# GLENDALE COMMUNITY COLLEGE

# STRATEGIC MASTER PLAN

# 2003-2009

## *Updated Goals & Strategies, 2005-2006*

### Vision Statement

Glendale Community College is focused on the highest standards of educational quality and student learning, provides educational services that meet the needs of the community, and is a well-managed, fully accountable institution

# SECTION III: Goals, Strategies, Performance Indicators and Responsibilities

## Goal 1: Focus the educational program on core competencies throughout the curriculum

### Strategies

**1.1 Enhance student acquisition of core competencies**: Improving the acquisition of core competencies (reading, writing, critical thinking, quantitative reasoning, oral communications, information competency and study skills) in our students will require making sure that they get proper assessment and educational plans, offering more basic skills classes for those who are not college–ready, and teaching critical thinking, communications and information competency across the curriculum.

### Key Performance Indicators

**1-1** Percentage of students with at least 45 units who meet the following competency requirements:

a) reading
b) writing
c) critical thinking
d) quantitative reasoning
e) oral communications
f) information competency
g) study skills

### Implementation Responsibilities

| Task | Responsibility |
|---|---|
| Evaluate the 7 items listed by the Master Plan committee to determine if these are inclusive or require modification | Senate Executive |
| Incorporate the work that has already been done by the ASCCC and other colleges to establish standards and framework | Senate Executive |
| Provide definitions of core competencies | Senate task force w/Senate approval |
| Establish minimum levels of accomplishment required of community college students | Senate task force w/Senate approval |
| Determine how attainment of these core competencies will be measured (completion of designated courses, testing, portfolio development) | Senate task force w/Senate approval |

| | |
|---|---|
| Report on the development of definitions and measures of core competencies for use in the next accreditation self study | Student Learning Outcomes Task Force, Academic Affairs, and Team A |

## Goal 2: Increase the quantity and variety of learning opportunities that promote successful student learning outcomes

### Strategies

**2.1 Develop strategies that improve student learning:** Because teaching methods are constantly evolving, GCC will develop mechanisms by which to foster the communication and adoption of innovative methods rather than focusing on promoting any one particular method. One suggested mechanism is that of a Virtual Learning Community for faculty development, through which the college can effectively communicate and promote innovative, effective practices. One mechanism is to look for grants that would provide opportunities to develop new teaching and learning strategies. Additionally, the college should maintain and expand the use of instructional technology to provide instructors and students with a wide range of instructional options, to increase access to materials, to foster communication, and to develop technologically literate students.

**2.2 Expand learning opportunities linked to courses and programs:** The college will develop strategies to improve learning both inside and outside the classroom. Examples of such strategies include the following.

- Expand the Service Learning program
- Expand the Supplemental Instruction (SI) program
- Develop more cohort programs
- Explore innovative curricular opportunities
- Expand Learning Center offerings
- Expand techniques used to improve information competency such as interdisciplinary paired classes and infusion

### Key Performance Indicators

2-1 Course success rates overall and in sections using various learning opportunities
2-2 Persistence rates overall and in sections using various learning opportunities
2-3 Completion rates overall and in sections using various learning opportunities
2-4 Satisfaction of students overall and in sections using various learning opportunities
2-5 Faculty satisfaction with technological resources and support available for instruction

**Implementation responsibilities**

| Task | Responsibility |
| --- | --- |
| Implement the SI and Service Learning components and report annually | SI and Service Learning committees |
| Establish other cohort programs and report annually on progress. | Instructional Management |
| Consolidate committees involved in learning technology and implement 2.5 and the Virtual Learning Community proposed under 2.1 | Instructional Technology Management |
| Define a process for approving and funding the piloting and implementation of non-traditional learning opportunities. | Academic Affairs, Student Affairs, and Budget Review Committee |
| Determine a list of the various learning opportunities and of the class sections using them (for KPI measurement purposes) | Academic Affairs |

## Goal 3: Make the college more responsive to student needs

### Strategies

**3.1: Make scheduling more responsive to student needs:** The purpose of this strategic initiative is to refocus the scheduling priorities on making sure that students can progress efficiently toward their educational goals.

