



**INSTITUTIONAL PLANNING
AT EL CAMINO COLLEGE**

January 2021

Institutional Planning at El Camino College

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Purpose of this Document

Institutional Planning at El Camino College serves to provide an overview of the plans and planning processes that take place within the institution. This document will introduce and orient readers to additional resources available online at ECC's Institutional Research and Planning (IRP) website (<https://www.elcamino.edu/about/depts/ir/>). Although the document will provide an overview of the types of plans used in ECC, and the planning processes and timelines, specific calendars and the most up to date planning documents will be available on the IRP website.

El Camino College: Mission, Vision and Values

El Camino College Board Policy 1200 states its mission, vision and values. These foundational statements are the building blocks of all planning processes as all areas, units/divisions, and offices/programs work towards a common mission and vision. Shared values will enable better collaboration both during the planning processes and while executing the plans.

Mission

The mission of El Camino College is to make a positive difference in people's lives. We will provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.

Vision

El Camino College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

Values

Our highest value is placed on our students and their educational goals; interwoven in that value is the recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force.

With this in mind, in order to best pursue our mission and vision, we commit to the following five core values:

- **People** – We strive to inspire our diverse students, employees, and community with purpose, passion, and pride.
- **Respect** – We work in a spirit of civility, cooperation and collaboration.
- **Integrity** – We act ethically and honestly toward our students, colleagues and community.
- **Diversity** – We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.
- **Excellence** – We deliver quality, innovation, and excellence in all we do.

ECC Approach to Planning: Integrated Planning

What is Planning?

Planning is a systematic and organized effort to envision how to reach institutional goals. This effort includes thinking about what needs to be done (activities and tasks); who does what (roles and responsibilities); when has to be done (timeline); and what are the resources needed (monetary and non-monetary).

What is Integrated Planning?

Integrated planning (IP) is an approach to planning that builds on relationships, aligns the institution, and is all-inclusive. It engages all stakeholders of the institution—all areas, units/divisions, and offices/programs; faculty, students, staff, alumni and external partners—to work together toward a common vision. Integrated planning aligns the plans of the College both vertically (from the mission/vision to on-the-ground operations) and horizontally (across areas, units, divisions, programs, and offices). It engages all of the institution's areas of operations (academic affairs, student services, finance, human resources, information technology, and communications).¹

Why do it?

Integrated planning will help the College achieve ECC's mission more effectively. It builds consensus on priorities and moves the entire College towards the same vision through clear goals and objectives. It also aligns the resources necessary to achieve the institution's goals and objectives.

ECC Planning Model

Figure 1 below illustrates the El Camino College Planning Model. The model incorporates four key types of planning the institution uses: comprehensive planning, strategic planning, program/comprehensive review, and annual planning and budgeting.

Figure 1 also includes the time-cycle for each component of the planning model: comprehensive planning takes place every ten years, strategic planning, every five, program/comprehensive review, every four, and annual planning and budgeting, every year. The model shows as well the relationship between them: comprehensive planning informs strategic planning; the strategic plan is implemented through annual planning and budgeting, which is also informed by program/comprehensive reviews.

Finally, the model depicts the phases following planning and implementation. These are the monitoring and evaluation of the strategic plan mid-cycle, and its adaption, if required. The following sections describe in detail each type of planning.

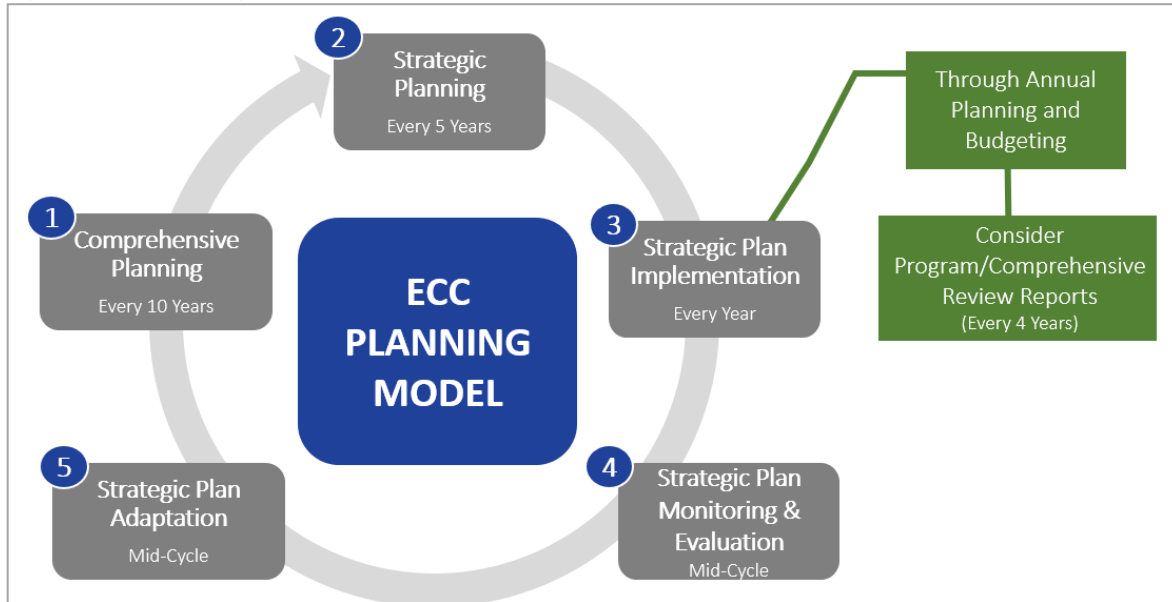
¹ SCUP definition (<https://www.scup.org/planning-type/integrated-planning/>)

