Glendale Community College

EDUCATIONAL MASTER PLAN

To focus the college on the needs of its students
in its educational programs, its services, and its operations.

This Educational Master Plan is dedicated to Mrs. Rae Berry, Glendale College Board member from 1983 to 1995, in recognition of her long and consistent support for planning at the college.

Approved by the Glendale Community College Board of Trustees 1/26/98

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SECTION I. ASSUMPTIONS

1: POLITICS, BUDGETS, AND HIGHER EDUCATION

(1) The demand for community college education will increase dramatically.

By 2005 there will be a large increase in the number of students graduating from high schools in California, and because of the disappearance of many blue collar jobs, higher education is now for them the major gateway left into economic security. Further, technological and other changes in the economy will make retraining and lifelong learning

more and more imperative for the work force.

(2) The demand for community college education will increase dramatically.

By 2005 there will be a large increase in the number of students graduating from high schools in California, and because of the disappearance of many blue collar jobs, higher education is now for them the major gateway left into economic security. Further, technological and other changes in the economy will make retraining and lifelong learning more and more imperative for the work force.

(3) Therefore the cost per student will have to decrease or else the college will no longer be able to offer open access.

This is a direct consequence of the previous two assumptions and may prove a difficult dilemma for community colleges; we are still enjoying public support as gateways to economic security but may lose it if we become gate keepers instead.

(4) The following options will need to be considered as ways of reducing cost per student: improving productivity, particularly through changes in the instructional delivery mode, focusing the mission, increasing administrative efficiency, and changing the reward and resource allocation system to encourage performance and efficiency.

Productivity can be improved through curricular reforms and better use of facilities, but most likely through changes in the way instruction is delivered. Technological applications such as distance learning may play an important role in such changes. Across-the-board cost-cutting or employment freezes are not viable long-term options. Instead, sustainable savings can be achieved by narrowing and focusing the mission of the college to meet student needs. Administrative efficiency can be improved through the use of TQM or similar delegation/accountability techniques.

(5) Both content and teaching methods will have to be adapted in order to meet the needs of the changing student population.

In addition to its size, the student population is also increasing in its diversity and in the variety of its learning styles. Moreover, the evolution of the labor market and the requirements of lifelong learning are changing its educational needs.

(6) Federal and state regulations will force the college to become more outcome oriented and to evaluate carefully how much learning takes place in its programs.

New accountability models and assessment instruments will be put in place by state and federal agencies. They will require measurement of such factors as student learning, degree and certificate completion, transfer rates, performance of graduates, and equity achievement.

(7) Community colleges will need to become more involved in local economic development and capitalize on opportunities to establish partnerships with business and industry.

Because economic competition is now global, such involvement has become necessary both to meet the demand and, ultimately, to assure the colleges' own survival by helping to maintain a healthy state economy.

2: TECHNOLOGY

(8) Information technology will have a pervasive economic and social influence.

It is already considered the engine of economic growth, and business is taking more and more advantage of its developments. The educational community is beginning to catch up from the universities all the way to the elementary schools. For the students who come to us, this technology will, increasingly, be a way of life, from TVs and VCRs to home and school computers.

(9) Developments in technology will open a wide variety of possibilities for the college.

Examples include networking the campus, accessing the outside world through the Internet and other networks, offering distance and interactive learning through fibre-optic cable, using multi-media to improve teaching and learning, computerizing SEPs, transcripts, administrative operations, etc. These new possibilities are also embraced by our students, more and more of whom are computer literate and eager to take advantage of all that technology has to offer.

3: LABOR MARKET

(10) Most of the employment growth in the next 10 years will be in the service, technology, and retail sectors. It will be largely concentrated in small businesses.

The California economy remains strong, and the local economy is relatively healthy. The manufacturing sector is in decline but remains significant in Southern California.

(11) Both the fastest growing and the best paying jobs will require some college education or advanced training.

There will be many opportunities for high school graduates, but they will be mostly in low paying jobs.

