Glendale Community College
Educational Master Plan
2011-2012 Revision

Strategic Goal 1. Student Awareness, Access, Persistence, and Success

1.1. Awareness. Improve Awareness of GCCD Resources with Increased and Effective Internal and External Communication

1.1.1. Increase external communication with prospective students and community residents, organizations, government, and businesses.

This strategic initiative requires the continuing efforts of the President's Office to organize visibility within the community and develop a community contact database with routine follow-up and information sharing.

a. GCC will communicate the value of college programs and services to students and the community through participation in civic activities, collaborations with business and community groups, electronic newsletters, etc.

c. Implement the newly established policy for consistent branding of GCCD with common themes for the logos for the Verdugo Campus, Garfield Campus, and PDC; consistent use of GCCD colors; listing of all locations on marketing materials and letterhead.

1.1.2 Communicate with K-12 to ensure that high school counselors and students perceive GCCD as a desirable higher education option.

1.1.3. Increase internal communication with students to improve access to GCCD resources.

a. Evaluate the effectiveness of the new GCCD website to provide user-friendly information successfully.

b. Improve student access to and awareness of all Student Services.

c. Improve **on-**campus signage.

1.1.4. Increase internal communication with faculty and staff to improve awareness of services available to students.

a. Offer orientation programs for new hires – full-time and part-time faculty (credit and noncredit), classified staff, and administrators (e.g., offering staff development credit to faculty who go through online orientation). (Note: Action Plan 2 reinforces this action.)

b. Provide ongoing updates of services available to students through emails, e-newsletters, and workshops **for faculty and staff.**

1.2. Access. Increase Student Access by Developing Strategies and Systems to Improve Student Articulation, Assessment, and Basic Skills Preparedness for Both Credit and Noncredit Students.

1.2.1. Develop strategies and systems to improve the efficiency of student articulation from high schools and between the credit and noncredit programs.

a. Review and implement the articulation policy with high schools.

b. Evaluate and continue successful programs as appropriate (e.g., English Collaborative, ESL).

c. Provide "pathways" for Transfer and CTE students (e.g., 2+2+2).

d. **Evaluate course prerequisites.**

1.2.2. Develop strategies to better accommodate the needs of incoming students.

a. Continually document, empirically assess, and deliver those Student Services that promote student success.

b. Investigate alternative instructional delivery mechanisms – online, schedule (days of week, meeting times), etc. (Note: This action step relates to Goal 4 on "Fiscal Diversity and Stability" and the role of the Enrollment Management Committee.)

1.2.3. Improve the Matriculation process by implementing one or more of the following initiatives:

a. Incentivize or require Orientation.

b. Incentivize or require Counseling on the Verdugo Campus.

c. Increase the number of credit students with SEPs.

d. Increase the number of noncredit students with SEPs

e. Assess the feasibility of redeploying Counselors from the Verdugo Campus during the middle of the semesters to assist in the development of SEPs for noncredit students at the Garfield Campus; on the basis of the feasibility analysis, implement recommended actions

1.2.4. Improve Basic Skills preparedness

Decide optimal action steps to:

a. Train faculty and staff to improve their understanding of basic skills issues and increase their involvement in addressing those issues.

b. Increase the availability of Basic Skills courses.

c. Explore the incorporation of basic skills into course curriculum (e.g., the incorporation of ESL and Vocational ESL (VESL) into CTE programs, contextualized learning, etc.).

d. Design and implement a coordinated and integrated Basic Skills program that is fiscally sustainable and incorporated as foundation skills supportive of the overall curriculum.

1.2.5. Remove barriers to access

a. Provide technical support for literacy, ESL, and immigrant students to facilitate the online application and registration processes.

b. Investigate the criteria to establish residency for noncredit and AB540 students (including one year of current continuous coursework in noncredit); at a minimum, petition the Office of the Chancellor of the California Community College (CCC) system to provide the ability to use one year of coursework in noncredit as one of the criteria to establish residency for credit programs (explore petitioning in collaboration with other CCDs that offer both credit and noncredit programs in California, such as the San Francisco Community College District (SFCCD)).

c. Provide Student Services from Financial Aid, EOPS, Assessment, the Center for Students with Disabilities, the Library, and Counseling for noncredit students at the Garfield Campus.

d. Determine which student services are currently available on the Verdugo Campus to noncredit students and work to expand delivery of services to noncredit students.

