El Camino College
Planning Summit 2015

Summit Theme & Outcomes

The theme of the 2015 Planning Summit was "Communication & Collaboration," reflecting an emphasis on strengthening these aspects of the decision-making process at El Camino College as we continue to improve our integrated planning.

Sixty (60) employees and students from El Camino College and ECC Compton Center participated in the event, held on Friday, April 10, 2015. A complete list of attendees is found in Appendix A of this report (p. 6). Appendix B shows the new Institutional Effectiveness Outcomes and aspirational targets from the newly-adopted Strategic Plan (p. 7). Appendix C provides a summary of the Planning Summit Feedback Survey (p. 9). And, Appendix D provides the verbatim notes from the group discussions on communication & decision-making (p. 10).

The specific outcomes of the summit included:

1. Understanding where we are as an institution (College updates).
2. Understanding the College's intentions and priorities.
3. Knowing how our students are doing (Student Achievement).
4. Identifying issues related to our communication and collaborative decision-making.
5. Developing a list of strategies to address existing issues around communication and decision-making.

1. College Updates

Participants heard updates on a variety of topics including Accreditation, Academic Senate (ECC & Compton Center), and the Graduation Initiative, the Title V-funded project that is in its last year of funding. In addition, participants were invited to share "one new thing" they observed or worked on in the past year. These included the following:
1. Introduction of a negative check-off on the $10 ASB fee for students which could provide great benefits to students, teachers, and clubs;
2. Recent annual ceremony that celebrated the awarding of $573,000 in scholarships to 511 students this past year;
3. The reorganization of adult education to create seamless pathways from adults schools to community colleges and employment;
4. Focused review workshops added outside of regular math classes;
5. Early College high school starting soon at Compton Center that will allow high school students to earn an Associate degree by the time they graduate.

2. El Camino College's Intentions and Priorities

New Strategic Plan

The College's new Strategic Plan, approved by the Board of Trustees as Board Policy 1200, was presented to planning summit participants. The Strategic Plan contains the new Mission, Vision, Values, and Strategic Initiatives that will guide the College for the next five years (2015-2020). New additions to the Strategic Plan this round include a set of global Institutional Effectiveness Outcomes (measures of college-wide student achievement) and measurable objectives for each Strategic Initiatives.

Participants in both the 2013 and 2014 Planning Summit played key roles in the development of the new Strategic Plan. This new plan serves as an outcome of earlier collaborative planning efforts.

New Institutional Effectiveness Framework

A new state mandate establishes a systemwide Institutional Effectiveness (IE) framework for all California community colleges that covered District and College performance indicators in the areas of accreditation status, fiscal stability, and student performance outcomes. Most of the student performance outcomes are from the annual Student Success Scorecard. Community colleges are required to establish either a minimum floor (standard) or aspirational target for required goals (some goals are optional).

The required goals are Successful Course Completion Rate ("Success Rate"), Accreditation Status, minimum ending fund balance, and audit findings. Several optional goals relate to student performance, fiscal viability, and programmatic compliance. Because ECC has already set aspirational targets for most of the student performance measures, the College has elected to focus on these rather than "floors." Overall, the new IE framework melds well with the College's new Institutional Effectiveness Outcomes.

3. El Camino College Student Achievement

As published in the Strategic Plan (BP 1200), the College and Center will publish and discuss selected Institutional Effectiveness (IE) Outcomes (student achievement outcomes)—see Appendix B. IE Outcomes show performance rates related to academic readiness (completion of core services of assessment, orientation, and educational planning); student progress or academic milestones; and goal completion (graduation, transfer, employment track). Each year, progress on the IE Outcomes will be discussed at the Planning Summit and/or other College and Center venues.

A related focus of the College and Center is to endeavor to create equitable access to higher education by closing performance gaps between groups of students, particularly those groups targeted in the Student Equity Plan.

4. Communication and Collaborative Decision-Making

Half of the planning summit was devoted to issues of communication and collaboration with respect to College decision making. Under the new Strategic Initiative C (COLLOABORATION), College constituents commit to "*advanc[ing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making.*" To that end, Dr. Nishime, Vice President, Student & Community Advancement, continued the annual process of review of the document, *Making Decisions at El Camino College*, which describes our planning and decision-making process, highlighting main points and reviewing recent changes. Contents reviewed include inclusiveness and communication, student success, roles of faculty, Board, and Cabinet (President and leadership), and related committees (consultation, operational, and advisory).

