

## Responses To 1996 Self Study Report

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### Standard 1 – Institutional Integrity, Purposes, Planning and Effectiveness

*As cited in the previous recommendation, the college should review and further develop their planning processes to ensure (a) that short and long range planning are linked to budgeting; (b) that information is communicated in a timely, usable format to all constituencies and segments; (c) that participants are appropriately oriented; (d) that alternatives and priorities for addressing operating expenses requirements are provided, and (e) that these processes are linked to the results of program review. (Standards 1B.1, 1B.2, 1B.3, 1C.1, 1C.3, 1C.4, 1D.1B, 7B.1, 7B.3)*

*Linkage should be clarified and clearly communicated between (1) planning strategy and outcome priorities and (2) budget allocation criteria and process (Standards 1B.1; 1B.2; 1B.3; 1C.3; 1C.4; 2B.2; 7B.1)*

In 1997, the El Camino College Board of Trustees established the Division of Planning, Research and Development, under the direction of a dean who reports to the Vice President of Student and Community Advancement. This office coordinated and developed the college's Educational Master Plan, which was completed in 1998.

The El Camino District Planning Council (DPC), established in 1997, provides a vehicle for participation by all constituencies. The DPC utilized external environmental trends, identified by scanning and forecasting teams, to develop institutional goals that were incorporated into the master plan.

To operationalize the plan, the DPC conducted a workshop, "Linking Planning and Budgeting" for all college managers and supervisors and coordinated a collegewide program to link planning and budgeting for the 2000-2001 fiscal year, through the use of the unit action plan (UAP). More than 100 operational units on campus implemented the UAPs to link specific unit objectives to the institutional goals identified in the master plan. The objectives also identified funding requests for budget augmentations and/or enhancements for the 2000-2001 fiscal year. The council also developed and distributed a "Dictionary of Planning Terminology" to all college offices and posted it on the DPC web site. The DPC developed and distributed the process for linking planning and budgeting for the Partnership for Excellence pro-

gram, which led the college to implement a network-based software that all units use for strategic and operational planning. The new process assists areas in managing planning activities and linking specific objectives to budgets.

Each year, the Budget Development Committee (BDC) publishes its guidelines, budget development criteria, and assumptions; they are widely distributed throughout the campus. Further, the Budget Development Committee includes a statement indicating that its deliberations and recommendations reflect the master plan. Procedures and timelines for requesting new, unbudgeted positions, however, appear cumbersome and duplicate efforts in many instances. The college does not widely distribute the procedures, and they are not readily available in the district's Procedures Manual. Also, many requests for new positions are not based on plans identified in the unit action plans. Finally, the budget approval process for specially funded programs (e.g. VTEA, DSP&S, EOP&S, Technology Plan, block grants, and agency grants) necessitate special consideration. Often times, the college needs a more efficient and quicker response to budget requests because of the nature of the programs' funding requirements and externally imposed time lines for achieving the objectives of the programs.

In recognition of the need for better coordination between planning and budgeting, the college held

a retreat on February 1, 2001, with participation from the Budget Development Committee, District Planning Council, Academic Senate, College Council, Associated Students, and the Cabinet. Retreat participants identified the strengths and weaknesses of the current planning and budgeting process and developed criteria for an improved model. The college formed a task force to develop the model and process based on the suggested criteria. It met throughout the spring semester and has forwarded its recommendations, "Report on Linking Planning to Budgeting" to the

DPC and the BDC for their review prior to sending it the Superintendent/President.

The District Planning Council continues to systematically communicate with all campus constituencies. All meetings of the council are open to the public. It regularly schedules meetings on the second and fourth Thursdays of the month and publishes the minutes on the DPC web site within one week following the meeting. It distributes its documents to all college constituents.

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***As cited in the previous accreditation report, the college should develop and implement systematic student services and administrative services review processes to complement existing instructional program review. Furthermore, all reviews need to provide criteria for assessing current and future effectiveness. The results of the review process should be linked to budgeting within the context of available resources inducing consideration for resource re-allocation. (Standards 1C.2, 1D.1B, 2B.2, 3C, 3E.2)***

***Formal review processes with broad input should be designed and implemented for student services and administrative services. (Standards 1C.2, 1D.1B, 2B.2, 3E.2)***

In March, 1998, an El Camino College team visited El Paso Community College in Texas to study its methods for evaluating program and institutional effectiveness. After a follow-up visit with representatives from El Paso, the Student and Community Advancement and the Administrative Services areas developed program review models that were different from the academic program review process.

