

El Camino College Planning Model



The El Camino College planning process integrates assessment, evaluation, and planning to promote effectiveness and student success. The mission underlies all that we do, with Strategic Initiatives providing direction for achieving the mission. The master plan is based on the mission and strategic initiatives and is guided 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.

Rollover text & links to more information

The following explanatory texts will appear as rollovers on the different components of the model. Associated links will also be included for more information, as appropriate.

Mission:

Mission Statement: *El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.*

The mission is the foundation for all planning processes.

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.

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.

Master Plan:

The College's Master Plan (CMP) 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 an overarching educational plan for the College and Center.

Ongoing Evaluation:

While the Master Plan is developed and enacted on a periodic basis, the College conducts ongoing evaluation of how well we are fulfilling that plan, improving on its strategic 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.

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.

Annual Plans:

Annual plans contain sets of goals and objectives for all programs and units. Goals in all plans are linked to strategic initiatives to ensure that our planning is focused on the College mission. Objectives are linked to program review recommendations 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.

Institutional Effectiveness:

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.

Appendix – Development of the New Planning Model

At the May 10, 2013 Planning Summit, El Camino College and Compton Center constituents gathered in teams to propose a new visual planning model based on existing processes; these models were voted on by all summit invitees.

The Planning Model Team, which met twice in summer 2013, was charged with developing a final model that captured the intentions of the top models and other recent changes. A proposed model and supporting narrative was developed over two meetings. As a supplement to the visual model, the narrative described each component of the model and how it linked with other components. The model image (p. 2) was created by Robin Dreizler.

The new model proceeded through College-wide consultation in early fall 2013 so that the model could be approved and placed into use for the upcoming 2014-15 academic and fiscal year planning process.

Participating team members represented El Camino College (12) and Compton Center (3); Classified (2), Faculty (4), Managers or Supervisors (8), and Administration (1); Academic Affairs (9) and Student & Community Advancement (6); and Planning & Budgeting Committees (4). Students were not a part of this team since it was held in summer but feedback from students was sought at the Planning Summit and from ASO (ECC) and ASB (Compton Center) in fall 2013.

The complete timeline and consultation process is detailed below:

Planning Model Review Timeline Event	Date
Conceptualize models at Planning Summit	May 10, 2013
Follow up vote by participants	May 2013
Planning Model working team assembled	June 2013
Planning Model Team develops mockup & narrative of final model	Summer 2013
President’s Cabinet preview	August 2013
Feedback from Planning Summit participants	August 2013
Review by Planning & Budgeting Committees (both locations)	August 2013
Review by ECC Academic Senate and Compton’s Faculty Council	September 2013
Review by student governments (ASO and ASB)	September 2013
Review by Assessment of Learning Committee	September 2013
Final Review by College Council	September 2013
Final Cabinet review	October 2013
Model finalized; Board informed	October 2013

Planning Model Team

Bonacic, Trish

Director, CalWORKs, TANF, GAIN and Special Resource Center

Robin Dreizler

Director, Outreach and School Relations

Constance Fitzsimons

Dean of Fine Arts

Christina Gold

Professor of History, Academic Senate President

Irene Graff

Director, Research and Planning

Robert Klier

Associate Dean, Academic Affairs

Marci Myers

Research Analyst, Compton Center

Rory Natividad

Dean, Health Sciences and Athletics

Jeanie Nishime

Vice President, Student and Community Advancement

Julieta Ortiz

Student Services Specialist, Outreach and School Relations

Dipte Patel

Director, Special Resource Center

Michelle Priest

Professor of Biology
SLO Facilitator
Honors/TAP Program Coordinator

Claudia Striepe

Instruction Librarian/Reference

Naomi Tokuda

Director, Career Pathways

Janet Young

Professor of Childhood Education
SLO Campus Co-Coordinator
Academic Senate Vice President of Instructional Effectiveness