5. Strategies to Address Existing Issues

The presentation was followed by group discussion on Communication & Collaboration, and Decision-making. The sections below highlight the main findings and strategies for action developed at the summit by eight groups with diverse representation (students, faculty, staff, management). These findings will be discussed at collegial consultation committees with the goal of developing a course of action to continue our improvement in these areas.

Communication & Collaboration
Summit participants were asked to respond to the follow questions related to communication and collaboration:
1. *What does it mean to "communicate openly"? What does ideal or preferred communication look like?*
2. *Does ECC "do a good job of communicating with constituents?" How and/or how not?*
3. *What can we do to improve communication? Be specific.*

Responses ranged from communicating with students as well as communication of events, issues, and decisions on campus.

Ideal open communication was described as clear, concise, inclusive (including students), respectful, transparent across silos, timely, encouraging, two-way dialogue, objective vs. subjective, consistent, involving, promoting connections, a college's duty, effective, convey the reasons for decisions (details/rationale), and based on the goal of better understanding,

Several tables suggested that the use of multiple forms of communication is a key approach. A variety of methods could be used (face-to-face, publications, constituency relay, social media/mobile apps) and there are right media for each particular audience. Communicating with students might include Student Ambassadors or other student leaders/peers, Live Chat options, social media, text messaging or mobile apps. Create a student-centered "look" and language.

Several tables also stressed the importance of clarifying roles of committee members and others in the communication process, perhaps in a more user-friendly way that is currently done in the *Making Decisions* document. Ideas include charting roles of committees, developing mentors, orientations, veteran faculty academies, training workshops, and manuals. Guidelines on internal and external communication could also be developed.

Some felt that some forms of College-wide communications were working, such as electronic newsletters (e.g., ECC Matters), ITS bulletins, and Union newspaper. However, suggestions were made in this area that include fewer and briefer emails with embedded (rather than attached content); and centralizing and summarizing announcements.

In terms of communicating decisions, two groups recommended ensuring that ample information and time are provided to allow for better understanding and a full consultation process. More information could be shared through informational sessions and regular reporting of updates, with the goal that everyone understands the college direction.

Several suggestions related to consultation committee members. A few groups recommended that members need to become more involved and responsible, both to the committee and the constituents they serve. One group proposed rotating new members onto committees with sufficient orientation and succession planning.

Finally, two groups suggested we evaluate the effectiveness of our communications (including customer service) more fully. This process has started this spring with a Consultation Survey conducted with every collegial consultation committee at both ECC and Compton Center.

Decision-making
Summit participants were then asked to respond to the follow question related to decision-making: *If a decision was made that you didn't agree with, what specifically would make it easier to accept the decision?*

Many participants indicated that knowing more information would make a decision easier to accept. This information included: the rationale (e.g., pros/cons) or process used to make the decision; knowing that the decision was based on data or objective information; and knowing who contributed to the decision and that input was valued. Participants also would like to know that concerns are addressed, with the opportunity to revisit decisions, perhaps after an evaluation of the effects of a decision or from a different perspective.

Verbatim notes from group discussions are located in Appendix D below.

Next Steps for ECC & Compton Center

Compton Center's application for eligibility has been accepted! Now the Center can apply for candidacy as a college, so the accreditation self-evaluation process is beginning. A planning summit for Compton will be held on April 17, 2015.

Next steps for ECC include implementation of the Strategic Plan (used as the foundation for annual planning and resource allocation beginning in fiscal year 2015-16). An implementation guide will be published soon for the Strategic Plan which will later (2015-16) feed into a more detailed master plan. The limited integration of college plans and lack of actionable implementation plans were issues in the previous planning cycle that will be remedied in this cycle.

After 20 years of service by President Fallo, the College has just embarked on the search process for a new CEO. It is anticipated that candidate forums will be held in September, with a final candidate forwarded to the Board for consideration in October. Many changes afoot for both ECC and Compton Center!

APPENDIX A – Attendees

Invitation to the Planning Summit was based on one of the following criteria: 1) member of a collegial consultation committee; 2) College or Center leadership; 3) plan leadership (BSI, SSSP, or SEP); 4) program review, curriculum, or SLO faculty leadership; 5) student leadership; or 6) recommendations from Classified staff.