**3.2: Strengthen the connection between students and the college:** Making GCC more student centered is a campus-wide effort to strengthen the connection between our students and the college. The student centered campus includes initiatives that foster more student involvement in the following areas.

- Campus life
- Accessible faculty
- Helpful and knowledgeable staff
- A steady flow of information going to and coming from students

By cultivating a friendly, welcoming campus atmosphere we can provide our students with more opportunities to connect with the college.

### Key Performance Indicators

3.1 Student satisfaction with course scheduling
3.2 Percentage of students reporting no conflict in class schedules
3.3. Percentage of students reporting no problem with class availability.
3.4 Student time to goal completion
3.5 Average ratings of student satisfaction with campus friendliness
3.6 Ratings of GCC student engagement using the National Survey of Student Engagement.

### Implementation Responsibilities

| Task | Responsibility |
|---|---|
| Implement the scheduling strategy and report annually | Instructional and/or College Services Management as appropriate |
| Implement 3.2 and report annually | Student Affairs Management and ASGCC |

## Goal 4: Streamline the delivery of student services and increase student success by focusing on preventive services

### Strategies

**4.1 Strongly encourage orientation for all matriculating students:** Orientation is currently offered to all new students but not all new students complete orientation. Yet research indicates that it does help students make the transition to college life and its requirements and increases their likelihood of success.

**4.2 Strongly encourage student assessment:** The college's Board of Trustees has already approved a recommendation from the Matriculation Committee that English/ESL and Math assessment be required for all non-exempt students within the first 18 units. This move was made after the Institutional Research office presented results from a study that showed that students who complete assessment have a higher GPA and a higher retention rate than those who do not. The purpose of this initiative is to implement the Board directive and provide assessment to all non-exempt students.

**4.3 Increase early special interventions for students on probation:** Interventions are currently mandatory only for students on their third semester of probation. This strategy would make it mandatory that all students on probation, approximately 25% of our student body, receive additional assistance before they are allowed to continue in another semester. Such assistance would be a combination of counselor interventions, workshops, and student development classes.

**4.4 Revamp the delivery of student services:** The purpose of this strategic initiative is to make the college's student services more proactive in addressing student needs and more efficient in serving our ever growing student population. This will be done by a complete redesign of the delivery modes of these services through the use of the new ERP system and the implementation of a caseload counseling team concept. The initiative will be implemented by restructuring personnel into cross-functional support teams.

**4.5 Expand support services to students in the programs at the Garfield campus:** While non-credit students are now part of the matriculation process with targeted funding, the support services available to them are far short of those available for credit students. Funding will be a long-term issue, but the needs of students at Garfield are considerable and ways to support these students need to be developed.

### Key Performance Indicators

4-1 Success and persistence rates of students completing orientation
4-2 Success and persistence rates of students completing assessment

4-3 Success and persistence rates of P1 (first semester on probation) students receiving preventative interventions.
4-4 Percentage of students successfully using
  a) online student services
  b) the One-Stop Center
4-5 Satisfaction of students with student services as measured through surveys and focus groups

**Implementation responsibilities**

| Task | Responsibility |
|---|---|
| Develop and pilot efficient and effective orientation models making full use of both human and technological resources. Report back to Team A within two years | College Services Management |
| Implement full assessment for entering students | College Services Management |
| Implement preventive interventions for P1 students | College Services Management |
| Complete the implementation of the redesigned delivery of student services, and report annually on the entire goal | College Services Management |
| Determine how the successful use of online student services and of the one-stop center will be measured | College Services Management |

## Goal 5: Expand educational programs and services at the Garfield campus.

### Strategies

**5.1 Develop facilities that reflect a campus atmosphere and a student-friendly environment at the Garfield campus:** Develop a site which provides for the educational and physical needs of the students and staff as well as amenities usually associated with a college campus.

