

**Glendale Community College  
Educational Master Plan  
2015-2016 Revision**

✓ = completed; ↗ = initiated; ✗ = not initiated

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

**Measurable Outcomes Related to Strategic Goal 1**

Measure	Current Value	Minimum Standard	Goal
Student Diversity Indicators	see Institutional Effectiveness Report		
Program Offerings and Satisfaction	see Institutional Effectiveness Report		
Scorecard Persistence Rate	79%		
Student Retention Rate	53%	47%	
Scorecard 30 Unit Rate	77%		

**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.** Superintendent/President; ongoing ↗

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 K-12 partnerships, participation in civic activities, collaborations with business and community groups, and marketing. Superintendent/President; ongoing ↗

c. Implement the 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. Superintendent/President; ongoing ↗

**1.1.2 Communicate with K-12 to ensure that high school counselors and students perceive GCCD as a desirable higher education option.** VP Student Services; ongoing ↗

a. Increase support for student outreach initiatives. VP Student Services; ongoing ↗

b. Increase dual enrollment offerings for high school students. VP Student Services; ongoing ↗

**1.1.3. Increase internal communication with students to improve access to GCCD resources.** VP Student Services; ongoing ↗

- a. Evaluate the effectiveness of the GCCD website to provide user-friendly information successfully. AVP Information Technology; ongoing ↗
- b. Improve student access to and awareness of all Student Services. VP Student Services; ongoing ↗
- c. Improve on-campus signage. VP Administrative Services; ongoing ↗

**1.1.4. Increase internal communication with faculty and staff to improve awareness of services available to students.** VP Student Services; ongoing ↗

- 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). AVP Human Resources; ongoing ✗
- b. Provide ongoing updates of services available to students through emails, e-newsletters, and workshops for faculty and staff. VP Student Services; ongoing ↗

**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.** VP Student Services; ongoing ↗

- a. Review and implement the articulation policy with high schools. VP Instructional Services; one-time ✗
- b. Evaluate and continue successful programs as appropriate (e.g., English Collaborative, ESL). VP Instructional Services; ongoing ↗
- c. Provide “pathways” for Transfer and CTE students (e.g., 2+2+2). VP Instructional Services; ongoing ↗

**1.2.2. Develop strategies to better accommodate the needs of incoming students.** VP Student Services; ongoing ↗

- a. Empirically assess student services programs to ensure they promote student success. VP Student Services; ongoing ↗
- b. Increase access to core instructional programs for incoming students. VP Instructional Services and VP Student Services; ongoing ✗

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

- a. Explore the possibility of mandating orientation, counseling, assessment, and Student Educational Plans for students. VP Student Services; one-time ✗
- b. Develop and implement an abbreviated SEP for noncredit students by Garfield Counselors. VP Student Services; ongoing ↗
- c. 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. VP Student Services; one-time  
✗

#### 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. VP Instructional Services; ongoing ✗
- b. Increase the availability of Basic Skills courses. VP Instructional Services; ongoing ↗
- c. Increase the effectiveness of basic skills programs. VP Instructional Services; ongoing ↗
- d. Design and implement a coordinated and integrated Basic Skills program. VP Instructional Services; ongoing ↗

#### 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. VP Instructional Services and VP Student Services; ongoing ↗
- b. Investigate the possibility of counting noncredit GED completion as part of the requirements for AB 540 status. VP Student Services; ongoing ✗
- c. Provide Student Services from Financial Aid, EOPS, Assessment, Disabled Students Programs and Services, the Library, and Counseling for noncredit students at the Garfield Campus. VP Student Services; ongoing ↗
- 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. VP Student Services; one-time ↗

### 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. VP Student Services; ongoing
- Provide financial management information in Student Development courses. VP Student Services; one-time ✓
- Expand College Emergency Book Loan Program. VP Student Services; one-time ✓
- Provide staff development on how to help students save money (e.g., open educational resources, alternative textbook resources). VP Student Services; ongoing ↗
- Evaluate GCCD's policy of not currently accepting placement tests from other schools. VP Instructional Services; one-time ✓
- Put the credit ESL credit placement test online. VP Instructional Services; one-time ✓
- Develop and implement a reading assessment. VP Instructional Services; one-time ✓
- Increase access to assessment tests at the Garfield Campus. VP Instructional Services; ongoing ✗