Board of Trustees Agenda/President's Office – May 17, 2021

Institutional Research & Planning

Revised January 2021

Figure 1: ECC Planning Model



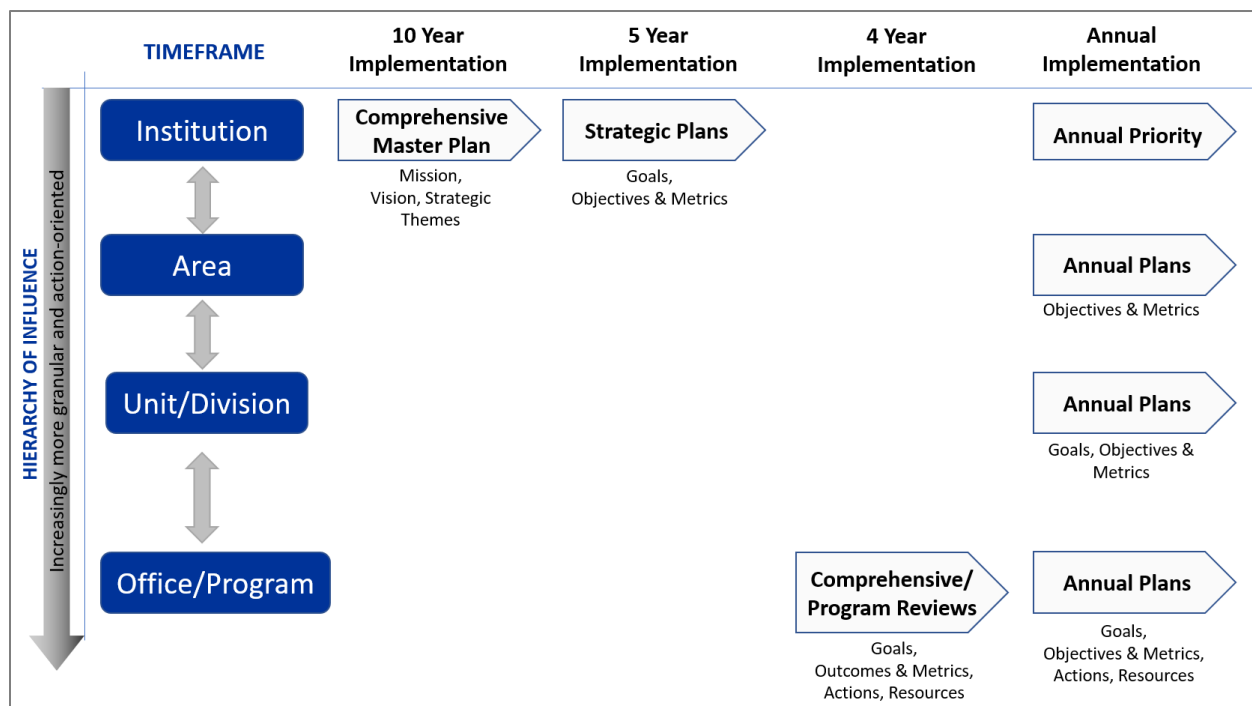
Source: Institutional Research and Planning

Types of Planning at ECC

There are different types of planning at El Camino College with different timelines and positioned at different levels, each informing and aligning to the plans of the other levels. As presented in Figure 2 below, the area annual plans contextualize, for each area, the institution's goals and annual priority. The area objectives will provide direction to units/divisions as they articulate their goals and objectives.

At the same time, the unit/divisional goals and objectives will provide direction to the office/program's annual plans. Each annual plan aligns and contributes to the annual plans at the next level and so on. In addition, multi-year plans such as the Comprehensive or Program Review documents serve as input into the annual planning processes of the offices and programs.

Figure 2: Alignment Between ECC Planning Processes



Source: Institutional Research and Planning

Comprehensive Planning

This process is implemented every ten years and involves envisioning what the institution is, what it does, and why it does it. The final result of the comprehensive planning process is the **Comprehensive Master Plan**, a document with a broad scope that brings together all institution’s sectors and is developed based on a long-range time perspective. The Comprehensive Master Plan is constituted by four ten-year plans: The **Educational Master Plan** (which serves as guide for developing the other three plans), the **Technology Plan**, the **Facilities Plan**, and the **Staffing Plan**.

The comprehensive planning process is led by a task force that is convened for this purpose. In the taskforce, there is representation of all El Camino College constituencies so that principles of integrated planning are appropriately implemented. The task force will be responsible for determining the calendar of planning events and communicating the process to the ECC community. The comprehensive planning process involves analyzing external factors, ECC’s culture, and the perception of ECC stakeholders to identify long-term strategic themes and goals.

Strategic Planning

The strategic planning process takes place every five years and involves implementing selected aspects of the Comprehensive Master Plan. The final result of this process is the **Strategic Plan**, a document that operationalizes and articulates aspects of the four aforementioned plans (Educational Master Plan, Technology Plan, Facilities Plan, and Staffing Plan) by identifying the resources required to implement the first five years of the Comprehensive Master Plan, the responsible leads, stakeholders involved, performance indicators and targets. Within the comprehensive planning process, two strategic planning processes take place, resulting in two strategic plans, one for the first five years, and another one for the second five-year period.

