-4: Provide equipment needed to support faculty use of technology

MODERNIZATION (F): Modernize infrastructure and technological resources to facilitate a positive learning and working environment.

Objective F-1: Implement the Technology Plan to meet the developing information technology needs of the campus

Objective F-2: Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed

Objective F-3: Implement safety cameras and other technological aspects of campus safety plans

Educational Master Plan Initiatives

The Educational Master Plan (EMP) initiatives and action items will guide our planning for growth and institutional improvement through 2022. The following initiatives have associated action items with likely impacts on facilities planning:

- A - Curricular Innovations
- B - Empowering for Equity
- C - Funding Technology
- E - Comprehensive Student Support
- H - Building Community
- I - Process Improvement

Facilities Implications from Educational Master Planning

The following set of implications will inform facilities planning during the period of the Comprehensive Master Plan. These facilities implications are detailed below and organized into the following themes:

- *Capacity for Adaptation and Modernization*
- *Centralized Spaces*
- *Enhanced Safety and Security*

- *Fostering Collaborative Learning and Teaching*
- *Promoting a Sense of Belonging*

Capacity for Adaptation and Modernization

- Include, where possible, the capacity in new construction to address emerging needs that may arise including flexible space
- Ensure infrastructure to support the implementation of the Technology Plan to meet the developing information technology needs of the campus
- Support expanded evening and weekend programs & enrollments, which may function with fewer employees and in smaller spaces

Centralized Spaces

- Design a comprehensive Information Center concept that flows into “one-stop” area
- Maintain or enhance central campus areas for events, activities, & efforts to engage students

Enhanced Safety and Security

- Implement safety cameras and other physical aspects of campus safety plans
- Evaluate and improve campus planning in terms of security, emergency preparedness, and disaster mitigation

Fostering Collaborative Learning and Teaching

- Plan for space to accommodate cohort-based models
- Plan for collaborative group work spaces
- Develop meeting spaces to support cross-discipline faculty collaboration

Promoting a Sense of Belonging

- Plan spaces and other facilities to reflect values of inclusiveness and respect for all students
- Create comfortable waiting areas for students seeking services
- Create indoor and outdoor physical spaces on campus where both students and faculty can conveniently congregate and socialize
- Provide both indoor and outdoor dining options for students so they stay longer on campus and feel connected to the institution

Facilities Master Plan: **Executive Summary**

Placeholder. Facilities Plan will be finalized in Dec/Jan.

Staffing Plan: **Executive Summary**

Placeholder. Staffing Plan will be completed in Dec/Jan.

Technology Master Plan: Executive Summary

The Technology Master Plan was developed through an extensive research and consultation process that included assessment and enhancement of applicable 2012 Technology Plan components, inclusion of external evaluations, environmental scans, and best practices. The development process added new components to the modified plan that addressed critical issues such as security, mobility, and data stewardship. The final draft ensured alignment with the Educational Master Plan by directly linking EMP initiatives and action items with Technology Plan goals and objectives.

The Technology Master Plan deals with the new technologies students are bringing with them into the classroom. It also anticipates the emergence of environmentally friendly technologies that are more cost efficient and able to yield greater returns on investments. The plan looks ahead to a technology infrastructure that is not yet reality but will be by the end of the plan period. This new infrastructure will be characterized by virtual and mobile technologies and cloud computing that will support affordable, highly customizable work environments that will exist almost entirely in cyberspace. The College recognizes the impact of wireless technology, the Internet of Things (IoT), increased availability and variety of computing devices accessing the network. The College will continue to improve and increase the infrastructure and accessibility while providing a more flexible and robust security architecture.

To address the narrow but persistent “digital divide,” the College will need to explore making mobile devices and computing more readily available through a variety of equity programs and to support the creation of a bring your own device (BYOD) culture among both faculty and students, while supporting adaptive learning and assistive learning technologies throughout the campus community. The College will explore innovations in instructional delivery methods to expand our students learning experiences while conducting regular Institutional Process Improvement cycles to improve overall efficiency and effectiveness of programs, systems, and processes.

Information Technology Strategies

The College will utilize seven technology strategies to achieve the Technology Plan.

