

PLANNING PROCESS EVOLUTION

With the completion of the 2004-2005 budget development cycle, El Camino College has successfully implemented processes that link planning to budgeting. The path to this significant milestone was long and arduous. Several significant events occurred since the 1996 accreditation visit that started the College along this path.

Background

The first significant occurrence was the establishment of the District Planning Council (DPC) in 1996 and the charge to the Council to develop a comprehensive planning process for the College. Among its early accomplishments were the development of models and processes for master planning and unit action planning. Using the new processes, an educational plan for the years 1998-2003 was completed. Individual departments and work units then used the action planning process to develop unit plans and budget requests that were linked to master plan goals. This planning process continued through the 2000-2001 academic year, when an evaluation of the process was conducted.

As a result of that evaluation, DPC and the Budget Development Committee (BDC) cited the following concerns regarding whether or not the campus budget truly reflected the master plan goals and linked planning to budgeting: (1) most unit action plans were not funded; (2) there were not enough discretionary dollars to fund strategic initiatives; (3) the District did not establish annual priorities before commencing the budgeting process each year; (4) the BDC did not consider the master plan goals when reviewing budget requests; and (5) the budgeting process for the college included “roll over” budgets that did not allow for new programs or services. In response to these concerns, members of the BDC and DPC, along with representatives of the various campus constituent groups, held a joint meeting. The group’s main charge was to determine how the College might strengthen the linkages between planning and budgeting.

LINKING PLANNING TO BUDGETING

The process to develop a more effective link between planning and budget development began with a one-day retreat on February 1, 2001. Forty-one representatives from throughout campus participated. Representatives included members of the BDC, DPC, Academic Senate, College Council, Associated Students and the President’s Cabinet.

The agenda included a presentation on state guidelines for strategic and master planning; a review and discussion of the district’s master plan to assess whether it conformed to the state guidelines; a review and discussion of the materials and ideas from a national seminar on linking planning to budgeting; an assessment of the strengths and weaknesses of current district planning and budgeting practices; the development of suggested parameters and criteria for a district planning and budgeting model; and the determination of next steps.

Participants developed criteria for an improved planning and budgeting model and process. Recommendations included “inclusion,” “clear timeline,” and “integrate other plans.” A Task Force was established to develop the model and process, and was charged with incorporating the recommended criteria.

Development of the Task Force for Linking Planning to Budgeting

Task Force membership included the chairs of BDC and DPC plus representatives from College Council, DPC, BDC, Associated Students, classified employees, El Camino College Federation, Academic Senate and the President’s Cabinet. The Task Force was instructed to forward recommendations to the BDC and DPC for feedback. The final recommendations would be submitted to the President for discussion with the President’s Cabinet and College Council.

The Task Force submitted its report and recommendations to the President in November 2001. The President shared the report with the

Cabinet and the College Council. In March 2002, another accreditation visit occurred, and once again the College was advised to improve its linkages between planning and budgeting. This prompted much discussion in College Council and resulted in returning the report to the DPC and BDC with the following parameters.

Parameters for Linking Planning to Budgeting

Establish the following parameters for linking planning to budget development.

1. There must be common planning and budgeting terminology.
2. Planning and budgeting must provide for broad based participation and inclusion at all levels.
3. The model must be proactive and address possible sources of alternative funding.
4. The planning and budgeting model must be directly linked to the mission of El Camino College.
5. All college plans must be linked to the Master Plan, and the College Master Plan must be the driver for all other plans.
6. Program review of all units is essential. Unit action plans should be built upon recommendations from program review.
7. The planning and budgeting model must be simple, easy to follow, and have clear timelines.
8. Each step in the budget development and approval process must be well defined.
9. The roles of various committees in the planning and budgeting process must be well defined.
10. The model must be widely communicated and understood throughout the college community.
11. The model must provide for feedback, frequent communication with college constituencies and status reports to the

college community. Evaluation and closure on plans and actions is required.

12. Institutional priorities must be established annually, clearly communicated, and conscientiously followed. The model must define where the decision on institutional priorities resides.
13. Each college unit must be held accountable for its budget.
14. A percentage of the college's budget must be set aside every fiscal year to fund the highest ranked action plans that best meet the college's goals for the year as rated by the Cabinet and PBC.