The strategic planning process is also led by a task force that is convened for this purpose. In the taskforce, all El Camino College constituencies are represented so that principles of integrated planning are appropriately implemented.

Once the Strategic Plan has been developed, it is implemented through the annual planning process across all areas, units/divisions, and offices/programs of the College. After two years of implementation, the Institutional Research and Planning Office assesses the plan through previously agreed performance indicators to determine if any adaptations are needed. This evaluation process takes place one more time at the end of the implementation of the plan. The evaluation serves as a guide to develop the next Strategic Plan for the second five-year period.

A Strategic Planning task force will be responsible for determining the calendar of planning events and communicating the process to the ECC community. Based on the broad strategic themes identified as part of the comprehensive planning process, priorities and performance indicators will be identified for the first five years of the Comprehensive Plan's implementation. A five-year Strategic Plan which supports the Comprehensive Master Plan will be drafted.

Focused Planning

Focused plans revolve around cross-institutional issues which should be addressed by all levels and areas of the College. By clearly articulating the priorities around these issues, focused plans encourage coordination and participation of all areas and levels of the Institution.

Currently ECC holds four focused plans. Focused plans may change with time. Based on comprehensive and strategic planning, the College might decide adding other plans, combine two or more plans, etc. In general, focused plans have a duration of three to five years.

Equal Employment Opportunity (EEO) Plan

The EEO Plan reflects ECC's belief that taking active and vigorous steps to ensure equal employment opportunity and creating an adequate working and academic environment will foster diversity and promote excellence. The EEO Plan's immediate focus is the provision of equal employment opportunities in its recruitment and hiring policies and practices pursuant to the applicable Title 5 regulations (Sections 53000 et seq.) and the steps the College shall take in the event of underrepresentation of monitored groups.

Enrollment Management Plan

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that embraces the College's mission to make a positive difference in people's lives. The plan attempts to ensure the following:

- Achievement of enrollment levels in order to maximize the resources available to the College to serve the greatest number of students in accordance with the College's mission.
- Maintenance of the greatest possible student access consistent with educational quality.
- A well-balanced and varied schedule, responsive to the needs of students and community, which incorporates the Guided Pathways framework and supports the Chancellor's Office Vision for Success.
- A comprehensive educational program that is responsive to the needs of ECC's students and community.

Student Equity Plan

The Student Equity Plan (SEP) was designed to advance the College's mission of providing excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities. By addressing the needs of student groups that have been historically minoritized, we are embracing and pursuing the aforementioned mission. The goal is to provide diverse student groups with the tools and opportunities they need to achieve their goals.

The Student Equity Plan serves to provide basic skills completion, degree and certificate completion, career and technical education and transfer opportunities for all students. This plan helps provide the necessary tools to ensure ECC's diverse students have the same opportunity to achieve their goals.

Distance Education Plan

The Distance Education Plan is a strategic plan for the growth and improvement of fully-online and hybrid courses and program offerings at El Camino College. The plan creates a roadmap to address the needs of distance education endeavors. It integrates with the Educational Master Plan and Technology Plan of 2019 – 2022.

The goal of the Distance Education Plan is to strategically grow educational and career opportunities through distance education while improving instructional quality, equity, and service to students. To this end, the plan offers five initiatives/improvement plans:

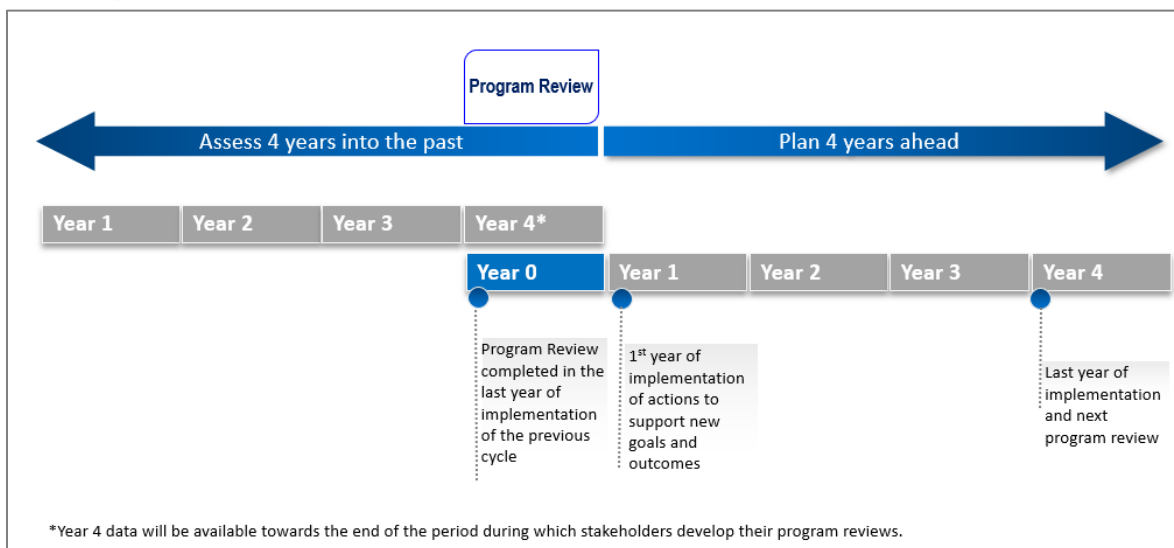
1. Development of processes and infrastructure to ensure equity and quality
2. Expand online opportunities
3. High quality instructional programming
4. Improved online course experience for all students
5. Comprehensive academic and support services

Program Review

Program Review takes place every four years (every two years for Career Education programs). Offices/programs will evaluate the progress towards achieving existing goals and outcomes by examining the work completed since the last review cycle. The review also involves looking forward to plan for the next four years, setting up new/adjusted goals and outcomes, guided by the aforementioned evaluation.