**5.2 Expand Continuing Education programs based on the needs of the community:** Identify growth areas and implement programs (ESL, GED, high school diploma, business, lifelong learning, and/or parent education) that address needs within the community. This includes finding ways to deliver services that are efficient for the population served at the Garfield campus.

**5.3 Expand the quantity and variety of Community Services Education classes:** Offer an expanded program of courses to meet the needs and interests of the community.

**5.4 Offer comprehensive student services at the Garfield campus:** Provide support in the areas of counseling and education planning, standardized inventories, career development and exploration, program and services for students with disabilities, extended opportunity programs and services, information about financial aid, a library resource center, a student center with food services, and a bookstore. Remove barriers for application and enrollment for Continuing Education students. Explore the addition of credit course offerings at the Garfield campus.

### Key Performance Indicators

5-1 Number of students registered in non-credit and Community Services programs
5-2 Student satisfaction with programs, services, and experience
5-3 Number of student-hours served per semester at the Garfield campus.
5-4 Success rate in courses taught at the Garfield campus.
5-5 Number of GCC non-credit students receiving GEDs and/or skills awards per semester.
5-6 Percentage of GCC non-credit students taking GCC credit courses concurrently or the following semester.
5-7 Student satisfaction with services offered at the Garfield campus.

**Implementation responsibilities**

| **Task** | **Responsibility** |
|---|---|
| Implement 5.1 and 5.2 and report annually | Instructional and College Services Management |
| Define success in non-credit courses, for KPI measurement purposes | Academic Affairs/Non-Credit faculty |
| Define success in college services in the non-credit area, for KPI measurement purposes | College Services Management |

## Goal 6: Increase collaboration with K-12 partners and the college's GED program to provide a seamless transition from high school to college.

**Strategies**

**6.1 Expand the information available to the community about college:** Make community members of all age groups aware of academic and vocational opportunities at the college. Emphasize the availability of a GCC education when communicating with feeder schools.

**6.2 Expand the outreach program:** Outreach has been traditionally aimed at the recruitment of potential students, but increasingly it involves helping these students to get better prepared for college work, targeting groups who might be interested in certain programs and assisting K-12 teachers. This initiative seeks to expand the outreach program and increase its effectiveness so as to match recruitment to program needs and bring to the college well-prepared students who have a better chance of being successful in reaching their educational goals.

**6.3 Involve Faculty:** foster a campus and community atmosphere that encourages dialogue between GCC faculty and K-12 faculty and feedback about the students between systems.

**Key Performance Indicators**

6-1 Matriculation of GED/ESL/Continuing Education students into credit programs.
6-2 Initial placement of students coming from high schools through outreach partnerships with the college or through the college's GED program.
6-3 First semester success rates of students coming from the college's GED program or from high schools involved in outreach partnerships.
6-4 Student satisfaction with.their transition into credit programs.

**Implementation responsibilities**

| Task | Responsibility |
|---|---|
| Coordinate student and family outreach activities | Outreach Office, Grants |
| Implement the outreach program and report on it annually | Instructional and/or College Services Management as appropriate |
| Identify and keep a detailed list of outreach partnerships for evaluation purposes | Instructional and College Services Management |

# Goal 7: Increase faculty and staff excellence in all aspects of college operations

## Strategies

**7.1 Refocus Staff Development towards educational, technological, and leadership/governance training as well as appreciation of diversity:** This strategy requires that the major emphasis of the staff development program be training for teaching/learning and service skills, particularly in support of innovative learning opportunities, for the use of technology in all areas of the college, for leadership and the functioning of our governance system, for new faculty.

**7.2 Support and improve division life:** Division life, defined as the livelihood and academic, social, and institutional interconnectedness of division members, needs to be built up so that divisions continue to serve as a focal point in faculty life, in addition to playing an important role in getting faculty involved in the operation of the college. Methods of improving division life include the following.

- Division retreats to bring division faculty to closer unity
- Informal gatherings for bringing full-time and adjunct faculty together
- Processes for mentoring adjunct faculty

**7.3 Improve employee evaluation and recognition:** The purpose of this strategic initiative is to increase the completion rate of evaluations throughout the college, especially for part-time employees, and make sure that excellence is recognized on a more regular basis in addition to annual awards. Both of these components are aimed at encouraging outstanding performance on the part of college personnel.

