

El Camino College Planning Summit 2013 Outcomes Report



Introduction

The El Camino College (ECC) Planning Summit is an annual College-wide event that brings together stakeholders from all areas of the College and Center to evaluate and provide feedback on various aspects of the planning process. The 2013 summit on May 10th hosted 70 faculty, staff, managers, and students involved with accreditation self-evaluation or institutional effectiveness at ECC, Compton Center, and the Business Training Center (see Appendix B for list of participants and representation). The aim of the 2013 summit was to achieve the following four objectives through small-team projects.

1. Evaluate, reaffirm, and, if necessary, revise the Mission and Strategic Initiatives
2. Set goals for student achievement
3. Develop ways to measure progress on our Strategic Initiatives
4. Create a new visual representation of our planning model

This report summarizes team feedback for each of the summit objectives below. A “closing the loop” sidebar for each outcome discusses next steps in the process along with opportunities for employee involvement. Appendices are attached containing the summit agenda, attendance, information on projects and worksheets all proposed planning models, worksheets, participant feedback and other documents from the summit.

Outcome 1. Evaluate and reaffirm (or revise) the Mission and Strategic Initiatives

The purpose of a brief evaluation/affirmation of the Mission and Strategic Initiatives was to bridge the gap between the end of the previous five-year strategic plan and the beginning of the next comprehensive planning process. In addition, recent policy initiatives and other trends suggest that a deeper analysis than normal of the College mission will be required as we plan for the future of our institution. For this project, teams were asked to consider two questions to determine if the College mission and Strategic Initiatives remained appropriate for the coming year. In 2013-14, the College will embark on a year-long review of mission and development of a new five-year strategic plan. Notes from each table (below) will be part of the foundation for this endeavor.

A. Does the mission reflect our educational purposes, our intended student population, and our commitment to achieving student learning?

- 1) The mission needs a stronger statement of our intent to help students achieve their self-identified goals. The SIs compensate for this weakness.
- 2) Yes.
- 3) Keep the same until after accreditation.
- 4) Consider changing to “promoting learning, achievement, and success of students from our diverse community” or “promote transfer, graduation, and occupational attainment of students from our diverse community.”
- 5) Yes. Concern about the 2nd use of “educational.” “Diverse community” needs to be revisited in light of enrollment priority changes.
- 6) Yes, we agree with the mission statement. We feel it reflects our purpose.
- 7) Should the mission statement continue to include “comprehensive”?
- 8) The mission statement is generic, not cutting edge. It does not imply we are leading. We could add “high” quality in the statement.

B. Do our strategic initiatives carryout the mission?

- Yes, the SIs reflect the mission. All SIs are linked to the mission with the possible exception of G.
- Yes.
- SI D and G: No; SI A, B, C, E, F: Yes
- SI - G: No, not close to sustainable, environmentally sensitive practices
 - SI - C: Compton doesn't feel the sense of community
- SI - A, B, D: Yes
 - SI - E: Yes, El Camino is making a big effort toward these ideals
 - SI -F: Yes, the newer buildings meet requirements, but not so much the older facilities.
- SI – A, B, C, D, E, F: Yes
 - SI – G: ?? but yes

Closing the Loop

Based on participant feedback, the mission and strategic initiatives remain appropriate for the near future, but would benefit from fuller evaluation in terms of its scope and association with student learning. The information gathered here will contribute to a deeper year-long evaluation of the College mission and strategic plan moving forward.

Outcome 2. Set goals for student achievement

Teams were invited to review academic performance trends for ECC and Compton Center and recommend number or percentage-point increases as target goals for improved student achievement on successful course completion, or “Success Rate”,¹ degrees, certificates, and transfer counts. Each achievement rate was reviewed by two groups; their recommendations are summarized below.

SUCCESS RATE

Recommended Goals (percentage point increase – same for ECC and Compton Center):

- Rec #1: 1% within one year
- Rec #2: 3.5% within one year

Justification for Goal:

- Implementation of new state regulations that will require students to have a designated Ed Plan (and leading to better educational plans, assessment, orientation).
- Compton is becoming more regional rather than local service area

How to get there:

- Training for faculty, staff, students
- Require authentic SLO assessment
- Fully implement student success initiative
- Increase learning communities/cohort learning
- Campus-wide discussion on how to implement
- Focus groups for students to help
- Implementation of student success plan (2)
- Involvement of all faculty in providing success
- Expand human development 10 offerings
- Mandatory matriculation

Additional data required for final set point:

- Peer comparison

¹ “Success Rate” is defined as the percentage of A, B, C, Pass grades out of all enrolled at census.

DEGREES

Recommended Goal:

- ECC:
 - Rec #1: 170 degrees (10% increase);
 - Rec #2: Reach a total of 1,706 (1.2% increase)
- Compton:
 - Rec #1: 20 degrees (10% increase);
 - Rec #2: Reach a total of 300 degrees (2% increase)
- Compton: More inclined to set a 5-year goal and measure success along the way since smaller population bumps and setbacks have a larger impact on the total numbers

Justification for Goal:

- AA-T & AS-T degrees are increasing in number; many launch in 2013/2014
- Ed Plans are being encouraged in Fall 2013 and made mandatory in 2014/2015
- The 2010/2011 group should be graduating - the largest enrollment year.
- Continue last year's rate of increase based on continued processes of graduation initiative and status of delayed UC/CSU enrollment. We expect this rate to increase based on the student success task force recommendations.