Through the program review process, each office/program has an opportunity to: 1) critically evaluate the accomplishments and services offered and 2) plan, recommending necessary changes in order to ensure that goals and outcomes are met.

Figure 3: Program Review Process



Source: Institutional Research and Planning

The *administrative program review process* is conducted by the administrative areas of the College (Administrative Services, Human Resources, and the President’s Office) while the *academic and student services program review processes* are carried on with a similar purpose in the Academic Affairs and Student Services areas.

The Program Review process is led by the head of the office/program under review. In the case of Academic Affairs, a faculty member assigned by the Dean will conduct the review. As a result of this process, each office/program produces a report that includes a thorough evaluation of the office/program’s effectiveness and a plan with recommendations for improvement. The plan should align with the institutional goals and the current Strategic Plan of the College. The **Program Review Report** is taken into consideration when the office/program is developing its annual plans.

Academic Program Review

In the Academic Affairs area, the academic program review process is the primary vehicle by which each academic program at the College documents its ongoing assessment and data analysis related to student metrics, scope and currency of curriculum; adequacy of instructional resources, course- and program-level learning outcomes, program’s strengths and weaknesses, and satisfaction with the overall program experience. Academic program reviews also document faculty recommendations related to program resources and/or curriculum.

The Academic Affairs area is responsible for supporting and monitoring the academic program review process. Division Deans designate particular faculty members who provide program-level leadership for completing a scheduled review in any given year. At least one SLO Facilitator is also designated to assist with the coordination of course- and program-level learning outcomes assessment for the division. SLO Facilitators help complete the assessment of student learning and program learning outcomes within program reviews.

The academic program review process represents a vital link between student learning in the classroom and the operation of the College. Program review reports are used as input when academic programs conduct annual planning.

Student Services Program Review

Similar to the Academic Program Review, the Student Services Program Review seeks to identify recommendations to ensure the Student Services area helps students succeed by meeting their educational goals. Additionally, the Student Services Program Review aims to identify services that should be discontinued because of low utilization or the service could be provided by another on-campus entity. In short, the Student Services Program Review report articulates how existing programs could be improved to better meet their goals and outcomes in an efficient way.

Based on the key student population served by each program, the Student Services Program Review process involves assessing the program's environment, strengths, and current resources, and identifying areas for improvement. This analysis allows to better understand what additional resources are needed to meet the program's goals and outcomes. Student Services Program Review reports are also used as input when Student Services programs conduct annual planning.

The Student Services area is responsible for supporting and monitoring the student services program review process.

Administrative Program Review

The Administrative Program Review process is intended to evaluate the progress towards achieving existing goals and outcomes of an office or program in the Administrative Services, Human Resources and the President's Office areas. The administrative program review also involves looking forward to plan for the next four years—setting up new/adjusted goals and outcomes, guided by the aforementioned evaluation. Through the administrative program review process, each office/program has an opportunity to: 1) critically evaluate the accomplishments and services offered and 2) plan four-year ahead, recommending necessary changes in order to ensure that goals and outcomes are met. Similar to the program review process, comprehensive review reports are used as input into the annual planning process.

Outcomes Assessment

The assessment of outcomes at ECC takes place every four years in all areas of the College within the program review process. In the case of Academic Affairs, two types of outcomes are evaluated:

- a) *Student Learning Outcomes (SLOs)*²: specific knowledge, skills, and attitudes that students are expected to demonstrate after they have completed a particular **course**.
- b) *Program Learning Outcomes (PLOs)*: specific knowledge, skills, and attitudes that students are expected to demonstrate after they have completed a particular **program of study** (specified sequence of courses or a specified series of programmed activities).

² Academic programs also assess selected SLOs annually due to the extensive number of SLOs that each program has.

In the case of the areas of Student Services, Administrative Services, Human Resources and the President's Office, *administrative/service area outcomes (AOs/SAOs)* are evaluated. These are defined as specific knowledge, skills, abilities, and/or attitudes that students/stakeholders are expected to demonstrate as a function of their engagement with a particular College service (e.g., financial aid, counseling, cashier) beyond the College's academic disciplines.

Institutional Learning Outcomes (ILOs) are defined as a general set of core competencies that students are expected to demonstrate as a function of their overall educational experience at the College. Institutional Learning Outcomes reports are presented to the Assessment of Learning Committee (ALC), which disseminates results to the campus community for their use in all planning processes.

Steps Involved in Program Review Processes

The review process consists of four steps: training, evaluation and planning, approval, and dissemination.

Training

A training workshop will be held for program reviewers before starting the process. The training will cover an orientation to the process, discussion of timelines and expectations, and answers to stakeholders' questions.