**7.4 Improve the recruitment, hiring and selection process:** This strategic initiative covers a variety of fairness and efficiency improvements in hiring, including

- more aggressively recruiting a culturally diverse faculty and staff, and
- re-engineering the hiring process in conjunction with the implementation of the Oracle ERP system.

**7.5 Provide IT user training, assistance and support:** This section has two components: (1) user training in office software, instructional technology, and ERP use, and (2) user support in the form of appropriate equipment, effective help desk, and technical assistance. The first component will need considerable expansion to allow for successful implementation of the ERP system. It will also require close collaboration between Staff Development and ITS to ensure a coherent and streamlined approach to technology training at GCC. User support will need additional resources to continue upgrading the equipment and skills of college personnel and to increase its service to students.

**Key Performance Indicators**

7-1 Administration, faculty, and staff satisfaction with staff development activities and offerings
7-2 Faculty satisfaction with division life
7-3 Administration, faculty, and staff satisfaction with governance leadership and effectiveness
7-4 Administration, faculty, and staff satisfaction with the role of evaluation and recognition in encouraging excellence
7-5 Administration, faculty, and staff satisfaction with hiring procedures
7-6 Administration, faculty, and staff satisfaction with IT training, assistance, and support

**Implementation responsibilities**

| **Task** | **Responsibility** |
| --- | --- |
| Develop a task force to discuss the most effective ways to use technology in the teaching/learning and service skills areas. | Senate, CSEA, Staff Development, and Information Technology Management |
| Engage divisions in discussions and plans to improve communications, to establish standards, to develop Student Learning Outcomes, and to complete other work done by divisions | Division Chair Meetings |
| Create a joint task force to review the evaluation process and revise it so that it can be re-negotiated into the contract, if this is necessary | Senate and the Guild |
| Create a task force to develop and implement user training in office software, instructional technology, and use of the ERP system | Staff Development, Senate, Guild, Human Resources |

## Goal 8: Improve the efficiency of administrative services and the revenue generation ability of the college

### Strategies

**8.1 Improve fiscal stability:** In spite of unstable state finances, the college will return to its practice of doing a multi-year budget. External sources of stability include rising health and worker's compensation insurance premiums and rate increases for the PERS retirement system. The college is an active participant in a coalition of low revenue districts which is attempting to restructure the system's funding formula in order to distribute the state resources more equitably.

**8.2 Seek grants and business partnerships:** The purpose of this initiative is to organize a program for seeking financial and other assistance for the college through grants and business partnerships. For the program to be successful, it needs to provide training, assistance and rewards for the people involved, and it needs to be well coordinated through a grants approval process to make sure that the grants and partnerships truly serve the mission of the college. Additionally, the college must assess the impact of potential grants before proposals are submitted.

**8.3 Increase lobbying for State funds:** The college already lobbies through a variety of channels such as the unions, the faculty association, the student association, and its own paid lobbyist. This initiative focuses these efforts toward three priorities: reaching FTES funding parity with other institutions, obtaining a higher share of the higher education funding for community colleges, and stabilizing their financing process at the State level so that they can plan and budget on a more long-term basis. The college representatives will need to take a leadership role in their various lobbying groups in order to generate system-wide action toward these priorities.

**8.4 Incorporate total cost of ownership in all capital acquisitions:** The purpose of this strategic initiative is to ensure that all college personnel who deal with equipment acquisition understand the concept of total cost of ownership (TCO) and incorporate it fully into the college's planning and budgeting processes.

**8.5 Improve the efficiency of administrative services:** Faced with funding and staffing constraints, the college must work to increase the efficiency of its administrative services. It has previously determined that the best way to address this issue is to implement a Process Engineering Program. This program has examined and redesigned several major administrative processes, and the purpose of this strategy is to implement the new designs utilizing the capabilities provided by the Enterprise Resource Planning System (ERP) that the college is purchasing. Together the process reengineering and the new ERP system will transform the way administrative services are provided on a day-to-day basis and enable the college to meet its needs for greater efficiency. This strategic initiative requires no college resources beyond those needed for the ERP implementation with which it is closely linked.