(12) Some of the major qualifications sought by employers in job seekers will be communication and numeracy skills, computer literacy, higher order thinking skills, and teamwork experience.

These are the kinds of requirements most often expressed by employers at all levels and in all areas. Higher order thinking skills (problem solving, critical thinking, decision making, etc.) are often at a premium, and self-motivation as well as collaboration are highly valued.

(13) Employment security in the future will be based on adaptability, flexibility, and the ability to learn.

The job security of the past will give way to a different kind of security that is more dynamic and is based on the ability to adapt to changes in the economy and the work place. Workers prepared for lifelong learning will be at an advantage.

(14) With the changing economy, the business world will need increasing assistance for management training as well as technological upgrading and retraining of its work force.

This need will create opportunities for cooperation with business and industry either through our regular programs or through contract education. Community colleges, in fact, may be the best positioned institutions of higher learning in the new economy.

(15) Internationalization of the economy will increase.

The passage of NAFTA and other international trade agreements will accentuate a trend that has already had a major impact on the economy of the country and of the state.

4: SOCIAL NEEDS

(16) Students will need the ability to think critically and the skills and knowledge required to participate effectively in a pluralistic, democratic society.

In order for students to voice well-reasoned opinions and cast informed votes in our society, they will need to understand the foundations of American society, the challenges and opportunities presented by diversity, and the development of both ancient and present-day cultures around the globe. Students will need to develop criteria and procedures for evaluating the issues they will face.

(17) Educational institutions will be under increasing pressure to teach and transmit social values to their students.

These values are those which define us as a nation and are exemplified by respect for the law, the democratic process and the Bill of Rights, commitment to equal opportunity, concern for society and for future generations, and a sense of responsibility in the exercise of freedom. Calls for such an emphasis on values come from a variety of sources: from employers who seek honest and responsible workers to national reports such as "An American Imperative" which represent the views of business, education, and labor leaders.

SECTION II: MISSION STATEMENT

Glendale College is a comprehensive public community college open equally to all adults or high school graduates who can benefit from its programs and services.

Its primary mission is to prepare students for successful transfer to four-year colleges and universities or for successful placement or advancement in rewarding careers. Its mission is also to serve its surrounding community through adult non-credit education and community services courses and programs.

As part of this mission, Glendale College considers the following to be particularly important:

- to provide a rich and rigorous curriculum that helps students understand and apprectiate the artistic and cultural heritage of this society, the history and development of civilization, the scientific environment in which they live, and the challenges of their personal lives;

- to emphasize the coherence among disciplines and promote openness to the diversity of the human experience;

- to help students develop important skills that are critical for success in the modern workplace, such as verbal and written communication, numeracy, effective use of technology for work and research, information analysis and evaluation, problem solving, and the ability to work with others and conduct their lives with responsibility;

- to provide an extensive array of student services and learning tools, including state-of-the-art technology, to assist students in all aspects of their college experience.

For this purpose Glendale College maintains a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.

To fulfill its mission, the college offers the following programs, services, and opportunities:

- General Education - Learning activities introduce students to the humanities, arts, social sciences, natural sciences, business and computer sciences, and technical education and provide the first two years of higher education. Courses satisfy both general education and lower division major requirements leading to

    - Associate in Arts and Associate in Science degrees
    - Transfer to a four-year college or university

- Vocational Education - Programs provide occupational education in technical and semi-professional areas for students preparing for employment, seeking to upgrade their skills, or retrain for a new career. Courses are designed to support local industry through

    - Vocational certificates
    - Lifelong learning and retraining

- Precollegiate Basic Skills Education - Courses are designed to provide the student with basic skills in speaking, listening, reading, writing, computation, and study skills.

- Non-Credit/Adult Education - This comprehensive program includes basic education, high school subjects, citizenship training, English as a second language, entry-level job skills, parenting skills education, and classes designed to meet the diverse needs of older adults.