The Student and Community Advancement area held four workshops in December, 1998, and January, 1999, to develop program review procedures. Following a pilot program involving five units, the area has fully implemented its program review process. To date, twelve units within Admission and Records, Counseling, Community Advancement, Planning, Research and Development, and Student Services have completed pro-

gram reviews. As part of the program review process, units examine utilization of financial resources, including matching financial resources to unit goals.

The Administrative Services area has examined a variety of program review models since 1996. Area units rely on two methods of evaluation for improvement. Through their annual reports, the units conduct an internal evaluation of progress made toward the achievement of goals and objectives, identify goals and objectives for the year, and determine areas for improvement. Units also conduct an external evaluation where respondents rate services. During March, 1999, all managers in the Administrative Services area participated in a two-day planning retreat where they developed an outline for a comprehensive planning model, including program review.

## **Standard 2 – Educational Programs**

*That the faculty and administrative leadership mutually review, clarify, and delineate the respective duties, responsibilities, and authority of the College Curriculum Committee, the Academic Senate Council, and the Office of Academic Affairs in the curriculum review and approval process to provide clarification, as appropriate, to the college community. In addition, in order to provide for improved internal committee relations, communications and college wide understanding, the Curriculum Committee's operational guidelines need to be reviewed and further developed, including the clarification of responsibilities, authority, and role of the chairperson. (Standards 2B generally, 2B.1, 2B.2, 2C generally, 2F.1, 2F.2, 2F.3)*

With the approval of the college President, in September, 1996, the Vice President of Academic Affairs and the Academic Senate president jointly appointed faculty, deans, and the curriculum advisor to serve on a Curriculum Review Task Force (CRTF), which a faculty member and an academic dean co-chaired. The administration charged the CRTF to develop recommendations for improving the curriculum review and approval process and to strengthen the operational guidelines for the College Curriculum Committee (CCC) and the chair, in particular.

The CRTF met weekly during the 1996-1997 academic year. The task force submitted its report to El Camino College's president in May, 1997. The CRTF's most controversial recommendation was that the College Curriculum Committee no longer be a committee of the Academic Senate, but instead be a stand-alone "college committee, that includes faculty, and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the Academic Senate" (CRTF Report, 43). After a series of discussions between the Academic Senate and district representatives in Fall, 1997, both agreed that the College Curriculum Committee would remain a standing committee of the Academic Senate and that all other recommendations of the CRTF would be implemented.

In Spring, 1998, the Academic Senate approved constitutional revisions to allow the College Curriculum Committee to remain a standing Senate committee and to proceed in developing its bylaws. The College Curriculum Committee, in conjunction with senate and district representatives, subsequently began to draft its bylaws. In Fall, 1998, the College Curriculum Committee adopted bylaws that addressed College Curricu-

lum Committee structure, member terms and responsibilities, the chair's role and responsibilities, and operational procedures.

In early September, 2000, the College Curriculum Committee held a Strategic Planning Day, wherein the committee discussed the CRTF's recommendations to determine which of these recommendations still necessitated implementation. Participants agreed that the following changes had adequately addressed all but three of the CRTF's recommendations: (1) the creation of annual in-service training for Division Curriculum Committee members; (2) the inclusion of Division Curriculum Committees' composition, responsibilities, and procedures within the College Curriculum Committee's bylaws; (3) the intent to produce a draft revision of Board Policy 6123; (4) the formation of CCC subcommittees to revise those parts of the Curriculum Handbook for El Camino College that are more procedural in nature (the "Curriculum Proposal and Approval Flow Chart"); (5) the hiring of a secretary for the Curriculum Office; (6) the provision of regular updates to the Deans' Council and the Academic Senate concerning the state regulations to which the College Curriculum Committee must adhere; and (7) the creation of the aforementioned bylaws.