**Key Performance Indicators**

8-1 Amount of revenues generated by grants and business partnerships
8-2 Percentage of technology purchases that include provision for Total Cost of Ownership
8-3 Decrease in operating costs due to reengineered processes and ERP implementation
8-4 Employee satisfaction with the efficiency of administrative services

**Implementation responsibilities**

| Task | Responsibility |
|---|---|
| Develop a fiscal stability plan and report to Team A within two years | Administrative Management |
| Create and monitor a Grants and Partnerships committee | President's Cabinet |
| Implement TCO and report annually | Administrative Management and Budget Review Committee |
| Implement reengineering and report annually | Administrative Management |
| Develop a method of measuring the decrease in operating costs due to process reengineering and the ERP implementation | Administrative Management |

## Goal 9: Improve the planning and budgeting process to include: research, facilities planning, creation and elimination of academic and vocational programs all through improved data collection processes

### Strategies

**9.1 Integrate research, planning and budgeting:** The purpose of this strategy is to make sure that the college's resource allocation, as translated annually in its budget, supports the goals of the Strategic Master Plan and integrates the data coming out of Institutional Research and Program Review. The methods to implement this strategy will include procedures closely connecting resource requests with goals in the Plan, greater faculty involvement in the annual prioritization process, and annual Team A meetings to monitor the implementation of the Strategic Master Plan.

**9.2 Improve the data collection system:** The purpose of this strategy is to streamline college decision-making through revised data collection and data access processes for all operations across credit, non-credit, and continuing education programs. The college should investigate its current data collection efforts in order to identify uncollected information and points of duplication. Data collection should also be prioritized and efforts should focus on the most important information, such as data on student tracking, student learning outcomes and data reported to external sources.

**9.3 Create a plan for developing and/or sunsetting academic and vocational programs:** The purpose of this strategy is to promote a better and more efficient use of college funds by making sure that programs that are no longer worthy of funding will be eliminated and the more promising programs will receive the support they need.

**9.4 Integrate facilities planning with educational planning:** This strategy will be implemented by bringing the college's five-year facilities plan to Team A for review, approval, and inclusion in the Strategic Master Plan.

### Key Performance Indicators

9-1 Administration, faculty, and staff satisfaction with the integration between research, planning, and budgeting
9-2 Administration, faculty, and staff satisfaction with the availability of necessary data
9-3 Percentage of Strategic Master Plan KPIs measured
9-4 Administration, faculty, and staff satisfaction with the integration between facilities planning and educational planning

### Implementation responsibilities

| Task | Responsibility |
|---|---|
| Complete the implementation plan for strategy 9.1 and take it through governance for approval within a year | Budget Process Committee |
| Implement improvements in the data collection system and report annually | Institutional Research Office |
| Establish baseline data for the KPIs of the Strategic Master Plan, and come back within a year with a set of objectives to submit to Team A for adoption | Institutional Research Office |
| Create an academic and vocational development plan and submit it to Team A within a year | Instructional Management/Academic Senate |
| Review the facilities plan in light of the current Strategic Master Plan and bring it back to Team A for approval within a year | Administrative Management & Campus Development Committee |

## Goal 10: Upgrade the college's information technology infrastructure and its management information system

### Strategies

**10.1 Implement and support a modern Enterprise Resource Planning system:** Implementation of the system is a complex process that will be spread over two to four years, will require wide participation and will be funded mostly from the bond issue.

**10.2 Upgrade the information technology infrastructure:**

### Key Performance Indicators

10-1 Administration, faculty, staff, and student satisfaction with the ERP system
10-2 Administration, faculty, staff, and student satisfaction with network availability, performance, and security

### Implementation responsibilities

| Task | Responsibility |
| --- | --- |
| Implementation and annual reporting | ITS Management |