Evaluation and Planning

To start off the evaluation, program reviewers collect the necessary data to assess the progress of existing goals, objectives and outcomes, as well as student metrics and curriculum in the case of academic program review. Data may have been collected in the reviewer's office/program or in other areas of the College, or outside the institution. If the latter is the case, reviewers request the data to the relevant stakeholder. Reviewers may also have to survey stakeholders during the time they conduct the program/comprehensive review process in order to collect data that will serve assessing all the components previously mentioned. Informed by the assessment results, program reviewers start the planning process for the next four-year period. All employees working at the office/program under review should be given the opportunity to read and comment on a draft of the report prior to its submittal for the manager's review.

Approval

El Camino College has three committees that review the program review reports. One for the Area of Academic Affairs, another for the Area of Student Services, and a third one for the administrative areas of the College (Administrative Services, Human Resources, and the President's Office). Committee members review and provide feedback to the reports. Feedback is incorporated by program reviewers so that the report can be delivered to their manager. The manager will read and provide comments to the reviewer prior to approval and dissemination of the report, so that the reviewer can incorporate final adjustments. Approval is granted after adjustments have been incorporated.

Dissemination

Approved program review reports must be made available in one of the three program review websites (Academic Program Review, Student Services Program Review and Administrative Program Review). These documents should be used as input when conducting annual planning.

Annual Priority

The annual priority is a college-wide priority that is established as a focus area for any given year. In order to maximize impact each year and recognizing that resources may be limited, the College has collectively agreed to prioritize one area in its annual planning process. The annual priority is a population, condition, or element of the College to which the institution will give special attention during a specific fiscal year in order to make significant progress in one issue. All areas, units/divisions, and offices/programs should contribute in some way to the annual priority.

Annual Planning and Budgeting

The annual planning and budgeting process at ECC articulates the key aspects to be addressed within a single fiscal year by a reporting entity (area, unit/division, or office/program). These key aspects identified in the annual planning process will inform the annual budgeting process where monetary resources are articulated and prioritized to align to the goals and objectives across the institution.

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide annual planning and budgeting. The PBC ensures that the planning and budgeting are interlinked and that the process is driven by the College's mission, strategic plan, and institutional goals.

The annual planning and budgeting process begins one year ahead to plan for the following fiscal year (October through October). For example, FY2021-22 planning would begin in October 2020 and conclude by October 2021. It involves all five areas of the College (President's Office, Academic Affairs, Student Services, Administrative Services, and Human Resources) and every level within each area (programs/offices, units/divisions, and areas themselves).

Nuventive is the online planning platform where the annual planning process (including all goals, objectives, performance indicators and targets, resource needs) is documented and tracked. Goals and objectives should cascade down from the institution to areas to units/divisions and to offices/programs. The relationships between these goals and objectives are documented and mapped within *Nuventive*. As goals and objectives are cascaded down throughout the institution, performance indicators and resource needs should also be cascaded down to align the activities and resource allocation throughout the institution.

Evaluation and Planning

The annual planning process starts by evaluating institutional goals and area objectives from the last annual plan that finished its implementation year. This evaluation informs the process of updating or creating new institutional goals and targets. The evaluation of area objectives will guide the development of the area objectives for the incoming year, as well as performance indicators, and targets.

Unit-level goals and objectives from the last annual plan implementation are also evaluated. The objectives of each of the five areas of the College will orient the development of the unit-level goals and objectives for the next fiscal year. It will also inform the performance indicators and targets for the units/divisions within each area.

The goals and objectives at the office/program level are also evaluated. Similarly, the unit/division goals and objectives will guide the development of plans for the offices/programs within each unit/division. Offices/programs develop goals and objectives, performance indicators and targets, actions and resources needed to meet objectives.

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Institutional Research & Planning

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This integrated annual planning process intends ensuring the College's Strategic Plan is carried out through the articulation of offices/programs, units/divisions, and areas in pursuit of ECC's institutional goals, and ultimately El Camino College's mission.

Budget Development, Prioritization and Approval

As part of the annual planning process, areas, units/divisions, and offices/programs should review their prior year's budget and actual expenditures to determine if all funds were used as budgeted. This review is the first step in developing the next year's budget. Second, planners should then review their annual plan and determine if the plan can be accomplished within the limits of the prior year budget. If not, request for augmentation of funds³ should be submitted. Requests for augmentation of funds should result from a robust planning process. New budget requests are documented in *Nuventive* and mapped to annual goals and objectives, which will help in their review and approval.

Budget prioritization rubrics will be used in various stages to review requests for the augmentation of funds. These rubrics will allow administrators to score each request as either high-priority, moderate-priority, or low-priority relative to standard criteria. The criteria used within the prioritization rubrics will ensure requests are reviewed in a consistent way and that the ranking of requests reflects priorities articulated in the various plans across the College.