How to get there:

- Having a degree audit in real time
- Institution automatically awarding degrees
- Clean up curriculum/schedule offerings - align course offering with degree requirements
- Institutional Research reporting on students who've completed 30 degree applicable units
- Disaggregated data on distribution of course offerings for each CSUGE & IGETC requirement & follow-up communication to students
- Reports to student on unit completion progress - MY EDU
- IR data on students who have completed 30 degree-applicable units
- Track distribution of course offerings for CSUGE & IGETC requirements
- Effectively implement the SSTF recommendations such as Ed Plans, priority registration
- More stress on educating the community on the graduation process
- Continue to increase the number of AA-Ts and AS-Ts
- Early alert
- Make it easier for students to change Ed Plans

Additional data required for final set point:

- Peer comparison data
- Enrollment counts broken out by units completed

CERTIFICATES

Recommended Goal:

- ECC:
 - Rec #1: increase by 50 (10% increase);
 - Rec #2: 1% increase each year for 5 years
- Compton:
 - Rec #1: 10 degrees (10% increase);
 - Rec #2: 1% increase each year for 5 years
- Compton: More inclined to set a 5-year goal and measure success along the way since smaller population bumps and setbacks have a larger impact on the total numbers

Justification for Goal:

- Changes to curriculum, class schedules, etc
- Increase in students getting SEPs due to SB1456 (Student Success Act of 2012)
- Emphasis to identify students early
- Student needs to declare a course of study
- Increase our ability to support the workforce at our region
- Gainful employment to our area

How to get there:

- Collaboration between all 3 units - Academic Affairs, Student Services, Admin. Services
- Need to communicate with students
- Automatically award certificates
- Utilize technology to do degree audit
- encourage to build 18 unit certificates for financial aid eligibility
- Success at intervals
- Stackable programs
- Set dept./program goals
- LBCC transfer students
- Program feedback, data, trends
- Look at offerings to meet student needs

- Courses geared toward student need/timing
- Marketing to increase knowledge, progress towards & assistance
- Increase completion of those in program
- Growth limited currently

Additional data required for final set point:

- Persistence from year-to-year, term-to-term
- Number of student with declared certificate - program's objectives
- Data regarding local industries
- Data on Class offerings
- Suggested for higher degrees - talk to HTP/FYE, etc., so they can emphasize degree AND transfer, not “either/or”
- How many pursuing, how long to obtain, how many cert. do we offer, what is the trend
- Evaluate our offering, marketing, outreach

TRANSFER

Recommended Goal (percentage point increase – same for ECC and Compton Center):

- Rec #1: 5% within one year
- Rec #2: 1% within one year
- Compton: Set a 5-year goal (see above)

Justification for Goal:

- Direction in place for sustained increase of transfers
- Stakeholder (i.e., student/community) satisfaction with quality of education; philosophy - student success venture
- Emphasis on student success goals
- Increases noticeable in last 2 years
- Trendlines, student success task force plans
- Market driven forces that required degrees by business & industry

How to get there:

- Guarantee availability of general education courses necessary for transfer
- Initial & continuous interaction with counseling - i.e., development of Ed Plans; student support services - i.e., Supplemental Instruction; financial aid
- Address match pathway obstacles - address availability of general ed courses
- Student success programs/goals - focus on these increasingly

- Increase support services that help all students develop career pathway plans and/or transfer plans
- Coaching, interest surveys, workshop by faculty on careers, social media to engage students to create awareness of careers
- Target students with 30 units with transfer level English & Math

Additional data required for final set point:

- Any surveys of students that address what inhibits students from transfer
- Transfer numbers before the recession

GRADUATION INITIATIVE

Idania Reyes, Project Director of the Title V grant-funded “Graduation Initiative,” presented information on the grant’s components and goals. The Graduation Initiative was designed to increase graduation and transfer outcomes by way of three components:

- I. GET READY for college by...
 - a. Improving assessment testing and placement processes
 - b. Providing students with tools for educational and financial planning, and staying on track
- II. GET SET to meet educational goals by...
 - a. Improving success in key English and math courses
 - b. Building institutional expertise in developmental education and in effectively supporting academic progress of Latino students
- III. GO FOR THE ASSOCIATE’S DEGREE by...
 - a. Outreach to and assistance for students who are close to completion
 - b. Raise awareness among students, faculty, staff, community of degree benefits

Six objectives² are being used to measure progress, five of which are applicable as Student Achievement goals. Therefore, Graduation Initiative goals are also among the student achievement goals established by the College. They are five objectives are:

Objective 1 (*Progression through Reading, Writing, Math Sequences*): “Increase the percentage of students enrolled in developmental-level courses one level below college-level who enroll and successfully complete college-level English and mathematics courses within two years.”

² **Objective 5** involves faculty participation in learning teams and is, therefore, not part of our student achievement goals.

Objective 2 (*Transfer Directed Status*): “Increase the percentage of students who achieved ‘Transfer Directed’ status (student successfully completed both transfer-level Math AND English courses) within three years of enrollment.”

Objective 3 (*Transfer Prepared Status*): “Increase the percentage of students who achieved ‘Transfer Prepared’ status (student successfully completed both 60 UC/CSU transferable units and have a GPA of 2.0 or higher).”

Objective 4 (*Graduation*): “Increase the percentage of first-time/full-time, degree-seeking freshman students who graduate with an Associate degree within three years of enrollment.”

Objective 6 (*Educational Plans*): “Increase the number of students who have online educational plans.”

Closing the Loop

Participants were satisfied with outcomes, on average, but many express the need for additional data needed to accurately set achievement goals. A student achievement working group will form in the fall to review notes and recommendations from this session, along with additional data, to develop recommended goals and a set of action steps for each. These goals will be tracked annually.

Outcome 3. Develop ways to measure progress on our Strategic Initiatives

Teams were asked to evaluate the College's Strategic Initiatives (SIs) in terms of Progress (what we have done to fulfill each SI), Metrics (how we can measure this progress), and Improvements (where we need to improve as we go forward). Each team evaluated either **SI-A** (enhance teaching) or **SI-B** (strengthen support services) plus one additional initiative.