- Student Services - Courses and services assist students to discover their abilities and interests, acquire academic and occupational information, choose occupations, plan educational programs, develop study skills, and address personal and financial concerns.

- Student Activities - Many opportunities are available to encourage students to become involved in college life. Students can develop leadership skills and pursue their interests by participating in student government, clubs, activities, and college-wide committees.

- Community Services Education - This self-supporting program offers fee-based courses designed to meet the special needs and interests of the community.

In order to monitor the accomplishment of its mission, the college keeps track of the following overall key performance indicators (KPI):

- Success, persistence, and educational goal completion rates;

- Numbers, performance, and satisfaction of transfer students;

- Satisfaction of universities with transfer students;

- Placement rates of students in the workforce and entry level salaries;

- Satisfaction of alumni and employers.

The following set of goals addresses institutional programs and services that require attention in the next five years if the college is to better fulfill its mission. The goals are subject to annual review.

SECTION III. 5-YEAR GOALS AND OBJECTIVES

Goal 1: To employ the most effective learning methods in all classes and programs

Note: In order for this goal to be achieved, faculty should be familiar with a number of learning methods so that the method most appropriate to each classroom setting, learning objective, and student learning style can be employed. Faculty may need support in developing facility with or in implementing the following:

- cooperative or collaborative learning techniques (including SI)
- writing across the curriculum
- active use of information technology resources as part of classes
- service learning
- classroom based assessment
- short lecture
- multimedia presentations
- others as recommended by Academic Affairs

KPI
- Number of faculty reporting that they are varying learning methods to adapt to setting, objectives, and learning styles

- Number of faculty attending workshops, support groups, or seminars to increase facility with a variety of learning methods

- Success rate of students in all classes

- Student satisfaction with learning methods

Strategies: see Learning Effectiveness Program

Goal 2: To increase liaison among programs and disciplines in order to provide a coherent educational experience for students.

Note: For the purpose of this goal, the following will be considered as avanues through which liaison and coherence can be enhanced:

- learning communities (LC)
- thematic interdisciplinary courses (TIC) (e.g, Humanities courses)
- paired/connected classes (PC)
- inter-departmental/divisional and inter-segmental coordinated programs (ICP)
- campus-wide semester themes and events
- multi-disciplinary events (e.g., women's history month)

KPI
- Number of multidisciplinary programs (LC, TIC, PC, ICP) offered each semester on campus

- Number of students participating in multidisciplinary programs each semester

- Number of multi-disciplinary or semester theme events per semester

- Number of students participating in theme events

Strategies: see Campus Interdisciplinary Program

Goal 3: To make students technologically literate and effective users of information technology in their educational programs.

Note: For the purpose of this goal, technological literacy, as defined by the Academic Senate, means the ability to (1) produce a short document using word processing, (2) send and receive e-mail, and (3) access information via the World Wide Web.

KPI
- Percent of faculty and office staff who are technologically literate(/P>
- Percent of graduating/transferring students who are technologically literate(/P>
- Percent of students using computers to prepare papers and reports, access network data, or communicate with their teachers

Strategies: see Information Technology Program

Goal 4: To develop communication, critical thinking, and problem-solving skills in students throughout the instructional and college services programs.

KPI
- Percentage of class sections requiring graded writing assignments

- Percentage of class sections requiring oral presentations

- Percentage of class sections requiring problem-solving skills

- Percentage of class sections requiring independent research

Strategies: see Learning Effectiveness Program

Goal 5: To increase the rate and efficiency of goal completion by students.

KPI

- Percent of students indicating, in exit interviews, achievement of stated educational goals

- Average length of time taken by <u>full-time</u> students to fulfill transfer, certificate, or degree requirements (measured by level of preparation and by goal)

- Percent of first-choice courses received at registration

- Percent of students able to get their first choice of GE and majors classes

- Percent of students able to get their required English, ESL, and Math courses in their first attempt

- Number of courses offered through distance learning

- Number of students satisfied with course scheduling

Strategies: see College Responsiveness Program

Goal 6: To employ the most effective and efficient methods in providing services to students.