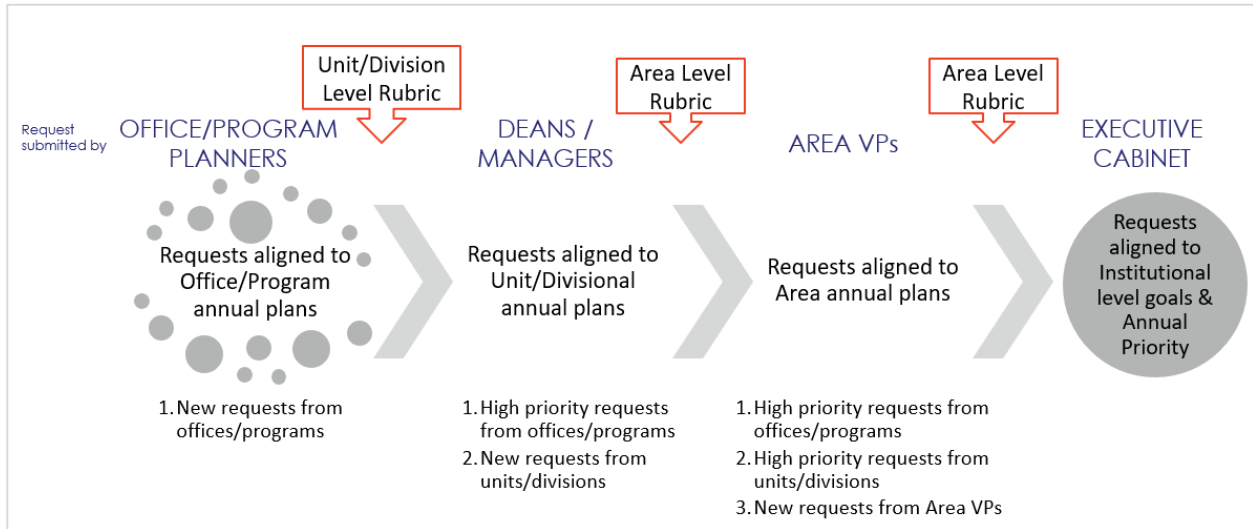
First, Deans/Managers will review requests coming from the offices/programs and units/divisions under their leadership. Deans/Managers will then communicate only high-priority budget requests to Vice Presidents. Vice Presidents do likewise and bring only high-priority budget requests to Executive Cabinet.

During the planning process, it is expected that planners will bring their needs and proposed solutions through the appropriate Committees (e.g., technology needs to the Technology Committee, facilities needs to the Facilities Committee). These Committees can help shape requests involving technology or facilities. Vice Presidents may consult with members of various committees before presenting budget requests to the Executive Cabinet. This is recommended for large budget requests or with budget requests where the implementation may be complex. This practice will strengthen the presentation of the budget request at the Executive Cabinet level and ensure the potential impact of the budget request's approval is fully understood.

³ Budget requests mentioned in this section refer only to requests over \$5,000. Requests for \$5,000 or less will be managed by each Area Vice President by means of a discretionary fund designated to each area.

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Figure 4: Process to prioritize budget augmentation request and the application of rubrics



Source: Institutional Research and Planning

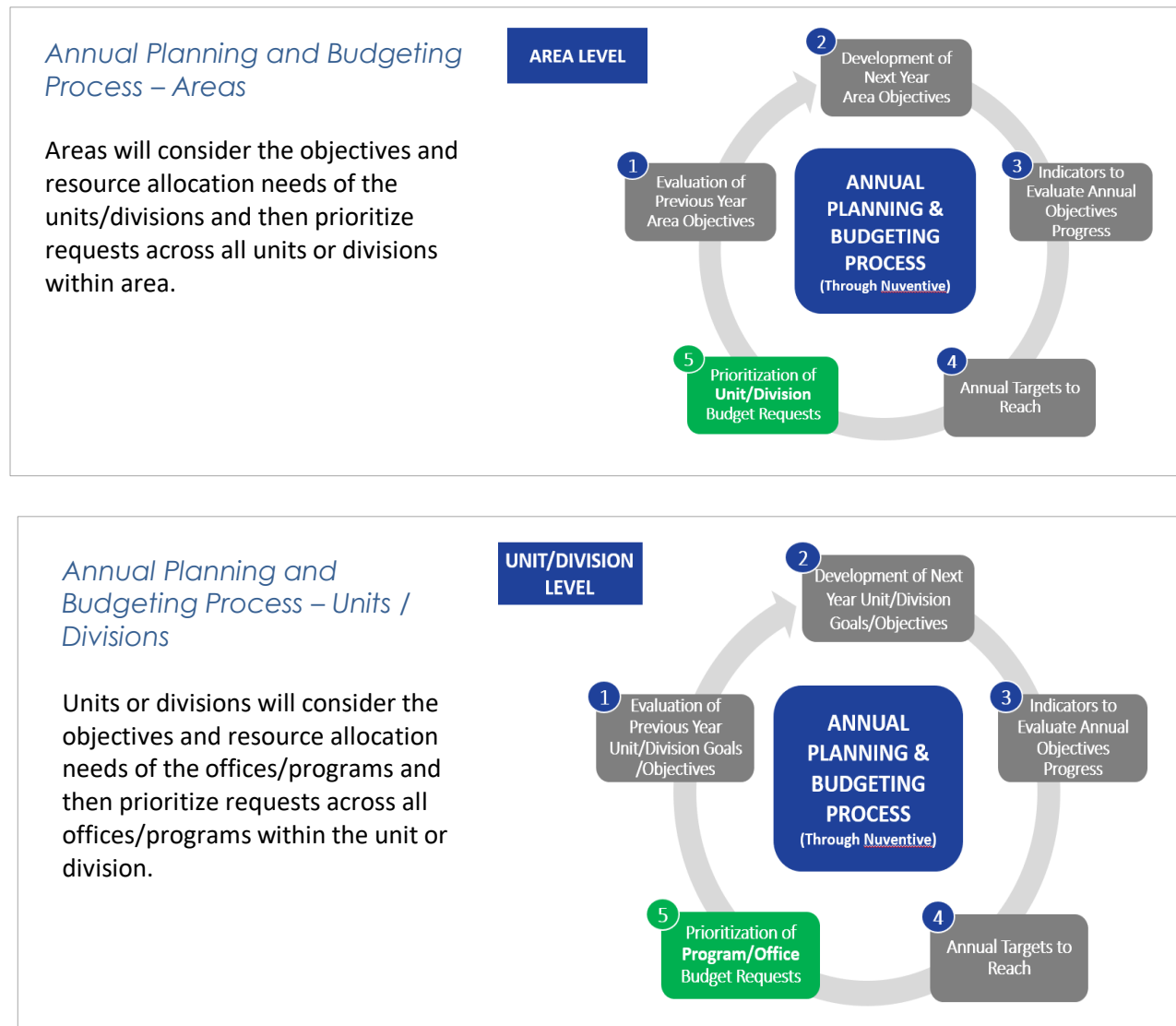
In addition, the Office of Purchasing and Risk Management will evaluate budget augmentation requests that address risks related to health, safety, and liability. Prioritization rubrics are not applied in these cases since these requests will be reviewed in light of known health, safety, and liability risks.