Our current Strategic Initiatives (2011-2014) are:

Strategic Initiative A

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

Strategic Initiative B

Strengthen quality educational and support services to promote student success.

Strategic Initiative C

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

Strategic Initiative D

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

Strategic Initiative E

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

Strategic Initiative F

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

Strategic Initiative G

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

Strategic Initiative A

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

<p>Progress</p> <ul style="list-style-type: none"> • Seven Step Model • Assessment • Student sessions • Supplemental Instruction coaches • Summer Math Academy • Linked Courses • ECCP (English Comp. Cons. Project) • Tutoring • PASS • Intervention Programs • Cohort groups and Learning Communities (MESA, STEM) • Enhancing faculty through improvement • Summer Bridge • Faculty Academy • Staff Development • Library Orientations • Student surveys to measure effectiveness of smart classrooms and clicker technology • Technology, such as simulation labs enhances student experience and skill • Smart classrooms • DE courses and technology • Various labs, i.e. writing, computer etc. 	<p>Metrics</p> <ul style="list-style-type: none"> • Data from summer math academy, that 60% got higher math score • Reports from the seven step model • Testing score improvement • Data to show successful return to positive status • Master plan and look to ed plan • Existing data • Increase in grade points • Demand and enrollment increase • Reinforce classroom instruction • Teachers implement strategies in classrooms – noted in peer evaluations • Library supplements and supports instruction via research • Higher degree of student participation
<p>Improvements</p> <ul style="list-style-type: none"> • Metric for faculty • Expand learning outcomes programs • Access • Online opportunities • Continued support of new technology and cohort groups • Qualitative and quantitative staffing support • Job relative to our current needs • Training faculty in technology--workshops, make more conference funds avail to faculty • Measure what works and encourage more utilization of what is successful • ECC needs to make financial and institutional investment in technology 	

Strategic Initiative B

Strengthen quality educational and support services to promote student success.

<p>Progress</p> <ul style="list-style-type: none">• Program Review• Curriculum Review• Expanding Supple. Instruct./tutoring• Accelerated programs• Expanding learning communities• Expanding Transfer fairs• Title V STEM programs; STEM center• FYE and other learning communities• More effective PR and assessment• Assessment of SLO, SAO, PLO, ILO• Curriculum changes ex: BAM, accelerated• Piloting innovative programs through special funding<ul style="list-style-type: none">➤ CEC developed a plan for student success initiatives, SSTARs, placement and assessment for math and English at high school, BSI and Supplemental Instruction	<p>Metrics</p> <ul style="list-style-type: none">• Four-year assessment• Update class(?)• Analysis of class and student benefits• moving more students to transfer classes• Group assessment methods awareness• Are targets met within assessment standards?• Implemented recommendations for plan builder• Increased pass rates and retention• Program level/ student survey• Grant reports/ student success• Scorecard• Data on completion, degree, transfer, placement exam results• Improved success, retention, persistence rates and increase in number of degrees and transfer• Higher percentages and success rates• Higher transfer rates• Assessment outcomes and improvements in student learning• Aggregate and disaggregate data for all programs.
<p>Improvements</p> <ul style="list-style-type: none">• Increase counseling services• Integration of campus student success efforts• Launch a program plan to prepare students for assessment• Implement summer math academy for Compton• Using assessment data and research data to improve.• Enact change and measure change.• Increase research office capability to design more in depth program studies	

Strategic Initiative C

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

<p>Progress</p> <ul style="list-style-type: none"> • Recent hirings to improve skillset and experience in needed areas with fresh ideas and leadership discovery. Problem solving technology. • New efforts of collaboration campuswide • Staff development, new faculty academy, career advancement academy • Learning communities/ cohort groups to help student success • Consultation. Ex: Making decisions document; college council goal; statewide senate and CCLC ILO goal • Collaboration: Cross division faculty projects, student reps on committees. • Environment: finals madness, ASO. Welcome week, info desk, group study areas, new fancy facilities, display areas • Organization charts show fly • MOUs between ECC and CEC • Consultation between ECC/CEC faculty on many levels. • Div. level and div council 	<p>Metrics</p> <ul style="list-style-type: none"> • Gaining knowledge/participation • Cohort groups, summer bridge • Involve students, staff, faculty on all consultation committees • MOUs between ECC and CEC • Making decisions document • Services on AA/ AS degrees • Shared visitation between campuses • Consultation: climate survey; meeting minutes. Collaboration: count participation • Environment: climate survey; count number of students served for info desk, welcome week, finals madness.
<p>Improvements</p> <ul style="list-style-type: none"> • Creative ways to measure SI • Continuously update meeting, and other consultation minutes, documents and make available. • Teleconferencing between ECC and Compton. 	

Strategic Initiative D

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

Progress <ul style="list-style-type: none">• Student Enhancement Training• Project Lead the Way• STEM• Young Scholars Program• SBDC• CACT• ETP – Business training• Community Ed• Career Pathways• Advisory Committees• Outreach/school relations	Metrics <ul style="list-style-type: none">• Number of students received service improvement• Fed/state/regional grants• Industry, other colleges and universities
Improvements <ul style="list-style-type: none">• More involvement• Look for more collaborative grants• More faculty investment on university tours• Foundation for courses	

Strategic Initiative E

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

Progress <ul style="list-style-type: none">• Program review• plan Builder• SLOs or SAOs• Planning process has been verified.• Improvements with technology• Programs have been streamlined because of SSA to promote transfer.• Going towards eventual virtualization• Greater access to data and reporting services.	Metrics <ul style="list-style-type: none">• All programs should be required to submit revised program reviews if not satisfactory to meet expectations/standards tie to funding.• Feedback/response from President's cabinet why proposed requests for allocations were or were not approved – feedback loop.• Tech improvements save money on staffing and improve staff efficiency.• Student services data about numbers served; student survey and student improvement
Improvements <ul style="list-style-type: none">• We finish when goal is funded, obtained, or attained• Need 360 degree review• Additional feedback on PR, plan builder and SAOs or SLOs.• Update of job descriptions to meet current staffing and technology needs.• More emphasis on transfer with various options (degrees/certificates)• Improve the link of program review to resource allocation.• Improve and enhance student services as a result of assessment, program review and planning.• Continued training for new technology.	