Facilitate easier transition into credit programs, including noncredit to credit transition. VP Instructional Services; ongoing ↗

- Review procedures for evaluating transcripts for students getting credit for courses from other institutions. VP Student Services; ongoing ✓
- Address the issues with the implementation of block scheduling. VP Instructional Services; one-time ✓
- Use degree audit to forecast course needs. VP Instructional Services; ongoing ↗
- Provide scheduling that reflects student and prospective students' needs. VP Instructional Services; ongoing ✗
- Develop a policy for addressing repeatability of noncredit courses. VP Instructional Services; one-time ✓
- Evaluate the policy for the repeatability of credit courses and how students get priority registration for those courses. VP Instructional Services; one-time ✓
- Develop target goals for student persistence. VP Instructional Services; ongoing ↗
- 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. VP Student Services; ongoing ↗
- Utilize changes in the early alert program to increase student and faculty awareness of drop and withdrawal processes. VP Student Services; ongoing ✗
- Close the achievement gaps for disproportionately impacted students. VP Student Services; ongoing ↗

**1.3.2. Improve “student life” culture on all campuses for credit and noncredit students**

- a. Improve the GCCD environment, including:
  - Signage VP Administrative Services; ongoing ↗
  - Campus beautification VP Administrative Services; ongoing ↗
- b. Increase student/faculty interaction through campus activities and programs.
  - Pursue 75/25 goal to maintain student/faculty interaction (Ed. Code 87482.6). Superintendent/President; ongoing ↗
  - Despite the Faculty Obligation Number (FON) restriction, increase full-time faculty for noncredit. Superintendent/President; ongoing ↗

**Strategic Goal 2. Strengthen Economic and Workforce Development**

**Measurable Outcomes Related to Strategic Goal 2**

Measure	Current Value	Minimum Standard	Goal
Scorecard CTE Rate	55%		
CTE Technical Skill Attainment Rate	90%		
CTE Employment Rate	63%		

**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.** Superintendent/President; one-time ↗

**2.1.2. Develop a marketing function to increase GCCD's contract education opportunities.** VP Instructional Services; ongoing ✗

**2.1.3. Merge the existing processes throughout GCCD into one formal governance process.** VP Instructional Services; ongoing ↗

- Evaluate the current and future needs of the economic and workforce development community so that GCCD programs are current and future-focused. VP Instructional Services; ongoing ↗
- Ensure that new programs build around our strengths and sectors that are growing in the local economy. VP Instructional Services; ongoing ↗
- Determine the potential return on investment for programs (elaborated further in Strategic Goal 4, "Enrollment Management"). VP Instructional Services; ongoing ✗
- Explore potential for contract education offerings with area businesses. VP Instructional Services; ongoing ↗
- Ensure that the "sunset-enhancement" policy criteria are uniformly applied and the results are tied to the budget process. VP Instructional Services; ongoing ↗

**2.2. Grant-writing function (refer to Goal 4.4.1).** Superintendent/President; ongoing ↗

Develop a GCCD-wide grant writing and administration capacity with particular attention to available funding for economic and workforce development programs in community colleges. Superintendent/President; ongoing ↗

*[Note for 2016 revision: The following items are from the Instructional Plan, which was based on the EMP. The intention is now for the Instructional Plan items to return to the EMP.]*

**2.3. Develop an integrated workforce development program incorporating the Professional Development Center, noncredit and credit programs.** VP Instructional Services; ongoing ↗

**2.3.1. Restructure the functional units associated with workforce development, incorporating the Professional Development Center, noncredit, and credit.** VP Instructional Services; ongoing ↗

- a. Schedule monthly meeting with representatives of PDC, noncredit and credit to discuss CTE goals and activities. VP Instructional Services; ongoing ✗
- b. Coordinate workforce development activities within the college. VP Instructional Services; ongoing ↗
  - PDC works with companies to provide short term training to employees and potential employees.
  - Noncredit provides selected training programs lasting no more than a semester to individuals looking to expand skills.
  - Credit programs provide career path/ladder programs to individuals looking for work or who are currently employed. Programs developed to move from certificate to degree.