KPI

- Number of computer workstations on campus allowing students to access library and college services information

- Percent of professional staff able to access library and college services information from the college computer system and/or the Internet

- Number of students indicating awareness and knowledge of the various components of college services

- Number of new students who, within their first year at the college, complete an SEP based on current information regarding job availability and educational requirements

- Average waiting-in-line time for students at the bookstore or at the registration counter, for any day of the semester

- Average time required to find a parking space and get to class each day

- Level of student satisfaction with the efficiency of college services

Strategies: see College Responsiveness Program

Goal 7: To provide orientation and advisement to all students.

KPI

- Number of new students receiving formal orientation

- Number of parents and family members of new students receiving orientation

- Number of students attending follow-up orientation workshops

- Percentage of students satisfied with the orientation program

- Number of instructors trained as academic advisors in their discipline

- Number of students advised by major-area faculty

- Percentage of students satisfied with academic advisement

Strategies: see College Responsiveness Program

Goal 8: To improve the efficiency and effectiveness of facilities utilization and administrative operations.

KPI

- Number of cooperative ventures entered into by the college

- Money saved through these cooperative ventures as compared to previous costs or to actual costs for similar services(/P>
- Percent reduction in college administrative costs

- Percent increase in daily classroom occupation

- Percent of satisfactory meetings (as a measure of the effectiveness of the governance structure)

- Number of person-hours spent in committee meetings

Strategies: see Information Technology Program and Fiscal Stability Program

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Goal 9: To provide effective and up-to-date information technology (IT) support for all college programs and services.

KPI

- Percentage of the professional and office staffs trained to use campus computer network

- Percent of faculty and staff who have access to the information they need

- Reduction in administrative costs due to the implementation of the new

system

Strategies: see Information Technology Program

Goal 10: To enhance income generation and fund raising at the college.

Outside of the regular state allocations, college revenue sources include the following:
1. <u>Private sources</u> (individuals, corporations, and organizations) through the Foundation
2. <u>Public sources</u> (competitive grants: Title III, NSF, FIPSE, JTPA, vocational education, etc.)
3. <u>Public sources</u> (formula allocation grants: CalWORKs, vocational education, etc.)
4. <u>Contract Education</u> through the Professional Development Center
5. <u>Public funds</u> (bonds, taxes, etc.)
6. <u>Entrepreneurial efforts</u> (swap meet, etc.)
7. <u>Community Services</u>
8. <u>Non-resident tuition</u>
9. <u>Other</u>

Performance indicators and strategies refer to these separate sources.

KPI

1. Foundation:	funds raised for the endowment fund funds raise for the scholarship fund funds raised for the general fund
2. Competitive grants:	amounts applied for each year
3. Entitlement grants:	contributions to the general fund % of grants administrative costs covered total amounts of money brought in
4. PDC:	revenues generated profits generated direct or indirect contributions to the general fund
5. Public funds:	amounts raised
6. Entrepreneurial:	total revenues generated fraction contributed to the general fund swap meet profits
7. Non-resident tuition:	revenues generated

Strategies: see Fiscal Stability Program

Goal 11: To strengthen the planning process and make the Master Plan the basis of administrative decision-making.

Note: For the purpose of this goal, a strong planning process is one that has the following characteristics:

- it is well coordinated, i.e., all aspects of planning are linked together harmoniously,
- it provides regular updates, and
- it serves the educational mission of the college.

KPI
- Percentage of major administrative decisions that are in accord with the master plan guidelines

- Percentage of programs and personnel using Master Plan-based performance goals for self-evaluation and review processes

Strategies:

Give the Long Range Planning Committee, with the assistance of the Institutional Research office, the following responsibilities:

    a. Coordinating and supervising all planning work at the college;
    b. Monitoring the implementation of the Master Plan and evaluating the achievement of its goals;
    c. Organizing the annual updates of the plan;
    d. Giving a progress report annually to the college.