Strategic Initiative F

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

Progress <ul style="list-style-type: none">• Increase the number of smart classrooms• Increase online access for students• New buildings like Humanities and MBA• Improved safety, cameras and infrastructure• Technology plan: update measure E projects	Metrics <ul style="list-style-type: none">• New buildings (Humanities, MBA, SS)• Google analytics• Did student satisfaction improve? – survey• Crime statistics• Student, faculty, and staff surveys needed• Community satisfaction survey
Improvements <ul style="list-style-type: none">• Compton needs to increase SMART classroom availability• Increased Wi-Fi access throughout campus• Technology replacement plan. Budget to replace and maintain hardware and software including proper staffing.• Safety infrastructure should be included—i.e., campus communication system	

Strategic Initiative G

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

Progress <ul style="list-style-type: none">• Sustainability Committee formed• Campus outreach (Earth Week, Bike to ECC Day, Bike to Work Day-Compton)• Education (green bag lunches)• DEEP program• Recycled paper in warehouse• More energy efficiency in buildings (new and remodeled)• Additional bike racks	Metrics <ul style="list-style-type: none">• Annual “Bike Census”• Energy footprint (?)• Amount of materials recycled by type (annual recycling report)
Improvements <ul style="list-style-type: none">• Establish a goal to become paperless• Eliminate CRT monitors• Bottle and can recycling• Student rideshare program• Reduce amount of Styrofoam used on campus• Incentives for bringing your own coffee cup• Electric-powered carts to replace gas-powered ones• Electric car charging stations	

**SI-G notes were supplemented with reports from the ASO Sustainability Committee.*

Closing the Loop

This session was a good brainstorm to determine progress made, but participants were least satisfied with outcomes, compared to other projects. A strategic initiatives working group will form in the fall to finalize concrete ways of measuring each strategic initiative based on participant feedback and other data. Progress on SIs will be measured annually.

Outcome 4. Create a new visual representation of our planning model

A total of ten models from eight participating teams were developed and presented at the summit. The following week, all those invited to the summit had the opportunity to cast a vote for their preferred model. A total of 54 votes were cast with the top two models Monkeys and Cheetahs (photos in Appendix C below).

Model	Votes
Monkeys	12 (22.22%)
Cheetahs	11 (20.37%)
Crabs 1	8 (14.81%)
Zebra	5 (9.26%)
Elephants	4 (7.41%)
Giraffes	4 (7.41%)
Lions	4 (7.41%)
Toucan 1	3 (5.56%)
Crabs 2	2 (3.70%)
Toucan 2	1 (1.85%)

Closing the Loop

Summit participants were most satisfied with this project but seemed to agree that it represents only an occasionally-needed activity. A working group will form this summer to review top planning models to ensure that they represent all aspects of the planning process, develop a digital mockup of the model, and seek further feedback before developing a final recommended model.

Conclusion

The 2013 Planning Summit was designed around four major outcomes: reaffirming mission and strategic initiatives (SIs), setting student achievement goals, development measures of progress for SIs, and create a new visual planning model. As indicated by participant feedback (see Appendix D), nearly all respondents indicated that these goals were achieved to some degree and a large majority felt that they directly helped achieve these outcomes. Working groups will form in summer or fall 2013 around each outcome to complete the development process. Results from these groups will be reported to the College and Compton Center communities through the consultation process in late fall 2013.

Appendix A: Participants & 2013 Planning Summit Agenda

All Accreditation Self-Evaluation Co-Chairs and members of committees directly involved with institutional effectiveness were invited to attend the 2013 Planning Summit. The summit was led by the Accreditation Liaison Officer, Accreditation Team Leaders, and the Director of Research & Planning. Special thanks to support from Elizabeth Campos and Mattie Eskridge.

Institutional effectiveness committees consisted of the following:

- Planning & Budgeting Committee (Torrance)
- Planning & Budgeting Committee (Compton)
- Institutional Effectiveness (Compton)
- Program Review Committees

Participants listed below represented the following (% of all attendees in parentheses):

- Compton (26%)
- ECC (74%)
- Students (10%)
- Staff (11%)
- Faculty (27%)
- Administrators, managers, supervisors (51%)

Attendees

Anaya, Jose
Arce, Francisco
Becka, Roberta (Bobby)
Bell, Richette
Bonacic, Trish
Brown, Tom
Cheung, Matt (Summit Team)
Davidson, Eldon
Ecklund, Stefan
Ely, Janice
Eskridge, Mattie/Campos, Liz (support)
Fallo, Thomas
Fitzsimons, Constance
Garcia, William
Gleason, Katie
Gold, Christina
Graff, Irene (Summit Team)
Grigsby, Alice
Hafiz, Sarah
Herzig, Charles
Horton, Dillan
Klier, Robert
Laureano-Ribas, Kaysa
Le, Michael
Lindberg, Lynn
Lopez, Felipe
Lozano, Rene
Manno, Donna
Martinez, Elizabeth
Matson, Brooke
Miranda, Gloria
Morris, Wanda
Mosqueda, Cynthia
Mulrooney, Bill
Natividad, Rory
Nelson, Lucy

Attendees (cont'd)