After identifying the relative priority of each request for the augmentation of funds, the Institutional Research and Planning office will run reports to bring high priority budget requests to Executive Cabinet for review and recommendation. Executive Cabinet members then will meet to discuss the highest priority budget requests as recommended by the Vice Presidents and the President for the five areas of the College, as well as health, safety and liability requests recommended by the Office of Purchasing and Risk Management.

Using an all-funds approach to the budget, the Vice President of Administrative Services provides a recommendation to Executive Cabinet about the source of funds to be used for approved budget requests. The Planning and Budget Committee reviews and discusses the Executive Cabinet's proposal before making a recommendation to the Superintendent/President regarding the budget. Upon review and approval by the Superintendent/President, the proposed budget is presented to the Board of Trustees for final approval.

Figure 5 below illustrates the annual planning and budgeting process for each College level: area, unit/division, office/program.

Figure 5: Annual Planning and Budgeting Process: Three Levels



Annual Planning and Budgeting Process – Offices/programs

Offices/programs execute specific activities that support not only the objectives of the program, but also the objectives of the unit/division and area. As a result, resource allocation, both monetary and non-monetary, primarily occurs at the program level.



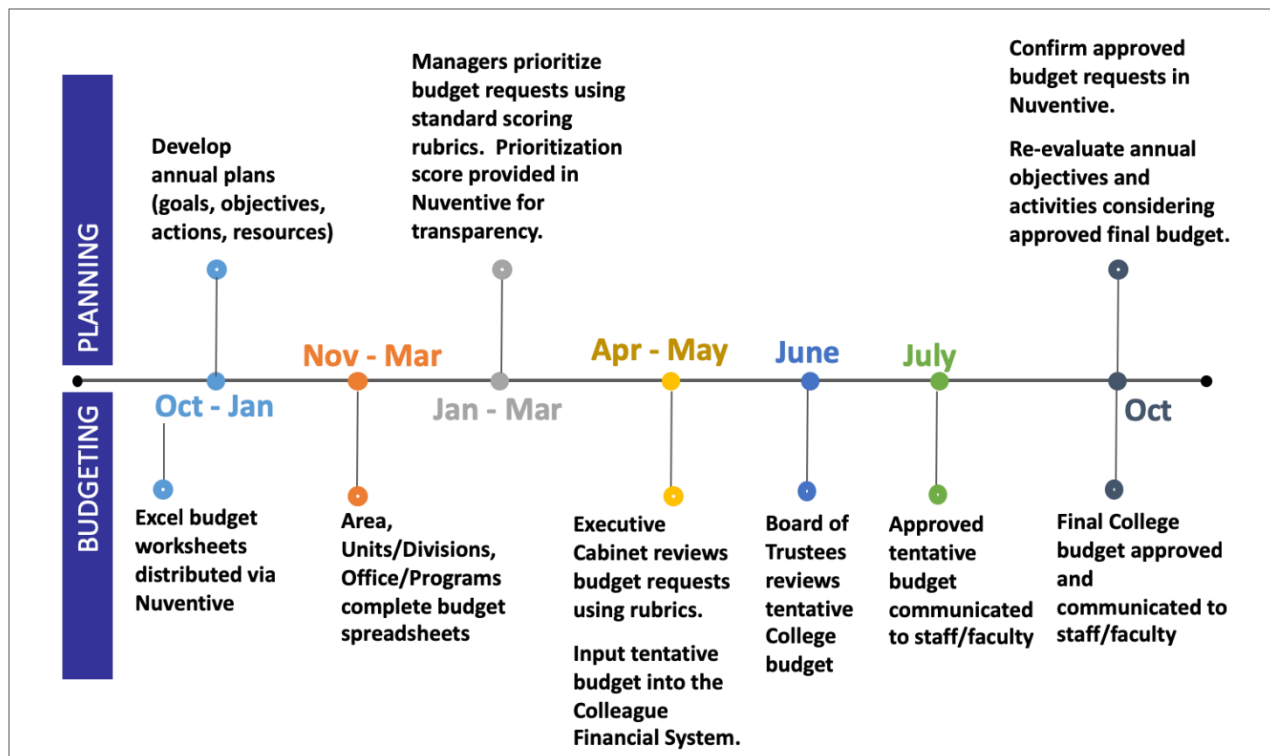
Source: Institutional Research and Planning

Approved Budgets and Implications for Annual Plans

After augmentation budget requests have been approved by the Executive Cabinet, the Superintendent/President will send a communication to the campus which informs the college community of the funded requests based on the prioritization process used in developing the budget. Further, Fiscal Services will communicate the approvals to the Vice Presidents of each area. Vice Presidents communicate to Deans, and Deans to program annual planners. Within each area, program annual planners will then enter the approvals in Nuventive so that approval or rejection of each budget request is transparent.