The three CRTF recommendations that have not been implemented are the formation of a Curriculum Advisory Council, the granting of flex credit to College Curriculum Committee members, and the automation of curriculum proposals. At the College Curriculum Committee's Strategic Planning Day, participants agreed that the committee would not implement the recommendation to form a Curriculum Advisory Council because the college's Division Curriculum Committees and

the College Curriculum Committee are responsible for the duties with which the CRTF was charging this body. They agreed, however, that the Vice President of Academic Affairs and the President of the Academic Senate would recommend to the Staff Development Office that full flex credit be granted to College Curriculum Committee members. They also agreed that the

Vice President of Academic Affairs and the President of the Academic Senate would contact Information Technology Services personnel to discuss the creation of a College Curriculum Committee web site wherein interested parties could access CCC forms, as well as specific instructions for completing these forms.

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***That the college give prompt and serious consideration to the development of a plan to address its enrollment decline. The development of such a plan needs the participation and cooperation of the entire college community – faculty, administration staff, as well as students. (Standards 2A.2, 2A.4, 2A.6, 2B.3)***

In response to the college's enrollment decline during the early and mid-1990s, the Vice President of Student and Community Advancement formed a committee to address recruitment procedures and goals. Currently, the Vice President of Academic Affairs incorporates recruitment and enrollment issues into the Deans' Council and staff meeting agendas. Further, the vice-presidents produce and distribute monthly enrollment management reports, and the Vice-President of Student and Community Advancement has established an Enrollment Management Committee.

Moreover, the college has added classes to accommodate the changing needs in the community. It has added Friday evening, Saturday, and Sunday classes for flexibility in scheduling, and has expanded short-term course offerings. In addition, El Camino has created an Afternoon College for high school students.

At the request of local public safety agencies, the Industry and Technology Division developed a series of courses to meet the ongoing training needs of public safety employees. Under the direction of the Dean of Industry and Technology, the college introduced a paramedic program in 1997. During 1997-1998, that program generated 470 FTES. The college also developed in-service training courses to meet the needs of fire and ocean lifeguard personnel. Fire in-service training courses started in Spring, 1998; lifeguard in-service training courses started in 1999. The col-

lege expects the in-service courses to produce approximately 300 FTES per year.

The college has likewise expanded its recruitment efforts in numerous ways. First, the faculty of the Behavioral and Social Sciences and Humanities divisions have established a Learning Community Alliance as a recruiting tool. Second, under the Workforce Education director, El Camino filmed a recruitment video entitled, "Exploring Career Pathways at El Camino College" and subsequently distributed it at local high schools. Third, some individual departments also undertook heightened recruitment efforts. For example, the ESL department developed a recruitment brochure for distribution within the district. Fourth, the college increased the Public Information and Marketing Department budget so that more recruitment advertising can be done. Fifth, the college regularly sends recruiters to libraries and other sites, and permanently assigns adjunct counselors to local high schools within the district to meet with high school students and answer their questions about enrolling at El Camino College. The college is expanding this program, and counselors will soon be assigned to local high schools outside the district. Sixth, under the direction of the Vice President of Student and Community Advancement, counselors make recruitment visits to local high schools and, under the direction of the Vice President of Academic Affairs, El Camino College offers classes on high school campuses. Seventh, in the cities of Inglewood and Torrance, the college has established One-Stop centers; the centers offer courses tar-

geted to community needs. Eighth, in Spring, 1998, the college established a CalWORKs program on campus to assist welfare recipients and those transitioning off of welfare to achieve long-term self-sufficiency through coordinated student services. Ninth, El Camino hosts an annual Career Expo. Approximately two hundred employees and workforce development service providers participate in and sponsor the event. Finally, in Spring, 2000, the college instituted an annual internship and majors' fairs. The college busses several hundred high school students to campus to explore academic and vocational programs and careers at these fairs.

The college has additional programs that are in the planning stages; they are expected to be in place in the near future. Under the direction of

the Dean of the Business Division, a local CISCO Academy has been established, and classes began in Fall, 2001. The college is also considering the development of a Program for Accelerated College Education (PACE) to address the needs of time-impaired working adults. Under the direction of the Dean of Industry and Technology, the college is planning a police in-service. Finally, under the direction of the Dean of Behavioral and Social Sciences, the college has developed a Teacher Education Preparation Program.

With respect to recruiting tools, a second recruitment video highlighting the college's advanced technology courses in the computer information systems department and the computer science department is in the planning stage and should be released in Spring, 2002.

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## **Standard 6 – Physical Resources**

*It is recommended that the facilities plans, including the five-year capital outlay, deferred maintenance, and other infrastructure and equipment needs plans, be integrated into the college planning process in order to insure full college community participation in decision making. (Standards 6C.1, 6C.2)*

El Camino College provides for college community participation in its facilities and equipment procurement planning process by soliciting information from stakeholders, analyzing the information, and incorporating results into the relevant plans.