Nishime, Jeanie (Summit Leader)
Odanaka, Michael
Ortiz, Julieta
Owens, Linda
Palos, Teresa
Parnock, Heather
Pascual, Mytha
Perez, Barbara
Pineda, Carolyn
Pratt, Estina
Priest, Michelle
Quintero, Miguel
Reid, Dawn
Reyes Idania
Rodriguez, Stephanie
Rosales, Joshua
Schumacher Holly (Summit Team)
Shabazz, Ricky
Shankweiler, Jean (Summit Team)
Shenefield, Cheryl
Simmons, David
Simon, Angela
Smith, Art
Soofoo, Erica
Striepe, Claudia
Subramaniam Chelvi
Tokuda, Naomi
Trevis, Michael
Uyemura, Evelyn
Wagstaff, John
Wasserberger, Toni
Wells Rex
Winfrey, Merriel
Young Janet
Total (70)

2013 PLANNING SUMMIT
May 10, 2013

8:15-8:45	Morning Refreshments
8:45-9:00	Ice Breaker
9:00-9:10	Accreditation Update
9:10-10:10	Achievement Standards and Goals (Team Project)
10:10-10:20	External Factors that may influence our mission and future plans
10:20-10:35	BREAK
10:35-12:00	Assessment of Current Mission and Strategic Initiatives (Team Project)
12:00-12:30	LUNCH
12:30	President's Message
12:40-1:30	Planning Model Revision (Team Project)
1:30-2:00	Teams share Planning Model
2:00-2:30	Report out on Achievement Goals and SI Metrics

Appendix B: Project Worksheets

Worksheets for all planning summit projects are available in a separate document, entitled *Planning Summit 2013 – Handouts.pdf*, located on the Institutional Effectiveness Portal in MyECC.

Appendix C: Planning Models (ranked by number of votes)

Parameters for Planning Model Project

Your team assignment is to develop and propose a new visual depiction of ECC's planning process (aka, "planning model").

Your model should reflect the following:

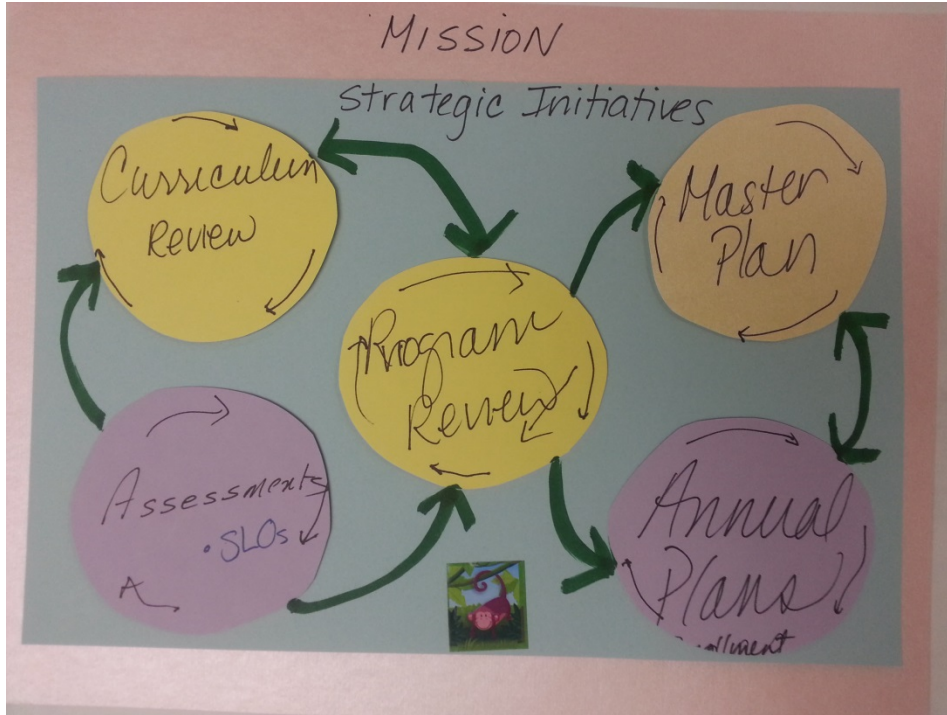
1. The Mission is essential to institutional planning and decision making.
2. The Strategic Initiatives are a set of institutional goals that put the mission into practice.
3. Recommendations for institutional improvement are developed in Program Reviews and are based on observed trends, program data, SAO/SLO assessments, and Strategic Initiatives.
4. Curriculum Review is based on needs assessments detailed in Program Review, as well as SAOs/SLOs, PLOs, and ILOs.
5. Annual program, unit and area plans are developed from the mission, Strategic Initiatives, and Program Review findings and recommendations.
6. Comprehensive Master Plan consists of an Educational Master Plan, Facilities Master Plan, Staffing Plan, and a Technology Master Plan. These plans are founded on the mission and Strategic Initiatives, Program Review findings and recommendations, (and Institutional Learning Outcomes?—see #8 below).
7. The Enrollment Management Plan is an operational plan for achieving enrollment targets to obtain maximum resources for the college. It need not be featured in the new model. Your model can argue for its exclusion or inclusion.
8. How ILOs (formerly Core Competencies) fit into the planning model is ambiguous. Based on your knowledge, recommend whether and how ILOs might fit.