1.3. Persistence and Success. Increase Credit and Noncredit Student Persistence and Success

1.3.1. Remove barriers to student success

- Provide financial aid information to parents and students.
- Provide financial management information in Student Development courses.
- Expand College Emergency Book Loan Program.
- Provide staff development on how to help students save money (e.g., open educational resources, alternative textbook resources)
- Evaluate GCCD's policy of not currently accepting placement tests from other schools.
- Put the credit ESL credit placement test online.
- Develop and implement a reading assessment
- Increase the number and variety of assessment tests provided on Garfield Campus
- Implement systems to facilitate easier transition into credit programs, including noncredit to credit transition.
- Review procedures for evaluating transcripts for students getting credit for courses from other institutions.
- Address the issues with the implementation of block scheduling.
- Use degree audit to forecast course needs.
- Provide scheduling that reflects student and prospective students' needs
- Develop a policy for addressing repeatability of noncredit courses.
- Evaluate the policy for the repeatability of credit courses and how students get priority registration for those courses.
- Develop goals for student persistence.
- Evaluate and revise policies and practices on academic dismissal and probation, including counseling for students on probation, intervention at onset of probation, and the use of PeopleSoft.
- Increase student and faculty awareness of drop and withdrawal policies.
- Address the high attrition rate for first year students

1.3.3. Improve "student life" culture on all campuses for credit and noncredit students

a. Improve the GCCD environment, including:
   - Signage
   - Campus beautification

b. Increase student/faculty interaction.
   - Pursue 75/25 goal to maintain student/faculty interaction (Ed. Code 87482.6)
   - Despite the Faculty Obligation Number (FON) restriction, increase full-time faculty for noncredit

Strategic Goal 2. Economic and Workforce Development

2.1. Centralize the Planning, Development, and Coordination of Economic & Workforce Development Activities, Programs, and Services Throughout GCCD.

2.1.1. Establish an Office of Economic & Workforce Development

2.1.2. Develop a marketing function to increase GCCD's contract education opportunities

2.1.3. Merge the existing processes throughout GCCD into one formal governance process

- Evaluate the current and future needs of the economic and workforce development community so that GCCD programs are current and future-focused
- Ensure that new programs build around our strengths and sectors that are growing in the local economy
- Determine the potential return on investment for programs (elaborated further in Strategic Goal 4, "Enrollment Management")

- Explore potential for contract education offerings with area businesses
- Ensure that the "sunset-enhancement" policy criteria are uniformly applied and the results are tied to the budget process

2.2. Grant-writing function (refer to Goal 4.4.1)

Develop a GCCD-wide grant writing and administration capacity with particular attention to available funding for economic and workforce development programs in community colleges

Strategic Goal 3. Instructional Programs and Student Services

3.1 Implement Empirically-Based Planning and Decision-making

3.1.1. Internal scheduling and programming decision-making

a. Scheduling should respond to data (refer to Strategic Goal 1 regarding importance of SEPs).

b. Develop and implement a plan to bring teaching and counseling faculty together to understand SEPs and how to use the available information more effectively for planning curriculum, scheduling courses, and ensuring student success

c. Define GCCD's core programming based on empirical evidence, SLOs, and other quantitative and observational data, and assess potential impact on programs before offerings are reduced in size and scope (e.g., summer session)

e. Analyze available data and follow-up with international and non-resident students to understand why the number of international students has declined and what strategies or offerings might entice them to attend GCCD

f. Explore, develop, assess, implement, and monitor innovative teaching/learning based on proven program review data

- Faculty Center for Learning and Teaching
- Academic support programs and centers
- Supplemental instruction
- Revisit the implementation and institutionalization of coaching/mentoring/collaborative learning model
- Assess resource allocation to maximize student success
- Educate faculty on Core Competencies

3.1.2. Solicit and consider community trends and needs in decision-making

a. Analyze and respond to demographic trends and results from community surveys and/or forums to inform college decision-making

3.2 Improve and Increase the Use of SEPs and PeopleSoft for Instructional Planning (Note: Strategic Goal 1 outlines the importance of SEPs from a student success perspective. Strategic Goal 3 focuses on the use of SEPs from a faculty, scheduling, and planning perspective.)

3.2.2. Use of PeopleSoft for SEPs and Instructional Planning

a. PeopleSoft. Build on, expand, and apply PeopleSoft capabilities to:

- Enable online building of SEPs
- Improve information available to Division Chairs through PeopleSoft for scheduling, programming, workload management, etc.
- Identify the best way to apply PeopleSoft capabilities to planning
- Train faculty on the use of PeopleSoft and train counseling faculty on the use of SEPs

b. SEPs. On the basis of trends identified in the SEPs:

- Identify the actual percentage and type of credit students who currently have SEPs
- Increase use of SEPs for noncredit students, particularly if they have an educational goal to transition to credit courses
- Give students with SEPs priority registration
- Given priority scheduling for students who enroll in both English and Math in their freshman year

3.3 Strengthen Interface between Student Services and Instructional Services

3.3.1. Collaboration and Prioritization of Needs Across Instructional and Student Services

a. Create a task force to increase collaboration, assess outcomes, and expand successful programs between instructional services and student services (i.e., Transfer Center, Learning Center, etc.) serving both credit and noncredit students.