There will be one committee known as the Planning and Budgeting Committee (PBC) and it shall have the following responsibilities.

1. Create a planning and budgeting model that links both functions through an integrated process with common terminology, ensuring campus-wide participation.
2. Provide oversight and guidance for the creation of a program review process ensuring it meets the recommendation of the 2002 Accreditation Team.
3. Provide oversight and guidance for updating the Educational Plan.
4. Provide oversight and guidance for incorporating the 2002 Accreditation Team recommendations regarding classified staff evaluations and the governance/collegial consultation process into the planning process.
5. Incorporate the findings of program review into the planning process.
6. Define and communicate the role the annual reporting process plays in planning and budgeting.
7. Implement a three-year cycle of both master and strategic planning with an annual review of progress.
8. Coordinate the integration of facilities, technology, human resources, and fiscal planning with educational planning.

9. Engage in long-range financial planning and assist in the development of a fiscal plan as part of the Educational Plan.
10. Review and monitor on-going planning and budgeting activities including: budget requests, revenue and expenditures; institutional effectiveness activities including the implementation of accreditation planning agendas and recommendations; implementation of the Educational Plan; and overall implementation of the program review process.
11. Provide recommendations to the President regarding all planning and budgeting activities, including revenue generating initiatives such as bonds and certificates of participation; funding of strategic initiatives; generation of revenue; managing enrollment and growth of FTES; alternative sources of funding such as grants and fundraising; and the Educational Plan.

The District Planning Council and the Budget Development Committee agreed to these parameters, and merged to become the Planning and Budgeting Committee (PBC). The PBC has moved forward with the task of linking planning to budgeting. The committee has discussed topics ranging from the strategic planning process to immediate-term planning and budgeting issues to long-term bond implementation issues covering the next 15-20 years.

The actual linking of planning initiatives to budget decisions occurred through the implementation of planning software. Departments throughout campus entered their three-year strategic objectives and action plans into the networked software. They also entered budget requests for their action plans. The Vice-Presidents then prioritized those requests for each of their areas, and as many requests were funded as the budget would allow. The 2004-2005 Final Budget reflects the many strategic initiatives planned across campus, all of which reflect the College's strategic goals.

STRATEGIC PLANNING PROCESS

During the 2002-2003 academic year, the College implemented a strategic planning process with wide-spread involvement from across the campus. All constituent groups were involved including students. The process resulted in a strategic plan with the following elements: vision, mission, philosophy, core values, principles, and strategic goals. The development of the strategic plan was followed by an action planning process that linked action plans to strategic goals and to budget requests. The strategic and action planning processes are described below.

Environmental Scanning

During fall 2002, faculty members, staff, and administrators from the three vice presidential areas received training on scanning the external and internal environment for trends that may impact our community, college, students, and employees within the next five years. Each team was given the directive to review information from various sources in an attempt to identify potentially noteworthy trends in the following categories: political, economic, technological, social/lifestyle/values oriented, demographic, changes in the labor force, and education.

The teams met regularly over a four-month period to discuss the information gathered and to condense it into key trends. These key trends were shared with participants at the May 2003 Planning Summit as forecasting data to be used in determining the College's strategic goals for the 2004 – 2007 period.

Planning Summit

A planning summit was held on May 15-16, 2003 to establish institutional strategic goals for the next three years and to complete the initial step in updating the 1998 Educational Plan.

Objectives for the summit included reviewing external trends and internal data such as the 2002-2003 budget, student demographics, student success and retention reports, Partnership

For Excellence (PFE) results, and El Camino College's vision, mission, and values statements. Participants reviewed and discussed the external trends and internal data to create a list of the college's strengths and weaknesses. The final outcome was the production of seven new strategic institutional goals. The vision, mission, philosophy, and values statements, as well as the guiding principles, are presented below.

EL CAMINO COLLEGE STRATEGIC PLAN

Vision Statement

El Camino College will be the college of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our college will be a leader in demonstrating accountability to our community.

Mission Statement

The mission of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities.