Cycles of review – (or how often we review and evaluate components of the model)

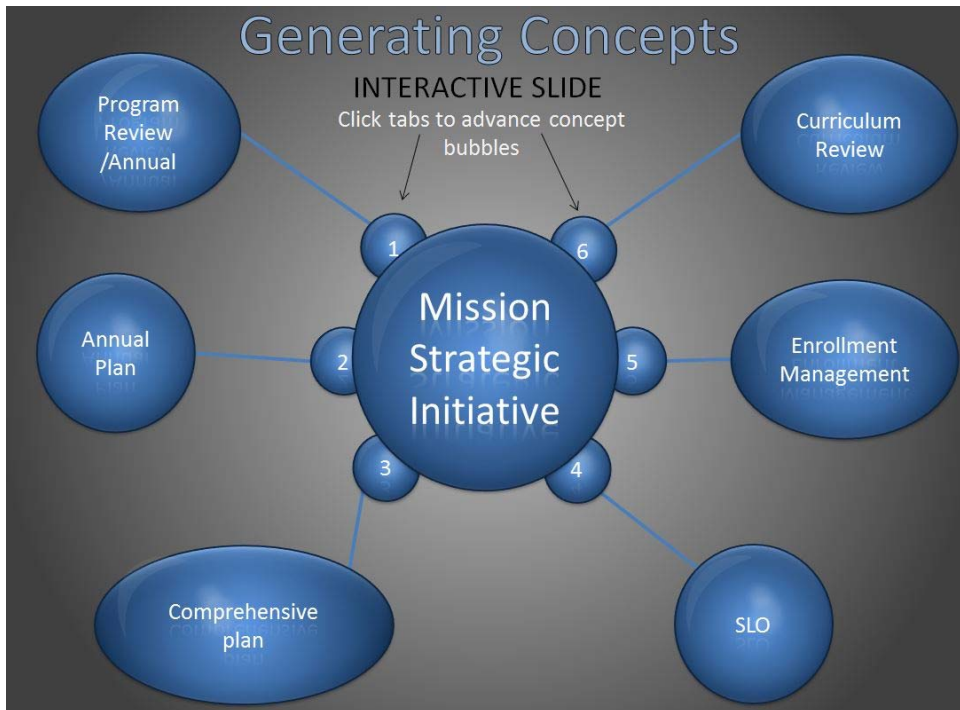
Note: The numeric cycles need not be reflected in your model. Your choice.

- a. Mission – affirmed annually, reviewed every 5 years
- b. Strategic Initiatives – assessed annually (beg. in 2013); reviewed every 5 years
- c. Master Plans – 5 years; reviewed by PBC annually
- d. Program Review – 4 years; recommendations reviewed annually for Annual Plan
- e. Curriculum – 6 years
- f. Annual Plans – each year
- g. Enrollment Management Plan – each year
- h. SLOs – Ongoing