**2.4. Ensure that instructional programs build around strengths and growing economy.** VP Instructional Services; ongoing ↗

**2.4.1. Work with the Verdugo Workforce Investment Board to ensure that programs meet the employment needs of the community (areas of job growth projected for the near future include manufacturing, health care, entertainment jobs and retail).** VP Instructional Services; ongoing ↗

- a. Increase contract education with local business. VP Instructional Services; ongoing ↗

**2.4.2. Integrate workforce development to include PDC, noncredit and credit programs in order to better meet student and community needs.** VP Instructional Services; ongoing ↗

- a. Define the Professional Development Center's new role in employment trainings. VP Instructional Services; one-time ✓
- b. Define the role of noncredit in workforce development. VP Instructional Services; ongoing ↗
- c. Evaluate the programs currently being taught, eliminate duplication and promote pathways to success. VP Instructional Services; ongoing ↗
- d. Reorganize instruction to centralized workforce development for all programs. VP Instructional Services; ongoing ↗
- e. Re-evaluate the functioning of the Career and Technical Education divisions. VP Instructional Services; ongoing ↗
- f. Open discussion with Academic Senate regarding the organization of divisions. VP Instructional Services; ongoing ↗
- g. Focus on development of high quality CTE programs and Curriculum. VP Instructional Services; ongoing ↗

**2.4.3. CTE Competitive Programs in the Marketplace**

- a. Implement strategic and competitive CTE program development. VP Instructional Services; ongoing ↗
- Evaluate the number of units in certificate programs and rate of certificates awarded. VP Instructional Services; ongoing ↗
  - Evaluate their market relevance every 3-6 years. VP Instructional Services; ongoing ↗
  - Assess the number of certificates to identify areas for consolidation, and to provide data for enrollment management and staffing decisions. VP Instructional Services; ongoing ↗
  - Market justification
  - Community needs
  - Increase contract education. VP Instructional Services; ongoing ↗
  - Integrate this effort with Strategic Goal 4.

**Measurable Outcomes Related to Strategic Goal 3**

Measure	Current Value	Minimum Standard	Goal
Successful Course Completion Rate	69%	67%	70.5%
Scorecard Remedial English Rate	50%		
Scorecard Remedial ESL Rate	35%		
Scorecard Remedial Math Rate	34%		36.5%
Scorecard CDCP Rate	7%		
Scorecard Completion Rate	69%	67%	
Transfer Rate	47%		
Number of Transfers	1,485	800	
Degree Completions	640	350	
Certificate Completions	297	200	

**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). VP Instructional Services; ongoing ↗
- 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. VP Instructional Services and VP Student Services; ongoing ✘
- 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). VP Instructional Services; ongoing ↗
- 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. VP Instructional Services; one-time ✓
- 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 Institutional Learning Outcomes. VP Instructional Services; ongoing ↗

**3.1.2. Solicit and consider community trends and needs in decision-making.** Superintendent/President; ongoing ↗

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

**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** VP Instructional Services and VP Student Services; ongoing ↗

- a. PeopleSoft. Build on, expand, and apply PeopleSoft capabilities to:
  - Continue investigation and development of electronic 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
  - Continue training and professional development of instructional and counseling faculty on the use of PeopleSoft
- 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

**3.3 Strengthen Interface between Student Services and Instructional Services**

**3.3.1. Collaboration and Prioritization of Needs Across Instructional and Student Services.** VP Instructional Services and VP Student Services; ongoing ↗

- 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. VP Instructional Services and VP Student Services; ongoing ↗
  - Brainstorm ways to improve understanding and communication between instructional programs and Student Services. VP Instructional Services and VP Student Services; ongoing ✗

**3.3.2. Faculty Orientation**

- a. Ensure orientation of new tenure track and adjunct faculty in the various aspects of student services. VP Student Services and AVP Human Resources; ongoing ✗

**3.4 Streamline Movement Through Curriculum**

**3.4.1. Program Design and Approval**

- a. Program Approval. Establish a program approval process. VP Instructional Services; ongoing ✓
  - Ensure GCCD courses and programs are relevant to and reflect student needs
- b. Assess and improve how students progress through programs and fulfill requirements. VP Instructional Services; ongoing ✓
  - 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 Strategic Goal 4

[Note: 3.4.2 was moved under Strategic Goal 2 as 2.4.2.]