Statement of Philosophy

Everything El Camino College is or does must be centered on our community, for without our community, we have no students, no faculty or staff, no reason to exist. It is our community that saw the need and valued the reason for the creation of El Camino College. Therefore, it is to our community that we must be responsible and responsive in all matters educational, fiscal, and social.

Statement of Values

Our highest value is placed on our students and their educational goals. Interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its sources of strength and its driving force. With this in mind, our five core values are:

People

We strive to balance the needs of our students, employees and community.

Respect

We work in a spirit of cooperation and collaboration.

Integrity

We act ethically and honestly toward our students, colleagues and community.

Diversity

We recognize and appreciate our similarities and differences.

Excellence

We aspire to deliver quality and excellence in all we do.

Guiding Principles

The following guiding principles are used to direct the efforts of the District:

El Camino College must strive for distinction in everything the College does—in the classroom, in services and in human relations. Respect of our students, our fellow employees, our community, and ourselves must be our underlying goal.

Cooperation among our many partners is vital for our success - whether they be other schools and colleges, businesses and industries, or individuals.

Access and opportunity must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities, or background.

Strategic Goals 2004-2007

1. Support and constantly improve the quality of our educational offerings.
2. Promote student-centered learning to increase student success.
3. Support innovative practices that enhance the educational experience.
4. Foster a climate that promotes integrity and accountability.
5. Support and develop effective and motivated employees.
6. Improve and enhance internal and external communication.
7. Incorporate flexibility into institutional structure and process.

Action Planning Process

Following the Planning Summit, the President's Cabinet reviewed the seven new strategic goals and determined that it would be difficult for every department or division on campus to address all seven strategic goals during the three-year period. Managers, faculty, and staff from within each vice presidential area were asked to discuss and select at least four strategic goals. The prioritization of goals by vice presidential area allowed each strategic goal to receive adequate coverage and ensured a higher degree of successful completion of all action plans.

By December 2003 all divisions and departments throughout campus created objectives and measurable success indicators for each of the four goals assigned to their vice president's area. Action plans were developed for all objective statements to provide the President's Cabinet with information such as the rationale for the project, expected benefits, key strategies and timelines, listing of other departments or divi-

sions whose assistance will be needed to complete the objective, and a budget summary when funding was required to complete the action plan. All division or department objectives, success indicators and action plans were entered into planning software to track campus-wide progress toward goal completion, as well as to link planning and budgeting activities.

During spring 2004, the Vice-Presidents prioritized the action plans and budget requests in their respective areas, and as reported earlier, as many requests were funded as the budget would allow. The 2004-2005 Final Budget reflects the many strategic initiatives planned across campus, all of which reflect the College's strategic goals.



THREE-YEAR STRATEGIC AND MASTER PLANNING CYCLE

Included among the many charges to the Planning and Budgeting Committee was the charge to develop a 3-year planning cycle. This charge prompted discussion in the committee as to how the College will assure that this new process will be continuous, and that there will be regular updates to the Strategic Plan. PBC recommends the cycle described below:

Three-Year Strategic and Master Planning Cycle (Beginning with 2005)

1. Internal and external environmental scanning period (October 2006 –December 2007)
2. Institutional goal development (e.g., Planning Summit) – March 2007
3. Objective and success indicator development based upon the institutional goals, the department's most recent program review recommendations, and related accreditation self-study planning agenda items. Input plans into planning software (May 2007)
4. Action Plan* development and input into planning software (May 2007)
5. Development of the comprehensive master plan (October 2006 – May 2007)
6. Consultation on the comprehensive master plan chapters (November 2006 – July 2007)
7. Presentation of the comprehensive master plan to the Board of Trustees in August 2007 for adoption of the plan

* Action Plans must include a budget if new funding from any source is required.

Off-Year Annual Planning Cycle

1. **April** - New/revised objectives, success indicators, and action plans for the upcoming fiscal year must be entered into the planning software by the end of February. They must be based upon the College's strategic goals, the department's most recent Program Review, and relevant accreditation self-study planning agenda items.

2. **May**- Vice Presidents present proposed budget reallocations to the PBC at the first meeting in April for review.
3. **May** - Tentative budget to Board of Trustees meeting as an information item.
4. **June** – Tentative budget adopted by the Board of Trustees. Budget reallocations announced to the campus.
5. **Quarterly** - Update progress on department action plans in planning software in October, January, and April.
6. **July** - Final annual progress updates entered by July 31st of each year.