The El Camino College Educational Master Plan, published in November, 1998, had full college community participation. The Educational Master Plan contains the goals of El Camino College and enumerates the facilities planning and projects to support those goals.

As part of the process of development of the Educational Master Plan, each operating unit of the college had an opportunity to submit a unit action plan. Each UAP included future projected facilities needs. The unit planning guides were part of the analysis of information used in the development of college goals and also the development of facilities planning projects.

The Five-Year Capital Outlay Plan supports the goals of the college expressed in the Educational Master Plan, particularly goal 2, which states, "Provide the technology, infrastructure, facilities and information distribution systems that will enable El Camino College to support the task of educating, learning and administering in the 21st century." The most recent plan identifies six projects to support this goal. The project with the highest priority, the Science Complex Renovation, received funding for preparing preliminary plans and working drawings. A design team of architects, engineers, building users, and facilities staff has been meeting regularly to accomplish the needed tasks. As other projects are funded, additional design groups will be formed.

The Five-Year Scheduled Maintenance plan has been developed with input from campus users and facilities staff. As projects are funded, the college forms project teams to incorporate the needs expressed by campus users and those responsible for the systems into the design and con-

struction process. It has recently formed a project team to guide the replacement of the ventilation system and provide cooling to the Technical Arts building. The team included building occupants, facilities staff, and management. The college updates the Five-Year Scheduled Maintenance Plan annually and presents it to the Board of Trustees for comment and adoption.

The college published a Campus Facilities Needs report in April, 2000, and updated it in April, 2001. The report contains a listing of facilities needs and the related costs. Information provided by campus stakeholders generated a \$210,000,000 needs lists. The information contained in this report will guide the college's facilities planning and objectives in the future.

The college develops equipment and technology plans in consultation with stakeholders. In 1997, El Camino College developed and published its technology plan. The college provided its community with the opportunity to give input through a series of workshops open to all interested parties. The resulting plan included much of the input. The college continues to update the Technology Plan as its needs change or it completes plan objectives.

El Camino College has placed and will continue to place a high importance on ensuring it develops facilities and equipment plans with the input of the college community, in accordance with the stated goals of the institution.

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## **Standard 7 – Financial Resources**

*It is recommended that the budget development process be linked to the institutional planning process in a manner which provides for the short- and long-term evaluation of outcomes. (Standards 7B.1, 7B.3, 1B.2, 1C.3, 1C.4)*

The college understands and supports the need to link the budget development process with institutional planning in a manner that allows for both short- and long-term evaluation of outcomes. To that end, the Budget Development Committee, in December, 1996, established priorities for budget augmentations. Among the highest priorities are "essential projects that increase services to students or the community, based upon a program review plan and/or accountability data" and "projects or activities which directly increase revenues or decrease expenditures for the District." These priorities have been clearly communicated to each division and office at the college. The criteria have been incorporated into justifications required for actions, such as faculty hiring and the allocation of block grant, academic technology, and Partnership for Excellence funds.

Because the Educational Master Plan was not finished until late 1998, the budget development process could not be linked to the plan in time for 1999 – 2000 budgeting. However, with the adoption of the Educational Master Plan and its dis-

semination on campus, and with the establishment of operational objectives by October, 1999, the budget development process began to link the institutional planning process in the course of formulating the 2000–2001 fiscal-year budget.

In November, 1999, the administration asked all departments to develop unit action plans. These plans serve as the strategic plan of action to implement the master plan. They are the basic building blocks for future budget considerations because they provide a rationale for justification of future personnel, equipment, and facilities requests, as well as a direct link between environmental core trends, institutional goals and strategies, and unit goals and objectives.

The details of reviewing and approving the plans did not happen as smoothly as expected to meet the time lines for development of the 2000–2001 budget. However, the staff included supporting data in the budget document for 2000-2001 to implement the master plan budget goals and

Budget Development Committee criteria for budget augmentations and enhancements.

The unit action plans were also developed for the 2001-2002 budget. A joint planning session to incorporate the master plan goals with budgeting occurred on February 1, 2001. As a result of the

joint meeting, the college formed a task force to make recommendations regarding linking planning to budgeting. The Budget Development Committee altered the development of the 2001-2002 budget calendar to accommodate recommended changes.