- Brainstorm ways to improve understanding and communication between instructional programs and Student Services

3.3.2. Faculty Orientation

a. Ensure orientation of new tenure track and adjunct faculty in the various aspects of student services

3.4 Streamline Movement Through Curriculum

3.4.1. Program Design and Approval

a. Program Approval. Establish a program approval process

- Ensure GCCD courses and programs are relevant to and reflect student needs
- Integrate this effort with Strategy Goal 4

b.Student Progression through Programs. Streamline how students progress through programs and fulfill of requirements

- Number of offerings
- Number of requirements (particularly in comparison with other area CCDs)
- Possible exemptions for associate degrees
- Diversity of offerings
- Scheduling to meet student needs (days, time, classes, etc.)
- Cohort programs
- Incentivize students' development and maintenance of SEPs
- Reevaluate priority registration at the Main and Garfield Campuses
- Integrate this effort with Strategy Goal 4

3.4.2. CTE Competitive Programs in the Marketplace

a. CTE. Implement strategic and competitive CTE program development

- Evaluate the number of units in certificate programs and rate of certificates awarded
- Evaluate their market relevance every 3-6 years
- Assess the number of certificates to identify areas for consolidation, and to provide data for enrollment management and staffing decisions
- Market justification
- Community needs
- Increase contract education
- Integrate this effort with Strategy Goal 4

3.4.3. Increased Seamlessness between Noncredit and Credit Offerings and between the Verdugo Campus and Garfield Campus

a. Transition from Noncredit to Credit. Streamline transition from noncredit to credit – increase percent transferring, enable smoother transitions, and obtain baseline data

- Educate new/tenure faculty about noncredit offerings
- Schedule meetings between credit and noncredit faculty to address the need for a seamless transition from ESL-English, noncredit/credit Math, noncredit/credit Business, noncredit/credit English including:
- Assessment/placement – noncredit and credit ESL, English, Basic Skills, Business
- Using ID numbers to compile baseline data
- Address duplication of courses between noncredit and credit Business and English
- Implement a noncredit SEP to address the need to promote credit offerings at the Garfield Campus
- Address the possibility of and receptivity to offering credit and noncredit on both campuses
- Expand "college prep" noncredit course, incorporating financial aid and scheduling priority incentives
- Address the possibility of faculty teaching credit and noncredit interchangeably
- Address work load
- Evaluate the organization of student services across credit and noncredit
- Integrate this effort with Strategy Goal 4

b. Noncredit programs and offerings and the Garfield Campus.

- Explore how to meet the Garfield Campus's need for a library
- Encourage credit offerings for students at the Garfield Campus
- Identify feasibility of offering financial aid for noncredit students

3.5 Integrated Information and Instructional Technology for both Instruction and Student Services

3.5.1. Technology Planning and Faculty Skill Updating

a. Technology Processes. Develop and implement processes for:

- Developing an enhancement and replacement plan for faculty and staff computers
- Identifying and reviewing new instructional technologies
- Delivering comprehensive training for information and instructional technology
- Sharing best practices and lessons learned across campuses
- Identifying costs and funding mechanisms for technological enhancements

b. Technology Infrastructure and Classrooms. Assess the need for, costs, and funding mechanisms; provide enhanced technological resources to faculty and students, including:

- Appropriate workspace for teaching and learning
- Smart classrooms (e.g., smart boards, lecture captures, document cameras, clickers, etc.)
- Wireless access
- Virtual desktop
- IT support
- Use of Skype and other Internet tools for student counseling or faculty advising
- Garfield Campus – Bandwidth, Hardware, and Software

c. Funding for Technology. Ensure that technology processes are linked to appropriate budget allocations,
taking into consideration both the Verdugo Campus and Garfield Campus needs

d. Faculty Skill Updating. Provide incentives and opportunities for faculty to update their skills

- IT support
- Funding for training of Information and Instructional Technology support staff
- Facilities (e.g., conference room in SF 100)
- Teaching and Learning Center

- Flex credit for training

3.5.2. Innovative Learning for 21st Century Students and Faculty

a. The College will support the faculty with resources necessary for faculty to explore and implement innovative methods to effectively address the evolving pedagogical needs of students served by the college.

Institutional support for the Faculty Center for Learning and Teaching

- Provide institutional support for the Faculty Center for Learning and Teaching
- Sustain on-going Staff Development workshops to address pedagogical issues that the faculty has identified as critical for the students that we serve
- Implement an annual learning caucus to discuss and act on the assessment of student learning and student learning needs, both within divisions and cross-divisionally of both instructional and student services
- Encourage further development of innovative curriculum and pedagogy that fosters the development and assessment of students' achievement of the college's core competencies:
- Communication
- Mathematical competency/quantitative reasoning
- Information competency
- Critical thinking
- Global awareness
- Personal responsibility
- Application of knowledge
- Provide learning space, furniture and technical equipment that enable faculty and students to work together collaboratively
- Encourage a paperless approach to assignment submission and grading

b. Implement the strategic plan to ensure high-quality instruction that may be provided via computer-assisted learning for distance, hybrid, or in-class instruction and at the course, program, certificate, and degree levels.