Sixty (60) employees and students from El Camino College (39) and ECC Compton Center (21) participated in the event. From both locations, 10 students, 8 Classified staff, 17 faculty, and 25 managers attended the event. The event was hosted by Dr. Jeanie Nishime, Vice President, Student & Community Advancement, and Irene Graff, Director, Research & Planning. Special acknowledgement goes to Mattie Eskridge; Katrina Kawagoe; Robin Dreizler; Julieta Ortiz; Eric Mendoza of Compton; and the Student Ambassadors from ECC and Compton Center for their logistical support.

ATTENDEES

Mohamad Abbani	Rafeed Kahn	Kendahl Radcliffe
Jose Anaya	Katrina Kawagoe	Dawn Reid
Marimar Arango	Ann Kim	Idania Reyes
Richette Bell	Sheryl Kunisaki	Andrea Sala
Debra Breckheimer	Mark Lipe	Holly Schumacher
David Brown	Felipe Lopez	Kent Schwitkis
Victor Castellanos	Eboni Martin	Nancy Sepulveda
Nancy Cisneros	Joshua Meadors	Jean Shankweiler
Isabella Cuandros	Lisa Mednick	Cheryl Shenefield
Roza Ekimyan	Bill Mulrooney	Jacquelyn Sims
Sabrina Farah	Rodney Murray	Claudia Striepe
Kimberly Garcia	Marci Myers	Jason Suarez
Elise Geraghty	Kristina Nakao	Chelvi Subramaniam
Irene Graff	Rory Natividad	Carla Velasquez
Marjory Gonzalez	Jeanie Nishime	Sidny Villegas
Shateo Griffin	Michael Odanaka	Will Warren
Christopher Halligan	Macielle Osterling	Chris Wells
Diane Hayden	Mytha Pascual	Karen Whitney
Jo Ann Higdon	Barbara Perez	
Phillip Humphreys	Pon-Ishikawa Janice	
Moon Ichinaga	Estina Pratt	

APPENDIX B – Institutional Effectiveness Outcomes

El Camino College
Institutional Effectiveness Outcomes

Achievement Measure	2012-13 Baseline	2013-14	On Target With Goal ☑	2019-2020 Goal
------Readiness------				
Student Readiness Rate	N/A	Fall 2014 pending	☐	100.0%
------Progress------				
Successful Course Completion Rate	70.2%	68.6%	☐	73.7%
Remedial English Completion Rate	49.5%	49.4%	☐	54.3%
Remedial Math Completion Rate	26.9%	28.0%	☑	29.6%
Three-Term Persistence Rate	68.7%	69.4%	☑	72.1%
30-Units Achievement Rate	66.1%	67.3%	☑	69.4%
------Completion------				
Overall Completion Rate	48.2%	46.6%	☐	50.6%
Prepared Completion Rate	74.3%	71.3%	☐	78.0%
Unprepared Completion Rate	38.2%	37.5%	☐	40.1%
Transfer Rate	39.1%	32.6%	☐	41.1%
Degrees Awarded	2,029	1,983	☐	2,232
Certificates Awarded	599	460	☐	659
Number of Transfers	1,437	1,584	☑	1,509 ⭐
Career Technical Education (CTE) Completion Rate	56.7%	55.0%	☐	59.5%

Board Policy 1200

April 2015

El Camino College Compton Center
Institutional Effectiveness Outcomes

Achievement Measure	2012-13 Baseline	2013-14	On Target With Goal ☑	2019-2020 Goal
--------Readiness--------				
Student Readiness Rate	N/A	Fall 2014 pending	☐	100.0%
--------Progress--------				
Successful Course Completion Rate	65.0%	67.5%	☑	68.3%
Remedial English Completion Rate	32.7%	27.3%	☐	36.0%
Remedial Math Completion Rate	20.3%	21.5%	☑	22.3%
Three-Term Persistence Rate	47.0%	46.8%	☐	49.4%
30-Units Achievement Rate	52.7%	54.3%	☑	55.3%
--------Completion--------				
Overall Completion Rate	31.2%	28.8%	☐	32.8%
Prepared Completion Rate	71.2%	53.4%	☐	74.8%
Unprepared Completion Rate	26.9%	26.2%	☐	28.2%
Transfer Rate	32.2%	22.8%	☐	33.8%
Degrees Awarded	282	262	☐	319
Certificates Awarded	98	96	☐	111
Number of Transfers	518	497	☐	544
Career Technical Education (CTE) Completion Rate	41.1%	49.0%	☑	43.2% ⭐

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APPENDIX C – Feedback Survey Results

Planning Summit participants were asked to evaluate the planning summit and assess its intended outcomes. A total of 48 participants responded to the survey (80% response rate). Frequencies for each question are found on the next pages.