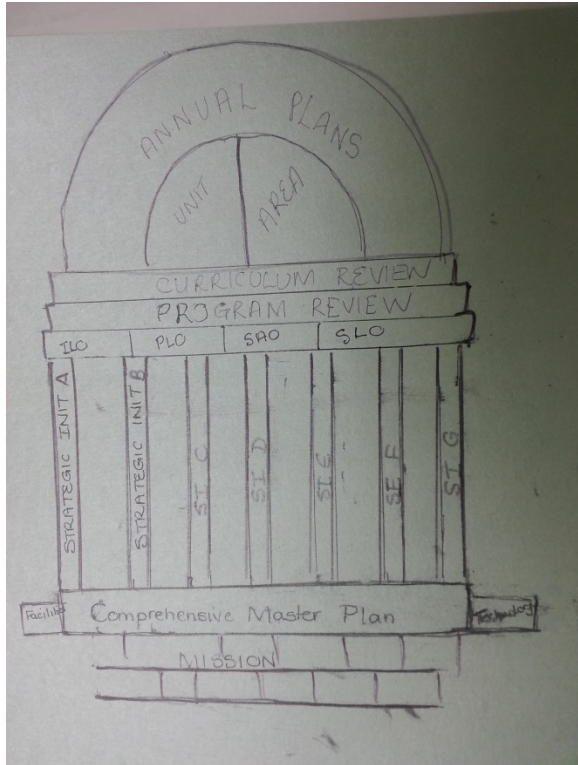
Monkeys



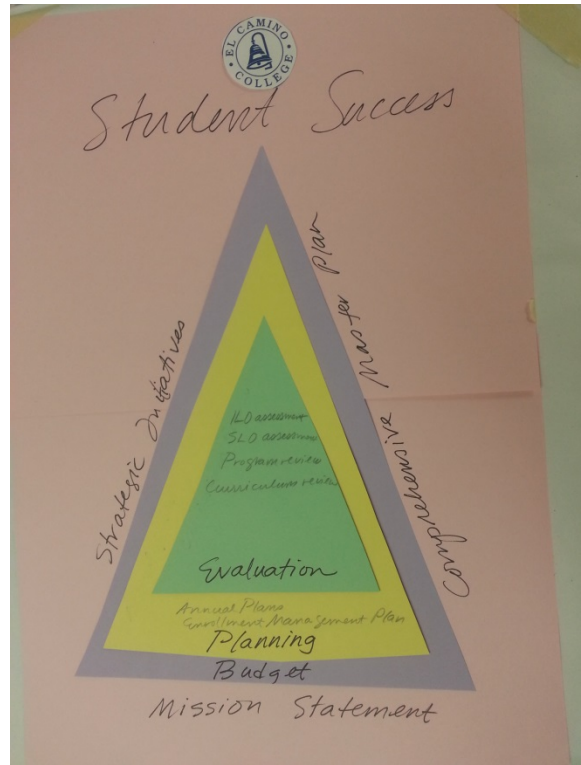
Cheetahs



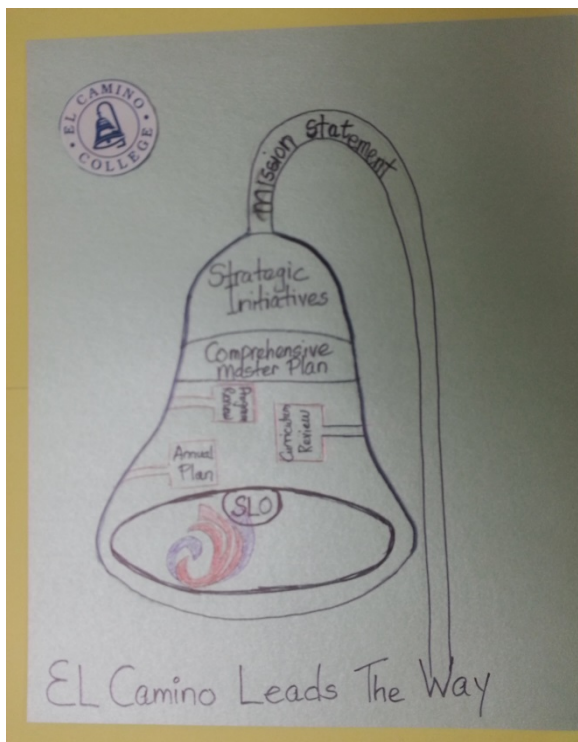
Crabs 1



Elephants



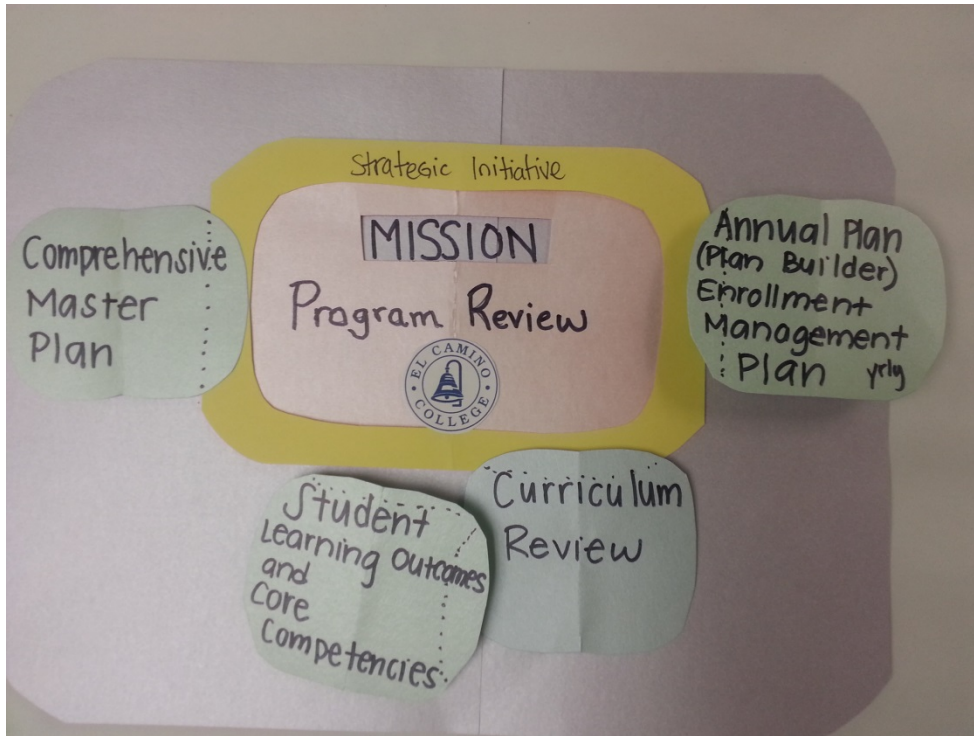
Zebras



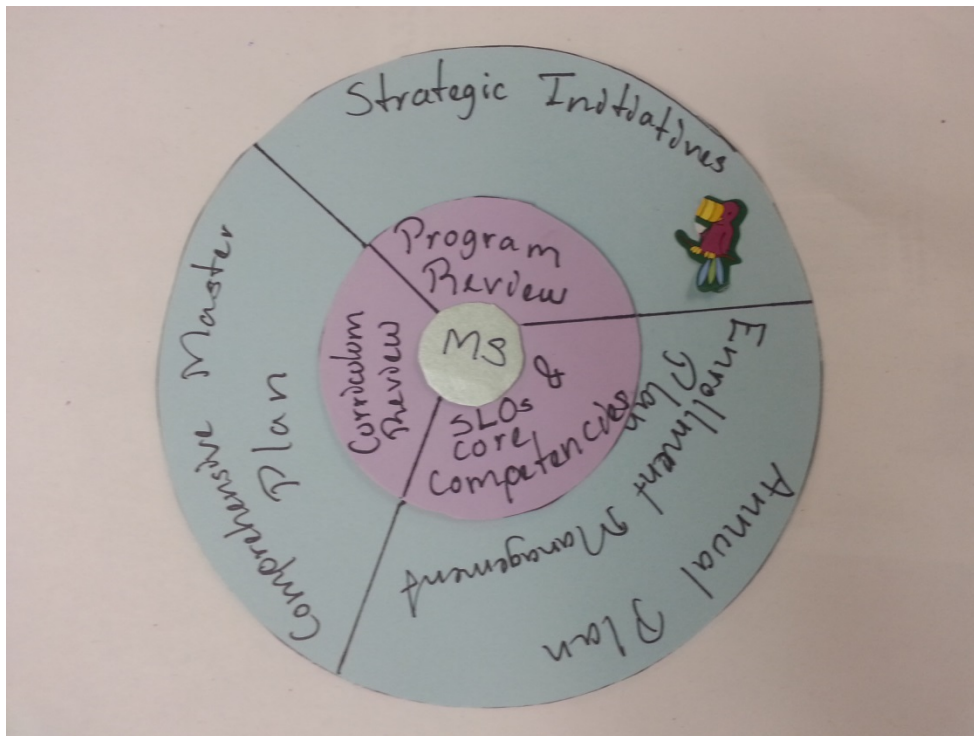
Giraffes



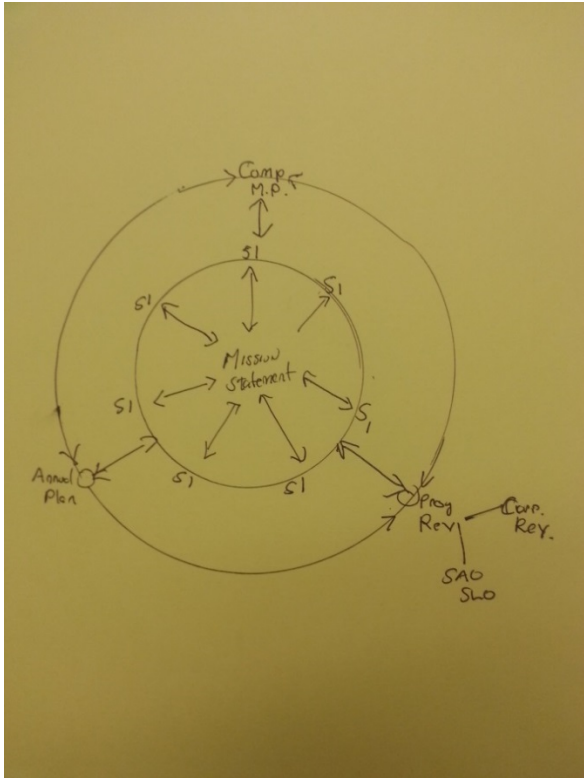
Lions



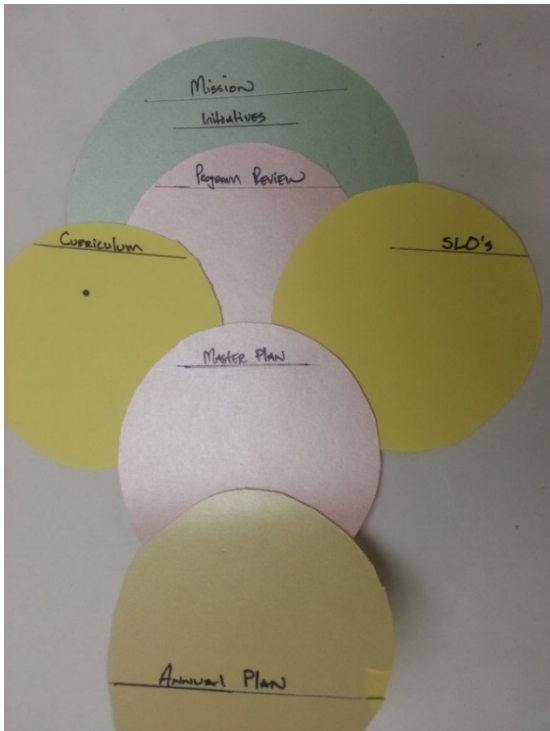
Toucans 1



Crabs 2



Toucans 2



Appendix D: Planning Summit Participant Feedback (Survey Results)

El Camino College Planning Summit 2013 Feedback Survey - RESULTS

Following the May 10th Planning Summit, participants were asked to provide feedback about the event so that planners could measure its success and determine how to improve the annual planning summit in the future. A total of 31 of the 69 participating attendees responded (45% response rate). The report begins with a brief summary followed by more detailed results and comments.

How helpful was each aspect of the Summit in terms of planning for institutional improvement? Scale: Very Helpful (4), Somewhat Helpful (3), Somewhat Unhelpful (2), Not Helpful (1), Not sure or Not Present (no value)

Topic	Mean	% Very Helpful
Accreditation update	3.52	58%
Setting achievement goals	3.58	58%
External factors affecting the future	3.36	40%
Reviewing/affirming the mission	3.39	53%
Assessment of Strategic Initiatives	3.55	55%
Planning model revision	3.54	57%

In the next section, please rate your satisfaction with the three group projects at the summit on a scale of 1 to 7, where 7 is the highest rating and 1 is the lowest rating.

Project	Clarity of project objectives	Usefulness of supporting materials	Satisfaction with outcomes
Achievement Standards & Goals	6.20	5.87	5.77
Assessment of Mission & SIs	6.07	5.90	5.69
Planning Model Revision	6.33	6.03	5.97