### **3.4.2. 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. VP Instructional Services; ongoing ↗

- Educate new/tenure faculty about noncredit offerings. VP Instructional Services; ongoing ✘
- 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. VP Instructional Services and VP Student Services; ongoing ↗
  - Using ID numbers to compile baseline data. VP Instructional Services; ongoing ✓
  - Address duplication of courses between noncredit and credit Business and English. VP Instructional Services and VP Student Services; ongoing ↗
  - Implement a noncredit SEP to address the need to promote credit offerings at the Garfield Campus. VP Instructional Services and VP Student Services; ongoing ↗
- Explore offering credit and noncredit on both campuses. VP Instructional Services; ongoing ↗
- Expand “college prep” noncredit course, incorporating financial aid and scheduling priority incentives. VP Instructional Services and VP Student Services; ongoing ↗
- Address the possibility of faculty teaching credit and noncredit interchangeably. VP Instructional Services; ongoing ↗
- Address work load. VP Instructional Services; ongoing ↗
- Evaluate the organization of student services across credit and noncredit. VP Student Services; ongoing ↗
- Integrate this effort with Strategic Goal 4

b. Noncredit programs and offerings and the Garfield Campus.

- Explore how to meet the Garfield Campus's need for a library. VP Instructional Services; ongoing ✓
- Encourage credit offerings for students at the Garfield Campus. VP Instructional Services; ongoing ✓

### **3.4.3. Provide schedule that reflects student and prospective student needs.**

a. Develop an enrollment management tool that meets the needs of the students. VP Instructional Services; ongoing ↗

- b. Use degree audit/SEP to forecast future course demands and scheduling needs. VP Instructional Services; ongoing ↗
- c. Assist division chairs use transfer, completion and success data, in addition to FTES to schedule classes using guidelines provided by enrollment management. VP Instructional Services; ongoing ↗
- d. Utilize SEP to clearly define course of study in CTE and transfer. VP Instructional Services; ongoing ↗

### 3.5 Integrate Information and Instructional Technology for both Instruction and Student Services

#### 3.5.1. Technology Planning and Faculty Development

- a. Technology Processes. Develop and implement processes for:
  - Developing an enhancement and replacement plan for faculty and staff computers and other technology. VP Administrative Services; ongoing ✓
  - Identifying and reviewing new instructional technologies. VP Instructional Services; ongoing ↗
  - Delivering comprehensive training for information and instructional technology. VP Administrative Services; ongoing ↗
  - Sharing best practices and lessons learned across campuses. VP Instructional Services; ongoing ↗
  - Identifying costs and funding mechanisms for technological enhancements. VP Administrative Services; ongoing ↗
- 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. VP Instructional Services; ongoing ↗
  - Smart classrooms (e.g., smart boards, lecture captures, document cameras, clickers, etc.). VP Instructional Services; ongoing ↗
  - Wireless access. VP Administrative Services; ongoing ✓
  - Virtual desktop. VP Administrative Services; ongoing ✓
  - IT support. VP Administrative Services; ongoing ↗
  - Use of Internet tools for student counseling or faculty advising. VP Student Services; ongoing ✓
  - Garfield Campus – Bandwidth, Hardware, and Software. VP Administrative Services; ongoing ↗
- d. Faculty Development. Provide incentives, support, facilities, and opportunities for faculty to update their skills. VP Instructional Services; ongoing ↗

#### 3.5.2. Develop and sustain teaching and learning center and staff development.

- a. Establish a college technology center where faculty and staff have access to up-to-date hardware/software and digital multimedia equipment for hands on teaching. VP Instructional Services; one-time ✓

b. Communicate the existence of the teaching learning center to all faculty and staff. VP Instructional Services; one-time ✓

c. Ensure that resources are available in the center for faculty need. VP Instructional Services; ongoing ↗

d. Ensure the security of the equipment and resources in the center for faculty need. VP Instructional Services; ongoing ↗