    The budget process shall consider the mission and goals of the MAster Plan.
    Train the management team to use a planning perspective.
    Coordinating program review with the Master Plan is integral to long-range planning.

SECTION IV. IMPLEMENTATION PROGRAMS

The implementation of the preceding goals will be done through the following 5 high-priority college programs:

1. **The Learning Effectiveness Program (LEP)** for Goals 1 and 4 (Learning methods, and communication and thinking skills)
2. **The Campus Interdisciplinary Program (CIP)** for Goal 2 (Coherence)
3. **The Information Technology Program (ITP)** for Goals 1, 3, 6, 8, and 9 (Information Technology)
4. **The College Responsiveness Program (CRP)** for Goals 5, 6, and 7 (Responsiveness of programs to student needs)
5. **The Fiscal Stability Program (FSB)** for Goals 8 and 10 (Efficiency and fund raising)

Each of these programs will address a specific set of goals and objectives of the Master Plan, and its impact will be evaluated on a regular basis. Each will be funded by the college and placed under the responsibility of a senior administrator who will manage it in cooperation with faculty and staff representatives. In each case their first task will be to review and complete the list of objectives of the Master Plan that pertain to their program, and determine the corresponding implementation details and timelines. The general description of these programs is as follows.

Learning Effectiveness Program

Goals: The purpose of this program is to address Goals 1 and 4 of the Master Plan, i.e. the need to improve the effectiveness of the teaching/learning process and the development of communication and thinking skills (CaTS) in classes and programs throughout the college. The program will focus on expanding the use of effective learning methods (ELM) on campus and on generating conscious efforts, in each division, to increase the thinking abilities of all students.

Strategies: The major strategy of this program will be the development of comprehensive support and training programs for ELMs (SI, for instance, is an element of such a support program) and for the teaching of communication and thinking skills.

Responsibility: The program will be under the direct responsibility of the Executive Vice President of Instruction and will be managed and supervised by the Academic Affairs committee.

Campus Interdisciplinary Program

Goals: The purpose of the Campus Interdisciplinary Program (CIP) is to address Goal 2 of the Master Plan, that is, the need to increase the liaison and coherence among programs and disciplines.

Strategies: In order to reach this goal, the program will focus on six different avenues for liaison and coherence:
- learning communities (LC)
- thematic interdisciplinary courses (TIC) (e.g., Humanities courses)
- paired classes (PC)
- inter-departmental and inter-sectorial (credit & non-credit) coordinated programs (ICP)
- campus-wide semester themes and events (STE)
- multi-disciplinary events (e.g., women's history month)

The target of the LC program is to offer eight general education classes paired up in sets of four, each set of four being offered to two classes of forty students each semester, thus enrolling 160 students each semester.

Paired Classes have been offered at the college for several years and the CIP will seek to increase their number, particularly among basic skills ,student development, and regular content classes, in order to improve the success rates of under-prepared students.

TIC courses have also been on the schedule for several years, mostly as part of the humanities program. The CIP will seek to maintain this program and even expand it in other areas of the college such as the sciences.

The interdepartmental and inter-sectorial coordinated programs (IDC) will be developed in cooperation with the various divisions to increase coherence between departments and divisions. Especially targeted will be sets of classes that constitute a particular transfer option or vocational program, for instance, physics, chemistry, and biology courses for students going into the health sciences. The program will seek to bring together the contributing departments to increase the coherence between their offerings.

The other two programs will promote campus-wide liaison, the first by choosing one general theme each semester, to be addressed across campus by any class in which it is relevant and by special lectures such as humanities or science lectures on the theme; the second by sponsoring multi-disciplinary events such as the already existing Women's History Month.

Responsibility: The Campus Interdisciplinary Program will be under the responsibility of the Executive Vice President of Instruction. It will be managed by the CIP coordinator in consultation with the CIP committee and the LC committee.