Once the budget has been approved in Nuventive, the areas, units/division, and offices/programs will re-evaluate the proposed activities related to each annual objective. If needed, the annual objectives and targets, and subsequent activities should be adjusted to accommodate the budget provided.

Figure 6: Annual Planning and Budgeting Calendar



Source: Institutional Research and Planning

Monitoring Achievement of El Camino College Plans

Performance indicators are critical to track the progress of plans towards an intended result. Each indicator should have a target to determine if the objective has been met.

El Camino College tracks progress of its institutional goals through two types of performance indicators: leading and lagging indicators.

Lagging indicators are used to track longer-term progress towards achieving a set of goals. They are measures associated with or expected to be observed when goals are achieved. However, they are usually difficult to measure directly in the short-term and are not easily actionable.

For El Camino College, the lagging indicators for measuring institutional goals are:

1. Degree completion
2. Certificate completion
3. Transfer to CSU or UC
4. Unit accumulation
5. Student's annual earnings
6. Student's living wage attainment
7. Job in field of study

Leading indicators are used to track the actions necessary to achieve a set of goals. They are early measures of successful change, likely moving from the current state to the first steps towards the future state.

For El Camino College, leading indicators provide information about the progress of students. They are actionable because they provide a window of opportunity for the College to act. The leading indicators for ECC's institutional goals are:

1. *Transfer-level English and Math Completion:*
Percent of students who complete Transfer-level English and Math within first year
2. *Course Withdrawal*
Percent of students who withdraw from one or more courses during the academic year
3. *Two-Term Retention*
Percent of students enrolled in Fall and following Spring
4. *30+ Units*
Percent of students completing 30+ units within first year
5. *Average Number of Degree Applicable Units*
Average number of degree applicable units earned during first year
6. *Employable Skill Attainment*
Percent of students who successfully complete a Career Education course designed to teach employable skills

The Institutional Research and Planning Office develops an annual report of institutional goals. This report includes the progress of institutional leading and lagging indicators. The report is presented to key stakeholders and widely disseminated among ECC stakeholders.

Nuventive: Planning, Monitoring and Reporting Platform

As mentioned before, Nuventive is the online planning platform where the annual planning process (including all goals, objectives, performance indicators and targets) is documented and tracked. In addition, Nuventive is used as a data management system to support learning outcomes assessment (SLOs and PLOs) and program and comprehensive reviews. Within the system, users may view different kinds of information, depending on the approved level of access. Nuventive also includes tracking and reporting features that facilitate monitoring planning and review cycles.

Committees for Planning at El Camino College

Committees provide input into the College planning processes. Recommendations developed in these committees emerge through discussion and input from all major college constituencies.

Comprehensive and Strategic Planning Task Forces

The Comprehensive and Strategic Planning Task Forces replace the Strategic Planning Committee (SPC). These task forces are formed during the comprehensive and strategic planning processes. They are responsible for determining the calendar of planning events for the comprehensive and strategic planning processes and for communicating these processes to the broader ECC community.

Planning and Budgeting Committee (PBC)

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide annual planning and budgeting. The PBC ensures that the planning and budgeting are interlinked and that the process is driven by the College's mission, strategic plan, and institutional goals.

Academic Program Review Committee

As a committee of the Academic Senate, the APRC is a faculty-driven vehicle by which policies and procedures related to the academic program review are developed and revised. The APRC is co-chaired by the Senate VP of Instructional Effectiveness and the Associate Dean of Academic Affairs. In addition to its co-chairs, the APRC is comprised of faculty from various disciplines. Given the nature of the program review process, participation on the APRC is an academic-year commitment. The role of the APRC is to ensure that the academic program review process is conducted in compliance with institutional guidelines and accreditation standards, and to work as a team to assist faculty in preparing the final program review document, providing feedback and recommendations and being available for consultations as needed.

Student Services Program Review Committee

The Student Services Program Review Committee consists of at least six members representing administrators, faculty, and classified employees. Each member serves for a term of two years, although members may opt to serve more than one consecutive term with the support of the constituency group they represent on the committee. The SSPRC reviews reports developed by program reviewers from the Student Services area. Committee members provide recommendations to these reports so that they reflect an adequate evaluation of the office/program under review.

Administrative Program Review Committee

The Administrative Program Review Committee consists of two members from each of the administrative unit areas: two representatives from the Administrative Services area, two representatives from Human Resources, and two representatives from the President's Office. It is chaired by a representative from the President's Office. The committee will offer feedback to comprehensive reviewers from the administrative offices of the Campus in the development of the comprehensive review report.

Additional Resources

For more information on ECC's planning process and to access the most recent planning documents, please visit: <https://www.elcamino.edu/about/depts/ir/planning.aspx>



El Camino College