Would you recommend these group projects again at a future planning summit?

Scale: Yes/No/Not sure

Project	% Yes
Achievement Standards & Goals	100%
Assessment of Mission & SIs	100%
Planning Model Revision	81%

To what degree do you feel that you helped achieve the following planning summit outcomes? Scale: Greatly (4), Somewhat (3), Not so much (2), Not at all (1), Not sure or Not present (no value).

Outcome	Mean	% Greatly
Setting college achievement goals	3.39	45%
Affirming the Mission & SIs	3.27	39%
Measuring Progress on SIs	3.17	26%
Creating a new planning model	3.20	42%

Please rate your satisfaction with logistics for this event on a scale of 1 to 7, where 7 is the highest rating and 1 is the lowest rating.

Summit Logistics	Mean
Invitation clarity	6.52
Location comfort	6.68
Food quality	6.07
Ice Breaker activity	6.35
Presentations	6.42
Overall Satisfaction	6.45

How was the duration of the event?

	% Yes
About right	97%
Too short	
Too long	3%

Participant comments can be found in an appendix of the main report.

CONCLUSION

The 2013 Planning Summit was designed around four major outcomes: reaffirming mission and strategic initiatives (SIs), setting student achievement goals, development measures of progress for SIs, and create a new visual planning model. Nearly all felt that these goals were achieved, while a majority indicating that most aspects of the summit helped to plan for institutional improvement. A large majority felt that they themselves helped to achieve these outcomes *somewhat or greatly*.

Results from the planning summit feedback will be reviewed and discussed among planning team members, shared with summit participants, and consulted for ways to improve the next summit in 2014 and the planning process, in general.