Information Technology Program

Goals: This program is the object of several goals in the Master Plan because it affects every sector of the college operations. In instruction the purposes are to improve learning efficiency and to prepare students for a world in which the use of information technology is pervasive (Goals 1 and 3). In student services it is to increase efficiency by making routine college information available to students on touch-screen systems (Goal 6). In administrative services, communication, efficiency, and decision making are the targets (Goal 8). It is also a goal of this sector to provide the entire college with the structure and support necessary for all uses of information technology (Goal 9).

Responsibility: This program is under the direct responsibility of the Administrative Dean of Human Resources/Technology. It will be managed by the newly hired Dean of Information Services and Technology in consultation with the Campus Computer Coordinating Committee and its affiliate committees.

Strategies: This program has two major components: the infrastructure and the applications. The infrastructure consists of the elements that will be used by many applications in more than one sector. These elements and their targets are as follows:

Elements	Targets
-backbone network (cables, servers, etc.)	-to reach all offices, classrooms, and study areas
-outside network connections (Internet, LNX)	-to be available on the backbone network
-general database	-to be fully integrated and relational, and migrated to the new environment
-MIS software (Consortium)	-to be complete, installed, and fully functional
-faculty and staff training program	-to train all appropriate faculty and staff, and retrain all DP staff
-general support personnel	-to have on board all necessary competencies for the new environment
-purchasing, licensing, and maintenance	-to be adequate and well organized
-security and protection systems	-to offer full protection for all college equipment, software, and data

The applications can be divided into 6 groups:

Applications	Targets
1. IT as a learning object	
• computer literacy	• full computer literacy for all students and faculty
• CS/IS	• equipment to meet educational needs
• electronics & computer technology	• equipment to meet educational needs
2. IT as learning tool	
• CAI labs (basic skills, ESL, etc.)	• as needed
• information sources (CD-ROM, networks)	• fully available at the library (and other sites)
• simulations (science labs)	• available as necessary
• communication & video conferencing (Internet, ISDN)	• available to all students
3. IT as teaching tool	
• multimedia/Internet based presentations	• fully equipped stations in each classroom
• e-mail communication teacher/student	• available to all, including adjunct faculty
• media distribution center	• accessible to all classrooms
• distance learning	• facilities and arrangements available
• instructional management	• available to each teacher
4. IT as working tool	
• preparation of reports, term papers, etc.	• drop-in computer labs with 300 stations total
• recording and treatment of data in math and science	• equipment and software available in science labs
5. IT as student decision making tool	
• college information access	• kiosk system with outlets on campus and at satellite stations; with full information on catalog, schedules, prerequisites, graduation and transfer requirements, classes, programs, etc.
6. IT as administrative tool	
• general data processing	• new system fully installed
• reporting	• software available and staff trained
• decision making	• appropriate software available
• office automation	• mechanize instructional management and other operations as needed
• student services automation	• computerize applications, transcripts, SEPs; use Social Security Number for student identification
• communication	• e-mail available to all faculty

College Responsiveness Program

Goals: The purpose of this program is to increase the responsiveness of the college to student and community needs in both the content and the delivery of its instructional program and its student services. In instruction, the college will seek to make sure that its students can reach their educational goals as efficiently as possible, while in student services it will seek to provide them with the assistance that they need through improved orientation, academic advisement, and counseling programs. (Goals 5, 6, & 7)

Responsibility: This program is under the direct responsibility of the Vice President of College Services who will manage it in cooperation with the Academic Affairs and Student Affairs committees.

Strategies: The program will seek to improve the responsiveness of the college to student needs through <u>six</u> different strategies, three in Instruction and three in Student Services.