### 3.5.3. Support distance education.

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

### 3.6. Review and revise Instructional Plan that reflects the major goals of the Educational Master Plan.

**3.6.1. Ensure that all college programs uphold the mission of the college.** VP Instructional Services; ongoing ↗

**3.6.2. The college will approve an administrative regulation that ensures that Board Policies and Administrative Regulations reflect current state guidelines and regulations.** Superintendent/President; one-time ✓

a. Take Board Policies and Administrative Regulations to the Campus Executive Committee for approval. Superintendent/President; one-time ✓

b. Seek Academic Senate approval for Board Policies and Administrative Regulations that impact academic programs. VP Instructional Services; ongoing ✓

c. Take Board Policies and Administrative Regulations to Campus Exec for approval Superintendent/President; ongoing ✓

d. Take Board Policies to the Board of Trustees for approval. Superintendent/President; ongoing ✓

**3.7. Ensure that processes by which courses and programs are approved by the campus reflect the highest standards.** VP Instructional Services; ongoing ↗

**3.7.1. Revise the processes for course and program approvals to ensure compliance with all regulatory guidelines and college/student needs.** VP Instructional Services; ongoing ↗

- a. Approve the updated Curriculum Handbook and develop Administrative Regulation for revision. VP Instructional Services; ongoing ↗
- b. Monitor and assess curriculum on a regular basis to ensure student success. VP Instructional Services; ongoing ↗
- c. Communicate regulatory changes to faculty, staff and administrators at regularly scheduled meetings. VP Instructional Services; ongoing ↗
- d. Monitor and assess articulation processes. VP Instructional Services; ongoing ↗
- e. Utilize student learning outcomes to assess and modify courses, programs and requirements for student success. VP Instructional Services; ongoing ↗

**3.7.2. Evaluate current programs with regard to student achievement and success.** VP Instructional Services; ongoing ↗

- a. Ensure that there are clear Pathways for Transfer and CTE certificate attainment. VP Instructional Services; ongoing ↗
- b. Assess for duplication in courses between credit and noncredit. VP Instructional Services; ongoing ↗
- c. Continue to develop AA and AS transfer degrees. VP Instructional Services; ongoing ↗
- d. Assess the impact of AA and AS transfer degrees on graduation rates and transfer. VP Instructional Services; ongoing ↗
- e. Ensure all classes incorporated into AST/AAT degrees have CID numbers. VP Instructional Services; ongoing ↗

**3.8. Ensure that students at Garfield Campus receive services and programs appropriate for Glendale College students.** VP Instructional Services and VP Student Services; ongoing ↗

**3.8.1. The college will expand services and continue programming at the Garfield Campus.** VP Instructional Services and VP Student Services; ongoing ↗

- a. Institutionalize regularly scheduled meetings between credit and noncredit faculty to assist with student transition. VP Instructional Services; ongoing ↗
- b. Schedule meeting with the assessment staff and Garfield staff to conduct credit placement exams at the Garfield Campus. VP Student Services; ongoing ✗
- c. Increase the number and variety of assessment tests provided on Garfield Campus. VP Student Services; ongoing ✗

- d. Incorporate into upper level noncredit classes information on assessment testing and credit programs. VP Instructional Services; ongoing ↗
- e. Investigate providing noncredit classes designed to help students prepare for assessment testing. VP Instructional Services; ongoing ↗
- f. Use of SEPs for noncredit to assist with transitioning to credit. VP Instructional Services; ongoing ↗
- g. Define and evaluate appropriate library services for Garfield Campus. VP Instructional Services; ongoing ↗
- h. Define and evaluate appropriate tutorial services for Garfield Campus. VP Instructional Services; ongoing ↗
- i. Define and evaluate appropriate counseling services for Garfield Campus. VP Student Services; ongoing ↗

**3.9. Ensure continuous cycle of improvement related to curriculum that supports student success and institutional outcomes.** VP Instructional Services; ongoing ↗