A high percentage of participants found the Updates portion of the summit helpful (percent rated "Very Helpful" or "Somewhat Helpful" indicated).

	% Helpful
Accreditation Update	88%
Academic Senate Updates	81%
Graduation Initiative	85%
Updates from Attendees	85%
Strategic Plan Review	83%
Review of Making Decisions	85%

Regarding the Communication & Collaboration section, average ratings indicated moderately high satisfaction with aspects of this group discussion.

	Avg Rating
Clarity of project objectives	5.52
Usefulness of background information	5.35
Satisfaction with outcomes	5.31

Midpoint value: 4.00.

In terms of assessing the Planning Summit's intended outcomes, participants were asked to what degree their knowledge increased after the summit. All ratings were well above neutral (3.18-3.32 out of 4).

	Mean
College Accreditation & other updates	3.18
College intentions & priorities (Strategic Plan)	3.30
How ECC & Compton students are performing	3.30
ECC's decision-making process	3.32
Issues related to communication & collaborative decision-making	3.48

Midpoint value: 2.50.

Overall, participants were very satisfied with the 2015 Planning Summit with an average rating of 5.84 out of 7 (1=low; 7=high). About half of attendees who responded to the evaluation survey indicated that this was their first planning summit.

APPENDIX D – Group Ideas on Communication & Decision-making

The following pages contain brainstorm ideas generated from questions about College-wide communication and decision-making. Common themes are summarized in the main report.

COMMUNICATION

- What does it mean to "communicate openly"? What does ideal or preferred communication look like?
- Does ECC "do a good job of communicating with constituents?" How and/or how not?
- What can we do to improve communication? Be specific.

1. Open communication
   - clear
   - concise
   - inclusive
   - respectful
   - encouraging
   - disclosure
2. Varies by situation
   - Emergency
   - Academic
   - Policy
3. Improvements
   - constant updates
   - variety of styles/tools
   - bottleneck in the process/Is PR too controlling?
   - guidelines on internal/external communication
4. What works now?
   - some institutional / all inclusive
   - newsletters and committee newsletters
   - newsletter (Compton center)
   - ITS
   - ECC union (student newspaper and online)
   - connection between planning and budgeting
1. One on one, face to face.
2. Everyone needs to be on the same page.
3. Open dialogue (two-ways)
4. Needed! Preparation and time. Be objective vs. subjective.
5. Note: In committees sometimes communication is lost when speaking to the constituents or people they represent. ECC could do better.
   EX: High school students entering.
6. More detail?
   - Variance of students
   - Size
   - Notecard ex) Linda Ho.

7. Improve?
   - colored notecards
   - competition is healthy for students.
8. What can we do to improve communication?
   - understand your audience
   - use different methods to engage with students in order to help
9. Everyone understand direction.
   - flyers!
   - Don't abuse email.
   - Be consistent with your message.
   - Update web pages. (Ex: site map)
10. Shared knowledge (access and comprehension)
11. Top down – start here
12. Tech grapevine
13. Student involvement
14. Specialized
15. Members of Committees
    - More than a seat
    - Pique interest by involving people.
16. Marketing Plan
    - Meeting minutes on website
17. Duty to inform
18. Electronic newsletter
    - Summarize buzz
    - Notable items
    - Brief summary
    - ECC matters links
    - Provide feedback link
19. How to check people are reading this?
20. Faculty interest – Communication with students
21. Make it a communications item
22. Administration motivation
23. Communication effectiveness
24. Social media website
25. Electronic sources
26. Flex day workshop
    - Mandatory: Student communication
    - Awareness: Why we need this?
27. Mentor program
28. Mix up committees
    - New blood/new involvement
    - ECC needs better communication
    - Simplified central message from top source
    - Accessibility of user friendly documents that outline committee roles and relationships (chart)

- Collaborative calendar and project management timeline (process).
- Better understanding of committee purpose and intentional leadership – shared committee responsibility.
- Beta test new message within one division for clarity and understanding before releasing to all campus constituents.
- Clear message in body of email rather than attached memos.
- Efficient restructuring of committees and successful planning and succession.