PBC also developed diagrams of the strategic and unit action planning processes adopted by the committee. These processes were used in developing the 2004-2007 Strategic Plan and Unit Plans. The diagrams are presented in Appendix D.

BOND PLANNING PROCESS

El Camino College successfully passed a \$394 million dollar bond initiative in November 2002. Much advance planning occurred to determine the amount of dollars needed from the bond. A Facilities Needs Report was developed with input from all divisions and departments in November 1999, and later updated in April 2001. A facilities plan was created with the involvement of the Facilities Steering Committee that showed what the campus might look like at the end of the bond construction activities. A list of construction projects by category was developed. The costs of all projected projects and equipment purchases were estimated so that the public could be informed exactly how the money would be used. The total for all construction projects was estimated to be \$460 million with \$394 million coming from the bond and \$66 million coming from the state and other sources. After passage of the bond, project planning continued and adjustments were made as inflation pushed building costs upward. The extensive planning for bond activities is an excellent example of the College's efforts at linking planning to budgeting.

MASTER PLANNING PROCESS

The college community began its update of the 1998-2003 Master Plan in the fall 2003 semester. These activities occurred concurrently with the departments' development of their strategic objectives and action plans, and with the College's bond planning activities. A timeline for development of the new Comprehensive Master Plan was developed and presented to the campus during the 2003 fall flex day activities. Division managers then met with their faculty and staff to discuss and forecast trends and projections for each academic discipline and/or work unit. The forecasts included the projection of potential changes in instructional delivery, technology, and curriculum for academic, vocational, and technical programs; potential staffing changes such as retirements and recruitment of new hires; changes in student and support services delivery, and enrollment growth.

The compilation of trend and projection information was used to form the foundation of the Comprehensive Master Plan. Department representatives met with the planning consultants to discuss the impact of these projections on facilities so that future facilities will meet the changing needs of the departments, programs and services. Department representatives also met with the Master Plan architects for programming of their future space needs. The programming and projections have become part of the bond planning efforts and the development of the facilities chapter of this plan. The projections were also shared with the College Technology Committee for development of the technology plan chapter, and with the Human Resources department for the development of the staffing plan chapter. These trends and projections were also incorporated into the strategic planning that was occurring simultaneously on campus.

Each section or chapter of the Comprehensive Master Plan was taken through the collegial consultation process to ensure input from multiple constituents throughout the campus. Faculty, staff, and managers reviewed and provided comment to refine the document into the final version. The Academic Senate and the Planning and Budgeting Committee were involved in the review process.

This Comprehensive Master Plan will be in effect from 2004-2007. The recommendations in this plan will be implemented during that time frame. The next update of the Comprehensive Master Plan will occur in 2006-2007 according to the 3-year Strategic and Master Planning Cycle presented by the PBC in a previous section of this chapter.

SUMMARY

Linking planning and budgeting at El Camino College has evolved over an eight year period. The College has gone from two separate committees, one addressing planning and the other addressing budgeting, to one streamlined committee that oversees all planning and budgeting functions for the College. Planning models and cycles have been developed, and a process for linking budget requests to action plans has been implemented. During the past two years the college has been heavily involved in bond planning, strategic planning and master planning. A Strategic Plan has been created in a collegial consultative manner that connects El Camino College's vision, mission, and value statements to goals, objectives, measurable success indicators, and action plans. Action plans have been linked to budget requests and are reflected in the final budget. And, finally, this Comprehensive Master Plan has been developed with widespread consultation throughout the campus.

PLANNING AGENDAS

1. In order to assure continuous planning and regular updates, El Camino College will adopt the three-year strategic planning cycle and off-year cycle outlined in this chapter.
2. The PBC and the President's Cabinet will prioritize and rank the College's goals each year.
3. The PBC and the President's Cabinet will also prioritize and rank action plans and budget requests submitted for the annual budget cycle.
4. A percentage of the College's annual budget will be set aside each year to fund the highest ranked action plans. The strategic funding of the highest ranked plans will continue to assure the linkage between planning and budgeting at El Camino College.