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## **Standard 8 – Governance and Administration**

*It is recommended that the college further focus its organizational and communication processes to clearly delineate functions, duties, responsibilities, and authority of the various constituent groups and governance committees with the goal of improving a common understanding. All members of the college community need to share in the responsibility of facilitating the decision-making process with the goal of producing more informed and supported decisions. (Standards 8C.1, 8D.2, 8D.3, 8D.5, 8E.2, 8F.2, 6C.2)*

*That the roles, responsibility, and authority of governance committees and administrative units be clarified, distinguished, and communicated collegewide (Standards 8C.1, 8D.2, 8D.3, 8E.2, 8F.2).*

The first step in understanding the functions, duties, responsibilities, and authority of the various constituent groups in the governance process was to hold retreats, which the college sponsored, to allow each group to assess its role. The college sought broad participation from the campus community during this ongoing effort. One specific outcome that has occurred has been to emphasize that the leadership of each body within the shared governance structure is to assume responsibility for informing its members of their role in college-level governance.

Under the leadership of the Superintendent/President, the College Council, representing administrators, classified staff, faculty, and students, developed the College Consultation Procedure (Procedure 801). This procedure clarifies the roles and responsibilities of the various campus constituencies operating within the shared governance structure and recognizes the rights granted to constituent members by state law, Education Code, and board policy. It identifies how administration, classified staff, faculty, and students can participate in the development and implementation of policies and procedures through participation on councils, committees, and task forces, with the College Council serving as the central point through which they may make their recommendations. The College Council is

responsible for making recommendations to the Superintendent/President regarding campuswide issues, policies, and procedures.

In order to clarify the committee structure, the College Council reviewed and revised the College Committee Handbook to include the purpose, meeting time, membership, and reporting relationship(s) of campus committees. Campuswide committees are a part of the communication network and are also usually constituent-based where possible and feasible. This handbook has been available for all employees on the campus Infonet since January, 2001.

In addition to the work done by the College Council to facilitate communication between constituent groups and development of college-wide recommendations, different areas have made changes to improve the decision-making process. The President of the Academic Senate and the Vice President of Academic Affairs meet regularly to discuss issues regarding academic and professional matters and their impact on the college. A representative of the Academic Senate participates in meetings of the Council of Deans, and a representative of the deans participates in meetings of the Academic Senate. This interaction has facilitated communication between the two groups when addressing policy issues. Fur-

thermore, the Vice Presidents meet weekly in an effort to improve communication among the groups and increase the awareness of issues that affect each area, resulting in more informed and supported decisions.

The college utilizes many sources of communication. Almost all campus committees and/or councils have representatives from classified staff, faculty, students, and administration. In some cases the executive leadership of individual constituency groups appoint members to a particular committee or council. Attendance at meetings is open to any interested employee. Meeting agendas and minutes of the campus committees or councils have been posted on the campus Infonet since January, 2001, as part of the committee handbook project. For those employees who currently do not have access to an on-line system, the college distributes the agendas and minutes to them via office managers, so that they have an opportunity to read them. It is the responsibility of individual committee members to report back to his or her constituency all relevant information. They also communicate concerns and issues that employees have to their respective committees or councils.

In particular, the following primary networks exist to facilitate the flow of information college-wide:

The Board of Trustees meets on the third Monday of each month unless it schedules on alternate days due to holidays or other special reasons. The meetings are open to the public and are attended by campus employees and members of the community attend.

Members of the leadership from the classified employees union, the faculty union, Academic Senate, and student body attend all board meetings and have an opportunity to address any agenda item.

The Superintendent/President continues to have an open hour on Tuesdays at 2:00 p.m. for any employee who has a concern or issue to discuss.

The College Council meets on every Monday at 1:00 p.m. in the boardroom. The representation includes a voting member from the El Camino Classified Employees, the American Federation of Teachers, the Academic Senate, the Police Officers Association, and the Associated Students Organization; the Superintendent/President; and an administrator. The three vice presidents are ex-officio members and do not vote. This meeting is also open to any interested employee. Recommendations come to the College Council primarily from area councils.

Representatives from each division and a student, who is usually the Associated Students Organization counterpart of the area vice president, compose the area councils. There are also division councils that are composed of representatives from each department of the division and a student, who is usually the Associated Students Organization counterpart of the dean of an academic division.