

El Camino College

Educational Master Plan

Proposed Initiatives & Goals



Introduction

The ECC Educational Master Plan (EMP) for 2017-2020 was developed based on input from the Master Plan Work Group (MPWG), ECC students, the college president, faculty, and staff. 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.

Based on strategic planning discussions from 2014-2016, the MPWG identified four Focus Areas for future planning.

Focus Areas & Themes:

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

In addition, the MPWG saw that these Focus Areas were connected by Themes: (illustration of the themes is included in the Appendix)

- **Community**
- **Equity**
- **Technology**
- **Initiatives**
- **Stewardship**
- **Integration**

From there, 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 Intuitional Research. The Initiatives and Action Plans below are a result of their collaborative efforts.

Mission & Strategic Initiatives:

Lastly, the EMP is closely aligned with ECC's Strategic Initiatives for 2015-2020. In fact, most EMP Initiatives align with ECC's Mission and Strategic Initiatives, and all six Strategic Initiatives are represented in the EMP. The six Strategic Initiatives and their objectives include:

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

1. Develop a comprehensive professional development plan that ties in with campus plans and initiatives to promote student success.
2. Incorporate instructional approaches that are positively associated with student success and persistence.
3. Provide specific and relevant technology training to support integration of technology with instruction.
4. Provide equipment needed to support faculty use of technology.
5. Institute outcomes-based conference attendance with a required sharing component for broader College benefit, where applicable.

B - STUDENT SUCCESS & SUPPORT: Strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy. Objectives are:

1. Implement programs and services as detailed in the Student Success & Support Program Plan (SSSP), focused on pre-enrollment (access in), post-enrollment (access through), and graduation or transfer (access out).
2. Implement the plans indicated by the Student Equity Plan (SEP), focused on improving successful outcomes for all students.
3. Implement the College Master Plan, focused on carrying out the Strategic Plan through educational and resource planning.

C – COLLABORATION: Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. Objectives are:

1. Develop, promote, and implement an employee recognition plan.
2. Conduct annual review of the Making Decisions at El Camino College document which includes member orientation, purpose review, planning, goal-setting, and self-evaluation for all consultation committees.
3. Strengthen collaboration among programs, across disciplines and college areas.
4. Improve publication of the broad input on college processes.
5. Add this initiative to the purpose statement of each collegial consultation committee.

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. Objectives are:

1. Develop strategic partnerships that include program advisory committees that address the current and future workforce development needs of the local communities and the region.
2. Develop corporate partnerships that enhance STEM training to prepare our students for STEM programs and careers.
3. Develop inter-segmental programs linking feeder high school districts with El Camino College and regional universities to create strong and clear pathways for students.

E - INSTITUTIONAL EFFECTIVENESS: Strengthen processes, programs, and services through the effective and efficient use of assessment, program review, planning, and resource allocation.

Objectives are:

1. Develop an integrated program review and planning tool.
2. Establish benchmarks and aspirational goals for student achievement.
3. On a regular basis, gather current information on our community to ensure that we are responsive to community needs.
4. Strengthen collaboration between programs serving students.
5. Facilitate a strong fiscal position to allow reasoned responses to fiscal threats.
6. Add this initiative to the purpose statement of each committee involved with institutional effectiveness processes.

F – MODERNIZATION: Modernize infrastructure and technological resources to facilitate a positive learning and working environment. Objectives are:

1. Implement the Technology Plan to meet the developing information technology needs of the campus.
2. Continue implementation of the Facilities Master Plan to modernize campus facilities and infrastructure, revising as needed.
3. Implement safety cameras and other technological aspects of campus safety plans

From

<https://www.elcamino.edu/administration/ir/docs/planning/DistrictMissionandStrategicPlan2015.pdf>

Educational Master Plan

[INSERT BRIEF INTRODUCTION HERE]

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: Teaching and Learning

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. Create new courses and programs in conjunction with local businesses, and create platforms for these businesses to share their knowledge and resources with faculty, staff, and students
4. Create service learning programs that serve both our college campus and our local neighborhoods (e.g., student nurses provide flu shots, robotics students host a robot fighting challenge, etc.)
5. Develop or identify in-house funding opportunities that allow for faculty experimentation with innovative ideas

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

Descriptive Narrative: Since the inauguration of Student Equity Planning (SEP) funding 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.”

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, 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
6. Promote the use of educational technologies and other innovative instructional methods to support student learning and improve teaching

C - Funding Technology: Prioritize campus technology needs and ensure a stable and constant 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.”

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 (e.g., ability to exempt student from assessment, orientation, or education planning; fixing registration glitches; creating online forms, databases, listservs, etc.)
3. Set aside funds for constant 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.