**3.9.1. Ensure that outcome measures are used to evaluate student success.** VP Instructional Services; ongoing ↗

- a. Continue to monitor and communicate ARCC data, demographics and outcomes. Report at regularly scheduled meetings. Dean of Research, Planning, and Grants; ongoing ↗
- b. Communicate assessment results to all college constituencies. VP Instructional Services; ongoing ↗
- c. Conduct a research study to identify factors that influence students' time to completion. Dean of Research, Planning, and Grants; one-time ✗

**3.9.2. Assess institutional outcomes and make program improvements to ensure student success.** VP Instructional Services; ongoing ↗

- a. Ensure that grant programs meet the student outcome objectives of the institution and the funding agency, and convey outcome data in performance reports as required by the funding agency. VP Instructional Services; ongoing ↗
- b. Communicate to the campus community information regarding grant-funded innovations and strategies via regular meetings, staff development, and other presentations. VP Instructional Services; ongoing ↗
- c. Utilize assessed data of learning outcomes to make improvements to courses and programs VP Instructional Services and VP Student Services; ongoing ↗
- d. Utilize learning outcomes to assess and modify courses, programs and requirements for student success. VP Instructional Services; ongoing ↗

**3.10. Increase and improve the quantity, quality and variety of learning opportunities that promote student success.** VP Instructional Services; ongoing ↗

**3.10.1. Explore creative and innovative teaching strategies that result in desired student outcomes.** VP Instructional Services; ongoing ↗

- a. Submit Federal Title V Institutional development grant for Hispanic Serving Institutions, awarded for the purpose of increasing the number of high-risk students who earn degrees in Science, Technology, Engineering and Math (STEM). VP Instructional Services; one-time ✓

**3.10.2. Create an interdisciplinary and experiential learning environment in STEM fields to attract more students to STEM majors and careers, support students' success in STEM courses, and collaborate with partner universities to facilitate STEM transfer and degree completion.** VP

Instructional Services; ongoing ✗

- a. Develop cross disciplinary hands on curriculum designed to improve success in STEM. VP Instructional Services; ongoing ✗
- b. Sponsor special events and projects to attract middle school, high school, and college students to STEM. VP Instructional Services; ongoing ↗
- c. Advocate for undergraduate research and support the integration of student research into the STEM curriculum. VP Instructional Services; ongoing ✓

**3.11. Faculty will continue to explore, evaluate and implement delivery modes and methods of instruction that meet the objectives of the curriculum and student needs.** P Instructional Services; ongoing ↗

**3.11.1. Develop and implement instructional evaluation for online and distance learning program.** AVP Human Resources; ongoing ✓

**3.11.2. Define training criteria for faculty using technology in the classroom and providing distance education.** VP Instructional Services; ongoing ✓

**3.12. The college will continue to support a professional, outstanding faculty.**

**3.12.1. Ensure faculty have appropriate resources, qualifications and training to support student success and maintain professional goals.** VP Instructional Services and AVP Human Resources; ongoing ↗

- a. Explore additional resources through partnerships and donations. VP Instructional Services and Executive Director of Foundation; ongoing ↗
- b. Seek funds to support the work of the Research Across the Curriculum Committee (RAC) to achieve greater involvement by instructional faculty in incorporating information competency instruction into their courses. VP Instructional Services; ongoing ✓

**3.13. Work with the Glendale College Foundation to initiate a funding drive to support the field station.** VP Instructional Services and Executive Director of Foundation; ongoing ✓

- a. Develop a strategy to initiate an endowment fund for the Baja Field Station. VP Instructional Services and Executive Director of Foundation; ongoing ✗
- b. Develop marketing materials for Baja Field Station. VP Instructional Services; ongoing ✓

c. Kick off endowment campaign in September 2014. VP Instructional Services and Executive Director of Foundation; one-time ✘

d. Ceremony at the Field Station to recognize those who have been supportive. VP Instructional Services and Executive Director of Foundation; one-time ✘

### 3.14. Student Services Master Plan – Accreditation

**3.14.1 Complete and submit Student Services' program reviews and personnel requests (e.g., SSHAC, CHAC).** VP Student Services; ongoing ✓