1. To provide up to date technology to ensure lifelong learning to our diverse student population.
2. To provide ongoing technology support necessary for faculty, staff and students.
3. To provide a variety of delivery methodologies and technologies to ensure flexibility in time and/or location for learning opportunities and learning management systems (LMS).
4. To ensure the institutional commitment to a viable and cost effective technology environment.
5. To ensure commitment to providing security, privacy, and protection of all systems, properties and data.

6. To ensure a continuing commitment to community, government, and corporate partnerships to meet our mutual needs.
7. To ensure an interwoven support structure and stewardship of resources for a quality technology environment.

Alignment with the Educational Master Plan

Technology Plan Goals & Objectives relate to Areas of Strategic Focus of the Educational Master Plan. Alignment is indicated by the associated initials of each Focus Area:

1. **Teaching and Learning (T&L)** – to support professional develop, innovation, methods that work, student learning and development
2. **Access, Progress & Completion (APC)** – to support student access and equitable and timely progress and completion
3. **Enrollment Management (EM)** – to stabilize enrollments, ensure adequate growth
4. **Institutional Process Improvement (IPI)** – to ensure efficiency and effectiveness of all internal college and student enrollment processes, and reduce roadblocks

Technology Master Plan Goals

To achieve the Information Technology Strategies and support the Educational Master Plan, more specific goals and objectives will be mapped out through a continuous planning process. The detailed plan also includes measures to focus on the needs and requirements necessary to meet the strategies. Plan goals and objectives are aligned with the Educational Master Plan and include critical needs identified during the evaluation process. Goals and associated Focus Areas are summarized below. The complete set of goals, objectives, and measures are published in the Technology Master Plan, an appendix of the Comprehensive Master Plan.

- Goal 1: Complete College without walls concept with more focus on distance education, both for instructor and student training and access. (EM, APC, IPI)
- Goal 2: Provide Campus Automation, Telecommunications, and Security Program (IPI)
- Goal 3: Develop and provide information on support planning and decision-making systems for the ECC. (IPI)
- Goal 4: Develop and implement assessment strategies to monitor and evaluate technology-based courses. (T&L)
- Goal 5: To provide state of the art facilities and systems to trained end users. (T&L, APC, IPI)
- Goal 6: Provide Quality Information Services customer services to entire campus and co-located programs (IPI)
- Goal 7: Develop and support all educational, instructional, and training initiatives; and grants in providing outreach, access and training in information technology. (T&L, APC)
- Goal 8: Expand communications and information exchange processes to ensure understanding of IT standards, capabilities and procedures. (T&L, IPI)
- Goal 9: Provide end-users with current training and information on hardware and software capabilities, availability, and the life cycle replacement program. (IPI, Equity)

- Goal 10: Take advantage of every opportunity to learn and exchange information on new technology and concepts to meet customer's needs and expectations. (T&L, APC, IPI)
- Goal 11: Support the ongoing evolution of the educational environment to include use of and recognition of current and emerging technologies. (T&L, APC)
- Goal 12: Continue to pursue campus infrastructure improvements through capital Equipment, grants and other funding sources to ensure cost-effective, flexible, maintainable, and reliable network infrastructure to support voice, video, virtual, and data needs. (IPI)
- Goal 13: Develop professional development program to include skills catalog, training matrix, and targeted funding schemes to ensure the quality our human resources. (IPI, Equity)
- Goal 14: Use information technology to enhance the library's accessibility, delivery, and timeliness of information services. (T&L, APC)
- Goal 15: Ensure student access to computing facilities and other learning resources. (T&L, APC)
- Goal 16: Optimize available resources through deliberate business process improvement review and research; and increase funding to provide innovative solutions for all IT related requirements. (IPI)
- Goal 17: Develop, maintain and enforce universal standards in terms of hardware, software, and network on all campus systems. (IPI)
- Goal 18: Provide innovative technological leadership in determining and optimizing the use of technology. (T&L, APC, IPI)
- Goal 19: Provide end-users of administrative systems and support systems quality and timely training and support. (EM, T&L, APC)

Technology Plan Implementation

The focus of this plan is deploying new technologies that can enhance learning for student access and success, strengthen global College perspectives, link all members of the College community, and provide resources in a climate of reduced fiscal resources. The theme of the next five years is to deploy technology solutions that will help the District enhance critical services and conduct daily operations and new projects more efficiently and effectively. The ECC Technology Committee will oversee the implementation of the Technology Master Plan through continuous evaluation of the plan's goals and objectives.