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

Action items: Use technology to more closely track student progress so that the Counseling Department can communicate with students more readily after they reach specific milestones or display warning signs (J-8) – Mobile computing/Admin Processes/Student Success Technologies

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. Action I-2.a. 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 [mobile computing]
5. Migrate form-based processes to online submission. Conduct a needs assessment to create a prioritized list of forms and processes to convert [mobile computing]
6. Use technology to more closely track student progress so that the Counseling department can communicate with students more readily after they reach specific milestones or exhibit at-risk behaviors [mobile computing]
 - a. Utilize Starfish Early Alert to identify at-risk students and provide intervention [mobile computing]
 - b. Utilize communication technologies to alert students when they have completed 15 units, at which point students must meet with a counselor and complete a comprehensive education plan [mobile computing]

- c. Provide an online degree audit/planner tool (F-3) [mobile computing]
 - d. Automatically alert students 45 units and above of their possible eligibility to transfer to a four year institution (C-4) [mobile computing]
 - e. Develop an accurate degree audit system that can automatically flag students that are eligible for a degrees and/or certificates [mobile computing]
 - f. Automatically alert students that have completed an Associate’s degree/certificate to petition (C-3) [mobile computing]
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 (C-5))

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.

Allied Strategic Initiatives: A - Student Learning, B - Student Success and Support, C - Collaboration, D - Community Responsiveness, E - Institutional Effectiveness,
Theme: STUDENT SUPPORT which allies to the Focus Areas of Access, Progress and Completion and Teaching and Learning and Institutional Process Improvement

Action Items:

1. Implement recommendations following analysis of the student experience, and redesign the process of using a “Completion by Design” framework (see X of 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. Expanded services for new students shall include:
 - a. New Student Welcome Day with programming that exposes and connects students to the myriad of academic programs and student support services available at El Camino College including an introduction to career exploration process
 - b. The New Student Welcome Day shall recognize the unique personal background and academic needs of all students. As such, programming shall be holistic in order to engage the diversity of students including targeted support for working students.
 - c. Students not assigned to any specific support service, learning community or cohort will be identified for follow-up intervention during the first two terms of attendance
5. Transform the current "Information Desk" and create in future student Services Centers a centralized and comprehensive Welcome Center. Welcome Center staff will be broadly knowledgeable and be able to triage and effectively remedy a variety of student needs. Responsibilities of the Welcome Center shall include:
 - a. Being a "first line" resource and referral center for the campus community.
 - b. Addressing inquiries with a triaged response process:
 - i. Answering simpler general questions directly (i.e., providing contact information for the various departments, programs and services on campus)
 - ii. Researching any nuanced inquiries in order to come to an appropriate response
 - iii. When necessary, providing referrals to other campus resources including counseling services
 - c. Disseminating information to both students, staff, and faculty on all campus activities
 - d. Promoting an ethos of care and service in addressing 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 incoming students (including, but not limited to, common orientation topics). 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 [VPs combined 8, 9, 10, 11] Increase student access to counseling to provide continuous, equitable, and comprehensive counseling services and programs year round

9. Increase support service hours during the summer and winter (LRC, LLR, SI, tutoring, etc.)
10. Expand Student Health Center and psychological services, especially during the summer and winter
11. Increase campus service hours into evenings and weekends to accommodate working students or adult learners
12. Promote greater coherence, communication, and collaboration among the various learning assistance resources on campus (Reading Success Center, Learning Resource Center, etc.) [second part: last goal, #15]
13. Develop positive messages (email, letter, and social media) to encourage continuing students to return following fall and spring semesters
14. Evaluate supports for students with a transfer goal. Develop or expand programs that successfully increase the number who transfer annually
15. 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.

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

Action Items:

1. Promote and encourage open ed resources (OER) and alternative textbooks in order to bring down costs (D-1) – Instructional Tech
2. Provide expanded scholarships and book vouchers to low-income student population
3. Identify emergency resources for students facing food and housing. 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. Hire a consultant to assess enrollment processes (prospect messages, applicant messages, concurrent enrollment process, core services messages and process, registration process) [This will be part of the EM section, C-1]
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 [This will be part of the EM section, C-1]
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.

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 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 [mobile computing]
6. Conduct student surveys or focus groups to help identify where improvements to the physical spaces and campus environments should be prioritized

I - Process Improvement: 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.”

Action Items:

1. Evaluate college processes to ensure they are efficient, effective, and up to date. Hire a business process analyst to identify all college processes that are not supportive or efficient and to recommend process improvements
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 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

APPENDIX: Illustration of Master Planning Themes



Community

Supporting ECC's internal and external communities



Equity

Ensuring equitable services, learning, and achievement



Integration

Processes and college activities are coordinated together and are mutually supportive



Technology

Facilitating efficiency, effectiveness and service through technology



Stewardship

Maintaining fiscal and institutional soundness



Initiatives

Connecting college processes to existing mandates