A) <u>Instructional strategies</u>

- Review graduation requirements to ensure that they take into account all reasonable avenues by which students might demonstrate required proficiencies
- Increase scheduling flexibility (e.g., more responsive planning of curricular offerings, "drop-down" policy, late starts, modular courses, evening offerings, PACE, distance learning, compensatory priority registration, etc.)
- Improve the articulation between the credit, non-credit, and contract sectors and optimize their use by students

B) <u>Student Services strategies</u>

- Expand alternative modes of orientation (e.g., summer programs and follow-up sessions, TRIO program, etc.)
- Expand the academic advising program to include teaching faculty, and provide appropriate faculty training
- Explore and implement alternative methods for student/counselor interactions, such as "case-load" format, group/collaborative counseling, follow-up services for undecided, basic skills, and probation students, a 24-hour resource center where students can get help with health, housing, financial, and personal emergencies, and student ombudsperson.

Fiscal Stability Program

Goals: The purpose of this program is to improve the ability of the college to meet its financial obligations by increasing its revenues, through additional fund raising, grants, and contract education, and by increasing the efficient and effective utilization of its human, fiscal, and physical resources. (Goals 8 & 10)

Responsibility: This program is under the direct responsibility of the Vice President of Administrative Services who will manage it with appropriate administrators and program directors, and in cooperation with the budget committee.

Strategies: The program targets two major areas: administrative efficiency and effectiveness, and fund raising. The proposed strategies are as follows:

A) <u>Administrative efficiency and effectiveness</u>

- Institutionalize a process engineering program for the whole college starting with a pilot program in the Facilities section of Administrative Services
- Explore, in all major administrative areas of the college, the possibility of cost savings through joint ventures, with other colleges or government entities (e.g., MIS consortium, the liability insurance JPA, library exchanges, etc.) and institutionalize the procedure throughout the college.
- Streamline governance by decreasing the number of committees, training college personnel for meeting effectiveness, and installing a meeting evaluation process

B) <u>Fund raising</u>

- Public Relations
  - Form a permanent committee to coordinate the public relations of the college, particularly with the

community and the media
    - Develop an overall marketing plan to help the college in its recruitment and fund raising efforts
  - Foundation
    - Do multi-year planning for private college fund-raising and align it with college priorities as specified in the Master Plan
    - Offer a planned-giving format to donors
  - Grants
    - Establish a committee and develop policies for grant writing
    - Put one person in charge of competitive grants
    - Survey the campus for fundable needs and potential grant sources and write grant applications on a regular basis
    - Have all grant applications reviewed by the grant committee to make sure that
      1. they fit with the mission and goals of the college,
      2. their full administrative costs are covered, directly or indirectly,
      3. their personnel costs are billed at direct salary rates not at replacement values, and
      4. the materials and services procured by the grant can, as much as possible, be used by other college programs and services
    - Institute an annual review process for continuing grants such as JTPA, vocational education grants, and others
    - Maximize revenues from categorical and special funds
  - Contract Education
    - Make the PDC better known at the college and, in particular, ensure that the contract possibilities that it offers are well known (and used) by faculty and staff (PDC newsletter, PDC advertising in the schedule of classes, etc.)
    - Establish a process of allocating surplus funds from the PDC that both reflects the interests of the PDC and is in harmony with the educational needs of the college
    - Establish a review process for PDC operations to ensure that the educational goals of the PDC and those of the college are in harmony
  - Public Funds
    - Work for the passage of a parcel tax or general obligation bond to finish upgrading the college facilities
  - Entrepreneurial Efforts and Community Services
    - Conduct brainstorming sessions to develop other ideas, and investigate possible other rentals of college parking lots and facilities
    - Look into the possibility of allowing advertising on campus through exclusive agreement with some vendors
  - Non-Resident tuition
    - Intensify recruitment through proprietary language schools in Southern California and invite their students to tour the campus, or send attractive brochures directly to foreign high schools
    - Improve services to foreign and out-of-state students (faster responses to inquiries, help with visas, residence, etc.)
    - Develop applied programs and educational opportunities that interest foreign students

GCC Home   Research Home   Campus Profile