29. Aspects of our campus communication are done extremely well. Some need to be refined or just clarified.
30. Each area might communicate differently.
31. Direct student assistance or collaboration.
32. Informational sessions.
33. Transparent across silos
34. Understand process (training)
35. Timely
36. Variety of forms for communication:
    - Email
    - Meeting minutes
    - Reporting out
    - Online
    - Active and open
    - Respectful
37. Reaches the intended audience (using the right medium)
38. Mobile app
39. Better reporting out.
40. Represent your group, not interest.
41. Utilize multiple forms.
42. Main goal for open communication is better understanding
43. "Responsible" committee members develop explicit responses in a brochure.
44. Improve communication with constituents.
45. Put student ambassadors I line of communication
46. Train student leaders
47. Agendize "report outs" from committees.
48. Ombudsperson for questions
49. Live chat
50. Clarify role of committee members to committee
51. Professionalism
52. Providing info/details
53. Consistent
54. Promoting connection
55. Technology – be brief. (App – customize for groups)
56. Clarifying process/roles (rationale)
57. Accept/respect decisions
58. Compton Center – Needs its own P.I.O. staff
59. Precise student centered language and look (questions 31-36 re: "Communication")

60. Master communication plan/timeline (emails with dates, events, etc…)
61. Student/ Workers: informed by quarter meetings/emails
62. Less garbage – too many announcements
    - Solution based communication- get to the point.
63. All announcements done at one time.
    - One central place/webpage (i.e. a link on myECC)
64. Faculty and staff: Build collaboration and communication
65. Average, with room for improvement (questions 37-41 re: "Constituent Communication")
66. Clarify roles, responsibilities and expectations
    - Managers, unions, and academic senate need to work together
    - Veteran faculty academy to build better communication
    - HR help facilitate new staff and administrator orientation
    - Include a manual with policies, procedures, forms, processes, etc.
67. Surveys to assess communication, work performance, and customer service
68. Customer service: staff/faculty training on how to communicate effectively and respectfully to students and each other.
69. Effective student orientation. (Ex: FYE)

Source: Wordle.com

DECISION-MAKING

What would make it easier to accept a decision with which you didn't agree?

1. Knowing what the process/rationale/data were contributed to this decision.
2. Which groups were involved?
3. Clear statements of the decision.
4. Was it researched?
5. Students represented?
6. Did the pros outweigh the cons?
7. Revisit the decision and see if it worked.
8. Learn about it.
9. Talk about it.
10. Note: If you disagree and can open discussion up again with a different perspective… Definitely do so! Speak your mind.
11. Understand the facts. Unbiased view.
12. Try your best to be rational.
13. Let these people know that you find it important to be involved.
14. Understand where the decision was made. Ex: board, president, cabinet
15. Concept of consensus
16. No "I" in team
17. Have a pros/cons list on the decision
18. Cost benefit analysis
19. How did we reach the conclusion?
20. Opportunity to revisit
21. Take time to measure argument
22. Don't act rash or too quickly
23. Possibility of revisiting decisions made
24. Detailed explanation
25. Get answers to objections from all (students/faculty)
26. Tracking consequences of controversial decisions.
27. Voice was heard
28. Data driven
29. Trust
30. Not to take it personal – Be open-minded.
31. Not supporting a decision by walking away from it.
32. Explain why the decision was made
33. Address the concerns about it
34. Written statement/explanation
35. During decision process, honor both sides. Then make the decision.
36. No hidden agendas
37. A safe environment/ a place where you can disagree.
38. Clear rationale and information is provided
39. Being involved in the decision making
40. Communicate, communicate, communicate…
41. Justification
42. Input/opinions considered

43. Stakeholder involved
44. Process followed? Transparent
45. Opportunity to revisit/evaluate

Words in the Decision-making Discussion (sized by frequency)