- Continually explore creative and innovative teaching strategies that result in desired student outcomes
- Assess the existing learning space (classroom layout, furniture, etc.) to foster learning and all pedagogical frameworks
- Assess available infrastructure (facilities, equipment, staff, etc)
- Integrate with all other program-delivery methods and plans (traditional, weekend college, evening college, etc.)
- Investigate the use of online and distance learning for international course delivery
- Apply technology to verify the enrolled student is actually the individual taking the class
- Address faculty time obligation and what that means for hours, wages, working conditions, training, etc.
- Revisit the line-of-sight issue for supervision of labs and learning support activities
- Develop standards for what is expected of an online or hybrid instructor
- Provide workshops for faculty interested in teaching effectively online
- Develop and implement instructional evaluation for online and distance learning programs

Strategic Goal 4. Fiscal Stability and Diversification (Enrollment Management)

4.1 Determine how to institutionalize the Enrollment Management Committee as a part of the GCCD formal governance structure.

4.1.1 Institutionalize the Enrollment Management Committee

4.2 Apply KH's Strategic Cost Management Model and Enhanced Enrollment Management Approaches

4.2.1 Develop a framework for defining programs in terms of how they meet GCCD's primary, secondary, and tertiary mission. Program offerings should be mapped to correspond to the stratification of GCCD's mission.

- The primary mission of a community college in California is to offer programs that lead toward the associate degrees, CTE certificates, or transfer to four-year colleges or universities, and, in the case of GCCD, noncredit continuing education.
- The secondary mission relates to administrative and student service support functions that are critical for achieving the primary mission.
- A tertiary mission might be those programs that pertain to life-long learning, community education, contract education, etc.

This stratification provides the relative value of programs and services to GCCD's mission.

4.2.2 Determine the relative "productivity" of programs and services. Existing program offerings and services should be measured by whatever factors GCCD's information systems will support to determine relative productivity (e.g., productivity may be measured in terms of faculty load, FTES generated, WSCHs, load, support for matriculation goals, categorical funding levels versus actual costs, etc.). KH provided a macro-overview of what types of programs at GCCD appear to generate net revenues.

4.2.3 Stratify the programs and services in terms of their mission and net revenue. The resulting information may be displayed as a matrix to stratify program offerings, as per KH's Strategic Cost Management matrix. The outcome of this analysis is the identification of marginal performers, which drain GCCD resources without generating a corresponding return vis-à-vis GCCD's mission. The implication is not that all marginal performers are candidates for discontinuance. Rather, GCCD may explore ways to combine these programs with stronger counterparts, such as through a combination of small and larger departments, to retain the program offering. If additional revenues are available, GCCD can invest such funds as seed money for new programs.

4.2.4 Develop a strategy on how to improve continually the performance of programs and services vis-à-vis KH's Strategic Cost Management matrix. Share result of the analysis with the involved internal stakeholders and engage them in developing strategies for potential improvements to close the gaps. Some of the ideas KH discussed to help improve effectiveness and efficiency of program and service delivery are:

- Rapid reengineering of business processes, including common forms and systems
- Delegated responsibility
- Elimination of the cost of mistrust – compliance and audit costs
- Target unneeded subsidies
- Investment in areas that matter
- Consolidation of programs, courses, and services
- Community and users' input regarding choices
- Objective assessment (e.g., Program Reviews)
- Performance measurements – different responses based on performance
- Increased flexibility in return for accountability
- Better or increased use of technology
- Simplification – elimination of unnecessary bureaucracy

4.2.5 Streamline the program review and approval process. This action step relates to Strategy Goal 3 in terms of defining the core program and optimal way for students to progress through the curriculum in a timely manner. The process should adhere to community colleges' governance principles.

4.3 Diversify Revenue Sources

4.3.1 Foundation Fundraising. Develop a strategy to improve GCCD's Foundation fund-raising levels; compare GCCD's Foundation staffing levels with other comparable institutions and establish standards regarding dollars raised per Full-Time Equivalent (FTE) Foundation staff member to determine optimal size and realistic fund-raising targets.

4.3.2 Economic and Workforce Development. Building on Strategic Goal 2, explore expansion of contract education program offerings on a fee-basis.

4.4 Establish a centralized, GCCD-wide grant-writing function

4.1.1 Develop a GCCD-wide grant-writing and administration capacity to focus on funding opportunities for both economic and workforce development as well as other community college programs and services