**3.14.2. Complete another assessment cycle of SLOs/PAOs.** VP Student Services; ongoing ✓

### 3.15. Student Services Master Plan – Technology

**3.15.1. Research social media applications to better assist students at GCC.** VP Student Services; ongoing ➡

**3.15.2. Improve the eSEP.** VP Student Services; ongoing ➡

**3.15.3. Program registration blocks: I, Cs or better, 2nd repeaters, and course repetitions.** VP Student Services; ongoing ✓

**3.15.4. Program "drop for nonpayment" in PeopleSoft.** VP Student Services; ongoing ✘

**3.15.5. Program "Etranscripts" in PeopleSoft.** VP Student Services; ongoing ✓

**3.15.6. Program an automatic answering system (phone tree) to respond to students' phone calls and to redirect students to the Web.** VP Student Services; ongoing ✘

**3.15.7. Integrate the online Student Intercollegiate Sports Interest Survey with the online enrollment application to comply with Title IX gender equity reporting requirements.** VP Student Services; ongoing ✓

**3.15.8. Continue the effort to ensure accessibility of all electronic information to students with disabilities.** VP Student Services; ongoing ➡

**3.15.9. Implement e-SARS to allow students to schedule their counseling appointments online.** VP Student Services; one-time ✓

**3.15.10. Implement the new SS MIS data elements for reporting purposes.** VP Student Services; ongoing ✓

### 3.16. Student Services Master Plan - Student Success and Support Program

**3.16.1. Centralize Admissions and Records functions for the Garfield Campus.** VP Student Services; ongoing ✘

### 3.17. Student Services Master Plan - Student Equity

**3.17.1. Write and submit the Student Equity Plan.** VP Student Services; ongoing ✓

**3.17.2. Conduct research to identify achievement gaps with the following success indicators (or metrics): (1) access; (2) course completion; (3) ESL and Basic Skills completion; (4) degrees, certificates; and (5), transfer for the following subgroups—Gender, Ethnicity (American Indians or Alaskan Natives, Asians or Pacific Islanders, Blacks, Hispanics, Whites), Age, Disability status, and economically disadvantaged.** VP Student Services; ongoing ↗

**3.17.3. Revise board policies and administrative regulations.** VP Student Services; ongoing ↗

**3.17.4. Conduct a Probation Student Survey to identify and address barriers.** VP Student Services; ongoing ✓

**3.17.5. Develop and implement an online probation workshop, Vaq on Trak.** VP Student Services; ongoing ↗

**3.17.6. Investigate an early alert notification process within PeopleSoft.** VP Student Services; ongoing ↗

**3.17.7. Implement “Student Success Skills Modules”.** VP Student Services; ongoing ✗

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

**Measurable Outcomes Related to Strategic Goal 4**

Measure	Current Value	Minimum Standard	Goal
Funded FTES			
Reserve	5.5%	5.0%	
GASB Post-Employment Benefits Fund	\$1,398,310		
Fund Balance	6.0%		5.0%
Cash Balance	\$4,546,661		
Annual Operating Excess/Deficiency	-\$121,572		No deficit
Salary and Benefits	90%		
Audit Findings	Unmodified	Unmodified	Unmodified

**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. VP Instructional Services; ongoing ✓

**4.2 Apply strategic cost management models 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.** VP Instructional Services; ongoing ✗



- 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.).** VP Instructional Services; ongoing ✘

**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. 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.** VP Instructional Services; ongoing ✘

**4.2.4 Continually evaluate and improve the efficiency of programs and services. Share result of the analysis with the involved internal stakeholders and engage them in developing strategies for potential improvements to close the gaps. Possible areas include:**

- 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
- VP Instructional Services; ongoing ✘

**4.2.5 Evaluate and 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.** VP Instructional Services; ongoing ✔

#### 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 fund-raising staffing levels with other comparable institutions and establish standards regarding dollars raised per Full-Time Equivalent (FTE) Foundation fund-raising staff member to determine optimal size and realistic fund-raising targets.** Executive Director of Foundation; ongoing ➡

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

Instructional Services; ongoing ✓

**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. Superintendent/President; ongoing ✓**